### Minnesota State University, Mankato
#### Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

**College:** Education  
**Department:** Ed. Studies: Elementary and Early Childhood  
**Program:** Early Childhood Education  
**Type of Change:** COURSE PROPOSALS  
**Proposal:** New Course  
**Title Current:** Learning Development in the Early Years  
**Title Proposed:** Learning Development  
**24-Char. Abbrev.:** EEC 227  
**Course Designator:** EEC  
**Number and Number:** 227  
**Credits:** 3

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

Introduction to developmental theorists who have impacted early childhood education. Explores child growth and development from prenatal to age eight.

**Rationale or Justification for change:**

Meets Board of Teaching standards related to child development and theoretical foundations.

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### For General Education or Cultural Diversity Courses Only

**General Education Course:**

<table>
<thead>
<tr>
<th>GE Category #</th>
<th>GE Category Name (Maximum of 3 Categories)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
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<tr>
<td>N/A</td>
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<tr>
<td>N/A</td>
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</table>

? For Writing Intensive Courses, attach a description of the kind and quantity of writing.
? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:

a. Syllabus or course outline.
b. Course's student learning outcomes associated with each GE competency or CD designation.
c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

### For New Courses

**Instructional Type:** Lecture  
**Grading Format:** Grade  
**P/N:** None  
**Course will be offered:** Fall Semester  
**Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)**

Attach paper copies of the following:

a. Syllabus or course outline.
b. Course's student learning outcomes.
c. A list of resources required to offer and support this course.
d. A description of how teaching this course will affect department staffing.
e. If 400/500 level course, an explanation of added expectations of graduate students.
Attach paper copies of the following:

a. Student learning outcomes for the program.
b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:
   http://www.mnsu.edu/acadaff/pra/forms/
d. List of program requirements for New programs, or a list of Current and Proposed program requirements for Redesigned programs.
e. A list of resources required to offer and support this program.
f. A description of how offering this program will affect department staffing.
g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:

http://www.mnsu.edu/acadaff/Curriculum/currfmsprocess.html

1. Creation of an entirely new program.
2. Redesign of existing programs, which takes any of the following forms:
   - Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
   - Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
   - Change in program name.
   - Change in program CIP #.
   - Change in TOTAL program credits.
   - Change in degree award. For example, changing a B.A. to B.S.
   - Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. Relocation of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. Replication of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. Suspension or reinstatement of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. Closure of a program. This proposal requests closure of an existing program and its from an institution’s official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.
## Signature Page

**Department**
- Recommended
- Not Recommended

**Comments:**

**College Curriculum Committee**
- Recommended
- Not Recommended

**Comments:**

**College Dean**
- Recommended
- Not Recommended

**Comments:**

**General Education Subcommittee**
- Recommended
- Not Recommended

**Comments:**

**Undergraduate Curriculum and Academic Policy Committee**
- Recommended
- Not Recommended

**Comments:**

**Faculty Association Graduate Committee**
- Recommended
- Not Recommended

**Comments:**

**Graduate Dean**
- Recommended
- Not Recommended

**Comments:**

**Academic Affairs Council**
- Recommended
- Not Recommended

**Comments:**

**Senior Vice President and Vice President for Academic Affairs**
- Approved
- Not Approved

**Comments:**

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**Department Chair**

**Date:**

**Committee Chair**

**Date:**

**Dean**

**Date:**

**General Education Subcommittee Chair**

**Date:**

**UCAP Faculty Chair**

**Date:**

**Faculty Association Graduate Chair**

**Date:**

**Graduate Dean**

**Date:**

**Assistant Vice President**

**Date:**

**Sr. Vice President/Vice Pres. Academic Affairs**

**Date:**

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Revised September 2002
No additional resources are required to teach this course.

The MSU Library has videos and books that relate to developmental theorists and child development. Additionally, faculty in the department have additional personal resources and departmental resources for course delivery.

Departmental Staffing:

An additional faculty member has been requested for the early childhood education program. Adjunct faculty are frequently hired to teach additional courses in this program as well.
Department of Educational Studies: Elementary and Early Childhood
1. EEC 227 (3): Learning Development in the Early Years
   Semester, Year

2. Instructor Information
   Instructor: TBA
   Department: EEC
   Office: 
   Phone: 
   Time and Location: 
   Office Hours: 
   E-mail: 

3. Course Description:
   This course introduces developmental theorists who have impacted early childhood
   education and explores child growth and development from prenatal through age eight.

4. Required Textbooks:
   Mooney, Carol Garhart. (2000). Theories of Childhood: An Introduction to Dewey, Montessori,

   Portage Checklist, Portage, Wisconsin

5. Conceptual Framework
   Diverse Learning Communities: nurturing all learners to their fullest potential
6. **Standards or Competencies Designated for this course**

This course is part of the program of study for the undergraduate teacher licensure in Educational Studies: Elementary and Early Childhood. The course has been aligned to Minnesota Standards of Effective Practice with regards to Early Childhood Education.

<table>
<thead>
<tr>
<th>MnBOT Standards of Effective Practice for Initial Teacher Licensure</th>
<th>Role in Course</th>
<th>How assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subp. 3. Subject matter standard.</strong> A candidate for licensure as a teacher of early childhood education must complete a preparation program under subpart 2, item C, that must include the demonstration of the knowledge and skills in items A to H.</td>
<td></td>
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</tr>
<tr>
<td>A. A teacher of infant or toddler-aged, preprimary-aged, and primary-aged children must understand child development and learning, including:</td>
<td></td>
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<tr>
<td>(2) the physical, social, emotional, language, cognitive, and creative development of young children from birth through age eight;</td>
<td>Knowledge Primary Assessment</td>
<td>Exam Questions Observation of a child</td>
</tr>
<tr>
<td>(4) the major theories of early childhood development and learning and their implications for practice with young children and families from birth through age eight.</td>
<td>Knowledge Primary Assessment</td>
<td>Exam Questions Team Presentation</td>
</tr>
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<tr>
<td><strong>B. A teacher of infants and toddlers plans, designs, and implements developmentally appropriate learning experiences.</strong> The teacher must understand:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) the unique developmental milestones associated with young infants 0 to 9 months, mobile infants 8 to 18 months, and toddler 16 to 36 months;</td>
<td>Knowledge Primary Assessment</td>
<td>Exam Questions Observation of an infant</td>
</tr>
<tr>
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<tr>
<td><strong>C. A teacher of young children in preprimary classrooms plans, designs, and implements developmentally appropriate learning experiences.</strong> The teacher must understand:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) the cognitive, social and emotional, physical, and creative development of preprimary-aged children and how children’s development and learning are integrated;</td>
<td>Knowledge Primary Assessment</td>
<td>Exam Questions Observations of a preprimary child</td>
</tr>
<tr>
<td>(2) the development of infants and toddlers and its effects on the learning and development of preprimary-aged children</td>
<td>Knowledge Primary Assessment</td>
<td>Exam Questions Observation of children</td>
</tr>
<tr>
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<tr>
<td><strong>D. A teacher of young children in the primary grades plans, designs, and implements developmentally appropriate learning experiences.</strong> The teacher must understand:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) the cognitive, social and emotional, physical, and creative development of primary-aged children and how children’s development and learning are integrated</td>
<td>Knowledge Primary Assessment</td>
<td>Exam Questions Observation of primary-aged child</td>
</tr>
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<tr>
<td><strong>Subpart 6: Standard 5, learning environment.</strong> A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5J. recognize the relationship of intrinsic motivation to student lifelong growth and learning</td>
<td>Knowledge Primary Assessment</td>
<td>Exam Reflection Paper related to observations of children</td>
</tr>
</tbody>
</table>

7. Course Objectives
The student will:
A. gain an understanding of typical child development from prenatal to age eight
B. gain an understanding of factors (nature and nurture) that impact development
C. gain an understanding of major developmental theorists and their theories
D. become aware of developmental milestones that occur prenatally to age eight

8. Instructional Strategies:
lecture, demonstrations, discussion, small group work, student presentations, videos, guest speakers

9. Diversity
Teacher candidates need to develop proficiencies for working with students from diverse backgrounds and with exceptionalities to ensure that all students have the opportunity to learn. (standard 4) Students are exposed to diversity as it relates to individual differences in the development of young children. Culture, special needs, and second language learners are some of the variations of individual differences that impact development.

10. Exceptionalities
Children with atypical development or delayed development will be discussed. Factors that contribute to atypical development will be discussed.

11. Course Requirements:
1. Attendance—Attendance is expected. Attendance means being physically and mentally present, such that sleeping in class is considered an absence. Future teachers must take their academic preparation seriously. The attendance policy for this class is “3 strikes and you're out.” In other words, students may be absent three times during the course of the semester, but a fourth absence will result in an instructor drop from the course or a Grade of F, unless the student presents compelling evidence for special consideration. Because students are preparing to be professionals, it is expected that the student will notify the instructor in advance of an absence by calling 389-5095 or sending an e-mail prior to the class meeting: linda.good@msnu.edu
2. Participation—Participation is expected.
3. ASSIGNMENTS—It is your responsibility as a student to complete all assignments in a timely manner and submit them for evaluation by the instructor no later than the due date specified. It is your responsibility to notify and consult with the instructor should there be extenuating circumstances which interfere with the completion of assignments on time. LATE ASSIGNMENTS may result in the minimal loss of a letter grade for that assignment.

1. Readings: Chapters are assigned from the two texts. It is expected that students will read the text and be ready to respond to questions about the readings both in class and on exams.
2. Observations of children’s development using a checklist. Each student is expected to observe four children at four different age levels: infant, toddler, preschooler, and school-age child. The student will use the Portage Checklist to record children's development in all domains of development. The student may use observation or may question a parent or adult caregiver/teacher to complete the checklist. Be careful to protect the child's identity by keeping name’s confidential (use initials or refer to children as Child 1, Child 2, etc... or Subject 1, Subject 2, etc... or Infant, Toddler, Preschooler, School-aged Child.
3. Reflection Paper: After observing four children, the student will write a reflection paper in which s/he discusses how intrinsic motivation has impacted each child’s growth and development. Give specific examples of how children demonstrated interest or initiative. Relate your examples to a theoretical framework. Be careful to protect the child’s identity by keeping name’s confidential (use initials or refer to children as Child 1, Child 2, etc... or Subject 1, Subject 2,
etc... or Infant, Toddler, Preschooler, School-aged Child. This assignment must be word processed and proofread for spelling or grammatical errors. It is expected that this paper will be a minimum of four pages in length, use size 12 font, and be double-spaced.

4. **Student TEAM Presentations:** After reading appropriate assigned readings as well as additional articles or books, teams of students will teach the class about various theories/theorists/research related to child development. Team Member #1 will present a biography of the theorist or a history of the research; this could involve a PowerPoint lecture and/or showing of an appropriate video. Team Member 2 will present an overview of the theory or the research; this could involve a PowerPoint lecture and/or showing of an appropriate video. Team Member #3 will discuss implications of this theory for early childhood educators; this could be a lecture or could involve a simulation/demonstration or an activity. Team Member #4 will provide a summary activity for the class related to this theorist/research. The activity might be a game, a quiz, or might questions for students to discuss in large or small groups. Team Member #4 is encouraged to be creative.

5. **Exams:** two exams will be given at mid-term and final.

### 12. Schedule of Assignments:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Theory &amp; Research in Child Development</td>
<td>Berk, Ch. 1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Research Strategies</td>
<td>Berk, Ch. 2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Biological Foundations, Prenatal Development, Birth</td>
<td>Berk, Ch. 3</td>
<td></td>
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<tr>
<td>4</td>
<td>Infancy: Early Learning, Motor Skills, and Perceptual Capacities</td>
<td>Berk, Ch. 4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Physical Growth and Brain Development</td>
<td>Berk, Ch. 5, Mooney: Ch. 1</td>
<td>*Presentations: Bowlby and/or Dewey</td>
</tr>
<tr>
<td>6</td>
<td>Cognitive Development</td>
<td>Berk, Ch. 6</td>
<td>Observation 1 completed</td>
</tr>
<tr>
<td>7</td>
<td>Information Processing</td>
<td>Berk, Ch. 7, Mooney: Ch. 2, 3</td>
<td>*Presentations: Montessori and/or Erikson</td>
</tr>
<tr>
<td>8</td>
<td>Intelligence</td>
<td>Berk, Ch. 8</td>
<td>Observation 2 completed</td>
</tr>
<tr>
<td>9</td>
<td>Language Development</td>
<td>Berk, Ch. 9</td>
<td>EXAM</td>
</tr>
<tr>
<td>10</td>
<td>Emotional Development</td>
<td>Berk, Ch. 10</td>
<td>Observation 3 completed</td>
</tr>
<tr>
<td>11</td>
<td>Self-Concept/Self-Esteem</td>
<td>Berk, Ch. 11, Mooney: Ch. 4, 5</td>
<td>*Presentations: Piaget and/or Vygotsky</td>
</tr>
<tr>
<td>12</td>
<td>Moral Development</td>
<td>Berk, Ch. 12</td>
<td>Observation 4</td>
</tr>
<tr>
<td>13</td>
<td>Sex Differences and Gender Roles</td>
<td>Berk, Ch. 13</td>
<td>*Presentations: Gardner, Brain Research</td>
</tr>
<tr>
<td>14</td>
<td>Family as a Context for Development</td>
<td>Berk, Ch. 14</td>
<td>Reflection paper due</td>
</tr>
<tr>
<td>15</td>
<td>Other contexts for development: peers, media, schooling</td>
<td>Berk, Ch. 15</td>
<td>EXAM</td>
</tr>
</tbody>
</table>

*Presentations will be done by Teams of students, the instructor, or guest speakers
13. Evaluation:
Midterm exam over lectures/videos/text 100 points
Final exam over lectures/videos/text 100 points
Observation 1: Observation of an infant (ages 6 weeks to 12 months)/checklist --- 25 points
Observation 2: Observation of a toddler (ages 1-3 years)/checklist --- 25 points
Observation of a preschool child (ages 3-preschool 5)/checklist --- 25 points
Observation of a school-age child (ages 5-8)/checklist 50 points --- 25 points
Reflection paper: Comparing development of children observed --- 50 points
Team presentations of theorists: Bowlby, Dewey, Montessori, Erikson, Piaget, Vygotsky, Gardner, and
Brain Research --- 50 points per presenter
Total number of points possible: 400
A = 93%-100% = 372-400 points; B = 84-92% = 336-371 points; C = 75-83% = 300-335 points;
D = 66-74% = 264-299 points; F = <65% = <264 points

Concerns about Academic Feedback:
If you are concerned about a score you receive, it is my policy that you wait 24 hours to address the issue with me. This 24-hour period will allow you to cool off and to gain a perspective if I truly made a mistake in grading or if you have indeed earned the score that was recorded. Please meet with me in my office during office hours and be prepared to prove me wrong with evidence from the book or other sources. I do make mistakes and will gladly take the responsibility to rectify any errors on my part. Likewise, I would anticipate that you would be responsible for any errors you may have made.

14. Other:
ACADEMIC HONESTY POLICY:
(http://www.mnsu.edu/welcome3/Publications/basic-stuff/policies)
"In order for an academic community to teach and support appropriate educational values, an environment of trust, cooperation and personal responsibility must be maintained. As members of the University community, students assume the responsibility to fulfill their academic obligations in a fair and honest manner. This responsibility includes avoiding such inappropriate activities as plagiarism, cheating or collusion. Students found responsible for one or more of these activities may face both academic sanctions (such as lowering a grade, failing of a course, etc.) and disciplinary sanctions (such as probation, suspension, expulsion)."
Please visit the above-cited webpage for the complete policy.

COMMUNICATION OF CONCERNS:
A "Communication of Concerns" form will be filed when a student does not exhibit appropriate behaviors as one prepares to become a professional educator. Inappropriate behaviors include, but are not limited to: late assignments, tardiness, excessive absences, sleeping in class, a pattern of non-participation or over-participation, improper attire, disregard of chain of command when approaching problem solving, etc. Additionally, continual disregard of behaviors that reflect Domain D: Professionalism may result in a minimal grade reduction of one letter grade.

ELECTRONIC DEVICES: Cell phones are to be turned off in class. Laptop computers may be used for appropriate note taking, but improper use of computers in class (surfing the net, e-messaging, checking e-mail, etc.) will result in the loss of the privilege of having computers in class as well as a Communication of Concern being filed.
College of Education
Department of Elementary and Early Childhood
Wednesday, October 4, 2006, 12:15 – 2:00 pm
Armstrong Hall 333

Faculty Meeting Minutes

Present:  Peg Ballard, Laura Bemel, Ron Browne, Lillian Duran, Linda Good, Terry Fogg, Karl Matz, Kasee Page, Maureen Prenn, Beth Sandell, Marsha Traynor

Facilitator: Beth Sandell
Recorder: Ron Browne
Timekeeper: None
Room set-up and snack: everyone

Curriculum Program Changes:

Early Childhood Program

Dr. Good passed around a summary of the changes in the Early Childhood Courses. Dr. Traynor also asked that a note to the Curriculum Committee be added that indicates that there has been a thorough check that the standards are all addressed in the new program. Dr. Ballard raised a concern about the 422 and 435 courses because they also have 500 level components. There was a lot of discussion about title designation and the (EC) designation

Ron moved that we accept the Program Course Changes with the following exceptions: without the (EC) designation, with a change adding (K-3) to the 466 student teaching class, and fixing a typo. Laura seconded. After discussion, Ron and Laura withdrew the motion.

Maureen moved that we approve program course deletions and program course additions with the exception of the EC designator.

Program Course Deletions:
Math 110 or higher
FCS 301
FCS 303
HP 413
ESSP 304
ESSP 421
ESSP 440
EEC 203 = course withdrawal
EEC 474 = course withdrawal
Search Committee

Maureen and Marsha passed out a position description for the Literacy position.

Lilly moved that the position description for Literacy be accepted with changes  Linda seconded. Motion was approved.

There was a discussion of the Social Studies Position. The faculty members directed the Search Committee to revise the job description in order to broaden the description and requirements, and thereby increase the pool of applicants.

Minutes respectfully submitted by Ron Browne.
(This checklist is used by the Office of Academic Affairs to review all curriculum proposals)

Please check all curriculum proposals for the following, and attach checklist to proposal. If proposal is missing the following, refer to Asst. VP for Undergraduate Studies

Proposal # _____  Proposal Name  New Course  EEC 227

For New Courses:

☑ Syllabus or course outline (with proposed course designator/number)
☑ Course's student learning outcomes  Stated in syllabus = Board of Teaching Standards
☑ A list of resources required to offer and support this course
☑ A description of how teaching this course will affect department staffing
☐ If 400/500 level course, an explanation of added expectations of graduate students
☑ Course description/bulletin copy

If GE or CD:

☐ Syllabus or course outline.
☐ Course's student learning outcomes associated with each GE competency or CD designation.
☐ List of strategies to be used to assess students' achievement of each GE competency or CD designation.
☐ For Writing Intensive Courses, attach a description of the kind and quantity of writing
☐ For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

For New Programs or Redesigned Programs:

☐ Student learning outcomes for the program.
☐ Minutes from department and college curriculum meetings in which action was taken on this proposal.
☐ Program Assessment Plan. Forms are available on the Academic Affairs Web site.
☐ List of program requirements for New programs, or a list of Current and Proposed program requirements for Redesigned programs.
☐ A list of resources required to offer and support this program.
☐ A description of how offering this program will affect department staffing.
☐ A list of additional library holdings required for this program.

For all proposals:

☑ Bulletin copy should not exceed 40 words for courses or 100 words for programs.
☑ Appropriate signatures are in place.