

CURRICULUM PROPOSAL FORM #3
UNIVERSITY OF WISCONSIN-WHITEWATER

NEW COURSE

Effective:	Spring, 2001	If adding a Graduate component to an existing course, check here
Course Number:*	840-785	Cross Listed Number:
Course Title:	Advanced Child Development	

(limited to 65 characters)

15 Character Abbreviation:	Adv Child Devel
25 Character Abbreviation:	Adv. Child Development

Sponsor:	Dr. Greg Cook, Chair	E-mail Address:	cookg@mail.uww.edu
Department:	Psychology	College:	Letters & Sciences
Co-sponsor:		E-mail Address:	
Department:		College:	
* You MUST verify course numbers with Registrar's Office prior to submitting (x1211)			

Other Programs Affected:	none
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Check if course is to meet any of the following requirements:					
<input checked="" type="checkbox"/> None	<input type="checkbox"/> Writing	<input type="checkbox"/> Computer	<input type="checkbox"/> Diversity	<input type="checkbox"/> General Ed and Area	

Credit/Contact Hours: (per semester)			
Total lab hours:		Total lecture hours:	48
Number of credits:	3	Total contact hours:	48

Check if course is repeatable:	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes	(if yes, answer the following questions)	
• No of times in major			No of credits in major	
• No of times in degree			No of credits in degree	

Enter the appropriate titles if the course is required in any of the following:					
Major Title(s)	Ed.S. in School Psychology				
Minor Title(s)					
Emphasis Title (s)					

Course justification: Our certification from the National Association of School Psychologists requires that all students in the Ed.S. program in School Psychology receive advanced coursework in child development. This will be the only course in the program that focuses exclusively on child development, and it will be designed to fulfill this NASP requirement. Since 1996, we have fulfilled this requirement by offering a Special Studies (796) course with the topic of "Child Development in the Schools". With this proposal, we are seeking to convert the Special Studies topic into its own permanent course.

Relationship to program assessment objectives:

The following assessment objectives are from the School Psychology Program Continuum of Competencies:

- A. Shows evidence of an understanding of the current literature in normal child and adolescent development,
- B. Shows evidence of an ability to explore the current literature in a specifically defined area of child or adolescent development,
- C. Shows evidence of an ability to generalize course work in child or adolescent development to the practice of school psychology in a supervised setting.

Budgetary impact: There is no major budgetary impact. We have already been offering this course as a Special Studies topic, once every three years. As its own permanent course it will be offered every other year. To offer the course slightly more frequently, a faculty member in the developmental or school psychology area will drop an undergraduate course during the semester in which this new course is taught. In a six-year span, this would mean trading one additional undergraduate section for a graduate section. Our department was approved this year for an additional faculty position to help alleviate pressure in general education, so overall the department will still have a net gain in undergraduate sections.

Course description: This course examines the dynamics of child development as they relate to school and family settings. The course focuses on applying theory, methods, and research findings in child development to the practice of school psychology. Topics include physical, cognitive, and social development from conception through adolescence.

Course requisites: Admission to the graduate program in School Psychology or consent of instructor.

If dual listed, list graduate level requirements:

Course objectives and tentative course syllabus:

Learning Objectives Met by This Course: By completing this course, students should meet each learning objective listed below.

1. Gain basic factual knowledge of the physical, social, and cognitive aspects of child development.
2. Gain knowledge of the important historical and contemporary theoretical perspectives related to child psychology.
3. Gain knowledge of different research techniques used in child psychology, including observational, case study, correlational, and experimental techniques.
4. Gain knowledge of ethical issues related to the study of child psychology.
5. Distinguish between correlation and causation, and understand how this distinction impacts interpretation and application of research results.
6. Apply knowledge of the principles of child psychology to work in the school setting.
7. Explain the meaning and importance of clinically significant research findings.

Tentative Course Syllabus: Note that elements like instructor's name, location, office hours will depend on who teaches the course. Other elements like the course title, number, prerequisites are given elsewhere in this proposal. Unique elements to be contained in a tentative syllabus are given below.

Required Readings: L. E. Berk, *Child Development* (latest edition). The accompanying Student

Study Guide is recommended as an aid.

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Session Leaders/Participants: Students will work in pairs, and each week a different pair of students will be responsible for organizing the discussion and activities for that week's session. We will expect to cover one chapter from the textbook per session. Each pair of students can select any available chapter and assign it for their week. All students will be expected to study the assigned chapter carefully and be prepared for thoughtful discussion and activities. Session leaders can use lectures, videotapes, group activities, discussions and/or other methods to cover the material. Session leaders will be graded on their demonstrated understanding of the material and their ability to organize and facilitate a constructive and thoughtful session. Each student will receive one score for the session they lead and a second score for their participation in all of the other sessions. Participation requires attendance; absences should be discussed with the instructor.

Comprehension Quizzes: Periodically (perhaps weekly), a comprehension quiz will be given covering the assigned chapters. Quizzes will be short, containing objective items that randomly sample information from across the chapter(s) assigned. The main purpose of the quizzes is to ensure that all students have a competent knowledge base regarding the topics covered in the readings such that they can participate constructively in session discussions and activities. Students must attain 75% accuracy to demonstrate competence for each quiz. If the student scores below 75%, the student must arrange follow-up quizzes with the instructor until they meet the criterion. Scores on quizzes are not included directly in the student's final grade for the course. It is expected that everyone will meet the 75% criterion for all quizzes. If a student does not manage to meet the criterion in an appropriate manner, a grade penalty will be applied.

Paper: Each student is required to write one paper to demonstrate their ability to understand the material and apply it to the profession of school psychology. Papers should be 10 to 15 pages long, typed, double spaced, using APA format where appropriate. Students pick an area of child development (e.g., cognitive development, emotional development, moral development, self esteem, family dynamics) and explain what they know about the area, and explain how they would apply their knowledge to the profession of school psychology. A textbook chapter, or segments from multiple chapters can be used as the knowledge base for the paper, but students must demonstrate that they have consulted appropriate research sources outside the textbook material. Such sources may be referenced in the textbook, but students should not rely solely on the description and presentation in the textbook. The paper should leave the reader convinced that the student has a thorough and sophisticated understanding of their area of development and a thoughtful, professional, and constructive plan for applying their understanding in their profession.

Product/Instructional Material Project: Each student is required to develop one product or instructional material designed to help another audience understand and/or use child development information. The intended audience could be parents, teachers, or other school psychologists. Other target audiences will be considered (the student should consult with the instructor). The product or instructional material should be something useful for the audience. Examples include a brochure for parents explaining appropriate discipline techniques for young children, an in-service activity for teachers that demonstrates how principles from constructivism or memory-capacity research can be

used to improve their instruction with a special-needs group, and a booklet for school psychologists that summarizes the basic findings in behavior genetics and explains how to interpret heritability estimates. Students may develop web pages, multi-media presentations, videotapes, or any other appropriate project. Products and material must relate directly to material covered in this class. The finished product should be of professional quality and ready to present or distribute to the intended audience. The work should demonstrate that the student understands the developmental material and knows how it can be applied in a useful and professional manner. Students can use the same topic or area of information as the basis for their project and paper. It is strongly suggested that students discuss project ideas with the instructor in advance.

Grades: Final course grades will be calculated for each student by averaging their scores for discussion leading, class participation, paper, and project. An adjustment will be made if students fail to meet the quiz criterion. Additional activities, like role plays to demonstrate use of developmental information, mock meetings with parents and children, etc., may be added as deemed appropriate.

Topics Covered: After completing the course, students should have an improved understanding of the basic mechanisms and milestones in child development; the main issues, theoretical perspectives, and research findings in the field; and how knowledge of child development can inform and improve the professional practice of school psychology. The following topics should be covered during the semester, with the order and extent determined as the semester proceeds.

I. Analysis of school psychology

- A. role of professional psychologists in schools
- B. duties & responsibilities in the school setting
- C. goals, concerns, constraints within the profession
- D. importance of child development in fulfilling goals

II. Theory and method in child development

- A. definition and role of theory
- B. scientific methods of data collection: case studies to experimental techniques
- C. methods of assessing development: cross-sectional, longitudinal, other approaches
- D. role of methods and theories in child development research
- E. relevance for school psychologists as research consumers and contributors

III. Biological foundations of development

- A. genetics
- B. prenatal development and birth

C. physical growth and maturity

D. assessment and interventio

IV. Cognitive and language development

A. constructionist theories of Piaget and Vygotsky

B. information processing models of knowledge representation, memory, and problem solving

C. developmental issues in intelligence

D. nativistic and empiricist views of language acquisition

V. Personality and social development

A. development of emotions, temperament, and social attachment

B. development of self identity, esteem and social understanding

C. understanding morality, social norms, and self control

D. gender issues in development, schools, and society

VI. Contexts for development and their influences

A. role of family dynamics, structure and circumstances

B. Peers, media, and schools

VII. Multiple cultures-multiple determinants

A. role of class and SES for families and development

B. cultural similarities and differences in development

C. impact of attitudes toward race, ethnicity, and gender on development

VII. Issues for school psychologists

A. understanding milestones and dynamic forces in development

B. professional practice grounded in current theories and findings in development

C. interactions with children, teachers, and parents

D. effects of social policy and circumstances on families, schools, and development

E. school psychologists as change agents

Attendance Policy: I do not take attendance, and attendance is not included in calculating grades. It has been my experience, however, that students rarely ever perform well when they miss more than one or two classes. You are responsible for everything that happens in class, including announcements and additional activities, even when you do not attend. If you miss class, make sure you check with fellow students to find out what you missed. If you have a contagious illness (fever, etc.) please do not come to class where you might infect others. Remember, in Maslow's hierarchy of needs, physiological and safety needs come before esteem and self-actualization needs.

The U.W.-Whitewater is dedicated to a safe, supportive, and non-discriminatory learning environment. It is the responsibility of all students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination, and Absence for University-Sponsored Events. For details please refer to the Undergraduate & Graduate Timetables; the "Rights and Responsibilities" section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the "Student Academic Disciplinary Procedures [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures" [UWS Chapter 17].

Bibliography:

*Aslin, R. N., & Smith, L. B. (1988). Perceptual development. Annual Review of Psychology, 39, 435-473.

Bjorkland, D. F. (2000). Children's Thinking: Developmental Function and Individual Differences, 3rd ed. New York: Brooks/Cole.

Burman, E. (1994). Deconstructing Developmental Psychology. New York: Routledge.

*Damon, W. (1998). Handbook of Child Psychology. W. Damon, Editor. New York: J. Wiley.

*Gibson, E. J. (1969). Principles of Perceptual Learning and Development. New York : Appleton-Century-Crofts.

*Grusec, J., & Lytton, H. (1988). Social Development: History, theory, and research. New York : Springer-Verlag.

*Inhelder, B., & Piaget, J. (1969). The Early Growth of Logic in the Child. New York: Norton.

*Maccoby, E. E. (1980). Social Development: Psychological Growth and the Parent-Child Relationship. New York: Harcourt.

*McCall, R. B. (1990). The Neuroscience of Education: More Research Is Needed Before Application. Journal of Educational Psychology, 82(4), 885-888.

*Piaget, J., & Inhelder, B. (1969). The Psychology of the Child. New York: Basic Books.

**Siegler, R. S. (2000). Children's Thinking. Englewood Cliffs, N.J. : Prentice-Hall.

**Thomas, R. M. (2000). Comparing Theories of Child Development, 3rd ed. Belmont, CA: Wadsworth.

Uttal, D. H., & Perlmutter, M. (1989). Toward a broader conceptualization of development: The role of gains and losses across the life span. Developmental Review, 9, 101-132.

* indicates availability in UWW library.

** indicates previous edition available in UWW library.

And numerous research articles from research journals like Child Development, Cognitive Development, Developmental Psychology, Journal of Experimental Child Psychology, Monographs of the Society for Research in Child Development, and Merrill-Palmer Quarterly (all of these journals are in the UWW library).

Notes:

- Please submit electronically when approved at the college level - signature sheet to follow in hard copy.
- The 15 and 25 character abbreviations may be edited for consistency and clarity.