Template B

Course Revision/Deletion Template

Course Revisions *(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only need to complete Category A information; if Category B need information in both A and B; For Category C, complete entire form)*:

Category A: ☒ Course Prefix/Number Change   ☒ Course Title Change   ☐ Course Deletion

Category B: ☒ Catalog Description Change   ☐ Modify Prerequisite(s)

Category C: ☐ Add Dual Level   ☐ Add Liberal Studies *(Complete Template C)*   ☐ Change in Class/Lab Hours

☐ Add Distance Education *(Complete Template E)*   ☒ Add/Revise TECC *(Complete Template D)*

☐ Other - Click here to enter text.

Current Course Information		Proposed Changes	
Category A *(if not changed leave blank)*			
Current Prefix	ELED	Proposed Prefix	ECED
Current Number	215	Proposed Number	215
Current Course Title	Child Development	Proposed Course Title	The Developing Child: K-4th Grade
Prerequisite(s)	Click here to enter text.	Proposed Prerequisite(s)	Click here to enter text.
Category B *(if not changed leave blank)*			
Current Catalog Description	This course will introduce undergraduate students to the interrelationships among the various aspects of child development, its relevant theories and educational applications. Through literature review, critique of theories, observation, large and small group activities students will learn child development principles and how they may be applied in educational settings to foster successful learning.	Proposed Catalog Description	Introduces undergraduate students to the interrelationships among the various aspects of child development in grades kindergarten through fourth, its relevant theories and educational applications. Through literature review, critique of theories, observation, large and small group activities students will learn child development principles and how they may be applied in K-4 educational settings to foster

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			successful learning.
Category C *(if not changed leave blank)*		
Current Course (Student Learning) Outcomes	1. Know and understand the major, concepts, principles, theories and research related to the development and learning of children and adolescents. 2. Understand how cultural, ethnic and gender differences affect development 3. Apply knowledge of child development to construct developmentally appropriate learning opportunities. 4. Construct appropriate learning opportunities that address the developmental differences attributable to cultural, ethnic and gender differences. 5. Use verbal, non-verbal and media techniques to promote the intellectual, social, emotional and physical development of children. 6. Understand and appreciate the importance of establishing and maintaining collaborative relationships with families to promote the intellectual, social, emotional and physical development of children. 7. Understand and appreciate the importance of fostering relationships with school colleagues and agencies in the larger community to support student' development. 8. Appreciate the value of participating in the activities of professional associations that enhance their knowledge of practices and standards.	Proposed Course (Student Learning) Outcomes	1. Explain major, concepts, principles, theories and research related to the development and learning of children. 2. Describe how cultural, ethnic and gender differences affect development. 3. Apply knowledge of child development to construct developmentally appropriate learning opportunities. 4. Construct appropriate learning opportunities that address the developmental differences attributable to cultural, ethnic and gender differences. 5. Use verbal, non-verbal and media techniques to promote the intellectual, social, emotional and physical development of children. 6. Articulate the importance of establishing and maintaining collaborative relationships with families to promote the intellectual, social, emotional and physical development of children. 7. Describe the importance of fostering relationships with school colleagues and agencies in the larger community to support student development. 8. Describe a variety of developmentally appropriate classroom and behavior management strategies. 9. Participate in the activities of professional associations that enhance their knowledge of practices and standards.
Brief Course Outline *(it is acceptable to copy this from the old syllabus)*	Introduce course content & objectives Theoretical perspectives of child development research	**Brief Course Outline** *(Give sufficient detail to communicate the content to faculty across campus. It is not*	History, theory, and research in child development Research strategies Biological foundations

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	Studying the child Biological foundations Environmental foundations Understanding the relationship between heredity and environment Prenatal development Prenatal environment influences Preparing for parenthood Child birth The newborn baby's capacities The transition to parenthood Body and brain development Learning capacities Motor and perception development Piaget's cognitive-development theory The social context of early cognitive development Language development Erickson's theory & emotional development Development of attachment Self-understanding Body & brain growth in early childhood Influences on physical growth and health Motor development Piaget's theory: the preoperational stages Vygotsky's sociocultural theory and information processing Individual different in metal development & Language development Erikson's theory & emotional development Social development: peer relations, morality, and gender Child rearing and emotional and social development Body growth and health problems Motor development and physical education Piaget's theory: the concrete operational stage Individual differences in mental development and language development Children's learning in school Erikson's theory: Industry Vs. Inferiority Social development: moral, peer relations, gender, and	*necessary to include specific readings, calendar, or assignments.*	Physical growth Cognitive growth: Piagetian, core knowledge Vygotskian perspectives Cognitive development: An information-processing perspective Intelligence Language development Emotional development Self and social understanding Moral development Development of sex differences and gender roles The family Peers, Media, and schooling

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	family		
	Common problems of development		

Rationale for Proposed Changes (All Categories)	
Why is the course being revised/deleted:	This course is being revised because our department is revising our old Early Childhood PreK-Grade 6 program to become an Early Childhood/M.Ed. in Literacy program. Although the course is not in the catalog, due to changes in certification by the Pennsylvania Department of Education (PDE), the course is still "on the books."
Implication of the Change on: - Program - Other programs - Students	This change is required according to the PDE guidelines for early childhood programs, because two courses in child development are recommended. ECED 112 will address child development, birth-age 5 and this course will follow it and address child development in grades kindergarten through fourth. The change does not have implications for other programs. The implication for students relates to certification in PreK-Grade 4 and the need to have a child development course for kindergarten through fourth grade..
For Dual Listed Courses	*List additional learning objectives for the higher-level course* Click here to enter text.

For Dean's Review

- Are resources available/sufficient for this course? ☐ Yes ☐ No ☐ NA

- Is the proposal congruent with college mission? ☐ Yes ☐ No ☐ NA

- Has the proposer attempted to resolve potential conflicts with other academic units? ☐ Yes ☐ No ☐ NA

Comments: Click here to enter text.