

# APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

1. Submitted by the College of College of Education Date: August 2008

Department/Division offering course: Special Education & Rehabilitation Counseling

2. What type of change is being proposed?  Major  Minor\*

\*See the description at the end of this form regarding what constitutes a minor change. Minor changes are sent directly from the dean of the college to the Chair of the Senate Council.

If the Senate Council chair deems the change not to be minor, the form will be sent to the appropriate Council for processing and an email notification will be sent to the contact person.

## PROPOSED CHANGES

Please complete all "Current" fields.

Fill out the "Proposed" field only for items being changed. Enter N/A if not changing.

Circle the number for each item(s) being changed. For example: (6)

3. Current prefix & number: FAM 659 Proposed prefix & number: IEC 659

4. Current Title Advanced Child Development

Proposed Title<sup>†</sup> N/A

<sup>†</sup>If title is longer than 24 characters, offer a sensible title of 24 characters or less: \_\_\_\_\_

5. Current number of credit hours: 3 Proposed number of credit hours: N/A

6. Currently, is this course repeatable? YES  NO  If YES, current maximum credit hours: \_\_\_\_\_

Proposed to be repeatable? YES  NO  If YES, proposed maximum credit hours: \_\_\_\_\_

7. Current grading system:  Letter (A, B, C, etc.)  Pass/Fail

Proposed grading system:  Letter (A, B, C, etc.)  Pass/Fail

8. Courses must be described by at least one of the categories below. Include number of actual contact hours per week for each category.

Current:

( ) CLINICAL ( ) COLLOQUIUM ( 1 ) DISCUSSION ( ) LABORATORY ( 2 ) LECTURE  
( ) INDEPEND. STUDY ( ) PRACTICUM ( ) RECITATION ( ) RESEARCH ( ) RESIDENCY  
( ) SEMINAR ( ) STUDIO ( ) OTHER – Please explain: \_\_\_\_\_

Proposed:

( ) CLINICAL ( ) COLLOQUIUM ( 1 ) DISCUSSION ( ) LABORATORY ( 2 ) LECTURE  
( ) INDEPEND. STUDY ( ) PRACTICUM ( ) RECITATION ( ) RESEARCH ( ) RESIDENCY  
( ) SEMINAR ( ) STUDIO ( ) OTHER – Please explain: \_\_\_\_\_

9. Requested effective date (term/year): Fall / 2009

10. Supplementary teaching component:  N/A  Community-Based Experience  Service Learning  Both

Proposed supplementary teaching component:  Community-Based Experience  Service Learning  Both

11. Cross-listing:  N/A or \_\_\_\_\_ / \_\_\_\_\_

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Current Prefix & Number / printed name / Current Cross-listing Department Chair / printed name

a. Proposed – REMOVE current cross-listing:  \_\_\_\_\_ /  
printed name / Current Cross-listing Department Chair / printed name

b. Proposed – ADD cross-listing: \_\_\_\_\_ /  
Prefix & Number / printed name / Proposed Cross-listing Department Chair / printed name

12. Current Distance Learning (DL) status:  Already approved for DL  Please Add  Please Drop

If PROPOSING, check one of the methods below that reflects how the majority of the course content will be delivered.

Internet/Web-based

Interactive Video

Extended Campus

13. Current prerequisites:  
Six hours in social or behavioral sciences or family studies, including one course in child or human development, or consent of instructor.

Proposed prerequisites:

Six hours in social or behavioral sciences, including one course in child or human development, or consent of instructor.

14. Current Bulletin description:  
Advanced survey of theoretically and professionally important topics in child development. Particular attention to current theory and research in social/emotional, cognitive, language and physical domains; familial/cultural influences; the interdisciplinary nature of the knowledge base; and issues concerning the application of child development knowledge to professional work with children.

Proposed Bulletin description:

N/A

15. What has prompted this change?  
Family Studies is dropping this course and it is a required course for our students in certification and degree programs. Family Studies no longer has a focus on early childhood and does not have qualified faculty to teach the course.  
Current IECE faculty have taught the course.

16. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:  
N/A

17. Please list any other department that could be affected by the proposed change:

18. Will changing this course change the degree requirements for ANY program on campus?

If YES<sup>‡</sup>, list below the programs that require this course:

<sup>‡</sup>In order for the course change to be considered, program change form(s) for the programs above must also be submitted.

19. Is this course currently included in the University Studies Program?  Yes  No

20.  Check box if If changed to 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and


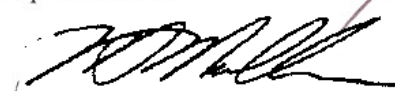
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changed to graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the  
400G or 500. establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)

21. Within the department, who should be contacted for further information on the proposed course change?

Name: Kim F. Townley Phone: 257-9776 Email: kim.townley@uky.edu

22. Signatures to report approvals:

August 2008	Debra Halrey	
DATE of Approval by Department Faculty	printed name	Reported by Department Chair <small>signature</small>
March 3, 2009	Michael D. Mullen	
DATE of Approval by College Faculty	printed name	Reported by College Dean <small>signature</small>
*DATE of Approval by Undergraduate Council	/	Reported by Undergraduate Council Chair <small>signature</small>
*DATE of Approval by Graduate Council	/	Reported by Graduate Council Chair <small>signature</small>
*DATE of Approval by Health Care Colleges Council (HCCC)	/	Reported by Health Care Colleges Council Chair <small>signature</small>
*DATE of Approval by Senate Council		Reported by Office of the Senate Council
*DATE of Approval by the University Senate		Reported by the Office of the Senate Council

\*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

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Excerpt from *University Senate Rules*:

SR 3.3.0.G.2: **Definition.** A request may be considered a minor change if it meets one of the following criteria:

- a. change in number within the same hundred series;
- b. editorial change in the course title or description which does not imply change in content or emphasis;
- c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
- d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
- e. correction of typographical errors.

**EDS 558 (FAM 659)**  
**Advanced Child Development**  
**Spring 2008**

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*Please call or email for appointments.*

### **Course Description**

“Advanced survey of theoretically and professionally important topics in child development. Particular attention to current theory and research in social, affective, cognitive and language domains; familial/cultural influences; the interdisciplinary nature of the knowledge base; and issues concerning the application of child development knowledge to professional work with children.” (University of Kentucky Bulletin)

### **Learning Outcomes**

After completing the assigned readings and course requirements, the student will be able to:

1. advance and integrate knowledge about the current status of theory, research, and applications in child development and allied fields (including early childhood education).
2. understand the interdisciplinary nature of the knowledge base in child development (behavioral, medical, and social sciences).
3. consider the issues concerning useful and appropriate (valid) application of child development knowledge to early childhood education and other professional work with children and their families.

### **Required Readings**

Thomas, R.M. (2005). *Comparing theories of child development* (6<sup>th</sup> Ed.). Thomson Wadsworth.  
 Berk, L.E. (2005). *Child Development* (7<sup>th</sup> Ed.). Allyn & Bacon.

Additional readings may be required for the course. These readings can be downloaded from the College of Education Library website.

### **Conceptual Framework**

The conceptual framework utilized in this course follows the Reflective Decision Maker Model, which encourages reflective thinking, open mindedness, and the ability to challenge personal beliefs by continually seeking new information.

In addition, this course utilized concepts of the Human Ecological Systems Perspective and Systems Theory. These concepts emphasize the reciprocal influence of systems (i.e., individual, family, community, and the larger cultural world). Developmental and Constructivist theories are foundational to the philosophy of this

course. Thus, the professor views active learning and acquiring personal meaning as central to the learning process.

## **Course Requirements**

The learning objectives for this course are designed to ensure accomplishment of the objectives listed in the syllabus. Brief descriptions of the assignments are provided below. Specific instructions and grading criteria for each project will be distributed in class.

1. All assignments must be submitted before class time on the due date. Late assignments will NOT be accepted without prior written approval from the instructor. “Prior” is defined as before 12:00 noon on the day before the assignment is due.
2. The schedule of course topics is tentative and subject to change at the discretion of the course instructor. In the event of any syllabus change, every reasonable effort will be made to notify the students in advance.
3. All assignments must be typed and double-spaced.
4. Incomplete or “I” grades will be assigned in accordance with the university regulations. Students must notify the instructor when a grade of “I” is desired. Upon notification, a contract between the student and the instructor will be developed for completion of the course.
5. Class attendance is expected. Policies related to unexcused absences, cheating/plagiarism, withdrawal, and incompletes can be found in the Student’s Rights and Responsibilities Manual. As students and faculty at the University of Kentucky, we are all responsible for adhering to these policies.
6. NO cell phones or beepers in class.

## **Course Requirements and Evaluation**

### **Attendance and Class Participation**

The course relies heavily on student active participation and class attendance, but no credit is given for attendance. However, the students’ participation in class discussions and activities will be rated each class period. Active participation includes:

- coming to class prepared for the day’s topic as well as past class material
- attentive listening
- a respectful attitude
- thoughtful verbal and written contributions
- evidence of ability to analyze and apply course content to life experiences as well as career and personal goals

## **Literature Review**

Students will complete a 20-25 page comprehensive review of the literature on some topic related to course content. The literature review should address a policy/practice issue related to children and families and its impact on child development. The issue should be one not addressed in class. The literature review should include 20 references from recent, referred professional journals, and should be written in accepted scholarly style as defined by the Manual of the American Psychological Association (APA), 6<sup>th</sup> edition.

### **Due Dates:**

- February 25<sup>th</sup>: One-page summary of the topic and a list of 10 references in APA style.
- March 24<sup>th</sup>: Two-page outline and a list of all 20 references in APA style.
- April 14<sup>th</sup>: Completed research paper submitted. Evaluated research papers will be returned to students April 28<sup>th</sup>.

## **Individual Presentation**

Each student will be responsible for a 15-25 minute class presentation, a summary of the literature review. Students will prepare overhead transparencies or power point slides and handouts for the presentation. Presentation will be April 14<sup>th</sup> and April 21<sup>st</sup>.

## **Abstracts**

Students will submit six (6) 1-2 page abstracts of articles from professional journals that relate to an issue we will discuss in class. A sign-up sheet will be distributed the first night of class to ensure that all topics are addressed. Prior to class, students will read the article and write an abstract that contains the following information: Purpose, Subject/Settings, Independent Variable(s), Dependent Variable(s), Design, Results, Critique/Application to your professional experiences. Students will submit the abstracts before class begins on the assigned night and be prepared to discuss the abstract in class.

## **Final Reflection**

April 28<sup>th</sup> during the final exam period, students will write a reflective essay on one of three broad questions, designed to assess student's ability to synthesize and articulate course concepts. Students should be able to cite theorists and major contributions of prominent researchers in making their points. Specific guidelines will be distributed out in class later in the semester. On Monday, March 24<sup>th</sup>, the instructor will ask students to select the question topic on which they will write. Each student may bring one file card of notes, 5 x 8 inches or less. Writing paper will be provided. Essays will be evaluated on quality of content, organization, and English usage.

## Evaluation System

Participation	30
Literature Review	100
Presentation	50
Abstracts	60
Final Reflection	40
<b>Total</b>	<b>280</b>

The following grading scale will be used:

90% or above of the total possible points	A
80-89% of the total possible points	B
70-79% of the total possible points	C
69% or below of the total possible points	E

Grades on participation, literature review, presentation, abstracts, and final reflection will be based on such factors as breadth and depth of thinking; accuracy and completeness of information base; presentation of evidence and arguments; and organization and clarity of writing (with acceptable levels of spelling, punctuation, and grammar).

## Schedule and Assignments

DATE	TOPIC	ASSIGNMENT
January 14 – Week 1	Course Overview	
January 21 – Week 2	No Class Martin Luther King Jr. Holiday	
January 28 – Week 3	Biological Foundations, Prenatal development, and Birth <i>Topic: Reproductive Technologies</i>	Berk, Chapters 1 & 2 Thomas Chapters 1, 2, 11, 12, & 13
February 4 – Week 4	Prenatal Development <i>Topic: Prenatal Maternal Stress</i>	Berk, Chapters 2 & 3
February 11 – Week 5	Infancy <i>Topic: Extreme Deprivation</i>	Berk, Chapters 3 & 4 Thomas, Chapters 3 & 4
February 18 – Week 6	Physical Growth <i>Topic: Childhood Obesity</i>	Berk, Chapter 5
February 25 – Week 7	Cognitive Development <i>Topic: Impact of High/Low Quality Early Childhood Programs</i>	Berk, Chapter 6 Thomas, Chapters 7 & 8 <b>*Submit summary of literature review and 10 references</b>
March 3 – Week 8	Intelligence <i>Topic: Childhood Assessment</i>	Berk, Chapters 7 & 8 Thomas, Chapters 9 & 10

March 10 – Week 9	No Class UK Spring Break	
March 17 – Week 10	Language Development <i>Topic: Bilingual Education</i>	Berk, Chapter 9 Thomas, Chapters 7 & 8
March 24 – Week 11	Emotional Development <i>Topic: Maternal Employment and Child Outcomes</i>	Berk, Chapter 10 Thomas, Chapters 5, 6, 14, & 15 <b>*Submit review outline and list of 20 references</b> <b>*Choose Final Reflection Area</b>
March 31 – Week 12	Self and Social Understanding, Moral Development, Gender Roles <i>Topic: Child Abuse/Neglect and Foster Care</i>	Berk, Chapters 11, 12, 13 Thomas, Chapters 5, 6, 14 & 15
April 7 – Week 13	Contexts for Development <i>Topic: Television/Media Impact on Children</i>	Berk, Chapter 14
April 14 – Week 14		Class Presentation <b>*Literature Review Due</b>
April 21 – Week 15		Class Presentation
April 28 – Week 16	Final Reflection	