

CURRICULUM PROPOSAL COVER SHEET  
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number <u>LS-</u>
Action <u>Approved</u>
Date <u>2-15-90</u>

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE Developmental Psychology  
DEPARTMENT Psychology  
CONTACT PERSON Gordon Thornton or Barbara Marquette

II. THIS COURSE IS BEING PROPOSED FOR:

- \_\_\_\_\_ Course Approval Only  
\_\_\_\_\_ Course Approval and Liberal Studies Approval  
XX Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

[Signature]  
Department Curriculum Committee

[Signature]  
College Curriculum Committee

[Signature]  
Director of Liberal Studies  
(where applicable)

[Signature]  
Department Chairperson

[Signature]  
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 _____	Semester/Year to be implemented _____	Date to be published in Catalog _____
to UWUCC _____		

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

**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.**

- 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.**

- 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.]

- 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?**

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.

**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.

## CHECK LIST -- LIBERAL STUDIES ELECTIVES

### Knowledge Area Criteria which the course must meet:

- XX 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.
- XX Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- XX Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- XX 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:

- XX Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- XX 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.

Text: Kathleen Berger. The Developing Person Through the Life Span.  
 Worth Publishing, 1988. (2nd ed.)  
 Student workbook is optional

<u>TOPIC</u>	<u>TEXT ASSIGNMENT</u>	<u>TEST DATE</u>
General Considerations	Chapters 1 & 2	
Prenatal, Birth, Neonatal	Chapters 3 & 4	Test 1
Infancy Period		
Physical	Chapter 5	
Cognitive	Chapter 6	
Psychosocial	Chapter 7	
Preschool Years		
Physical	Chapter 8	
Cognitive	Chapter 9	
Psychosocial	Chapter 10	Test 2
The School Age Child		
Physical	Chapter 11	
Cognitive	Chapter 12	
Psychosocial	Chapter 13	
Adolescence		
Physical	Chapter 14	
Cognitive	Chapter 15	
Psychosocial	Chapter 16	Test 3
Young Adulthood		
Physical	Chapter 17	
Cognitive	Chapter 18	
Psychosocial	Chapter 19	
Middle Adulthood		
Physical	Chapter 20	
Cognitive	Chapter 21	
Psychosocial	Chapter 22	Test 4
Late Adulthood		
Physical	Chapter 23	
Cognitive	Chapter 24	
Psychosocial	Chapter 25	
Death	Chapter 26	Test 5

Exams will include multiple choice and essay questions.

In Depth Analysis: group discussions

During the course of the semester there will be 5 group discussions. The purpose of the discussions is to familiarize you with an important issue in human development and to have you express your own ideas and opinions. Prior to each discussion, I will provide you with information (articles on reserve in the library) to help clarify the issues. Your grade will be determined by your written answers to the discussion questions as well as your participation in, and contribution to, the discussion. The grade for each discussion is worth 10 points for each person.

DISCUSSION TOPICS

DATE

Childbirth

Tough topics for tots

Dating, relating, and intimacy

Careers and family

Attitudes toward death

In Depth Analysis: book report and article critiques

A. To help broaden your developmental perspective and to provide additional in-depth knowledge, you are to choose a book to read. A three-page, typed critical review of the book is required. The books are from the popular literature and fall into one of three categories. The report is worth 30 points.

Developmental issues associated with certain age periods  
 Across the life span developmental perspective  
 Women and minority developmental issues

B. Choose three articles from within the last six months in Child Development or Developmental Psychology. Provide a written summary of the articles. This summary is worth 10 points.

DEVELOPMENTAL LABS: To make the academic experience have more relevance for everyday living there will be 5 lab experiences. Each is worth 10 points.

LAB TITLE

DATE

Ancestry chart

Naturalistic observation and assessment of infants

Toys for kids

Adult interview

Visiting a senior's facility

Summary of grading: Test = 72%; book report = 6%;  
 discussion group = 10%; labs = 10%;  
 article summary = 2%



Examples of readings for the non-textbook assignment.

- Bach, George. The Intimate Enemy. Avon, 1968.
- Billingsley, A. Black Families in White America. Spectrum, 1968.
- Coles, Robert and Stokes, Geoffrey. Sex and the American Teenager. New York: Harper and Row, 1985.
- Corea, Gena. The Mother Machine. New York: Harper and Row, 1986.
- Csikszentmihalyi, Mihaly, and Larson, Reed. Being Adolescent. New York: Basic Books, 1984.
- Erikson, Erik. Dimensions of a New Identity. New York: Norton, 1974.
- Erikson, E. W. Childhood and Society. 2nd ed., New York: Norton, 1963.
- Gardner, H. Artful Scribbles: The Significance of Children's Drawings. New York: Basic Books, 1980.
- Gardner, Howard. Frames of Mind. New York: Basic Books, 1983.
- Kagar, J. The Nature of the Child. New Basic Books, 1984.
- Kempe, Ruth. and Kempe, C. Henry. The Common Secret: Sexual Abuse of Children and Adolescents. New York: W. H. Freeman, 1984.
- Lidz, T. The Person. New York: Basic Books, 1968.
- Mead, Margaret. Coming of Age in Samoa. New York: Morrow, 1971.
- Montagu, A. The Natural Superiority of Women. New York: MacMillan, 1974.
- Shapiro, Howard. The Pregnancy Book for Today's Woman. New York: Consumers Union, 1984.
- Sheehy, Gail. Passages. New York: Dutton, 1976.
- Hennig, M. & Jardim, A. The Managerial Woman. Pockets Books, 1978.

## PART II - LIBERAL STUDIES GOALS

### A. Intellectual Skills and Modes of Thinking

A. 1. Because developmental psychology is a synthesis of many areas including physical, social, cognitive, psychological and vocational domains and because major theoretical approaches such as psychosocial, learning and cognitive theories must be synthesized this course will involve synthesis. Abstract logical thinking is studied directly as a developmental process so that students should gain some insight into their own thinking. Moreover, students need to engage in abstract logical thinking and critical analysis as they explore factors in development. Many developmental issues will be presented with empirical evidence to substantiate a particular position. Students will also explore their own development and factors that influenced their development as well as future aspects (i.e. marriage, career, child rearing, etc.) of development which they may encounter.

A. 2. As stated in the outline, a number of written exercises are required. Speaking and listening are required in group discussions and discussions of lab assignments.

A. 4. To understand current developmental theories, information of historical approach to children, adolescence, and adults is necessary. Historical figures such as Freud and Piaget have proposed theories that will be studied in this course.

A. 5. Because psychology is an empirically based discipline, the Developmental Psychology course will provide, through illustrations and discussion of experimental research in development, the methods of scientific inquiry. Students should be able to evaluate and criticize the various methodologies or experimental findings.

A. 6. Many of the issues in human development involve ethical concerns. In fact, the development of moral reasoning and behavior is included in the course. Important societal issues such as surrogate motherhood, parenting practices, child abuse, teenage drug and alcohol use and sexuality, single parent families, and attitudes toward elderly are part of the material for this course. Because major minority groups have different expectations, behaviors and attitudes, normative development in these groups is addressed where appropriate. School age children who use black English or Spanish as the primary language have special concerns in schooling.

### B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person

B. All individuals need to understand major developmental tasks and theories. Experiences, social environmental factors, physical development and genetic factors have major influence on development. As future parents, teachers, or professionals our students will be dealing with many, if not all, of the developmental issues presented.

C. Biological processes make a major impact on development. There is, obviously, an interface between biological development and social, psychological and cognitive development. For example, changes in the body as we age have implications for our social and psychological development. Some physical changes in old age may lead to social isolation and lower self-esteem. Students will study normal biological development and how problems in physical development affects other aspects of development.

### PART III - GENERAL CRITERIA FOR LIBERAL STUDIES

A. This has been a multi-instructor course. Currently, Dr. Barbara Marquette and Dr. Gordon Thornton teach this course. The instructors of the course have agreed to address similar sets of topics. Although textbooks are selected by individual instructors, most developmental textbooks include a common body of material. The instructors have discussed and will continue to discuss course content regularly.

B. Women have made many significant contributions to developmental psychology. M. Bayley established major infant assessment scales. B. Neugarten was a major force in studying the elderly. Women like C. Gilligan (moral development) and K. Horney (psychoanalytic perspective) have pointed out the bias of a male oriented approach to human development. These are some of the experts who will be studied. Moreover, some of the developmental issues particularly impact on women such as wife abuse, child birth, single parenting, widowhood and rape. It is important that minorities and other cultures be explored to understand the cultural variations in developmental issues. Special issues for young black or hispanic women need to be studied. Issues regarding the elderly minority person will be presented. Although the major focus is development in western culture, contrasts with other cultures can be insightful. As an illustration, adolescence is very different in societies with discrete puberty rites than in Western society.

C. As noted in the syllabus, students will choose a non-textbook to read.

D. This is a life-span developmental course. Topics are covered in much greater depth than in General Psychology. General Psychology is required prior to taking this course.

E. The Liberal Studies Criteria.

1. As a life-span developmental course, students will appreciate the interrelationship among the various facets of human development. Current society and developmental issues such as surrogate motherhood, career roles for women, special concerns with minorities, teenage sexuality, child and drug abuse, and the man's role in parenting are some of the topics which are explored. Students will have to deal personally with many of the critical developmental issues.

2. Besides providing students with a knowledge and research base on human development, students will begin to explore their personal choices and ideas.
3. Students will communicate their ideas through writing and speaking in group discussions.
4. Not only is creativity studied in the context of cognitive development but also students will be challenged to do their own creative thinking through discussions, lab assignments, and in class discussion topics.
5. This course only provides a basic foundation for understanding human development. Continued learning will be necessary as students wrestle with issues in human development after college. The course will provide an overall conceptual framework and necessary resources for further study.
6. Obviously, the structure of our legal, medical, academic, and business institutions directly effect developmental tasks and will be explored when appropriate.