Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

EPSY 320 – Child Development for Educators utilizes current and landmark studies in the areas of child development to build an understanding of how development (birth through age 12) relates to learning and instruction.

1. Application of empirical and scientific methods that contribute to the understanding of what makes us human.
   a. Examine research on physical, emotional, personality, cognitive, and social development
   b. Find examples of these areas of development within families and the local community
   c. Analyze recent research studies on development and discuss new insights in these areas of development

2. Exploration of behavior and interactions among individuals, groups, institutions, and events—examining impact on individual, culture, and society.
   a. Discuss the behaviors of siblings, families, peer groups, and classrooms with the goal of understanding how these behaviors help and hinder development and learning.
   b. Share experiences from different settings of individual and group interactions.
   c. Discuss levels of impact of behaviors as they relate to the various ethnic and cultural groups and individuals.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Objective One: Students will be able to apply the cognitive development and physical development principles of child development to a toy they design or by analyzing a toy now on the market. The student will describe the toy—what features specifically assist in a child’s cognitive and physical development and how an adult might build on these features by suggesting additional things the child could do with the toy to build the cognitive and physical areas. The student will submit a written analysis of the toy. It is evaluated by a rubric which asks for at least two ways the toy can be used for cognitive development and two ways it can be used for physical development.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication): See attached

Objective Two: Students will be able to identify and describe the various theoretical frameworks of child development through the creation of a visual structure which includes the key elements of each perspective.
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Students will share their visual structure for each perspective and give an oral description of how this structure captures the elements of each theoretical perspective. The structures and presentations will be evaluated through whole class discussion focusing on what are the essential elements and how did this structure accurately represent each perspective.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Objective Three: Students will be able to identify and describe the areas of development from data gathered through a 90 minute observation and interaction with a child. Each student will plan activities for the child which are designed to show evidence of development in a specific area. They will write a descriptive narrative of what the child did and said. The narrative is analyzed using the text as a guide. The written analysis describes how the child is developing in each of the areas of development. The student summarizes the findings with a chart which includes: the terminology and definition from the text, what the child did or said which showed evidence of development in this area, and the student’s thoughts on the child’s development. The observation/analysis paper is evaluated with a rubric which matches the terminology and concepts covered in the class.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Objective Four: Students will gain an understanding of issues facing the larger society through the viewing of a video outlining a current issue. Students will be asked to respond to their thoughts about this issue prior to the viewing and after the viewing of the video. Students will submit an analysis of projected thoughts for actions concerning this educational/development issue.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
EPSY 320 – Communication Objective Revision

Objective Two:

Visual and Oral Communication
Students will be able to identify and describe the various theoretical frameworks of child development through the creation of a visual structure which includes the key elements of each perspective. Students will share their visual structure for each perspective and give an oral description of how this structure captures the elements of each theoretical perspective. The structures and presentations will be evaluated through whole class discussion focusing on what are the essential elements and how did this structure accurately represent each perspective.

Written Communication
1. Students will analyze a toy for examples of how the principles of Child Development are present in the toy. The student will submit a written analysis which includes how the toy encourages the development in various domains of development. The report will also include written recommendations to parents for using the chosen toy to further a child’s development. The report will be evaluated with a rubric which requires at least two ways cognitive development can be encouraged, at least one additional domain, and at least two ways development can be encouraged by a parent using this toy with a child.

2. Students will read either a research articles relating to an area of child development of interest to them. The students will analyze the research conducted as a basis for the article and summarize its findings. They will then use this information to write research-based suggestions for parents. The project will be evaluated by a rubric which focuses on the ability to understand and interpret the research in a “parent-friendly” way.

3. Students will watch a video and read a research article on either early childhood education or creativity in education. They will write a reflection paper on their thoughts prior to viewing the video and after viewing the video and reading the article. The paper will also include a series of written “thought” questions they might pose to an administrator and their rationale for these questions. The project is evaluated through small group discussions in class with the focus on relevance and clarity of the questions.

4. Students will conduct a 90 interactive observation with a child which is designed to see real-life applications of the principles of child development. The report will include a written descriptive narrative of the observation AND a written in-depth analysis of the development of the child based on observed evidence. The project will be evaluated with a rubric designed to examine the clarity of the written narrative and the accuracy of the analysis.