15-31 UWUCC-APP 9/22/19 Senate: App 10/6/15

New Course Proposal Template

Steps to the approval process:

- 1. Complete the applicable template(s) and email them to the departmental or program curriculum committee chair.
- 2. The curriculum chair emails the proposal to the curriculum committee, then to the department/program faculty for a vote and finally to the department/program chair.
- 3. The department/program chair emails the proposal to curriculum-approval@iup.edu; this email will also serve as an electronic signature.
- 4. Curriculum committee staff will log the proposal, forward it to the appropriate dean's office(s) for review within 14 days and post it on the X Drive for review by all IUP faculty and administrators. Following the dean's review the proposal goes to the UWUCC/UWGC and the Senate.
- 5. Questions? Email curriculum-approval@iup.edu.

Contact	Becky A. Knickelbein	Email	bknick@iup.edu
Person:		Address:	
Proposing	Special Education	Phone:	724.357.5678
Depart/Unit:			

Course Prefix/Number	See the Registric Visi of Unavariable course numbers at http://www.jiip.edu/workarea/tikii.aspx/1.mkiaennjier-jucquemitj- 129525. EDEX 114			
Course Title	Atypical Development in Infants, Children and Adolescents			
Dual/Cross Listed	Dual Listed Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed Course has more than one prefix such as GEOG-RGPL 233. Tyes X No If yes with: Click here to enter text.			
Number of Credits	(UG) Class Hours - 3 (UG) Lab Hours - Click here to enter text. Credits - 3			
Prerequisite(s)	PSYC 101, EDEX 111			
Corequisite(s)	This means that another course must be taken in the same semester as the proposed course. Click here to enter text.			
Additional Information (Check all that apply. Note: Additional documentation will be required)	 ☐ Liberal Studies (please also complete Template C) ☐ Teacher Education (Is it Step 1 a prerequisite or is it part of the Professional Education Sequence If so please also complete Template D) ☐ Distance Education (Please also complete Template E) 			
Recommended Class Size (optional) (provide justification)	Are you recommending a class size: Yes X No Number: If yes: (check one of the following reasons and provide a narrative explanation) Pedagogical Physical limitation of classroom Accreditation body standards/recommendations Other Explanation (required): Click here to enter text.			
Catalog Description	Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb. Presents foundations of human growth from conception to age 21. Atypical development related to special needs is emphasized with regard to cognitive, physical and social-			

	emotional development. Provides a foundation for the understanding of the needs of students with developmental disabilities ranging from early intervention to the end of their high school years.					
	As a result of this course the students will:					
	1. demonstrate an understanding of the history, issues, and methods related to the study of child development. (INTASC 1, 2; CEC 1)					
	2. apply a variety of theories of child development to meet the needs of learners with disabilities. (INTASC 1, 2, 4; CEC 1)					
Student Learning Outcomes (These should be	3. recognize the differences between typical and atypical child development from conception through birth, including the contributions of heredity and environment. (INTASC 1, 2, 3: CEC 1, 2)					
measurable, appropriate to the course level, and phrased in terms of student achievement, not instructional or content outcomes:	4. recognize the differences between typical and atypical child development					
If dual listed, indicate additional learning	5. identify the impact of socioeconomic and cultural variables on growth and development from birth to age 21. (INTASC 1, 2, 3; CEC 1, 2)					
objectives for the higher level course.	6. identify the impact of families, peers, gender, society, and technology on growth and development from birth to age 21. (INTASC 1, 2, 3, 4; CEC 1, 2, 7)					
	7. construct appropriate learning opportunities that address the atypical developmental differences across the age span. (INTASC 1, 2, & 7; CEC 1, 5)					
	Topic 1: Introduction and history of child development theories • Early developmental theories					
Brief Course Outline: Give an outline of sufficient detail to communicate the course coment to faculty across campus. It is not necessary to include specific	 Construction of developmental milestones based upon normative data Recognition of significant delays in typical development Relationships between physical and social/emotional development Topic 2: Biological foundations, prenatal development and birth Basic concepts of prenatal development Prenatal risks Genetic risks Perinatal risks and concerns 					
readings, calendar, or assignments.	Topic 3: Typical and atypical development during infancy Stages of typical development during infancy Indicators of developmental delays in early life Prevalent known causes of atypical development in infants					
	Topic 4: Typical and atypical physical growth and development through age 21 Sequential stages of typical physical development through age 21 Indicators of atypical physical development through age 21					

	Accommodations and adaptations addressing physical disabilities
	Topic 5: Typical and atypical cognitive development through age 21
	Sequential stages of typical cognitive development through age 21
	Indicators of atypical cognitive development through age 21
	Etiologies of known atypical cognitive development through age 21
	Accommodations and adaptations addressing cognitive disabilities
	Topic 6: Typical and atypical language development through age 21
	Sequential stages of typical language development through age 21
	Indicators of atypical language development through age 21
	= 100 of the will all produce the base and the base age 21
	• Accommodations and adaptations addressing language disabilities Topic 7: Typical and atypical emotional development through age 21
	Sequential stages of typical emotional development through age 21
	Indicators of atypical emotional development through age 21
	and the second s
	 Accommodations and adaptations addressing emotional disabilities Topic 8: Self and social understanding
	·
	Impact of atypical development on social development throughout the developmental stages
	Self-esteem and self-determination
	Topic 9: Moral development
	Prominent moral developmental theories
	Impact of atypical development on moral development throughout the
	developmental stages
	Topic 10: Development of gender roles
	Typical gender role development
	Impact of atypical development upon the development of gender roles
	Topic 11: Developmental issues related to peers, school and the media
	Peer perspectives on students with disabilities
	School acceptance and inclusion of students with disabilities
	Perceptions of disabilities in the media
	Topic 12: Working with families of children with physical, cognitive or
	emotional developmental disabilities
	Impact of disabilities on the family unit
	Building school-home collaboration
	Banding Solidor notice Condocidation
The second of th	Rationale for Proposal
	This course is proposed to fulfill a requirement of the Pre-K; 7-12 Special Education
Why is this course	Certification program as outlined by the Pennsylvania Department of Education. As this
being proposed?	name indicates the major will prepare teachers to work with special education students
J. ,	from preschool until age 21. Currently there are no courses covering this age range and
How does it Gt inte	the competencies required for this major area of study.
How does it fit into the departmental	X Major Requirement
curriculum? (Check all	(Interdisciplinary core e.g Business/Education)
that apply)	

• Etiologies of known causes of atypical development through age 21

Template Λ

	☐ Required Elective ☐ I	Liberal Studies		☐ Open E	Elective			
	☐ Other - Click here to enter text.							
Is a similar class offered in other departments?	☐ Yes Please provide comment: Click here to enter text. X No							
Does it serve the college/university above and beyond the role it serves in the department?	☐ Yes Please provide comment: Click here to enter text. X No							
	X Course Designed for Majors (X Required ☐ Not Required)							
W/ha is the towns	☐ Course Designed for Minor			Departmental I	Elective			
Who is the target audience for the course?	☐ Restricted to Majors/Minors			pen to Any S	tudent			
	☐ Liberal Studies							
	☐ Other - Click here to enter text.							
Implications for other departments	 A. What are the implications for other departments (For example: overlap of content with other disciplines, requirements for other programs)? This course will have no impact on other departments. It is a unique course designed only for PreK to 8 and 7-12 Special Education Majors. B. How have you addressed this with other department(s) involved? What was the outcome of that attempt? (Attach documents as appropriate) Click here to enter text. 							
For Dean's Review	A STATE OF THE STA	The state of the s		Advantage of the second of the	- 1			
	s available/sufficient for this course?	☐ Yes	□ No	□ NA				
Is the proposal congruent with college mission?		☐ Yes	□ No	\square NA				
 Has the proposer attempted to resolve potential conflicts with other academic units? ☐ Yes ☐ No ☐ NA 								
Comments: Click here to enter text,								