Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

Contact person Rhonda Swicker Email address swickertr@cofc.edu Phone 953-5046

1. Department: Psychology

2. Course Number and Title: Psyc 211, Psyc 220 and Psyc 250

3. Semester and year when the course change(s) will go into effect: Fall 2011

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   Add a note to Psyc 211 that reads: This class fulfills the statistics requirement for the Bachelor of Arts degree.

   Add a note to Psyc 220 that reads: This class fulfills the research methods requirement for the Bachelor of Arts degree.

   Change the note for Psyc 250 so that it now reads: This class meets five days a week for a total of six hours of instruction. It meets the statistics and research methods requirement for the Bachelor of Science degree. Students who have completed Psyc 211 or Psyc 220 may not receive credit for Psyc 250. Students are encouraged to complete at least part of their mathematics coursework, prior to their enrollment in this class.

5. Justification for Change(s):

   We would like to add notes to the following courses so that it will be clear to the students which methodology coursework that should take for the Bachelor of Arts degree vs. the Bachelor of Science degree.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) □ yes  ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? Please consult the most up to date undergraduate catalog and search for uses of the course to see who should be contacted. If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed change and include that note with the proposal.
   No

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Proposal to Change a Course

8. Signature of Department Chair or Program Director:
   ____________________________
   [Signature]
   Date: 10/27/10

9. Signature of Dean of School:
   ____________________________
   Date: ________________________

10. Signature of Curriculum Committee Chair:
    ____________________________
    Date: ________________________

11. Signature of Faculty Senate Secretary:
    ____________________________
    Date Approved by Senate: ________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Proposal for a New Course

NOTE: (1) All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

NOTE: (2) If the new course is to be accepted as fulfilling General Education requirements, a separate approval must be done through the General Education Committee.

Contact person Jennifer Wright Email address wrightjj1@cofc.edu Phone 953-8196

1. Department: Psychology

2. Course number and title: 375: Topics in Child and Adolescent Development
   Number of Credits: 3   Total hrs/week: 3 hours/week

   Lecture: [x]  Lab: [ ]  Recitation: [ ]  Seminar: [ ]

   For Independent study courses:
   Research: [ ]  Field experience: [ ]
   Clinical Practice: [ ]  Internship: [ ]
   Practicum: [ ]  Independent Course Work: [ ]

3. Semester and year when course will first be offered:
   Fall 2011

4. Catalog Description (please limit to 50 words):
   This course will give students a more advanced exposure to topics in child and/or adolescent development—e.g., socio-emotional/moral development; the role of parenting in child development; early developmental neuroscience; optimal development, etc. Students will go more in-depth both into the major developmental theories and the developmental research methodologies.

5. CIP Code: 42.2703 (This code must be determined for new courses. The codes can be found at http://nces.ed.gov/ipeds/cipcode/. If you are not sure what code to use, please consult with the Institutional Research).

6. Check if appropriate: [ ]
   This course will be cross listed with:
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

7. a) Could another department or program also be a logical originator of this course (i.e. History of American Education could originate in both the Teacher Education and the History departments)? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed new course and include that note with the proposal.
Proposal for a New Course

No

b) Please explain overlap with any existing courses.
None

8. Prerequisites (or other restrictions):
Psyc103: Introduction to Psychological Science
Psyc211: Psychological Statistics and Psyc220: Research Methods (or Psyc250: Combined Stats/Research Methods)
Psyc224: Lifespan Development (formerly Psyc311: Developmental Psychology)

9. Rationale/justification for course (consider the following issues):

a) What are the goals and objectives of the course?
The goal of this course is to give students a more advanced exposure to topics in child and/or adolescent development (for example: socio-emotional or moral development; the role of parenting in child development; early developmental neuroscience and cognitive development, etc). Students would go more in-depth both into the major developmental theories and the developmental research methodologies.

The objectives would be for students to be able to:
1) navigate and critically evaluate the major theoretical positions and be able to apply them to actual child/adolescent experiences and observations of child/adolescent behavior.
2) be responsible consumers of empirical developmental research -- which means being able to read and critically evaluate existing research and to extend from this into new research ideas.
3) effectively communicate developmental research methods and results, both in written form (in the form of an APA research paper, along with shorter writing assignments) and verbally (in the form of class presentations).

b) How does the course support the mission statement of the department and the organizing principles of the major?
This course would provide students interested in developmental psychology the opportunity to get more advanced training that builds upon what they have already learned in Psyc224 (formerly Psyc311) and Psychological Statistics and Research Methods.

10. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
This course will give students a stronger grounding in developmental theory and research methodology, which will be especially important for students going on into educational, counseling, or medical professions. It will also help prepare students for graduate level training.

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b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
With the pre-requisites for this course, it is unlikely that non-majors will take it.

11. Method of teaching:
Lecture style with discussion -- capped at 30-35 students.

12. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
none anticipated

b) Address potential shifts in staffing of the department as it relates to the offering of this course:
Since there are currently only two developmental psychologists in the department, whenever this course is taught, someone else will most likely need to step in to cover a section of Psyc224: Lifespan Development (formerly Psyc311). Other than that, no other shifts are anticipated.

c) Frequency of offering:
each fall: ☐ each spring: ☐
every two years: ☐ every three years: ☐
other ☑(Explain): once/year, fall or spring

13. Requirements for additional resources made necessary by this course:

    a) Staff:
        none

    b) Budget:
        none

    c) Library:
        none

14. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes ☑ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

15. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

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Syllabus

SPECIAL TOPICS: CHILD DEVELOPMENT AND FAMILY ISSUES

Instructor: Amy M. Kolak, Ph.D.
Office hours: Monday, 2 – 4 p.m., Thursday, 2 – 3 p.m. and by appt.
Office: 65 Coming Street, Room 103
Phone: 843.953.4956
E-mail: KolakA@cofc.edu
Course Meets: Maybank Hall, Room 107
Meeting Times: Monday, Wednesday, & Friday from 12:00 to 12:50
Prerequisite: Psyc 311 – Developmental Psychology
Course Readings: Course readings (primarily journal articles and book chapters) for the week will be available on OAKS on Wednesday of the preceding week.

Course Description

This course has been designed to provide students with a comprehensive overview of the role that family factors play in children's development. Specifically, we will discuss major developmental tasks that children are confronted with throughout early childhood and consider how parenting practices, family relationships (i.e., parent-child interactions, including children's relationships with fathers, marital/coparenting processes, and sibling interactions), and structural variables (i.e., divorce, remarriage) impact children's competence across multiple domains. We will also explore the impact of diverse family contexts (including poverty and lesbian/gay parents) on children's well-being. And finally, we will examine family-based interventions that have been designed to improve family functioning and child well-being.

Educational Goals

It is my hope that you will not only learn about the field developmental psychology and the various methodological tools that psychologists use to study psychological phenomena, but by the end of this course, you will also (1) be able to engage in critical thinking and open discussion about contemporary issues related to the family and child development, (2) be able to evaluate and critique empirical research; and (3) be an effective consumer of psychological science and consider its application to your own life.

Expectations

Students SHOULD 1) come to class on-time AND prepared (i.e., by reading assigned reading prior to class and being ready to discuss), 2) complete and turn in assignments on the due dates, 3) be respectful of the opinions of their classmates, 4) regularly check WebCT for course material and class announcements, and 5) feel comfortable asking questions.

Students SHOULD NOT 1) text message during class, 2) use their laptop computer in class for purposes other than taking notes or participating in classroom activities, or 3) be disrespectful (i.e., making rude or inappropriate comments, talking while someone else has the floor) to classmates or faculty during class discussions.

GRADING

Class Attendance & Participation

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Class attendance and participation is a major part of your learning experience in this course. Whenever possible, we will go beyond the required readings and use our own analysis and intuition to suggest alternative, potential solutions to everyday problems. As a class, we should challenge one another to reach insights into critical thinking through constructive and active discussion of a topic. Moreover, there will be some group activities that will require students to be in class to participate. A total of 20 points can be earned by attending class and participating in classroom discussion and other activities.

Response Papers
To facilitate and guide your reading of the course material, you will be provided with a few questions each week. These questions will be available on OAKS on Wednesday and will correspond to the next week’s readings. Your responses to these questions are due on the Monday of the week the readings will be discussed. There are a few exceptions: 1) the week of October 11 your responses are due on Wednesday 2) no response papers will be due the weeks of March 1 or April 19. Each response paper should be 1 page in length and is worth 10 points. Your response will be graded for clarity and thoughtfulness. At the bottom of your response paper, please provide at least one question that you have as a result of the readings. Your best 8 response papers will be summed for 80 possible points.

Other Course Assignments
Course assignments have been designed to allow you to delve more deeply into topics related to the course material. More specific detail about the assignment, grading criteria, etc. will be provided as the due date approaches.

1) Memoir Analysis: You will be required to read a memoir of your choice (with approval from the professor) and write a 3-page paper. It will be necessary for you to apply themes presented in the course readings to the author’s life. This paper is worth a total of 50 points.

2) Group Research Proposal: Students will be assigned to groups of 3 – 4 students to 1) develop a research question, 2) select and read original articles related to this research question (each member of the group will be required to read and summarize at least two articles to the group), 3) write up and present this proposal to the class. This proposal is worth a total of 50 points.

Midterm and Final Exam
A midterm exam will be given on Wednesday, March 3 and will be worth 40 points. A cumulative final exam will be given during exam week on Wednesday, April 28 from 8 – 11 a.m. The exam will be worth 60 points.

FINAL GRADES

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>% of Grade</th>
<th>Grade Distribution</th>
</tr>
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<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>20</td>
<td>6.7%</td>
<td>279 – 300</td>
</tr>
<tr>
<td>Response Papers</td>
<td>80</td>
<td>26.7%</td>
<td>270 – 278</td>
</tr>
<tr>
<td>Research Paper</td>
<td>50</td>
<td>16.7%</td>
<td>261 – 269</td>
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<tr>
<td>Group Research Proposal</td>
<td>50</td>
<td>16.7%</td>
<td>249 – 260</td>
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<td>Midterm Exam</td>
<td>40</td>
<td>13.3%</td>
<td>240 – 248</td>
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<tr>
<td>Final Exam</td>
<td>60</td>
<td>20%</td>
<td>231 – 239</td>
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<tr>
<td>Total Points</td>
<td>300</td>
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<td>219 – 230</td>
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</table>

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210 – 218  C-
201 – 209  D+
189 – 200  D
180 – 188  D-
< 179    F

Student Support Services
Below you will find a list of some of the student services that are available at the College of Charleston. By no means is this intended to be an exhaustive list. Please see me if you have additional concerns and/or questions.
The Center for Student Learning offers a number of seminars and walk-in labs, including a Writing Lab, to assist students. Students are strongly encouraged to use these services to facilitate their academic success. The Center for Student Learning is located on the first floor of the Addlestone Library (953.5635).
The Center for Disabilities Services/SNAP which is located in the Lightsey Center (953.1431) verifies and documents learning and physical disabilities and recommends specific accommodations. If you have a documented disability and have been approved to receive accommodations through the Center for Disability Services/SNAP, please come and discuss this with me during my office hours as soon as possible (either within the first two weeks of class or as soon as you have been approved for services).
The Center of Civic Engagement (previously known as the Office of Service Learning) helps students get involved with the local community by participating in service learning events. If you have an interest in making a difference in the Charleston community, you should visit room 203 in the Lightsey Center (953.5838).

Academic Integrity
Lying, cheating, attempted cheating, and plagiarism are violations of the Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.
All of the following are considered plagiarism:
• turning in someone else’s work as your own
• copying words or ideas from someone else without giving proper credit (citation)
• failing to put a quotation in quotation marks
• giving incorrect information about the source of a quotation
• changing words but copying the sentence structure of a source without giving proper credit
• copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

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Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students should be aware that unauthorized collaboration – working together without permission – is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information stored on a cell phone), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.

COURSE SCHEDULE

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<tr>
<th>Wk</th>
<th>Week of</th>
<th>Mon</th>
<th>Weds</th>
<th>Fri</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 23</td>
<td>Intro Material</td>
<td>Child Development Theories</td>
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<td>2</td>
<td>Aug 30</td>
<td>R1</td>
<td>Child Characteristics</td>
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<td>3</td>
<td>Sept 6</td>
<td>R2</td>
<td>No Class</td>
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<td>4</td>
<td>Sept 13</td>
<td>R3</td>
<td>Parenting</td>
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<td>5</td>
<td>Sept 20</td>
<td>R4</td>
<td>Family Subsystems</td>
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<td>6</td>
<td>Sept 27</td>
<td>R5</td>
<td>Fathering</td>
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<tr>
<td>7</td>
<td>Oct 4</td>
<td>R6</td>
<td>Paper Due</td>
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<td>8</td>
<td>Oct 11</td>
<td>Fall Break</td>
<td>Midterm Exam</td>
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<td>Oct 18</td>
<td>R7</td>
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<td>10</td>
<td>Oct 25</td>
<td>R8</td>
<td>Family Transitions</td>
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<tr>
<td>11</td>
<td>Nov 1</td>
<td>R9</td>
<td>Family Transitions</td>
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<tr>
<td>12</td>
<td>Nov 8</td>
<td>R10</td>
<td>Cohabiting and Same-Sex Partnerships</td>
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<tr>
<td>13</td>
<td>Nov 15</td>
<td>R11</td>
<td>Poverty and Families</td>
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<tr>
<td>14</td>
<td>Nov 22</td>
<td>Vacation</td>
<td>Family-Based Interventions</td>
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<tr>
<td>15</td>
<td>Nov 29</td>
<td>Class Presentations</td>
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<td></td>
<td>Dec 6</td>
<td>Dec 10 Final Exam 12 – 3 p.m.</td>
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16. Signature of Department Chair or Program Director:
   ________________________________
   ________________________________
   Date: 10/27/10

17. Signature of Dean of School:
   ________________________________
   ________________________________
   Date: __________________________

18. Signature of Provost:
   ________________________________
   ________________________________
   Date: __________________________

19. Signature of Curriculum Committee Chair
   ________________________________
   ________________________________
   Date: __________________________

20. Signature of Faculty Senate Secretary:
    ________________________________
    ________________________________
    Date Approved by Senate: __________

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