

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number LS-5
Action _____
Date _____

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE HE 218, Child Development
DEPARTMENT Home Economics Education
CONTACT PERSON Dr. Ruth Browning, Chairperson

II. THIS COURSE IS BEING PROPOSED FOR:

_____ Course Approval Only
_____ Course Approval and Liberal Studies Approval
X Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

Linda S. Nelson
Department Curriculum Committee

Thom J. Sauer
College Curriculum Committee

Director of Liberal Studies
(where applicable)

Ruth A. Browning
Department Chairperson

Harold C. Wingard
College Dean*

Provost
(where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted
to LSC Nov., 1988
to UWUCC _____

Semester/Year to be
implemented Fall, 1989

Date to be published
in Catalog Fall, 1989

Revised 5/88

[Attach remaining parts of
proposal to this form.]

LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. **Do not** use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

PART I. BASIC INFORMATION

A. For which category(ies) are you proposing the course? Check all that apply.

LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

B. Are you requesting regular or provisional approval for this course?

- Regular Provisional (limitations apply, see instructions)

C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs? yes no

If so, which General Education course(s)? _____

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
A. Intellectual Skills and Modes of Thinking:		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	_____	_____ X
2. Literacy--writing, reading, speaking, listening	_____	_____ X
3. Understanding numerical data	_____	_____
4. Historical consciousness	_____	_____ X
5. Scientific inquiry	_____	_____
6. Values (ethical mode of thinking or application of ethical perception)	_____ X	_____
7. Aesthetic mode of thinking	_____	_____
B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person		
	_____ X	_____
C. Understanding the Physical Nature of Human Beings		
	_____ X	_____
D. Certain Collateral Skills:		
1. Use of the library	_____	_____ X
2. Use of computing technology	_____	_____

Explanation of Part II

Primary Goals Addressed

A-6. Values (ethical mode of thinking or application of ethical perception)

Example: Students will review and discuss videotapes of current issues such as "High Tech Babies" and "Pinks and the Blues." They will consider how their own values developed, how society influences our values, implications for child rearing and education of young children, and ethical implications of current experiments and practices such as freezing embryos, surrogate parenting, etc.

B. This will be achieved through the use of a current text in child development, videos and films on current issues and innovative techniques in the field, critiques of readings from recent journals and popular literature. This is a survey course which deals with the growth and development of the child from conception through adolescence. It provides students with skills for interaction with others in society, for working as professionals with children and adolescents, and in rearing children.

C. The course covers genetic theory on physical development. It also addresses the physical development of the child from birth through adolescence.

Secondary Goals Addressed

A-1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision-making, and other aspects of the critical process.

The course addresses current issues and topics in child development and causes the student to think or rethink their ideas and values based on facts and ethics involved in issues studied. Students analyze various alternatives related to ethical problems and, therefore, will be able to make decisions in their future based on facts and logical thought.

A-2. Literacy-writing

Students are required to complete readings in the text, journals and literature. They write critiques of readings and present these orally in class. They are expected to listen to ideas of others and participate in class discussion.

A-4. Historical consciousness

The course includes historical theories relating to growth and development of the child as well as the role of the child in society including how the role has changed.

D. Use of library

Students are required to find, read, and critique current research and literature located in the library.

PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES? Please attach answers to these questions.

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow the flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

Periodic meetings of instructors, sharing and discussing new studies and resources in the field, sharing of syllabi and assignments, and discussion of relevant issues in the field.

- B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter. **If your attached syllabus does not make explicit that the course meets this criterion, please append an explanation of how it will.**

Child Development addresses concepts that support the optimal development of all individuals. All course content and materials are totally integrated and reflect factors influencing the development of children of all races, sexes, and nationality backgrounds. Optimal development of every individual is a primary concept in child development.

- C. Liberal Studies courses must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals). **Your attached syllabus must make explicit that the course meets this criterion.**

[The only exception is for courses whose primary purpose is the development of higher level quantitative skills; such courses are encouraged to include such reading, but are not expected to do so at the expense of other course objectives. If you are exercising this exception, please justify here.]

The course deals only with non-fiction aspects of the development of children. It is based on research and theories in the field. Library work includes use of recent professional journals in psychology, sociology, child development, family and education which are the best sources of recent research and theories.

- D. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. **If this is such an introductory course, how is it different from what is provided for beginning majors?**

SEE NEXT PAGE!

This is a survey course in basic theories and principles relating to child development. It is taught for a general audience as over 90 percent of students who presently enroll are non-majors. We have previously tried to have separate sections/course for majors. However, scheduling problems caused a steady stream of students wanting in the section for majors and majors wanting permission to take a non-majors section. After several semesters, it seemed best for all to be in the same course--a course designed to introduce students to child development.

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course contribute? Check all that apply and attach an explanation.

- 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- 2. Define and analyze problems, frame questions, evaluate available solutions, and make choices
- 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- 4. Recognize creativity and engage in creative thinking.
- 5. Continue learning even after the completion of their formal education.
- 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

SEE ATTACHMENT!

PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which you can mark off appropriately and include with your proposal. The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.

Explanation of Part III, E.

E. This course contributes to student abilities in each of the six ways listed. Following are examples of how each is addressed.

E1. Ethical issues:

- implications of alternative means of conception and ethical considerations involved with each
- implications of "heroic measure" to save "preemies" and the implications of these actions
- possible solutions to the problems of teenage pregnancy and the social/economic/ethical implications of each

E2. Problems--possible solutions and choices:

- explore issues related to alternative methods of reproduction
- explore issues and techniques relating to methods of stimulating infant development
- evaluate the appropriateness of the preschool environment
- analyze environmental factors as they relate to and influence gender identity
- analyze problems affecting adolescents in the areas of identity, teen pregnancy and suicide

E3. -Communicate and exchange knowledge and ideas

- Analyze developmental theories and the implications of each
- Share current research in field of child development following critique of journal articles
- Discuss and analyze the implications of research in relation to child care/child development

E4. Creativity:

- identify factors that influence creativity and analyze ways parents and teachers can enhance creativity with children
- analyze specific behaviors of children, identify possible reasons for the behavior and alternative ways of dealing with the behavior

E5. Continued learning:

- analyze issues that may affect the student in later life such as conception, pregnancy, child birth, and parenting and provide a knowledge base for future information

E6. Relationships:

- discuss and analyze current issues in child development such as positive/negative effects of day care; advantage/disadvantage of current preschool programs and moral/ethical implications of alternate methods of reproduction
- discuss and analyze current statements of politicians and lobbying groups on issues of child care, child development, and education of children

CHECK LIST -- LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional, or pre-professional course.

Explanation: Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or professional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in the Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Beginning French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

INDIANA UNIVERSITY OF PENNSYLVANIA
COLLEGE OF HUMAN ECOLOGY AND HEALTH SCIENCES
HOME ECONOMICS EDUCATION DEPARTMENT

HE 218 Child Development (3 credits)

3c-OL-3 s.h.

Prerequisite: PC 101

CATALOG DESCRIPTION

Focuses on the normal development and behavior of children. Survey made of physical, emotional, social, and intellectual development of children from conception through early adolescence. Pertinent child development research analyzed.

COURSE OBJECTIVES

The student will:

1. Define what constitutes normal growth and development for children from all economic and ethnic groups from birth through adolescence.
2. Analyze the genetic and environmental influences impacting on women in relation to pregnancy and the birth process.
3. Relate principles of child development to everyday home and learning situations in a variety of socio-economic groups.
4. Review and report current research dealing with various aspects of human development.
5. Identify ways children are affected by and ways in which they affect their environment.
6. Identify and analyze specific problems encountered by minority children in relation to growth and development related to both genetics and environment.
7. Analyze children's behavior in regard to normality and appropriateness and determine causes of the behavior.
8. Assess environmental and hereditary factors which have influenced one's own life thus increasing self-knowledge and understanding.

COURSE OUTLINE

- I. Introduction (1/2 week)
 - A. Aims
 - B. Methods
 - C. Requirements
- II. General Principles of Child Growth and Development (1/2 week)
- III. Theories of Development (1 week)
 - A. Psychodynamic - Freud/Erikson
 - B. Behavioral
 - C. Piagetian Theory
- IV. Genetics and Heredity (1/2 week)
 - A. Mechanisms of Genetics
 - B. Heredity and the Environment
 - C. Genetic Counseling
 - D. Alternate Methods of Conception for the Family

- V. Prenatal Development (1 week)
 - A. Stages of Prenatal Development
 - B. Environmental Influences on Prenatal Development
 - C. Effects of Socio-Economic Status on Prenatal Development

- VI. The Birth Process (1/2 week)
 - A. Alternate Birth Choices for the Woman

- VII. The First Two Years (2 weeks)
 - A. The Neonate
 - 1. Appearances
 - 2. Capabilities
 - 3. Limitations
 - B. Infant Development
 - 1. Physical
 - 2. Cognitive - Piaget's Theory of Sensorimotor Intelligence
 - 3. Psychosocial - Separation-Individual Theory of Margaret Mahler

- VIII. The Preschool Child (3 weeks)
 - A. Physical Development
 - B. Cognitive Development
 - 1. Language
 - 2. Thought
 - C. Psychosocial Development
 - 1. Play
 - 2. Aggression
 - 3. Child Abuse
 - 4. Gender Identity

- IX. The Middle Years (3 weeks)
 - A. Physical Development
 - B. Cognitive Development
 - 1. Moral Development
 - C. Psychosocial Development
 - 1. Peer Groups
 - 2. Family Relations

- X. Adolescence (1 1/2 weeks)
 - A. Physical Development
 - 1. Body Image
 - 2. Self-Esteem
 - B. Cognitive Development
 - C. Psychosocial Development
 - 1. Peer Groups
 - 2. Special Problems of Adolescence: Teen Suicide and Teen Pregnancy

- XI. Environmental Influences on Development (1/2 week)
 - A. Parental Role as Affected by Social Class and Economic Status
 - B. School
 - C. Culture

EVALUATION METHODSTotal Points

1. Critique <u>four</u> (4) periodical articles	
#1 Infant Development - due 4th week	10
#2 Preschool Development - due 8th week	10
#3 School-Age Development - due 11th week	10
#4 Adolescence Development - due last week	10
2. Observe a preschool child. Discuss the child's development in terms of physical, cognitive, and psychosocial development. Due 7th week.	15
3. Observe a school-age child. Discuss the child's development in terms of physical, cognitive, and psychosocial development. Due 12th week.	15
	<u>(70 subtotal)</u>
4. Exam 1	100
5. Exam 2	100
6. Final Exam	<u>100</u>
	370 - TOTAL

Point Range (Per Exam)

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
59 & Below	F

Total Points (Course Grade)

333 - 370	A
295 - 332	B
257 - 294	C
219 - 256	D
Below 218	F

TEXTS

Seifert, Kelvin L. and Robert J. Hoffnung (1987). Child and Adolescent Development. Boston, MA: Houghton Mifflin Company.

or

Papalia, Diane (1987). A Child's World, 4th Edition. New York: McGraw Hill.

RECOMMENDED JOURNALS FOR REQUIRED READINGS

Child Development
Children in Contemporary Society
Children Today
Day Care and Early Education
Early Years
Journal of Home Economics
Phi Delta Kappan
Psychology Today
Young Children

COURSE REQUIREMENTS

1. Students will be expected to critique four current periodical/magazine articles regarding some aspect of child and adolescence growth/development. A form will be distributed for the critique. Critiques will be shared in class.
2. Students will observe a preschool and a school-age child. A form will be provided for the observation. The observation will discuss the child's development in terms of physical, cognitive, and psychosocial growth.
3. Students will be expected to participate in class discussions.
4. Students will be expected to take three exams including a final exam.
5. You must be present at the specified time on exam days to take the exam. No make-up exam will be given unless arrangements are made with the instructor prior to the exam.

REFERENCES

- Addelson, Joseph (Ed.) (1980). Handbook of Adolescent Psychology. New York: John Wiley & Sons.
- Axline, Virginia (1969). Play Therapy. New York: Ballantine Books, Inc.
- Bee, Helen (1985). The Developing Child, 4th Edition. New York: Harper and Row.
- Erikson, Eric (1963). Childhood and Society. New York: W. W. Horton & Company, Inc.
- Fitzgerald, Hiram B. and Michael G. Walraven (1988). Human Development, 88/89, Annual Editions. Guilford, CT: Dushkin Publishing.
- Fogel, Alan and Gail F. Melson (1988). Child Development: Individual, Family, and Society. New York: West Publishing Company.
- Fraiberg, Selma (1959). The Magic Years. New York: Charles Scribner.
- Honig, Alice and Ronald Lally (1981). Infant Caregiving. New York: Syracuse University.
- Lefrancois, Guy (1980). Of Children. California: Wadsworth Publishing Company.
- Lidz, Theodore (1976). The Person. New York: Basic Books, Inc.
- Mahler, Margaret. Psychological Birth of the Human Infant.
- Musick, Judith (1986). Infant Development: From Theory to Practice. California: Wadsworth Publishing Company.
- Schiamberg, Lawrence (1988). Child and Adolescent Development. New York: Macmillan Publishing Company.
- Stone, L. Joseph & Joseph Church (1975). Childhood and Adolescence. New York: Random House.
- White, Burton (1975). The First Years of Life. New Jersey: Prentice-Hall, Inc.

JAN 06 1989

Indiana University of Pennsylvania
HOME ECONOMICS EDUCATION DEPARTMENT
113 Ackerman Hall

January 5, 1989

TO: Dr. Charles Cashdollar
Director of Liberal Studies

FROM: Ruth Browning, Chairperson *R.B.*
Home Economics Education Department

SUBJECT: Addendum to Liberal Studies Course Proposal
HE 218, Child Development

Please add the following statement to Part III. C and to the course syllabus under required texts.

Students will also be required to read current, popular, paperback books which address concepts of the course. Current appropriate books are:

Elkind, David. Miseducation. New York: Alfred A. Knopf, 1987.

Thoman, Evelyn B. and Sue Browder. Born Dancing. New York: Harper & Row, 1987.

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