Mansfield University
Academic Affairs Committee
Application for Online Course Approval

Course Prefix/Number: PSY 3292 Course Title: Child Psychology

Date: September 23, 2013 Submitted by: Karri Verno

Sponsoring Department: Psychology

To request approval to offer a course online, complete and sign this form. Include:

1. The course syllabus, with student learning outcomes; the current or proposed catalog description;
2. A narrative that describes: details of how you plan to deliver content in a manner appropriate to the online environment, course activities, learning assessments, and opportunities for student engagement. The narrative must address the following:
   a. Design features that support student learning in a format appropriate to the online environment
   b. Strategies for engaging students with meaningful, interactive activities
   c. Strategies for communicating with and among students
   d. Strategies for assessing student learning outcomes, including methods to ensure procedural integrity

This form and attached materials should be sent to the Chair of AAC in electronic form (a single file is preferred). Two copies of the form and attached materials (with Applicant and Department Chairperson signatures) should be submitted via campus mail to the Chair of AAC.

Signatures:

Department Chairperson: ___________________________ Date: __________

Chairperson, AAC: _________________________________ Date: __________

Dean of Record: ______________________________________ Date: __________

The process for online approvals is via Department Chair, AAC, and Dean (this Expedited Approval process is consistent with the CBA). Online approvals should be submitted prior to the listing of a course in WebAdvisor. Once a course is approved for online, any qualified faculty may teach the course. Courses under special topics (or 2255/4455) should be submitted on a topic-by-topic basis.

Use this form to request online status for an existing course (one already approved through the regular curricular process). If you are proposing to create a new course for online delivery, the new course forms should accompany this form.

(Approved by Senate 12/08/2011)
I plan to deliver content in a manner appropriate to the online environment. Using D2L features such as the dropbox, discussion board, and online chat I will be able to make the course interactive, while maintaining personal connections to the students. Course activities that accomplish this include:

- **Discussion boards** will be the main source of “classroom” communication.
  - Current event discussions: At the beginning of each week, I will post a new article from the popular media (cnn.com or similar) that presents the results of recent research in the area of child psychology that we are studying that week. The students will have to search to find the original research article that the news article is based on, read it, and discuss whether or not the news media has accurately reported the results of the original research. Each student will be required to post at least once to receive partial participation credit, but to receive full credit active participation in the discussion will be required.
  
  - Research reviews and discussion: Each week, every student will find and read one empirical, peer-reviewed journal article and write a summary of it. This summary will be posted on the D2L Discussion Board for everyone to see. The students will be required to read each other’s summaries and comment on them. This will help the students to interact with each other and will give them some “real-world” application. The summaries will be assessed by evaluating their understanding of the article, their ability to relate “actual” research to what we are learning in class, and spelling/grammar quality. The responses will be assessed by thoughtfulness of response, effort, and spelling/grammar. These discussion board activities will provide opportunities for student engagement.

- **Homework assignments**: students will read the textbook and the corresponding lecture notes I post online, then complete activities from the textbook at the end of each chapter. These assignments will be typed up and uploaded to the Dropbox. I will be able to give feedback on the assignment within 24 hours so they can stay on top of their progress. There will be 2-3 assignments given per week. They will be assessed for correctness, effort, and spelling/grammar.

- **Help board**: Two “help boards” will be set up on the Discussion Board. The first will be a “General, Technical Issues” board where students can ask questions to help them navigate course software, clarify course procedures, or inquire about other technical issues. The other board will be a “Course Content” help board. On this board, students can ask questions about course content. Students will be encouraged to talk to each other on this board, but the instructor will review the board daily and answer questions as well.

- **Strategies for assessing Student Learning Outcomes** are outlined on the course syllabus (see attachment below).

- **Communication**: I will communicate with students in several ways.
  - I will use the News/Announcement board to remind students of upcoming due dates, homework assignments, and any other pertinent information.
  - I will always be available via email to answer questions.
- I will be available via D2L chat by appointment (or whenever students happen to catch me online).
- I will set up a Facebook group for the course so that students can have another means of communication with each other and with me. I have used this in other courses and find that it is successful. Students use Facebook groups to discuss course material in a less formal way outside of the D2L course assignments. This usually includes posting interesting/relevant links to information that relates to class.
- I will give detailed feedback on individual homework assignments by using the Dropbox feature on D2L.
Instructor: Dr. Karri Verno
Office: South Hall 150
Phone: 662-4773 (Office)
Email: kverno@mansfield.edu
OFFICE HOURS: By appointment or available on D2L Chat

MEETING TIME/LOCATION:
Online through Desire2Learn

Course Description - Surveys major theories and empirical findings regarding the interactive aspects of human behavioral development from conception through pre-adolescence. Examines major findings regarding physical, social, emotional, and mental development. Emphasizes normal development as it is experienced at each stage of the childhood years before adolescence.

Prerequisites: completion of 15 credit hours (for students enrolling after the Fall 2011 semester)

Relevance to the Psychology Curriculum: PSY 3292 will meet 1 of 2 required courses in the Lifespan Development concentration. It can be taken with either Adolescent Psychology (PSY 3321) or with Adult Development and Aging (PSY 3324) to complete that group in the major. It also meets the requirements in the Human Development Minor. (See page 2)

Course Objectives ` At completion of this course, students should be able to:
1. Describe research strategies in child development
   a. Assessment method: Exams, research reviews, current event activities
   b. Meets PSLOs 1, 2, 3, and 4
2. Identify and describe threats to normal development during the prenatal and perinatal periods.
   a. Assessment method: Exams, research reviews, current event activities
   b. Meets PSLOs 1, 2, and 4
3. Summarize the basic physical, social, emotional, and cognitive developments regarding each stage of child development through the beginning of adolescence
   a. Assessment method: Exams, research reviews, current event activities
   b. Meets PSLOs 1, 2, and 4
4. Analyze and critique empirical research about selected issues in development.
   a. Assessment method: Exams, research reviews, current event activities
   b. Meets PSLOs 1, 2, 3, and 4
Psychology Program Desired Student Learning Outcomes (PSLOs - Revised 12-11)*

1. **Knowledge Base of Psychology**: Identify and describe major concepts and theoretical models, empirical findings, and historical trends in psychology using the language of discipline.

2. **Critical Thinking Skills in Psychology**: Evaluate, explain, and critique psychological research and theories.

3. **Research Methods in Psychology**: Describe research methods in psychology and demonstrate basic research skills, including design and implementation of studies, data analysis, and interpretation.

4. **Communication Skills**: Write and speak effectively using the language and style of psychology.

5. **Values and Ethics in Psychology**: Recognize, analyze and discuss ethical issues that are relevant to research and practice in the field of psychology.

6. **Civic Engagement & Community Service**: Participate in community service on or off campus.

**General Education Outcomes** - PSY 3292 is a General Education course under the Social Sciences block for students enrolled at M.U. previous to summer 2011. The weekly exams, discussion boards and homework assignments all address the learning outcomes:

<table>
<thead>
<tr>
<th>General Education (Social &amp; Behavioral Sciences) Student Learning Outcomes</th>
<th>Course Student Learning Outcomes*</th>
<th>Assignments &amp; Activities where students demonstrate these SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal of course is to guide students to:</strong></td>
<td><strong>At the completion of this course, students should be able to:</strong></td>
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</tr>
<tr>
<td>1. Explain basic theories of human and social behaviors based on the methods of the target disciplines.</td>
<td>Explain basic theories of and approaches to individual and societal behaviors in developmental psychology; Identify and describe basic research methods used by developmental psychologists. (PSLO1, PSLO3)</td>
<td>Exams Homework Assignments</td>
</tr>
<tr>
<td>2. Identify and describe some fundamental social structures.</td>
<td>Identify and describe some fundamental developmental psychological concepts and theories. (PSLO1)</td>
<td>Exams</td>
</tr>
<tr>
<td>3. Understand how the social sciences approach human societies and behaviors.</td>
<td>Explain, using the language of the discipline, the roles of developmental psychologists across discipline and history. (PSLO1, PSLO4)</td>
<td>Exams Discussion Boards</td>
</tr>
<tr>
<td>4. Describe the development or application of key concepts in the target discipline.</td>
<td>Describe the development of key concepts in developmental psychology using the appropriate methods, language, and terms and explain how these concepts apply to you and other people. (PSLO1, PSLO2, PSLO4)</td>
<td>Exams Homework Assignments</td>
</tr>
<tr>
<td>5. Use social science methods to analyze social issues and problems.</td>
<td>Use developmental psychology research methods to analyze social issues and problems. (PSLO2, PSLO3)</td>
<td>Discussion Boards Exams</td>
</tr>
</tbody>
</table>

**Textbook and required components:**

**Course Requirements**

**Exams:** There will be 5 weekly exams worth 50 points each. These exams will consist multiple choice questions. You will be able to use your notes and textbook during all exams, but you MUST have the exam completed in the allotted time period. You will not have time to look up every answer to each question. The exams satisfy Student Learning Objectives 1, 2, 3, and 4.

**Homework:** There will several homework assignments given throughout the session, usually 2-3 per week. These will be found on D2L under the Homework link. The homework assignments satisfy Student Learning Objectives 1, 2, 3, and 4. Mostly the homework assignments will be from the textbook, therefore you MUST have a copy of the textbook in order to complete this course. The homework will be submitted through the D2L dropbox. Your work will only be seen by the instructor.
Research Reviews: To sharpen your research skills, you will find 6 scholarly research articles that are all from the same area of research. All of them must be empirical articles—not review chapters, theoretical papers, or conceptual papers. After you identify these articles, you will write a review of them. On each assignment, you will post your summary of the article to the discussion board. This summary will briefly include the purpose of the article, the hypotheses, the method used, and the general results. You’ll post your summary every week by Friday at 5pm. Over the weekend, you’ll be required to read and comment on the discussion board for that week. You’ll read over the summaries posted on the board, and write your responses to the articles. For example, you could discuss what you learned from the posts, highlight an article that you thought was particularly interesting, or ask follow-up questions for the original poster. These posts satisfy student learning objectives 1, 2, 3, and 4. The article summary is worth 20 points. The peer responses are worth 5 points each.

Current event discussions: At the beginning of each week, I will post a new article from the popular media (cnn.com or similar) that presents the results of recent research in Child Psychology as reported by popular media. You will have to search to find the original research article that the news article is based on, read it, and discuss whether or not the news media has accurately reported the results of the original research. You will be required to post at least once to receive partial participation credit, but to receive full credit active and continuous participation in the discussion will be required. These posts satisfy student learning objectives 1, 2, 3, and 4. The posts are worth 10 points each.

Participation: Packing an entire semester’s worth of Research Methods into 6 weeks will be an intense learning experience and will require daily reading, studying, and participation. You are expected to read all the assigned material every day and to be prepared to discuss and actively engage the material through online chat, discussion boards, and assignment posts. (TIP: Think of and write down 2-3 discussion questions that arose as you were reading).

GRADE POINT BREAKDOWN
Exams (5 @ 50 points each) 250
Homework assignments (5 @ 10 pts. each) 50
Research Reviews (5 @ 20 points each) 100
Peer Responses (5 @ 5 points each) 25
Current event responses (5 @ 10 points each) 50
Total 475

Software / Computer Skills:
This course has an expectation that all students will have access to a web-connected with access to Desire2Learn. Students must understand the use of these software tools to be successful in this course. You will use Internet Explorer to access the course website and submit many online assignments. Tutoring and assistance with questions can be obtained by going to the Information Desk at the North Hall Library of Mansfield University or calling 570-662-4671

Responsibilities of Online Learners:
As an online learner, you will be responsible for determining the pace and schedule of your work. You can complete the readings and activities at any times that are convenient to you as long as they are submitted before the assignment deadline.
Although you might be completing your work hundreds of miles from Mansfield University, you should expect to have frequent contact with your instructor and classmates via e-mail, electronic document exchange and the online discussion board. All of your assignments will be submitted using these tools and an interactive website. You can also use the online discussion board to ask questions, offer comments, and obtain advice from both your instructor and your fellow students.

Student Consumer Rights and Responsibilities

The Higher Education Opportunity Act (Public Law 110-315) (HEOA) was enacted on August 14, 2008, and reauthorizes the Higher Education Act of 1965, as amended (the HEA). The HEOA (2008) requires colleges and universities to provide students with information necessary to make informed decisions concerning their educational experiences. Mansfield University strives to serve its students fairly and equitably. The following MU website provides an inclusive list by topic of student consumer rights and responsibilities: http://mansfield.edu/HEA/

Copyright

The University fully supports the Copyright Laws of the United States. Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to any original work in any tangible medium of expression. Images displayable on computer screens, computer software, music, books, magazines, journals, photographs, and articles are among items subject to copyright. A work need not be explicitly labeled with a copyright notice to be afforded copyright protection. For more information on Copyright please consult the Mansfield University Copyright Information website: http://mansfield.libguides.com/copyright.

Students Requesting Academic and/or Access Accommodations

Students with documented learning disabilities, physical challenges, or other significant medical conditions that may affect their learning in this course should meet with the University’s Disability Advisor in the Department of Academic and Human Development (141 South Hall, Phone: 662-4436) as soon as possible. The Disability Advisor will arrange to provide your professors with an appropriate letter so that we may serve your particular needs more effectively. If you have a disability that requires classroom or testing accommodations, the advisor will also clarify appropriate arrangements.
Attendance Policy

“Regular and punctual class attendance is expected. Documented excuses because of illness, serious mitigating circumstances, or official university representation will be accepted by all faculty members and will permit students to make up missed tests and/or graded assignments in a reasonable manner at a time agreeable to instructor and student. Students must provide documentation before absences can be excused. All instructors are expected to make their class participation and attendance policies clear in the course syllabi"  

Academic Integrity

The integrity of all scholarly work is at the foundation of an academic community. Students are expected to do their own academic work. Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. Faculty are expected to instruct students in ways of avoiding these forms of academic dishonesty. Faculty are also responsible for assessing and reporting all charges of academic dishonesty to the Office of the Provost. See the policy and procedure listed at: http://mansfield.edu/academic-affairs/resources-for-faculty/forms-and-procedures/ under “Academic Integrity Policy.”

Please feel free to talk with me at any point during the session concerning your progress in class. I welcome the opportunity to assist you in your academic endeavors.
<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter</th>
<th>Topic</th>
<th>Activity/Assignment Reminders</th>
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<tbody>
<tr>
<td>Dec. 13</td>
<td>1</td>
<td>Studying a Child’s World</td>
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<td></td>
<td>2</td>
<td>A Child’s World: How we Discover It</td>
<td>Exam 1 opens Friday Dec. 20 at 8am and closes Sunday Dec. 22 at 11:59pm</td>
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<td>Current Event Paper, Research Review, and Peer Responses due by Friday at 9pm</td>
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<tr>
<td>Dec. 23</td>
<td>3</td>
<td>Forming a New Life</td>
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<td>4</td>
<td>Pregnancy and Prenatal Development</td>
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<td></td>
<td>5</td>
<td>Birth and the Newborn Baby</td>
<td>Exam 2 opens Friday Dec. 27 at 8am and closes Sunday Dec. 29 at 11:59pm</td>
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<td>Current Event Paper, Research Review, and Peer Responses due by Friday at 9pm</td>
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<tr>
<td>Dec. 30</td>
<td>6</td>
<td>Physical Development During the First Three Years</td>
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<td></td>
<td>7</td>
<td>Cognitive Development During the First Three Years</td>
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<td></td>
<td>8</td>
<td>Psychosocial Development During the First Three Years</td>
<td>Exam 3 opens Friday Jan. 3 at 8am and closes Sunday Jan. 5 at 11:59pm</td>
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<td>Current Event Paper, Research Review, and Peer Responses due by Friday at 9pm</td>
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<tr>
<td>Jan. 6</td>
<td>9</td>
<td>Physical Development in Early Childhood</td>
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<td>10</td>
<td>Cognitive Development in Early Childhood</td>
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<td></td>
<td>11</td>
<td>Psychosocial Development in Early Childhood</td>
<td>Exam 5 opens Friday Jan. 10 at 8am and closes Sunday Jan. 12 at 11:59pm</td>
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<td>Current Event Paper, Research Review, and Peer Responses due by Friday at 9pm</td>
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<tr>
<td>Jan. 13</td>
<td>12</td>
<td>Physical Development in Middle Childhood</td>
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<tr>
<td></td>
<td>13</td>
<td>Cognitive Development in Middle Childhood</td>
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<tr>
<td></td>
<td>14</td>
<td>Psychosocial Development in Middle Childhood</td>
<td>**Exam 6 opens Wednesday Jan. 15 at 8am and closes Friday Jan. 17 at 11:59pm</td>
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<td></td>
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<td>Current Event Paper, Research Review, and Peer Responses due by Friday at 9pm</td>
</tr>
</tbody>
</table>

***Note the change in exam availability during the final week of class.***