

LCS Use Only

Number: _____
Action: _____
Date: _____

UWUCC Use Only

Number: 93-13
Action: App 12/14/93
Date: App 3/1/94

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: PC 315 Expmntal Devel Psych
Suggested 20 Character Course Title: Exp. Dev. Psychology
Department: Psychology
Contact Person: G. Thornton

II. If a course, is it being proposed for:

- Course Revision/Approval Only
- Course Revision/Approval and Liberal Studies Approval
- Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

David Thornton
Department of Psychology
Curriculum Committee

W. Schneider
Department of Psychology
Chairperson

Alamint
College of Natural Sciences
and Math Curriculum
Committee

W. Cole
College of Natural Sciences
and Math Dean

Director of Liberal Studies
(where applicable)

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: _____
to UWUCC: _____

Semester to be
implemented: _____

Date to be
published
in Catalog: _____

Catalog Description

PC 315 Experimental Developmental Psychology 3c-21-4sh
EXPMNTAL DEVEL PSYCH

The course will study human development from conception to death with emphasis on the physical, cognitive, and emotional domains. Students will be involved in observation and data collection.

Prerequisites: PC 280 or 290

Experimental Developmental Psychology

Course Syllabus

Instructor: Gordon Thornton
 Text: Papalia, D.E. and Olds, S.W. (1992). Human Development
 (5th ed.). NY: McGraw-Hill

Objectives:

To understand the developmental tasks through the life cycle.
 To appreciate the interaction of the various aspects to development.
 To gain knowledge about the factors that affect human development.
 To provide a basic foundation in developmental research methodology.

<u>Week</u>	<u>Topic</u>	<u>Lab</u>
1	Introduction	Genes and Family Trees
2	Prenatal/Neonatal	Cross sectional study of memory
3	Infant	Infant observation
4	Toddler	Content Analysis of Preschool readers
	TEST 1	
5	Preschooler	Piaget Cognitive Assessment
6	School Age	Gender Typing
7	School Age	Toy Assessment
	TEST 2	
8	Adolescence	Moral Reasoning
9	Young Adulthood	Research Proposals
10	Young Adulthood	Intimacy Questionnaire
	TEST 3	
11	Middle Adulthood	Adulthood Interviews on Life Patterns
12	Middle Adulthood	Career Evaluations
13	Late Adulthood	Ageism in the Media
14	Late Adulthood	Death Concepts Across the Life Cycle
	Final-TEST 4	

Evaluation:

1. There will be 4 tests that combine multiple choice and short answer essay to be 50% of the grade.
2. There will be 4 short papers on developmental topics. The papers will be student reaction to a set of articles. Topics might include issues concerned with childbirth, education of preschoolers, adolescent physical development,

marriage, careers, or death. This will constitute 10% of the grade.

- 3. Laboratory assignments will be 30% of the grade.
- 4. A research proposal in developmental psychology will be 10% of the grade.

There is no lab fee for this course.

Bibliography

- Berger, K.S. (1988). The developing person through the life span. New York: Worth.
- Charles, D.C. & Luoft, W.R. (1973). Readings in psychological development through life. New York: Holt, Reinhart & Winston.
- Crain, W. (1992). Theories of development. Englewood Cliffs, NJ: Prentice-Hall.
- Elkind, D. (1990). The hurried child. New York: Addison-Wesley.
- Erikson, E.H. (1950). Childhood and society. New York: Norton
- Gilligan, C., Ward, J.V. & Taylor, J.M. (1988). Mapping the moral domain. Cambridge, MA: Harvard Press.
- Ginsburg, H. & Opper S. (1979). Piaget's theory of intellectual development. Englewood Cliffs, NJ: Prentice-Hall.
- Irwin, D.M. & Bushnell, M.M. (1980). Observational strategies for child study. New York: Holt, Reinhart & Winston.
- Newman, B.M. & Newman, P.R. (1991). Development through life. Pacific Grove, CA: Brooks/Cole.
- Santrock, J.W. (1989). Life-span development. Dubuque, IO: Brown.
- Wilsson, C. (1990). A child is born. New York: Delacorte.

A1 This course will fulfill the requirement for a developmental course that all psychology majors must take. In addition, each psychology major must take two content-based laboratory courses. This course would also fulfill the laboratory requirement. The course is designed for psychology majors only. The liberal studies psychology course, Developmental Psychology, will still be taught to non-psychology majors and to psychology majors. The Experimental Developmental Psychology course is not proposed as a liberal studies course.

A2 This course does not require changes in the content of existing courses.

A3 Experimental Developmental Psychology combines the traditional material offered in Developmental Psychology with a laboratory.

A4 The course has not been offered on a trial basis. However, Developmental Psychology is offered each semester. Some of the laboratory components have been used in the traditional course.

A5 The course is not dual level.

A6 The course will be 4 credits and not taken for variable credit.

A7 Other colleges offer research based developmental courses. For example, Gettysburg College offers such a course.

A8 This course is not required by our professional association.

B1 The course will be taught by one instructor.

B2 No additional courses are necessary.

B3 Because Experimental Developmental Psychology is only an extension of our currently offered course in Developmental Psychology, this new course will have no special impact or relationship to other departments.

B4 The course will not be made available to students in Continuing Education.

C1 The current faculty will be able to staff this course. It is anticipated that the course would substitute for one section of Developmental Psychology.

The Psychology Department has designated laboratory space for developmental research and observation. The lab is equipped with an observation room and video taping capacity. Space and equipment are adequate.

Laboratory supplies are available (such as Piaget Assessment Kit) or will be designed and constructed by students. Most of

the laboratory exercises will involve observation and recording.
The library receives the important research journals in this area (i.e. Developmental Psychology and Child Development).

C2 None of the resources are funded by a grant.

C3 The course would be offered at most once a year and is not designed for any particular semester.

C4 Only one section would be offered in a semester.

C5 Content laboratory courses in Psychology are restricted to an enrollment of 16. This number was not established because of resource availability but because of pedagogical concerns.

C6 Our professional organization does not set or recommend parameters for this course.

C7 The course will not make any change in the curriculum requirement.

Date: May 7, 1993
To: Dr. Hilda Richards
Provost
From: William G. Cale J.E.C. AK
Dean, NS&M
Subject: Curriculum Proposals

Attached please find several curriculum proposals submitted by departments in the College of Natural Sciences and Mathematics. Program changes for the BS in Education/Biology, BS in Geology, BS in Environmental Geoscience, BA in Psychology, and BA in Psychology/Applied Track, will not require an increase in the number of credits required or faculty workload hours.

Similarly, the proposed new courses do not necessitate additional resources. Those courses, BI 450/550 Pymatuning: Field Studies, MA 320 Mathematics for Early Childhood, PC 315 Experimental Developmental Psychology, PC 335 Experimental Social Psychology, PC 345 Human Cognition, PC 355 Animal Behavior, PC 356 Biopsychology, PC 390 Industrial- Organizational Psychology, PC 425 Experimental Organizational Psychology, are proposed in place of courses earlier deleted, courses previously offered as Special Topics, or as an alternative choice between laboratory or lecture versions of existing offerings. There will be no increase in the number of credits required and present faculty are well qualified to teach the proposed courses.