

## **Course Outline Proposal for Academic and Curriculum Committee Approval**

- 1. Department:** Foundations and Leadership
- 2. Course Number:** LTFL 211
- 3. Course Title:** Educational Psychology I: Child Development
- 4. Semester Hours/Credits & Schedule Type:** 3 hours, lecture
- 5. Course Description (catalog copy):**

This course focuses on major theories and research on the unique developmental characteristics of children as they relate to educational practices at the elementary level. Emphasis will be placed on understanding the implications of children's physical, cognitive, socio-emotional, and moral development. Consideration will be given to the cultural contexts in which children live with a particular focus on family, peers, schools and the larger cultural context.

- 6. Prerequisites/Enrollment Limits:** LTFL 101: Introduction to the Teaching Profession
- 7. Target participants:**

All candidates enrolled in the Undergraduate PreK-4 Initial Certification program. This is a required course in the program.

- 8. Needs assessment/rationale for the course:**

The standards and related competencies addressed and assessed in this course are required by PDE as part of teacher certification for grades Pre-K – 4.

- 9. Potential duplication with existing courses:**

The standards and related competencies addressed and assessed in this course are not duplicated in any other course in the School of Education. The competencies that are introduced and assessed in this course will form the foundation for students to apply their knowledge in subsequent courses, therefore the competencies may be revisited in other courses.

- 10. Course Objectives:** These course objectives reflect PDE Competencies and NAEYC performance standards for Early Childhood teacher preparation.

- Describe the developmental patterns of change, physical, cognitive and psychosocial areas that have been identified for each stage of development.

- Specify the experiences children need from birth to age nine to prepare them to learn, read, and succeed in school.
- Identify early interaction with adults, peers, the pre-K through grade 4 education teaching methods and curricula and comprehensive interventions that support learning and development, specifically in domains that prepare children from diverse backgrounds for kindergarten and early grades.
- Demonstrate the knowledge of and competence in understanding the social characteristics of pre-K through grade 4 students.
- Know and understand the range of development, normative and non-normative, inter and intra variability for all children, including special learning and developmental needs from pre-K through grade 4 in the following areas of language:
  - Receptive vocabulary
  - Expressive vocabulary
  - Auditory comprehension
  - Pragmatic language
- Demonstrate an understanding of physical and motor development (stages of physical growth, gross and fine motor skills)
- Demonstrate an understanding of social emotional development (self-regulation, self-concept, self-awareness, resilience, and stress).
- Know and understand the multiple influences on development and learning including:
  - Pre and post natal biological, psychological, and sociological
  - Cultural, familial, socio-economic and environmental
  - Media, technology, and popular culture
  - Gender
  - Family and community
  - Linguistics, language differences
  - Brain development
  - Health, nutrition, and safety.

### **11. Subject Matter Content:**

- Basic issues in child development
- Theories of child development (Erickson, Vygotsky, Piaget, Bronfenbrenner, Gesell, Kohlberg, Chomsky,
- Developmental periods
- Foundations of development including biological beginnings, physical development, family, culture and community.
- Language development including diversity and exceptionalities.
- Social and emotional development
- Educational implications of developmental theory and research for meeting the diverse needs of young children

**12. Illustrative Course Activities:** Lecture, discussion, case studies, interviews, guest speakers, observations, developmental portraits

### **13. Minimal Student Requirements/ Evaluation of Students:**

Candidates will demonstrate achievement of the objectives through the following:

- Comprehensive developmental portraits of elementary children
- Analytical case studies of early childhood
- Interview of elementary teachers (K-4) including speech/language therapists and/or service providers
- Equity audits of community supports for young children and their families
- Research paper and/or presentation on current issues facing young children
- Reaction papers to observations of early childhood children and/or classrooms

**14. Explain how course meets School of Education credit hour policy:**

This course will meet in a face-to-face format, 3 hours each week for the duration of a semester (15 weeks)

**15. Proposed Text/Selected Bibliography:**

Santrock, S. W. (2008). *Children* (8<sup>th</sup> ed.). Boston: McGraw-Hill.

Junn, E., & Boyatzis, C. (2009). Annual Editions: Child Growth and Development 09/10. Dubuque, IA: McGraw-Hill/Dushkin

Position Statements of NAEYC: <http://www.naeyc.org/about/positions.asp>

Submitted by: Connie Moss

Submission date: November 11, 2009

Department approval date: November 11, 2009

LTQC recommendation date: (if necessary) Submitted with LTP Early Childhood/Middle Level Program Reviews in Spring 2009

ACC approval date: 11/18/09

Full faculty approval date: (if necessary)

Final approval date: