Course Change Request

Indiana University

Check Appropriate Boxes: Undergraduate credit [✓] Graduate credit [ ] Professional credit [ ]

1. School/Division: Educational Studies
2. Academic Subject Code: EDUC
3. Current Course Number: P115
4. Current Credit Hours: 3
5. Current Title: Child Development in Early Childhood
6. Effective Semester/Year for changes listed below: Spring 2011

7. Instructor: Swim

Type of Change Requested (Check appropriate boxes and indicate changes)

8. Change course number to: __________________________ (must be cleared with University Enrollment Services)
   [ ] Change course title: __________________________ (must be cleared with University Enrollment Services)
   [✓] Change to: Child Development
   
   Recommended abbreviation (optional) __________________________ (Limited to 32 Characters including spaces)

9. Current credit hours: Fixed at: __________ or variable from: __________ to __________
   Change to credit hours fixed at: __________________________ or variable from: __________________________

10. Current lecture contact hours fixed at: __________ or variable from: __________ to __________
    Change to lecture contact hours fixed at: __________________________ or variable from: __________________________

11. Current non-lecture contact hours fixed at: __________ or variable from: __________ to __________
    Change to non-lecture contact hours fixed at: __________________________ or variable from: __________________________

12. Is this course currently graded with S-F (only) grades? Yes ________ No ________
    Change to S-F (only) grading? Yes ________ No ________

13. Does this course presently have variable title approval? Yes ________ No ________
    Is variable title approval being requested? Yes ________ No ________

14. Is this course being discontinued? For all campuses ________ or for this campus only ________

15. Current course description: __________________________
    Change course description to (not to exceed 50 words) __________________________

17. Justification for change: __________________________ (Complete original "Course Change Request" form (Use additional paper if necessary)

18. Are the necessary reading materials currently available in the appropriate library? __________________________

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of this course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted By: __________________________ Date: 3/18/10
Department Chairman/Division Director

Approved By: __________________________ Date: 3/18/10
Chancellor/Vice-President

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

University Enrollment Services Final-White; Chancellor/Vice-President-Blue; School/Division-Yellow;
Department/Division-Pink; University Enrollment Services Advance-White

[Signature]
The Mission of the IPFW School of Education (SOE; adopted January 10, 1996) is “To prepare professionals in teaching, counseling, and leadership who demonstrate the capacity and willingness to continuously improve schools and related entities so that they become more effective with their clients by:

1. Becoming more caring, humane, and functional citizens in a global, multicultural, democratic society;
2. Improving the human condition by creating positive learning environments;
3. Becoming change agents by demonstrating reflective professional practice;
4. Solving client problems through clear, creative analyses;
5. Assessing client performance, creating and executing effective teaching, counseling and educational leadership, by utilizing a variety of methodologies reflecting current related research; and
6. Utilizing interdisciplinary scholarship, demonstrating technological, and critical literacies, and effectively communicating with all stakeholders.”

The Conceptual Framework – A Learning and Leadership Model – for the IPFW SOE (February 9, 2000) declares that we are committed to the following for our programs:

1. Democracy and community
   Effective educators,¹ such as teachers, counselors, and administrators needs to be a part of a dynamic educational community as a model for the climate of community they hope to create. To do this, these educators need an understanding of the moral, cultural, social, political, and economic foundations of our society. Consequently, the SOE should foster a democratic, just, inclusive learning community among its students, faculty, and staff, and with all other stakeholders in the educational enterprise.

2. Habits of Mind
   Effective educators realize that knowledge alone is not sufficient. They practice critical reflection in all endeavors. Within the context of a compassionate, caring community, educators foster habits of minds necessary to engage learners, such as investigating, inquiring, challenging, critiquing, questioning, and evaluating. Consequently, the SOE must integrate critical habits of the mind in all aspects of the teaching/learning process.

3. Pedagogy
   Effective educators need to understand multiple approaches to pedagogy as well as the multiple roles of the teacher, such as facilitator, guide, role model, scholar, and motivator. Educators appreciate and are receptive to the diverse perspectives, modes of understanding, and social circumstances that they and their students bring to the educational setting. Consequently, the SOE needs to prepare educators to understand and use pedagogy creatively and thereby ensure active learning, conceptual understanding, and meaningful growth.

4. Knowledge
   Effective educators need to be well-grounded in the content which they expect to teach. Educators need to understand how knowledge is constructed, how the processes of inquiry are applied, how domains of knowledge are established, how disciplines can be integrated and most effectively communicated to their students. Educators also need understanding of themselves, of communities in which they intend to teach, and of students. Consequently, the SOE should immerse educators in nurturing learning communities that deepen knowledge, and encourage ongoing intellectual, emotional, and personal growth.

¹ Educator is broadly defined as pre-service and in-service teachers, administrators, and counselors.
5. **Experience**
Effective educators learn their craft through experiences in actual educational settings. Through onsite campus activities and field-based experiences students will observe and emulate exemplary teaching and learning. These educators will practice, collaborate, and interact with practitioners and their students. Consequently, the SOE must integrate field and/or clinical experiences that reflect the diversity of educators, students, and schools into all aspects of the curriculum, and help educators to assess and reflect on those experiences.

6. **Leadership**
Effective educators are leaders. They have developed educational and social visions informed by historical and cultural perspectives. They strive to set the highest goals for themselves and inspire students to do likewise. Educators are enriched by the convergence of knowledge, theory, and practices as they optimistically face the educational challenges of the twenty-first century. Consequently, the SOE must provide opportunities for educators to develop as leaders in their profession and their communities.

I. **Course title:** P 315: Child Development (3 credits)

II. **Course texts:**
- Scholarly, peer-reviewed articles as linked through elearning.

III. **Course description from IPFW Undergraduate Bulletin:**
Focuses on the physical, cognitive, social, affective, and moral development of children birth through early adolescence, as well as contexts that impact development. The goal of understanding the growing child from multiple perspectives guides the study of theory and research on child development. Theoretical study is integrated with observations and experiences with children in a way that increases the insights and competence of the teacher of children.

IV. **Course Content and Objectives:**
1. The student will understand and value a developmental perspective on the learning-teaching process (CF Habits of Mind, Knowledge; INTASC 2; IPSB 1, 2, 5).
2. The student will examine, analyze, and apply the major theories of child development (CF Knowledge; INTASC 2; IPSB 2).
3. The student will understand and appreciate universal patterns, unique patterns, and social and cultural impacts on growth and development from prenatal through early adolescence (CF Habits of Mind, Knowledge; INTASC 2, 9; IPSB 1, 2, 5).
4. The student will understand and utilize various observation and assessment tools in field experiences with young children (CF Experience; INTASC 8, 9; IPSB 1, 6, 7).
5. The student will apply knowledge of child development research and theories when analyzing and interpreting observations of children to understand the development of the whole child (CF Experience; INTASC 2, 8; IPSB 5, 6).

V. **INTASC and IPSB Standards**

**INTASC Standards** — Students in Professional Studies for Initial Teacher Preparation will develop understanding and use of:
1. The central concepts, tools of inquiry, and structures of the discipline(s) she teachers and create learning experiences that make these aspects of subject matter meaningful for students.
2. How children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
3. How students differ in their approaches to learning and create instructional opportunities that are adapted to diverse students.
4. A variety of instructional strategies to encourage students’ development of critical thinking, problem-solving, and performance skills.
5. Individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Planning instruction based upon knowledge of subject matter, students, community, and curriculum goals.
8. How to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. How to be a reflective practitioner who continually evaluates the effects of her choices and actions on others (students, parents, and other professionals in the learning community) and how actively seeks out opportunities to grow professionally.
10. The knowledge to foster relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

IPSBE Standards for Teacher of Early Childhood:
1. The early childhood education professional possesses core knowledge that is extensive and comprehensive and goes well beyond common knowledge.
2. The early childhood education professional understands typical and atypical growth and development within each developmental domain and possesses the knowledge to facilitate healthy growth and development in all children.
3. The early childhood education professional understands the role of history, philosophy, and educational learning theories as being fundamental to planning curricula that are developmentally appropriate for each of the individual children in the group.
4. The early childhood education professional understands developmentally appropriate practices and can develop curriculum and implement instruction for all children.
5. The early childhood education professional understands the influence of the family, community, and culture on the learning and development of the young child.
6. The early childhood education professional is knowledgeable about methods of assessment and evaluation and uses assessment information to plan appropriate curriculum and to provide feedback for families.
7. The early childhood education professional embraces and actively models professionalism, ethical behavior, and commitment to lifelong learning.
8. The early childhood education professional promotes an environment that nurtures and encourages the physical, emotional, social, more, aesthetic, language, and cognitive growth and development of all children.

VI. Course Requirements:
1. **Limited Criminal History** must be completed every 12 months and a current report must be on file with the School of Education in order to participate in any field experience. You can complete the application on-line at the Indiana State Police website (http://www.in.gov/ais/appfiles/isp-leh/) and print two copies of the results (one for the SOE and one for your records).

2. **Classroom Assessment Techniques** will be used throughout the course as a way for me to gauge your understanding of the readings (Course Objectives 2, 3, 4). Therefore, you will want to complete all readings as assigned. Doing so will assist you in being a knowledgeable participant in class discussions.

3. **Journal Articles** will be read with each unit. The first and last article will be selected by me and will have accompanying Worksheets to facilitate your understanding of content and assist you with applying the information to educational settings. You will gather high-quality research articles (a list of such journals will be provided to guide your selects) for Units 2-5 as outlined on course calendar. These will be shared with colleagues using a number of different instructional methods.

4. **Contextual Impacts on Development Paper** will be written on a topic of interest and utilizes a number of peer-reviewed, research articles. The list of high-quality journals provided with the Journal Articles assignment should be used here as well. This paper will investigate a topic of interest related to key aspects of child development and how that specific aspect is impacted by family, school, and community contexts.
5. **Field Experience** will consist of three types of experiences: 1) partnering with community agencies to provide care for groups of children while their parent(s) attend meetings, 2) observing and analyzing data gathered from groups of children (ranging in age from preschoolers to school-age) at a local public school, and 3) documenting the impact of contexts on all areas of development for children during an athletic event. In order to successfully complete M101, you must complete all of these assigned observations and provide evidence that you completed a minimum of 20 hours of field experiences. Other experiences, such as analyzing videotapes of children, will occur during regularly scheduled course times to provide even more opportunities for applying course concepts.

**Field Experience Papers**, which utilize observational data gathered in the various field experiences, will be written for each experience. They will create a bridge between information discussed in class/textbook/articles and your observations of child/ren. The goal is for you to analyze and apply theories/research to synthesized observational data.

Some of the field experience papers will be completed as an individual assignment while others will be completed in pairs or small groups. Therefore, you must be professional in flexing your schedule to meet with colleagues outside of class time. As there are no IPFW classes on Mondays from 12 – 1:30, this might be a fruitful time to schedule meetings. The papers that are completed with colleagues are to be COLLABORATIVE effort, rather than a cooperative one. To this end, you will keep a history of your work together.

**Additional NOTE:** Given the richness of this course’s assignments, you will want to consider including them in your graduation portfolio. To assist with a successful portfolio review, you are required to provide a Reflective Analysis of a Portfolio Artifact (see Fall 2004 revised edition, which is available from Anna in Neff 240) for EACH field experience paper. More details about these assignments will be provided on elearning.

VII. Course Policies and Guidelines:
This syllabus is a guide for fulfilling the course objectives and assignments. All students are responsible for both assigned readings in the textbook and class content, including speakers, discussions, handouts, and fieldtrips. Many of the course assignments will be useful in the creation of your professional portfolio. I reserve the right to change the content of this syllabus to better meet your needs, to enhance your learning, to respond to teachable moments, and/or to better meet the objectives of the course.

All assignments must be original to this course. Take special care to cite all sources APA style so that no questions arise about your work or the use of other persons’ ideas (i.e., plagiarism). All IPFW policies (e.g., attendance, cheating/plagiarism, as well as withdrawal, incompletes, and final examinations) will be followed (see 2006-2008 Bulletin Undergraduate Programs and Student Handbook Planner 2007-2008). If you, for example, do not appear on the university’s official class list, you will not be permitted to participate (attend class, receive credit). Failing to make yourself familiar with these stated regulations does not exempt you from being responsible for following them.

1. **Attendance** will be taken at each class period. No points will be awarded for attending as none will be subtracted for not attending. However, this information will be used in the case of borderline grades. You will decide whether you will attend class or not. To receive full benefit from the course you must come to class on time and stay for the entire period. The success of your learning depends on the quality of your participation in discussions and group activities. I want to hear your interpretations/reflections/evaluations of course content. In order to participate knowledgeably in class, you must be prepared. As stated above, this includes but is not limited to having completed all readings/assignments before class.
2. Grading policies are as follows. Professional quality of all work is expected. This includes spelling, grammar, usage and all the mechanics of good writing, as well as meaningful content and an articulate command of the language. All assignments must be typed. References must be cited using APA style (handout is available on elearning). No unexcused late assignments will be graded; they will automatically receive a “Below Mastery” evaluation with no opportunity for a redo (discussed below). Therefore, it is imperative that you demonstrate professional behavior by contacting me to explain the rare and extenuating circumstances that prevent you from completing your work on time.

The course utilizes the concept of Mastery Learning. This entails providing predetermined standards of performance and assisting students will meeting them. Mastery may be earned on all papers and projects EXCEPT the athletic observation, as this is the culminating assessment for the course and your independent level of performance will be evaluated. When the need for Mastery arises, you will have one week from when the assignment is handed back to the entire class to refine and resubmit your work. If Mastery level is not achieved at that point, you will receive a “Below Mastery” evaluation on the assignment. Late Mastery work will NOT BE ACCEPTED and will automatically receive a “Below Mastery” evaluation for the assignment.

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<thead>
<tr>
<th>Criteria</th>
<th>A</th>
<th>B</th>
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<th>D or F</th>
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<tbody>
<tr>
<td>Classroom Assessments, Worksheet, and Journal Articles</td>
<td>Satisfactorily completed 100-91% of assessments and articles</td>
<td>Satisfactorily completed 90-80% of assessments or articles</td>
<td>Satisfactorily completed 79-70% of the assessments or articles</td>
<td>Satisfactorily Completed less than 69% of the assessments or articles</td>
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<td>Field Exp Papers**</td>
<td>All at Mastery level 1 or 1 at Mastery 2</td>
<td>All at Mastery level 1 or 2 (with 2 or more at Mastery 2)</td>
<td>5 at Mastery level 1 or 2</td>
<td>4 or fewer at Mastery level 1 or 2</td>
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<td>Contextual Impact Paper</td>
<td>Mastery level 1</td>
<td>Mastery level 2</td>
<td>Below Mastery</td>
<td>Below Mastery</td>
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<td>Professional behavior</td>
<td>Appropriate attire at all field experiences; assumed leadership during in-class experiences; equally shared responsibility for papers completed with peer</td>
<td>Appropriate attire at all field experiences; participated fully during in-class experiences; equally shared responsibility for papers completed with peer</td>
<td>At least 1 instance of inappropriate attire at a field experience; participated during in-class experiences; allowed peer to assume more responsibility for papers</td>
<td>One or more instances of inappropriate attire at a field experience; did not participate during in-class experiences; allowed peer to assume major responsibility for papers</td>
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* Receiving a “D” or “F” in P249 will result in an “F” for the accompanying M101.

** NOTE: The categories on this grading rubric are not equally weighted in calculating your final grade. Performance on field experience papers will be given significant weight when determining final grades.

3. Readings The textbooks and articles were chosen because of their value to this course. You are expected to complete all reading assignments. However, it is unreasonable to expect that there will be
enough class time to discuss every topic presented in the textbook. As a responsible, adult learner, you are expected to reflect on reading assignments and take a problem-solving approach to material that is unclear to you. The classroom assessment techniques and worksheets (discussed above) are designed to assist you as a learner. Papers and Projects will require you to utilize information discussed in the textbooks or articles but not necessarily during lecture.

4. **Respect** In keeping with the spirit of collaborative, constructive education principles, students will need to quickly become comfortable with sharing ideas/work, critiquing the ideas/work of peers, and having your own ideas/work critiqued. Classroom discussions and projects will undoubtedly result in differences of opinions. Thus, it is imperative that everyone demonstrates respect for the opinions of others (instructor, peers, young children). It is my expectation that healthy disagreements will be handled professionally and you will enjoy the rights and responsibilities afforded to you as an IPFW student (see the Student Handbook Planner [2007-2008 for more details]).

6. **Handicapped, Diversity and Multiculturalism** IPFW and the SOE recognize our responsibility to create an environment conducive to learning for every student. Therefore, the instructor of this course will not discriminate against any student in terms of race, ethnicity, gender, disability, or sexual orientation. Moreover, the content of this course relates to understanding and respecting the diverse needs of children and families. Unless those who teach understand and include these differences, early childhood programs are apt to be sterile places where groups of children experience frustration and failure rather than a sense of well-being and success.

If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Services for Students with Disabilities (Walb Union, Room 113, telephone number 481-6658) as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the web site for SSD at http://www.ipfw.edu/ssd/

7. **Writing Center** Whether you are honing an honors essay or struggling with the fundamentals of writing, the Writing Center can help you write more effective papers and gain confidence in your abilities. Writing Center consultants help you discover strategies for: analyzing your purpose and audience; generating, organizing, and developing ideas; writing more effective sentences and strengthening your word choice; researching and documenting your sources; and editing and proofreading your own work. Sign up for appointments on the bulletin board outside of Kettler G19 or register for online consultation at www.ipfw.edu/eng/wchome.htm. Information also available in the Student Handbook Planner (2007-2008). Closed Saturday.

8. **Portfolio Checkpoint** This course is designated as a SOE Portfolio checkpoint. As such, you will submit to me your portfolio for review. Your portfolio should be organized according to the guidelines found in the SOE Portfolio Handbook (see Fall 2004 revised edition, which I have provided). For this checkpoint, you should have a minimum of 8 artifacts with reflections. Between 4 and 5 of them can come from this course, which means that you would need to provide 3 or 4 from other courses. This checkpoint is intended to facilitate your success in the final evaluation of your portfolio by providing feedback and encouragement of your work.
Selected Bibliography:


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<th>Date</th>
<th>Topic</th>
<th>Assignment/Notes**</th>
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<tr>
<td></td>
<td><strong>Unit 1</strong></td>
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<td></td>
<td>Course introduction: Understanding Child Dev by Design</td>
<td>Read: Syllabus</td>
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<td></td>
<td>Developmental theories and ethics of observing</td>
<td>Read: Chapters 1 (6-18; 23-29), 2 (48-56); Marion Ch 2</td>
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<td><strong>Unit 2</strong></td>
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<td></td>
<td>Contexts for Development (family, school, community)</td>
<td>Read: Chapters 5, 14 (549-567)</td>
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<td>Ecological theory</td>
<td>Article (Bronfenbrenner)***</td>
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<td><strong>Unit 3</strong></td>
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<td>Biological Beginnings and Physical Development</td>
<td>Read: Chapter 3 &amp; 4; Marion Ch 3 Article</td>
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<td><strong>Unit 4</strong></td>
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|      | Emotional development | Read: Chapter 11, 13 (508-528); Marion Ch 5 Article
Contextual Impact Paper
Observation – Emot Reg (269, 271, elearning) – 2 days |
|      | Personal & Social development | Read: Chapter 12, 14 (531-542) Article
Emotional Observation Due
Observation – Social Dev & Competence (272, elearning) – 1 or 2 days |
|      | **Unit 5** | |
|      | Cognitive Development – Piaget and Vygotsky | Read: Chapter 6; Marion Ch 4 Social Observation Due
Assisted Learning Experience
Observation – Vygotsky (elearning) – 2 days |
|      | Language Development | Chapter 9
Vygotsky Observation Due |
|      | **Unit 6** | |
|      | Development in context; Pulling it all together | Article (coaching) |
|      | Using Child Dev theories to guide practice | Athletic Observation Due
Bring SOE portfolio to class |

Schedule 30 minute meeting to receive feedback about your SOE portfolio

* Subject to change. All changes will be announced in class or via elearning and will become part of the official syllabus.

**Chapters 8, 9 and Appendix A from Marion will be used to inform our school observations.

*** Both article citations can be found on elearning.