

UWUCC: App 4/14/15
 Senate: Ruled 4/28/15
 UWUCC: App 9/15/15
 Senate: App 10/16/15

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 Person:	Dr. Shirley Johnson	Email Address:	sjohnson@iup.edu
Proposing Depart/Unit:	Professional Studies in Education	Phone:	7-2400

Course Prefix/Number	See the Registrar's list of Unavailable course numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323 ECED 112
Dual/Cross Listed	<p><i>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 Ed. Ed., Ed. Ed., 223</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes with: Click here to enter text.</p>
Number of Credits	(UG) Class Hours - 3 (UG) Lab Hours - Click here to enter text. Credits - 3
Prerequisite(s)	PSYC 101
Corequisite(s)	<i>This means that another course must be taken in the same semester as the proposed course</i> Click here to enter text.
Additional Information (Check all that apply. Note: Additional documentation will be required)	<p><input type="checkbox"/> Liberal Studies (please also complete Template C)</p> <p><input checked="" type="checkbox"/> Teacher Education (Is it Step 1 a prerequisite or is it part of the Professional Education Sequence If so please also complete Template D)</p> <p><input type="checkbox"/> Distance Education (Please also complete Template E)</p>
Course Title	Childhood Development Birth-Age 5
Recommended Class Size (optional) (provide justification)	<p>Are you recommending a class size: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes: (check one of the following reasons and provide a narrative explanation)</p> <p><input type="checkbox"/> Pedagogical <input type="checkbox"/> Physical limitation of classroom</p> <p><input type="checkbox"/> Accreditation body standards/recommendations</p> <p><input type="checkbox"/> Other</p> <p>Explanation (required): Click here to enter text.</p>
Catalog Description	<p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>Presents the foundations, theoretical, and practical aspects of the development of young children, focusing on various learning theories/theorists and the developmental stages and needs of children from birth through age five. Examines the various stages of child development with a focus on a review of the research, theories and theoretical program models, and types of early childhood programs; discusses available community resources, professional organizations, and standards of ethical behavior and practice,</p>

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	all in an exploration of child development and contemporary educational, cultural, social and emotional issues for children, ages birth to five and their families.
<p>Student Learning Outcomes</p> <p><i>(These should be measurable, appropriate to the course level, and phrased in terms of student achievement, not instructional or content outcomes)</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course.</i></p>	<ol style="list-style-type: none"> 1. Describe the phases of prenatal and postnatal development, including the influences of maternal factors, health care, and childbirth. 2. Demonstrate knowledge and understanding of major milestones of physical, cognitive, language, social, and emotional development from birth to age 5. 3. Explain the strengths, limitations, historical contexts, and interrelationships of notable theories of child development, including those of Erikson, Freud, Piaget, Bandura, Vygotsky, and key behaviorists. 4. Recognize the impact of heredity, nutrition, disease, injury, and emotional well-being on each domain of early development. 5. Identify personal and family characteristics, social and cultural relationships, socio-economic and community factors that impact young children's development. 6. Utilize the lens of culture to examine issues affecting families of young children, child rearing practices, and reactions to disability. 7. Apply developmental theory in the interest of social justice by attempting to better understand the needs of children from minority groups (including young children from immigrant families, children living in poverty, English language learners, etc.). 8. Identify early indicators of possible learning, emotional, and behavior problems, as well as their impact on families. 10. Describe the ways in which child characteristics and environmental factors interact to alter developmental paths.
<p>Brief Course Outline:</p> <p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments.</i></p>	<p>Historical and Research Best Practices Evolution of the Study of Young Children Scientific Perspectives Theoretical Perspectives Theories in Early Childhood Development Sociocultural Perspectives in Studying Young Children Family Before and At Birth Family Dynamics: A New Social System Psychosocial Development of Infants Cognitive, Language and Literacy Development Factors of Sensory and Perceptual Abilities Physical and Motor Development Health and Well Being Issues Related to Infants-Young Children Advocacy for Young Children and Families Professional Responsibility and Ethics Advocacy Trifold Reflections –Review Strategies and Activities Presentation</p>
Rationale for Proposal	
<p>Why is this course being proposed?</p>	<p>This course is required according to PDE guidelines for early childhood programs, because two courses in child development are recommended, one that addresses child development, Birth –Age 5 and the other for Kindergarten-Grade 4. This proposed course will address the child development, birth-age 5. ECED 215 will address child development in grades kindergarten through grade 4. These two courses are derived from the former ELED 215 Child Development that spanned development from Birth-adolescence. Essentially, ELED 215 was broken into these two courses, ECED 112 and ECED 215..</p>
<p>How does it fit into the departmental curriculum? (Check all that apply)</p>	<p> <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Minor Requirement <input type="checkbox"/> Core Requirement <i>(Interdisciplinary core - e.g. Business Education)</i> </p> <p> <input type="checkbox"/> Required Elective <input type="checkbox"/> Liberal Studies <input type="checkbox"/> Open Elective </p> <p><input type="checkbox"/> Other - Click here to enter text.</p>

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<p>Is a similar class offered in other departments?</p>	<p><input checked="" type="checkbox"/> Yes Please provide comment: CDFR 418 Infant and Child Development and CDFR 218, which are offered by Child Development and Family Relations, and ECSP 112 Growth and Development, which is co-taught by Professional Studies in Education and the Department of Communication Disorders, Special Education, and Disability Services. The proposed course is similar to CDFR 218 in that the topic of child development is the focus of both courses; however, ECED 112 is for education majors. CDFR 418 is similar to ECED 112 in that the development of infants and toddlers is addressed in both courses; however the scope of ECED 112 reaches beyond the development of toddlers. Also, the students who are required to take ECED 112 are education majors. ECSP 112 focuses on typical and atypical development of children from birth through adolescence and the proposed course, ECED 112 only focuses on birth-age 5 and atypical development of children within this age range will not be a focus of the proposed course. <input type="checkbox"/> No</p>
<p>Does it serve the college/university above and beyond the role it serves in the department?</p>	<p><input checked="" type="checkbox"/> Yes Please provide comment: This course is recommended by the Pennsylvania Department of Education for early childhood education. <input type="checkbox"/> No</p>
<p>Who is the target audience for the course?</p>	<p><input checked="" type="checkbox"/> Course Designed for Majors (<input checked="" type="checkbox"/> Required <input type="checkbox"/> Not Required)</p> <p><input type="checkbox"/> Course Designed for Minor <input type="checkbox"/> Departmental Elective</p> <p><input checked="" type="checkbox"/> Restricted to Majors/Minors <input type="checkbox"/> Open to Any Student</p> <p><input type="checkbox"/> Liberal Studies</p> <p><input type="checkbox"/> Other - Click here to enter text.</p>
<p>Implications for other departments</p>	<p>A. What are the implications for other departments (<i>For example: overlap of content with other disciplines, requirements for other programs</i>)? There are no implications for other departments because the proposed course is tailored for ECED/LTCY students..</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt? (<i>Attach documents as appropriate</i>) Dr. Bowers, chairperson of Human Development and Environmental Studies, which is the department in which the Child Development and Family Relations major is housed, objected to the previously submitted proposal's indication that a similar course was not offered in her department. Although that situation was resolved in April 2015, this revised proposal was revised to recognize the similarity between our courses and explain the need for ECED 112 within the ECED program revision. The Department of Communication Disorders, Special Education, and Disability Services objected to the previously submitted ECED 112 proposal and it was pulled from the Senate agenda. This revised version eliminates references to "typical" and "atypical" development. It will be shared with faculty from this department before resubmitting it to the UWUCC. The implication for the Professional Studies in Education Department (proposing department) and the Department of Communication Disorders, Special Education, and Disability Services is that enrollment in ECSP 112 will be reduced due to students who are not seeking certification in special education not taking that course.</p>
<p>For Dean's Review</p>	
<ul style="list-style-type: none"> • Are resources available/sufficient for this course? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA • Is the proposal congruent with college mission? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA • Has the proposer attempted to resolve potential conflicts with other academic units? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA 	

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Comments: [Click here to enter text.](#)