

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

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**Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.**

**1. Course Proposals (check all that apply)**

New Course       Course Prefix Change       Course Deletion  
 Course Revision       Course Number and/or Title Change       Catalog Description Change

CDFR 218: Child Development	
<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>

**2. Additional Course Designations: check if appropriate**

This course is also proposed as a Liberal Studies Course.       Other: (e.g., Women's Studies, Pan-African)  
 This course is also proposed as an Honors College Course.

**3. Program Proposals**

New Degree Program       Program Title Change       Program Revision Change  
 New Minor Program       New Track       Other

<i>Current program name</i>	<i>Proposed program name, if changing</i>
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4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>Judalene Bowen</i>	<i>1/22/10</i>
Department Chair(s)	<i>Mary E. Swinker</i>	<i>1/22/10</i>
College Curriculum Committee Chair	<i>Robert Kestelink</i>	<i>2/22/10</i>
College Dean	<i>Parleen J. Zoni</i>	<i>2-24-10</i>
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate:		
UWUCC Co-Chairs	<i>Gail S. Schust</i>	<i>3-23-10</i>

Received  
 MAR 23 2010  
 Liberal Studies  
 Received  
 FEB 25 2010  
 Liberal Studies

## **Part II. 1. New Syllabus of Record**

### **I. Catalog Description**

**CDFR 218: Child Development**

**3 class hours**

**0 lab hours**

**3 credits**

**(3c-0l-3cr)**

**Prerequisites:** Grade of “C” or better in PSYC 101

Provides students with a survey of basic theories and research findings in child development. Coverage includes consideration of theories and research findings on many stages of human development. Included among the topics covered in this course are physical, cognitive, and social/emotional development, and the development of self-understanding, language development, and moral development.

### **II. Course Outcomes**

Students will be able to

1. Explain developmental theories.
2. Define what constitutes normal growth and development for children from diverse economic and ethnic groups from birth through adolescence.
3. Relate principles of child development to home and learning situations in a variety of socio-economic groups.
4. Report current research dealing with various aspects of human development.
5. Identify ways in which children are affected by their environment and ways in which children affect their environment.
6. Identify specific problems encountered by minority children in relation to growth and development related to both genetics and environment.
7. Analyze children’s behavior in regard to normality and appropriateness and determine causes of their behavior.
8. Describe how individuals acquire and process information including attention, memory, decision making, and problem solving.

### **III. Course Outline**

- |           |  |                  |
|-----------|--|------------------|
| <b>A.</b> | <b>Introduction to Child Development</b>           | <b>(3 hours)</b> |
|           | 1. Historical Foundations                          |                  |
|           | 2. Medieval Times, Reformation, Enlightenment      |                  |
|           | 3. Theoretical Background                          |                  |
|           | a. Psychoanalysis, Behaviorism, Social Learning    |                  |
|           | b. Cognitive-Developmental, Information Processing |                  |
|           | c. Ethology, Sociocultural, Ecological Systems     |                  |
| <b>B.</b> | <b>Prenatal Development</b>                        | <b>(2 hours)</b> |
|           | 1. Periods: Conception, Zygote, Embryo, Fetus      |                  |
|           | 2. Teratogens                                      |                  |
| <b>C.</b> | <b>Birth and the Newborn</b>                       | <b>(2 hours)</b> |
|           | 1. Stages of Childbirth                            |                  |
|           | 2. Medical Interventions                           |                  |
|           | 3. Newborn Capacity: Reflexes, States, Senses      |                  |

- D. Infancy and Toddlerhood (8 hours)**
1. **Physical Development**
    - a. **Body Growth; Brain Development**
    - b. **Motor Development**
    - c. **Perceptual Development**
  2. **Cognitive Development**
    - a. **Piaget: Sensorimotor**
    - b. **Information processing**
    - c. **Vygotsky**
    - d. **Early Environment and Mental Development**
    - e. **Language Development**
  3. **Social/Emotional Development**
    - a. **Erikson: Trust vs. Mistrust; Autonomy vs. Shame/Doubt**
    - b. **Emotional Development**
    - c. **Temperament/Attachment**
    - d. **Self-Awareness**

**Exam One (1 hour)**

- E. Early Childhood (8 hours)**
1. **Physical Development**
    - a. **Body Growth; Brain Development**
    - b. **Motor Development**
  2. **Cognitive Development**
    - a. **Piaget: Preoperational Thought**
    - b. **Vygotsky**
    - c. **Information processing**
    - d. **Theory of Mind**
    - e. **Language Development**
  3. **Social/Emotional Development**
    - a. **Erikson: Initiative vs. Guilt**
    - b. **Self-Understanding**
    - c. **Emotional Development**
    - d. **Peer Relations**
    - e. **Morality**
    - f. **Gender Development**

**Exam Two (1 hour)**

- F. Middle Childhood (8 hours)**
1. **Physical Development**
    - a. **Body Growth; Brain Development**
    - b. **Health Problems**
    - c. **Motor Development and Play**
  2. **Cognitive Development**
    - a. **Piaget: Concrete Operational Thought**
    - b. **Information processing**
    - c. **Theory of Mind**
    - d. **Language Development**

3. Social/Emotional Development
  - a. Erikson: Industry vs. Inferiority
  - b. Self-understanding
  - c. Moral Development
  - d. Peer Relations
  - e. Gender Development

Exam Three

(1 hour)

G. Adolescence

(8 hours)

1. Physical Development
  - a. Puberty
  - b. The Psychological Impact of Puberty
  - c. Health Issues
2. Cognitive Development
  - a. Piaget: Formal Operational Thought
  - b. Information Processing
  - c. Language Development
3. Social/Emotional Development
  - a. Erikson: Identity vs. Role Confusion
  - b. Self-understanding
  - c. Moral Development
  - d. Peer Relationships

Final Exam - During Final Exam Week

#### IV. Evaluation Methods

The faculty member assigned to teach this course could be one of several faculty within the CDFR Program. The following is an example of the evaluation methods for this course:

69% - Four 100 point exams (three during the semester and one during exam week) plus a 50 point final given during exam week. Each test may consist of multiple choice, matching, and true/false questions as well as short answer/essay questions.

31% - In class, online, and/or take-home quizzes and assignments based on readings, class discussions, and/or movies.

#### V. Grading Scale

90-100% = A  
 80-89% = B  
 70-79% = C  
 60-69% = D  
 Below 60 = F

#### VI. Attendance Policy

Student learning is enhanced by regular attendance and participation in class discussions, the instructor expects all students to attend class. The attendance policy for this class follows the Undergraduate Course Attendance Policy which is included in the Undergraduate Catalog. The total number of excused absences should not exceed one week of classes.

## VII. Required textbooks, supplemental books and readings

Berk, L. A. (2008). *Infants, children, and adolescents* (6<sup>th</sup> ed.). New York: Pearson Education, Inc.

Mahmoody, B. (1987). *Not without my daughter*. New York: St. Martin's Paperbacks.

## VIII. Special resource requirements

N/A

## IX. Bibliography

Booth, A., & Crouter, A. C. (2008). *Disparities in school readiness*. New York: Lawrence Erlbaum Associates.

Bullard, J. (2010). *Creating environments for learning: Birth to age eight*. Upper Saddle River, NJ: Merrill Publishing.

DelCampo, D. S., & DelCampo, R. L. (2010). *Taking sides: Clashing views in childhood and society* (8<sup>th</sup> ed.). New York: McGraw-Hill.

Derman-Sparks, L., & Edwards, J. (2010). *Anti-bias education for young children and ourselves*. Washington, DC: National Association for the Education for Young Children.

Genesee, F., Lindolm-Leary, K., Saunders, W. M., & Christian, D. (2006). *Educating English language learners: A synthesis of research evidence*. Cambridge, MA: Cambridge University Press.

Gonzalez-Mena, J. (2008). *Diversity in early care and education: Honoring differences*. Boston, MA: McGraw-Hill.

Gonzalez-Mena, J., & Stonehouse, A. (2008). *Making links*. New York: Teachers College Press.

**Student Outcomes Matrix**

Course Objective	NAEYC standards	NCFR/CFLE standards	PDE competencies
1		3	I - D1-6
2	4c	3	I - A4; B1 C4; C7; C8
3	5a, 5b	3	
4		3	
5	3a, 3e	3	I - A5 C9
6		3	I - B2
7		3	I - A1, A2, A4
8		3	

## Student Outcomes Matrix for FCSE

College Conceptual Framework Standard	INTASC Standard	Discipline Specific Standard/ Program Objective	Course Objective	Course Assessment Measuring Objective*
		I.D.	1	Exams 1- 3
		I.D., I. F.	2	Exams 2-3 Assignment # 2
		I.D., I.F., II.A., II.B.	3	Exams 2-3 Assignment # 2
		I.D., I. F., II.A., II D,	4	Exams 1-2
		I.D., I. F., II.A., II.B., II.D.	5	Exams 1-3 Assignment # 2
		I.D., I.F.,	6	Exam 1 Assignments 1& 3
		I.D., II.A.	7	
		I.D., II.A.	8	

### Course Analysis Questionnaire

#### Section A: Details of the Course

A1 How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

*For majors, this course is taken during the freshman year. It provides the foundation for understanding the history and theories of child development. This course is required for majors, but can also be taken by minors and/or interested students. This course is also taken by students from many different majors as a liberal studies elective. The content of this course cannot be incorporated into an existing course because it provides a depth of coverage on theories of child development necessary to meet standards of NAEYC, PDE, and NCFR.*

A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

*This course does not require changes in any other course in the department.*

A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

*No*

- A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.  
*This course is not intended to be dual level.*
- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?  
*This course is not to be taken for variable credit.*
- A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).  
*Many institutions offer courses that focus on child development. These courses generally have similar names: Penn State – HDFS 229 “Infant and Child Development”; Carlow University – EC 203 “Child Development”; and CUofPA – ECE 200 “Intro to Childhood”.*
- A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.  
*NAEYC (National Association for the Education of Young Children), PDE (Pennsylvania Department of Education) Pre-K Guidelines, and NCFR (National Council on Family Relations) require the content of this course. Please see attached Student Outcome Matrix after the Course Analysis Questionnaire.*

### **Section B: Interdisciplinary Implications**

- B1 Will this course be taught by instructors from more than one department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.  
*This course will be taught by one instructor.*
- B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).  
*This content of this course does not overlap with any other at the University. It has been one of the required courses for the CDFR Curriculum since the Program's inception.*
- B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.  
*This course is not cross-listed.*

### **Section C: Implementation**

- C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.  
*No new faculty member is required to teach this course.*
- C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:  
*No other resources will be needed to teach this course.*
- C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

*There are no grant funded resources involved in the teaching of this course.*

**C4** How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

*Four sections of this course are offered each year.*

**C5** How many sections of this course do you anticipate offering in any single semester?

*Usually two sections are offered in the spring semester and two sections in the fall semester.*

**C6** How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

*Approximately 50 students can be accommodated in each class, based on class assignments and group activities required in the course.*

**C7** Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

*No professional society recommends enrollment limits.*

**C8** If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

*See attached application for Distance Education.*



**Part II. 2. Summary of proposed revisions**

CDFR 218 was revised in the following ways:

The course description was changed;  
The course outcomes were modified slightly;  
The course outline was changed; and  
The bibliography was updated.

**Part II. 3. Justification for the revisions**

The course description was expanded to better indicate what is taught in the course.  
The course outcomes were modified slightly to be more measurable and straightforward.  
The course outline was changed to align with the new outcomes.  
The bibliography was updated to reflect new research and publications in the field.

In all, the changes to this course reflect changes in the field of child development and reflect new research findings. These changes ensure the course meets requirements for NAEYC, NCFR, and PDE.

**Part II. 4. Old Syllabus of Record**

See attached page.