

13-19

LSC Use Only Proposal No: LSC Action-Date: AP-5/2/13 UWUCC Use Only Proposal No: ~~12-77~~ UWUCC Action-Date: App-11/12/13 Senate Action Date: App-12/3/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

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

Current course prefix, number and full title: CDFR 218: Child Development

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

- Learning Skills, Knowledge Area, Global and Multicultural Awareness, Writing Across the Curriculum (W Course), Liberal Studies Elective, Global Citizenship, Information Literacy, Oral Communication, Quantitative Reasoning, Scientific Literacy, Technological Literacy

3. Other Designations, as appropriate

- Honors College Course, Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

- Catalog Description Change, Program Revision, Program Title Change, New Track, New Degree Program, New Minor Program, Liberal Studies Requirement Changes, Other

Current program name:

Proposed program name, if changing:

Table with 3 columns: Approvals, Signature, Date. Rows include Department Curriculum Committee Chair(s), Department Chairperson(s), College Curriculum Committee Chair, College Dean, Director of Liberal Studies, Director of Honors College, Provost, Additional signature, UWUCC Co-Chairs.

TECC APPROVAL Liberal Studies Received MAY 8 2013

Edel Kelly Edward Ward

Received APR 23 2013 Liberal Studies

Received 4/22/13 DEC 13 2012 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-01-3cr)

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

Provides students with a survey of basic theories and research findings in child development from a global perspective. Coverage includes consideration of theories and research findings from prenatal development through pre-adolescence. 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 and Assessment

At the end of the course, students will be able to:

Objective 1:

Explain developmental theories.

Expected Undergraduate Student Learning Outcome 1

Informed Learners

Rationale:

Assignments, exams, and discussions will require students to have a level of knowledge of developmental theories that will allow them to explain and apply these theories to both textbook examples of childhood and their own personal experiences.

Objective 2:

Define what constitutes normal growth and development for children, with respect to global differences, from birth through pre-adolescence.

Expected Undergraduate Student Learning Outcome 1

Informed Learners

Rationale:

Through the use of assignments, discussions, and exams, students will be able to define normal growth and examine the differences in development in children from cultures around the world.

Objective 3:

Relate principles of child development to home and learning situations in a variety of global communities.

Expected Undergraduate Student Learning Outcome 2

Empowered Learners

Rationale:

Assignments, discussions, and exams will require students to examine cultural groups from around the world and compare/contrast child development principles within and between those groups.

Objective 4:

Compare and contrast people from a variety of countries around the world.

Expected Undergraduate Student Learning Outcome 2

Empowered Learners

Rationale:

Assignments will require students to read current research in child development (either provided by the instructor or discovered by the student), identify global differences and apply this knowledge to their own lives. Through reading current research dealing with aspects of the diverse nature of human development and identify global differences, students will examine how different and alike people are from a variety of countries around the world.

Objective 5:

Identify global and specific problems encountered by children in relation to growth and development, focusing on how children are affected by their environment and how children affect their environment.

Expected Undergraduate Student Learning Outcomes 2 & 3

Empowered and Responsible Learners

Rationale:

Assignment and exams will require students to identify problems in child development as they specially relate to ethnically diverse children. Students will critically evaluate how children interact within their environments. Students will think reflectively about their own development and how it was impacted by the culture they live in. Students will demonstrate an understanding of the impact of their own and others' decisions regarding children. Students will be encouraged to think about these problems critically and, in increasing their knowledge, challenged to formulate a new respect for the history and culture of others.

Objective 6:

Analyze children's behavior in regard to normality and appropriateness and determine causes of their behavior.

Expected Undergraduate Student Learning Outcomes 1 & 2

Informed and Empowered Learners

Rationale:

Utilizing course assignments and readings, students will gain an understanding of what constitutes typical child behavior. Applying a theoretical foundation, students will also begin to uncover the causes of children's behavior.

III. Course Outline

A. Global Approach to Child Development (2 hours)

1. Human Development Today and its Origins
2. Theories of Human Development
 - a. Classic Theories (Psychodynamic, Learning, Constructivist)
 - b. Recent Theories (Bronfenbrenner)

B. Prenatal Development (2 hours)

1. Periods: Conception, Zygote, Embryo, Fetus
2. Prenatal Care
 - a. A global perspective
 - b. Scientifically based care

3. Risks in the Prenatal Period
 4. Infertility and Reproductive Technology
- C. Birth and the Newborn (2 hours)
1. Stages of Childbirth
 2. Birth Complications
 3. Global and Historical Variations in Birth Beliefs
 4. Newborn Capacity: Reflexes, States, Senses
 5. Nutrition: Is breast best? – A global discussion
 6. Social and Emotional Aspects of Caring for the newborn
- D. Exam One (1 hour)
- E. Infancy (8 hours)
1. Physical Development
 - a. Body Growth; Brain Development; Sleep Changes
 - b. Infant Health: Nutritional Needs, Mortality (around the world)
 - c. Motor & Sensory Development
 2. Cognitive Development
 - a. Piaget: Sensorimotor
 - b. Information processing
 - c. Assessing Development
 - d. Language Development
 3. Social/Emotional Development
 - a. Temperament
 - b. Emotional Development
 - c. Social Foundation
 1. Global Themes
 2. Erikson & Bowlby
- F. Toddlerhood (8 hours)
1. Physical Development
 - a. Body Growth; Brain Development; Sleep
 - b. Motor Development
 - c. Toilet Training and Weaning (global differences)
 2. Cognitive Development
 - a. Piaget
 - b. Vygotsky
 - c. Language Development
 1. Social and Cultural Context
 3. Social/Emotional Development
 - a. Emotional Development
 1. Erikson: Autonomy vs. Shame/Doubt
 - b. Self-Awareness
 - c. Attachment
 - d. Looking Globally at the Social World
 1. Fathers, siblings, peers, friends
- G. Exam Two (1 hour)

H. Early Childhood

(8 hours)

1. Physical Development
 - a. Body Growth; Brain Development
 - b. Motor Development
2. Cognitive Development
 - a. Piaget: Preoperational Thought
 - b. Theory of Mind
 - c. Early Childhood Education
 1. Global variations
 - d. Language Development
3. Social/Emotional Development
 - a. Emotional Development
 1. Erikson: Initiative vs. Guilt
 - b. Morality
 - c. Gender Development
 - d. Parenting
 1. Global variations
 - e. The Expanding Social World
 1. Siblings, peers, media

I. 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. Language Development
 - d. School
 1. Global variations in school experiences
3. Social/Emotional Development
 - a. Erikson: Industry vs. Inferiority
 - b. Self-understanding
 - c. Gender Development
 - d. The Social and Cultural Contexts (around the world)
 1. Family
 2. Peers
 3. Work
 4. Media

J. Exam Three

(1 hour)

K. Revisiting and Connecting Theories

(1 hour)

1. Piaget
2. Vygotsky
3. Erikson

L. Final Exam – during finals week

(2 hours)

Student Outcomes Matrix

INTASC Standard	Danielson's Conceptual Framework	PDE Program Standards for Family and Consumer Sciences Teachers	Course Objective	Course Assessment Measuring Objective*
Principles 2,3,4,5	1b, 2a, 3e	I.D.	1	Exams 1- 4, Assignments, Discussions
Principles 2,3	1b, 2b	I.D., I. F.	2	Exams 1- 4, Assignments, Discussions
Principles 2,3	1b, 2a, 2b, 3b, 3c	I.D., I.F., II.A., II.B.	3	Exams 1- 4, Assignments, Discussions
Principle 1	1a, 3c	I.D., I. F., II.A., II.D.	4	Assignments, Discussions
Principles 1,2,3	1b, 3c, 2a, 2b	I.D., I. F., II.A., II.B., II.D.	5	Exams 1- 4, Assignments, Discussions
Principles 2,5	1b, 2a, 2b, 2d, 3c	I.D., I.F.	6	Exams 1- 4, Assignments, Discussions

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:

70% - Exams. Each exam may consist of multiple choice, matching, and true/false questions as well as short answer/essay questions.

30% - In class, online, and/or take-home assignments based on readings, class discussions, and/or movies. The Key Assessment is one of the assignments in this category (see example below); it comprises approximately 5% of the total course grade.

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

Textbook:

Arnett, J. J., & Maynard, A. E. (2013). *Child development: A cultural approach*. New York: Pearson Education, Inc.

Supplemental Reading:

DeLoache, J. S., & Gottlieb, A. (2000). *A world of babies: Imagined childcare guides for seven societies*. Cambridge University Press.

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* (8th 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.

Gardner, H. W., & Kosmitzki, C. (2011). *Lives across cultures*. Boston: Allyn & Bacon.

Genesee, F., Lindholm-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.

Nemeth, K.N. (2012). *Basics of supporting dual language learners*. Washington, DC: NAEYC Books.

Roopnarine, J. L., & Johnson, J. E. (2013). *Approaches to early childhood education*. Boston: Pearson Education, Inc.

Schickendanz, J. A., & Collins, M. F. (2013). *So much more than the ABCs*. Washington, DC: NAEYC Books.

Part II.

Summary of proposed revisions

1. Objectives:

Two original objectives were retained because they align with the Liberal Studies Electives EUSLOs. Four original objectives were modified to more clearly align the course with the Global Citizenship competency.

2. Course Outline:

The outline was revised to make it more current and to better address the cross-cultural emphasis of this course. Significant topics added: Cross-Cultural Prenatal Care; Cultural and Historical Variations in Birth Beliefs; Cultural Themes in Social Development; Cross-National Variations in Early Education; and Cross-Cultural Variations in Parenting.

3. Required Readings:

A new textbook was adopted that focuses on a global perspective of child development. A new supplemental reading (DeLoache, J. S., & Gottlieb, A. (2000). *A world of babies: Imagined childcare guides for seven societies*. Cambridge University Press.) was adopted to include global views of children.

4. Bibliography

The bibliography has been updated.

Justification for proposed revisions

The course is a currently approved Liberal Studies Elective and is being revised to meet the new curriculum for this category.

This course is a good fit for the LS category of Global Citizenship because:

- 1) Through the course materials, students will be made aware of the diverse ways children are raised around the world (and the diversity within our own country). Many times people think that others are ‘doing it wrong’ while really there are many valid ways. This course will help students become advocates for children by increasing their knowledge about the rights that all children have. This course will give students an understanding of the ethical and behavioral consequences of decisions and actions regarding the development of children around the world.
- 2) The course will also focus on civic engagement through introducing controversial topics regarding the development of children (i.e. diverse perspectives on prenatal care, disciplining children, educational philosophies, and parenting practices – just to name a few). Upon completion of the course, students will have an understanding of the complicated nature of child development in a diverse world.

Sample Assignments

Prenatal Assignment

After reading Chapter 3, Section 1: Birth and Its Cultural Content, choose one of the following areas: Birth beliefs, Easing the birth, People present at birth, or Neonatal and Maternal Mortality. In one or two paragraphs each, discuss a minimum of three differences between non-western and western cultures and three differences between western cultures.

After you have considered cultural differences, interview a woman who has given birth about her experiences (be sure to be sensitive to the topic and feelings of the woman). Record her experience and compare these experiences to what you learned about in the reading.

Grading Rubric: Assignment is worth **10 points**: (1 point for each difference discussed--6points; 2 points for the interview; and 2 points for the comparison)

Excellent (9-10 points): Six cultural differences were named and adequately discussed. The personal interview was appropriately in-depth and recorded in a sensitive manner. The experience of the interviewee was sufficiently compared to prior knowledge.

Good (7-8 points): Six cultural differences were named and minimally discussed. The personal interview was at a surface level. The experience of the interviewee was marginally compared to prior knowledge.

Poor (less than 7 points): Fewer than six cultural differences were named and less than adequately discussed. The personal interview was inappropriate or recorded in a less than sensitive manner. The experience of the interviewee was not compared to prior knowledge.

KEY ASSESSMENT

Assignment from the additional assigned reading: *A World of Babies*

A World of Babies is seven childcare “manuals” from the perspective of seven different societies from four continents around the world. Each of the societies is unique, and yet there are some common threads and beliefs. Each of the chapters covers a variety of topics including: pregnancy, childbirth, and early infancy. All of these perspectives differ from Western notions of childrearing. What we consider “common sense” is anything but common; it may be considered weird, exotic, or even barbaric by others.

Assignment (25 points)

Prior to reading the book, answer the following questions (10 points):

1. What is your cultural and/or ethnic background?
2. What have you heard about food recommendation or prohibitions during pregnancy?
(you may need to interview someone who has been pregnant!)
3. What are your thoughts or beliefs about breast feeding?
4. How do you think children should sleep? With whom?

After reading the book, answer the following questions (15 points):

1. Do some research on infant mortality rates. Include the US, a country of your choosing (be sure to identify it!), and three of the societies discussed in the book *A World of Babies*. What is the rate? How does this compare to the US? What influences can you identify in the society that you chose?

2. **Breast feeding:** Discuss the “common” practices in the US. Then choose three of the societies discussed in the book *A World of Babies* and their suggested practices. Discuss similarities and differences.
3. **Sleep Habits:** Discuss the “common” practices in the US. Then choose three of the societies discussed in the book *A World of Babies* and their suggested practices. Discuss similarities and differences.
4. **Food Recommendations:** Discuss the “common” practices in the US. Then choose three of the societies discussed in the book *A World of Babies* and their suggested practices. Discuss similarities and differences.
5. **What did you find most unusual? Most interesting? How are your thoughts and beliefs changed by the reading of this book?**

Grading Rubric: Assignment is worth **25 points:** (10 points for the “prior to reading” questions; 15 points for the “after reading” questions -- 3 points each)

Excellent (22-25 points): Questions were answered in depth and adequately discussed. It was very clear that the student read the book, thought about the questions, and made comparisons.

Good (18-21 points): Questions were answered but lacking in depth and some discussion occurred. It was clear that the student read the book, gave some thought to the questions, and attempted comparisons.

Poor (17 or fewer points): Questions were not answered nor discussed. It was not clear that the student read the book, thought about the questions, and few or no comparisons were made.

Part II. 4. Old Syllabus of Record

I. Catalog Description

CDFS 218: Child Development

3 class hours

0 lab hours

3 credits

(3c-0l-3cr)

Prerequisites: 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. Apply developmental theories.
2. Define what constitutes normal growth and development for children from diverse economic and ethnic groups from birth through adolescence.
3. Identify specific problems encountered by minority children in relation to growth and development related to both genetics and environment.
4. Review and 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. Analyze children's behavior in regard to normality and appropriateness and determine causes of their behavior.
7. Describe how individuals acquire and process information including attention, memory, decision making, and problem solving.
8. Relate principles of child development to home and learning situations in a variety of socio-economic groups.

III. Detailed Course Outline

A. Introduction to Child Development

(3 hours)

1. Historical Foundations

1. Medieval Times, Reformation, Enlightenment

2. Theoretical Background

a. Psychoanalysis, Behaviorism, Social Learning

b. Cognitive-Developmental, Information Processing

c. Ethology, Sociocultural, Ecological Systems

B. Prenatal Development

(2 hours)

1. Periods: Conception, Zygote, Embryo, Fetus

2. Teratogens

- C. Birth and the Newborn (2 hours)
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 (2 hours)

IV. Evaluation Methods

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

Assignments: This could include specific assignments related to course material, individual or group projects, logs, observations, papers, and case studies.

Grading Scale

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

V. 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.

VI. Required textbooks, supplemental books and readings

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

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

VII. Special resource requirements

N/A

VIII. 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* (8th 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.

4. 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	

Liberal Studies Course Approval General Information

1. To ensure basic equivalency across sections our department will establish departmental guidelines and have periodic meetings among instructors assigned to the course.

2. This Liberal Studies course examines child development from a global perspective. We are also using a culturally based non-textbook reading to broaden students understanding of under-represented populations.

3. Students will read and answer questions on a non-textbook novel: DeLoache, J. S. &, Gottlieb, A. (2000). *A world of babies: Imagined childcare guides for seven societies*. Cambridge University Press.

4. The course is designed to introduce the basic ideas and theories of child development and to encourage students to take further study in the field (while knowing that it is not always going to be the case). Students will certainly walk away from this course with a firm foundational knowledge in child development.

This course is required for CDFR majors and minors and is the first course students will take in the field. All future courses build on the information in this course. For our majors, the main introductory course and first pre-professional course is CDFR 321.