

INTRODUCTION

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The program changes presented here reflect an effort by the Home Economics Education and Child Development/Family Relations Department faculty to create greater curricular flexibility while enhancing an already extremely strong academic core. The reexamination of course offerings and the proposed changes reflect a continual review process by the department in which the heuristic foundations of the disciplines are considered in the context of contemporary thought and practices. The aim is to enhance learning at a number of conceptual (theoretical) levels which more accurately reflect an appropriate sense of social and cultural contexts.

The proposed program changes are also presented at this time as a practical matter to coincide with the planning and development of expanded child development/family life laboratory facilities to which the department shall have access. The proposed program changes occur at three levels:

1. Division of core requirements into three tracks.
2. Modification of courses presently being taught.
3. Deletion and addition of courses in the program.

These changes result in a reduction of required credits in the major while enhancing program integrity.

The CD/FR program will be divided into three tracks, one each emphasizing Child Development or Family Relations and the third which retains the option of a more generalized perspective on child and family studies. (See attachment.) The impending availability of child development laboratories, which have been basic to the undergraduate study of child development for over 50 years, will enable these changes. Concomitantly, the strong relationships established with family service agencies and practitioners since the inception of the program in 1980, allow for parallel "laboratory" or field experience in family studies. The required credits in each track will be as follows:

1. Child Development - 34 credits
2. Family Relations - 31-37 credits
3. General CD/FR - 34 credits

Modifications. The above restructuring begins with the expansion of HE 317, Infant Development. The change reflects a shift from 3 classroom hours to 2 classroom hours and 4 hours of lab, with total credits remaining at 3 s.h. (See course proposal.) HE 320, Teaching in Child Development Centers, becomes HE 220, Teaching in Child Development Centers (Developmental Programming for Young Children), and increases from 3 s.h. to 4 s.h. to include 2 lecture hours and 4 laboratory hours. This change reflects the increased laboratory experience with preschoolers for majors and non-majors. HE 421, Preschool Education, remains at 3 s.h. but is renumbered to become HE 321.

Deletions and Additions. HE 318 (Special Topics), a series of three one-credit courses, will be deleted. The content from these courses not available elsewhere will be assumed through the laboratory experience delineated in the above information and in the courses to be added. HE 420, Practicum in Child Development, will be added to the Child Development track curriculum. This course will be a 10-hour intensive laboratory/field experience including one seminar hour. The semester hour equivalent will be 6 hours. HE 493, a required internship/professional semester, will be added for the Family Relations track. The credits will be variable from 6-12 s.h. Again, addition of these two courses to the curriculum bring the program into line with other programs nationally.

Child Development/Family Relations Program

Course Changes

Change: HE 320, Teaching in Child Development Centers, 3 s.h. (1c-3L) TO

HE 220, Teaching in Child Development Centers, 4 s.h. (2c-4L)

Change: HE 317, Infant Development, 3 s.h. (3c) TO

HE 317, Infant Development, 3 s.h. (2c-2L)

Change: HE 421, Preschool Education, 3 s.h. (3c) TO

HE 321, Preschool Education (Developmental Programming for Young Children), 3 s.h. (3c)

Change: HE 493, Internship in Home Economics Education, 1-12 s.h. TO

HE 493, Internship, 1-12 s.h.

Delete: HE 318, Topics in Preschool Education: Special Needs, 1 s.h.

Delete: HE 318, Topics in Preschool Education: Creativity, 1 s.h.

Delete: HE 318, Topics in Preschool Education: Observation, 1 s.h.

Add: HE 420, Child Development Practicum, 6 s.h. (1c-10L)

CD/FR Program Changes

CD/FR Track - currently 36 s.h. (see attachment Existing CD/FR Program)

Delete: HE 318, Topics in Preschool Education

Change: HE 320, 3 s.h. TO HE 220, 4 s.h.

Change: 6 s.h. restricted electives TO 6 s.h. free electives

Change: HE 421, Preschool Education, 3 s.h. TO HE 321, Preschool Education
(Developmental Programming for Young Children)

Revised CD/FR Track

	<u>Semester Hours</u>
HE 218 Child Development	3
HE 220 Teaching in Child Development Centers	4
HE 224 Marriage and Family Relations	3
HE 317 Infant Development	3
HE 321 Preschool Education (Developmental Programming for Young Children)	3
HE 324 Family Dynamics	3
HE 418 Advanced Child Development	3
HE 422 Early Childhood Education	3
HE 424 Family Issues	3
HE 426 Techniques of Parent Education	3
HE 463 Family and Community	<u>3</u>
TOTAL	34

Add Child Development (CD) Track as option with following required courses
totaling 34 s.h.

Child Development Track

HE 218 Child Development	3 s.h.
HE 220 Teaching in Child Development Centers	4
HE 224 Marriage and Family Relations	3
HE 317 Infant Development	3
HE 321 Preschool Education (Developmental Programming for Young Children)	3
HE 418 Advanced Child Development	3
HE 420 Practicum	6
HE 422 Early Childhood Education	3
HE 426 Techniques of Parent Education	3
HE 463 Family and Community	<u>3</u>
TOTAL	34 s.h.

Add Family Relations (FR) Track as option with following required courses totaling 34 s.h.

Family Relations Track

HE 218	Child Development	3 s.h.
HE 220	Teaching in Child Development Centers	4
HE 224	Marriage and Family Relations	3
HE 317	Infant Development	3
HE 324	Family Dynamics	3
HE 424	Family Issues	3
HE 426	Techniques of Parent Education	3
HE 463	Family and Community	3
HE 493	Internship	<u>6-12</u>

TOTAL 31-37 s.h.

TRACKS	FRESHMEN	SOPHOMORES	JUNIORS	SENIORS
CD/FR	218 Child Development	224 Marriage and Family Relations 220 Teaching in Child Development Centers	317 Infant Development 321 Preschool Education (Developmental Programming for Young Children) 324 Family Dynamics 418 Advanced Child Development 463 Family & Community	422 Early Childhood Education 424 Family Issues 426 Techniques of Parent Education
CHILD DEVELOPMENT	218 Child Development	224 Marriage and Family Relations 220 Teaching in Child Development Centers	317 Infant Development 321 Preschool Education (Developmental Programming for Young Children) 418 Advanced Child Development 463 Family & Community	420 Practicum 422 Early Childhood Education 426 Techniques of Parent Education
FAMILY RELATIONS	218 Child Development	224 Marriage and Family Relations 220 Teaching in Child Development Centers	317 Infant Development 324 Family Dynamics 463 Family & Community	424 Family Issues 426 Techniques of Parent Education 493 Internship (6-12 s.h.)

Existing Child Development/Family Relations Program

Required Courses

	<u>Semester</u> <u>Hours</u>
HE 218 Child Development	3
HE 224 Marriage and Family Relations	3
HE 317 Infant Development	3
HE 318 Topics in Preschool Education: Observation	1
HE 318 Topics in Preschool Education: Creativity	1
HE 318 Topics in Preschool Education: Special Needs	1
HE 320 Teaching in Child Development Centers	3
HE 324 Family Dynamics	3
HE 418 Advanced Child Development	3
HE 421 Preschool Education	3
HE 422 Early Childhood Education	3
HE 424 Family Issues	3
HE 426 Techniques of Parent Education	3
HE 463 Family and Community	<u>3</u>
TOTAL	36

Restricted Electives - 6 semester hours

COURSE DESCRIPTION:

Prerequisite: HE 220 (may be taken concurrently).

Examination of the child development philosophy as the basis for decisions and methods in preschool education. Emphasis is placed on play as a developmental process and as the major aspect of curriculum for young children.

OBJECTIVES:

Through class assignments, discussions and exams students will:

1. demonstrate their knowledge of children's age characteristics and appropriate planning techniques.
2. demonstrate their recognition of the value of play and means for play enhancement in the preschool curriculum.
3. analyze means of assessing individual and group needs and derive strategies for meeting those needs in the preschool classroom.
4. identify the major areas of potential crisis in the preschool and will examine methods of coping with the unexpected.
5. examine their own motivations, skills and talents in relation to the child development areas as a career choice.

COURSE OUTLINE:

- I. Career Decisions and Professional Development
 - A. Professional Responsibilities and Ethics
 - B. Career Opportunities
 - C. The Evaluation of the Profession
 - D. Advocacy for Children and Families
- II. Review of Age Characteristics and Child Development Center Philosophy
 - A. Characteristics of Young Children (infancy - five)
 1. Common characteristics
 2. Theorists' view
 - B. Child Development Center Philosophy
- III. The Dynamics of Curriculum Development - Scope and Sequence
 - A. Common Elements of Child Development Programs
 - B. Play as a Developmental Process and Teaching Tool
 1. Theories of play
 2. Promoting learning through the use of a play curriculum
 3. Planning for and enhancing play activities
 - a. Environmental design and scheduling
 - b. Choice of equipment
 - c. Teacher's role
 - C. Areas of Curriculum - Considering Objectives
 1. Language arts and social studies
 2. Mathematics and science
 3. Creative arts
 4. Multi-cultural activities
 5. The usefulness of curriculum kits

- D. Diagnosing Individual and Group Needs
 - 1. Observation and developmental screening
 - 2. Case study procedures
 - 3. Cultural differences
 - 4. The disadvantaged child
 - 5. Group dynamics
 - 6. Uses and misuses of records
- E. The Therapeutic Preschool Setting
- F. Providing for Children with Special Needs

IV. Coping with the Pressures of the Classroom

- A. Keeping Preschoolers Safe
- B. Health of the Preschool Child
- C. Crisis in the Classroom
- D. Stress Management for Children and Teachers
- E. Teacher Burnout, Teacher Renewal
- F. Professional and Self-Evaluation

METHOD:

The course will be taught by lecture, class and group discussion, workshops and projects. Appropriate visual aids and curriculum kits will be utilized. Students will be expected to complete assigned readings, participate in general class discussions, and complete study guides/observations of the child development laboratory.

EVALUATION:

Students will be evaluated through their performance on exams, a term project, assignments, and classroom discussion.

TEXT: Maxim, George. The Very Young: Guiding Children from Infancy Through the Early Years. Belmont, CA: Wadsworth Publishing Company, 2nd Edition, 1985.

REFERENCE MATERIALS INCLUDE:

- Butler, Annie L., Gotts, Edward Earl, and Quisenberry, Nancy L. Play As Development. Columbus, OH: Charles E. Merrill Publishing Company, 1978.
- Curry, Nancy E. and Sara Arnaud. Play: The Child Strives Toward Self-Realization. Washington, D.C.: National Association for the Education of Young Children, 1971.
- Hess, Robert D. and Doreen J. Croft. Teachers of Young Children. Boston, MA: Houghton-Mifflin Company, Third Edition, 1981.
- Hodgden, Laurel and others. School Before Six: A Diagnostic Approach; Volumes I and II, St. Louis, MO: Cenrel, Inc., 1974.
- Hohman, Mary, Banet, Bernard, and Weikart, David P. Young Children in Action: A Manual for Preschool Educators. Ypsilanti, MI: The High/Scope Press, 1979.
- Meisels, Samuel J. Developmental Screening in Early Childhood: A Guide. Washington, D.C.: National Association for the Education of Young Children, 1985.

Reinisch, Edith and Minear, Ralph, Jr. Health of the Preschool Child. New York: John Wiley and Sons, Inc., 1978.

Sponseller, Doris. Play as a Learning Medium. Washington, D.C.: National Association for the Education of Young Children, 1974.

Wolfgang, Charles H. Helping Aggressive and Passive Preschoolers Through Play. Columbus, OH: Charles E. Merrill Publishing Company, 1977.

Cherry, Clare. Think of Something Quiet, Fearon Learning Aids, Belmont, CA, 1983.

HE 220 TEACHING IN CHILD DEVELOPMENT CENTERS
(Formerly HE 320)
4 credits

Catalog Description:

Prerequisite: HE 218 or equivalent

Participation in Laboratory Child Care Center as a teacher assistant applying principles and concepts of child development is the major focus of this course. Techniques of planning for and managing a group of preschool children are emphasized.

Objectives:

After attending the class, students will:

1. Identify the basic principles of positive guidance and will have used discipline techniques which support the growth of self control.
2. Be familiar with traditional child development center routines, procedures, and activities.
3. Be aware of the daily and/or special needs of a child and be sensitive to these needs as expressed through behavior.
4. Recognize characteristic behaviors of preschool children and will plan appropriate activities for them.
5. Have a better understanding of their own feelings and actions through observation and interpretation of the behavior of children.
6. Begin to develop a personal, professional code of ethical behavior in regard to work with children and their families.
7. Be able to identify the needs and incorporate appropriate activities for the child with special needs.

Course Content:

I. Introduction - General Child Development Center Procedures

- A. Responsibilities
- B. Safety concerns and limits
- C. Routines
- D. The children

II. Types of Programs for Children - Similarities/Differences

Learning About Young Children Through Observation

- A. Age Characteristics
- B. Guidance Needs
- C. Important Relationships
- D. Individual Behavior Patterns
- E. Special Needs Children

III. Age Characteristics of Preschoolers

- A. Three year olds
- B. Four year olds
- C. Five year olds

IV. Concepts of Positive Guidance

- A. Conceptual Framework
- B. Techniques

V. Discipline Techniques

- A. Supporting self control
- B. Situational assistance
- C. Reality appraisal
- D. Rewards - punishment?

VI. Preparation of Materials for Optimal Use

VII. Equipment Selection and Spacial Arrangement as Tools for Enhancing Development

VIII. Appropriate Activities for Young Children

- A. Content areas - a multi-cultural perspective
 - 1. The child - an individual
 - 2. The child and family
 - 3. The child's community
 - 4. The world of animals
 - 5. The world of plants
 - 6. Technology and machines
- B. Methods and Materials

IX. Traditional Child Development Philosophy

- A. Structure level
- B. Age appropriate activities
- C. Free play
- D. Scheduling considerations

X. Current Issues in Child Development Programming

- A. Ethical behavior in early childhood education
- B. Role of parents
- C. Private/public sponsorship

Procedures Used in Teaching:

The course will be taught by two hours of lecture/discussion and four hours of laboratory work weekly involving student/child interaction. The students will be teacher assistants and will help plan and manage the daily child care program. Observations of children will be assigned weekly. Audio-visual aids and resource materials are used when appropriate.

Required Textbooks:

Pitcher, E., Feinberg, S. and Alexander, D. Helping Young Children Learn.
Columbus, OH: Charles E. Merrill Company, 4th Edition, 1984.

Read/Patterson. The Nursery School and Kindergarten: Human Relationships and Learning, New York: Holt, Rinehart and Winston, 1980, Seventh Edition.

Additional Readings Assigned:

Baker, Katharine Read. Let's Play Outdoors. National Association for the Education of Young Children, 1974, p. 1-35.

Block-Building (Head Start Training Material), p. 1-12.

Buschhoff, Lottie K. "Going on a Trip" in Young Children, March, 1971, p. 224-232.

Cazden, Courtney. Language in Early Childhood Education. NAEYC, 1972, p. 107-116.

Galambos, Jeanette. A Guide to Discipline. NAEYC, p. 1-32.

Hersh, Elizabeth. The Block Book. NAEYC, 1974, p. 1-32.

Hildebrand, Verna. "Trips for Preschoolers" in A Lap to Sit On. Association for Childhood Education International. Annual Bulletin, 1971, p. 51.

Horowitz, Sandra. "Some Thoughts on Planning for Multi-Age Groups" in Curriculum Is What Happens . . . , NAEYC, 1970.

HE 317 INFANT DEVELOPMENT

3 credits

2 lecture hours/2 lab hours per week

Prerequisite: HE 218, Child Development

Course Description:

Study of characteristic developmental changes of infants from birth to approximately 2 1/2 years through theory and practical application in a laboratory setting.

Objectives:

Students will be able to:

1. Identify developmental trends and behavioral characteristics as they emerge in infancy.
2. Relate observable infant behavior to current theories of human development.
3. Analyze research findings and theoretical implications as they relate to the providing of optimal environments for the development of infants.
4. Identify the characteristics of optimal out-of-home infant/toddler care.
5. Apply knowledge of behavioral characteristics in infants/toddlers by planning and implementing age appropriate activities for them.

Course Outline:

- I. Prenatal Development and the Birth Process
 - A. Functions and Capabilities of the Newborn
- II. Landmarks and Changes During the First 2 1/2 Years
 - A. Physical Growth and Motor Development
 - B. Cognitive Development and Language
 - C. Social and Emotional Development
- III. Techniques for Studying Infants
 - A. Recording Ongoing Behavior
 - B. Structured Assessment
- IV. The Emergence of Infant/Toddler Programs
 - A. Trends Toward Infant Group Care in Theory and Practice

V. Infant and Toddler Programs

- A. The Physical Setting
- B. The Social and Emotional Environment
- C. Activities for Infants and Toddlers
- D. Schedules
- E. Teacher and Caregiver Roles

Procedures:

Lecture - discussion
Films - videotapes - slides
Written assignments
Observation of infants
Participation in infant/toddler lab

Evaluation:

Exams, written assignments, observation write-ups, application of knowledge in laboratory participation.

Basic Texts:

Cataldo, Christine Z. Infant and Toddler Programs. Addison-Wesley Publishing Company, 1983.

Musick, Judith S. and Householder, Joanne. Infant Development: From Theory to Practice. Wadsworth Publishing Company, 1986.

New Course Proposal

Department: Home Economics Education

Person to Contact for Further Information: _____

Course Affected: HE 420, Practicum in Child Development (Advanced Laboratory Experience)

Desired Effective Semester for Change: Fall, 1987

Approvals: Department Committee Chairperson Helew B. Hovis

Department Chairperson Russ A. Brauning

College Committee Chairperson Donna J. Struphan

College Dean Harold C. Wenzel

A. Description and Academic Need

A1. Catalog description - See attachment.

A2. Syllabus - See attachment.

A3. Our Child Development/Family Relations program currently provides students with a strong philosophical and theoretical background in preparation for their professional careers, but the opportunity for extensive practical usage of academic content has been limited by the lack of sufficient laboratory facilities. The planned expansion of the child development laboratories will allow for an advanced level of direct experience with children and families which will better prepare our graduates and enhance their competitive edge in their professional field. The course would be required for Child Development Track majors and would be available for other CD/FR majors and minors. It is not being proposed as a general education course.

A4. Other course changes are being proposed as a part of the total CD/FR curriculum revision. This course will provide an opportunity for direct practical application of the content taught in other courses.

A5. It involves extensive direct experiences with young children and their families. The experiences will take place in the child development laboratories and will be under the supervision of university faculty.

A6. No.

A7. It will not be dual level.

A8. Most other child development programs require much more direct experience with young children than our current program. The University of Pittsburgh requires students to spend a minimum of twelve hours per week in a preschool setting for two semesters of experience.

A9. The National Association for the Education of Young Children recommends that child development professionals have at least 150 hours of direct work with children. Our majors currently have a total of 42 hours of direct work. The proposed course changes in HE 220 and HE 317 will increase that only to 84 hours.

B. Interdisciplinary Implications

- B1. There will be one instructor assigned to supervise this course.
- B2. The other child development courses (HE 218, 220, and 321) will be prerequisites for this practicum.
- B3. There is no similar course offered by any other department. Child Development is an integral part of home economics and historically child development laboratories have been housed in the home economics department. This is an advanced course for those students who are majors in child development. Minors could elect it if they meet the prerequisites.
- B4. The course is not applicable to the School of Continuing Education.

C. Evaluation

- C1. Students will be evaluated on the quality of their work in the laboratory setting, on the basis of their written work, class discussion and their ability to self-evaluate.
- C2. No variable credit.

D. Implementation

- D1. The IUP long-range plan, the College of Human Ecology long-range plan, and the Home Economics Education Department long-range plan commit IUP to expansion of the child development laboratory into the remodeled space on the ground floor and first floor of Eicher Hall. (See Welty memo of March 12, 1986, Campus Space Utilization and Reassignment.) These expanded facilities (projected for the fall of 1987) would allow for the implementation of this course.
- D1. A. Faculty will be assigned to supervise this course according to the CBA.
- B & C. Much of the equipment and supplies for the expanded laboratories is currently being purchased through grant monies. Additional supplies will be purchased from department budget.
- D. Updated library materials will be requested as they become available.
- E. No travel funds needed.
- D2. Offered every semester.
- D3. One section.
- D4. A maximum of 24 students per section.

HE 420
Practicum in Child Development
Advanced Laboratory Experience

6 credits: 1 hour seminar; 10 hours working in the child development laboratories

Prerequisites: Senior standing and HE 220 and HE 321

The intensive practicum provides in-depth practical advanced laboratory experiences designed to refine and further develop the techniques and skills needed by professionals to work with young children and families.

Objectives

Students will:

1. refine the techniques and skills learned in prior classes in direct experience with young children.
2. develop advanced skills in formal observational methodology and developmental assessment.
3. have practical experiences in understanding children's behavior and in planning developmentally appropriate experiences for a variety of age groups
4. improve levels of competency and enhance self-confidence.
5. analyze and demonstrate professional behaviors as related to the child development and family relations field.

Course Outline

- I. Advanced Interpretation of Children's Behavior
 - A. Developmental Assessment
 - B. Relating Behavior to Planning
 - C. Relating Behavior to Guidance
- II. Professional Responsibility
 - A. Planning Age Appropriate Activities
 - B. Guidance
 - C. Team Leadership
 - D. Supervision
- III. Program and Teacher Evaluation
- IV. Ethics and Professionalism

Text: A series of current readings from professional journals will be utilized.

Methodology and Procedures: Laboratory experiences, class discussion, readings, observations, reports.

Evaluation: Students will be evaluated on their direct work with children as well as on reports, class discussion, and quality of self-evaluation.

DATE March 12, 1986

SUBJECT: Campus Space Utilization and Reassignments

TO: University Community

FROM: John D. Welty *JDW*

Since September, 1984, a study has been under way concerning the use of University space. Each department was asked to submit to its respective dean or vice president projected space needs for the next three-year period. Based upon those needs each vice president then submitted a space needs request to the President. After discussion by Senior Administrators, a draft plan was prepared and submitted to the Senate Committee on Finance and Development. The Senate Committee on Finance and Development has reacted to that plan. Based upon a review of their reactions and other changes since that time the following actions will be taken.

A. CAPITAL PROJECTS

1. The top four capital development projects which should be addressed are: McElhaney Hall, Uhler Hall, Waller Hall and Weyandt Hall. Every attempt will be made to get support for these projects from the State System of Higher Education, Legislature and the Governor.

In order to assure that these activities receive the proper attention the Provost and Vice President for Academic Affairs and Vice President for Administration are charged with preparing a careful justification for each of these four capital development projects. This justification is to be prepared in concert with the appropriate deans and academic departments and shall be completed no later than June 1, 1986.

2. In addition to seeking capital budget support for Waller Hall, work will begin during the spring semester, 1986, for the purpose of planning the renovation of Waller Hall through several phases rather than a capital development project. The intent of this action is to complete the renovation through a series of contracts funded through the University budget if a capital appropriation cannot be secured for this project.
3. The Dean of the College of Natural Sciences and Mathematics shall work with each college, department, the Administration Division and the Provost's Office to develop an additional renovation plan

- e. All College of Business faculty space shall be located in McElhaney and Uhler Hall; Sutton Hall will continue to be used for faculty office space as necessary.
- f. The second floor of Eicher Hall should be designed to house the following specialized facilities: the Writing Laboratory, the American Language Institute and the Foreign Language Laboratory.
- g. Discussion should be completed by the end of the spring semester, 1986, concerning the future location of the Black Student League office and the Black Cultural Center facilities. Until such a time as that decision is made an area on the ground floor of Pratt Hall shall be held open to assure that the possibility exists for the Black Cultural facilities to be relocated.
- h. The Learning Assistance Center shall be located on the second floor of Pratt Hall. The Student Personnel Graduate Program will be relocated during the spring semester, 1986.
- i. Additional radio and television facilities for Communications Media are provided in Davis Hall in the area which was formerly occupied by the Media Resources area which has now moved to Stabley Library.
- j. The Office of Student Activities and Organizations and associated groups are assigned to the first floor of Pratt Hall.
- k. The School of Continuing Education shall be relocated to Whitmyre Hall during the early summer, 1986.
- l. Space vacated by the School of Continuing Education in Stright Hall shall be assigned to the Graduate School, the Mathematics Department, the Computer Science Department, and the Information Systems and Communications Center. The Center for Community Affairs which is now part of the Graduate School will be located within the space also. Dr. Como in concert with Dr. David Lynch, Dr. Charles Fuget, and Mr. Edward Norberg shall develop a comprehensive plan no later than May 15, 1986, for the utilization of this space.
- m. Up to 50,000 square feet in the Robertshaw facility will be held to be allocated to the Small Business Incubator if financial support for the program is obtained.
- n. Consideration shall be given to the possible reassignment of the Department of Labor and Industrial Relations and the Center for Labor Studies to Keith Hall upon the completion of the renovations of the Keith Hall area. A recommendation is due by April 1, 1986, from Dr. Oliver Ford.

for Weyandt Hall, which would increase research space for faculty. This plan is in addition to the current project funded for Weyandt Hall which will not meet all of the needs of the Biology, Chemistry, Geoscience and Physics Departments. This plan shall be completed and submitted to the Provost no later than June 1, 1986.

4. Planning for the renovation of McElhaney and Uhler Halls shall be done with the assumption that the College of Business will occupy these buildings as its primary locations. Planning should begin immediately on how these renovated facilities would be utilized upon achievement of a capital project. Further, investigation should occur as to local projects which could be completed to immediately improve the environment for the College of Business. Classroom space in Uhler Hall will continue to be available for use by all departments until a more comprehensive policy on classroom scheduling is developed.

B. REASSIGNMENT OF EXISTING SPACES

1. As a result of the completion of Johnson Hall, the Hadley Union Building and the acquisition of the Robertshaw facility there is additional space available for reassignment. The following actions will occur with regard to reassignment at this time:
 - a. The ground floor and first floor of Eicher Hall shall be held for the purpose of a child development facility. It shall be the purpose of this child development facility to combine the needs now being served by the child development laboratory in Ackerman Hall and in the Rosac House. The committee appointed by Interim Provost Como has determined that the space is feasible for such a purpose. A specific review of the space must now be made to determine costs and programmatic use.
 - b. Assuming that the child development facilities can be relocated to Eicher Hall additional space will be assigned to Food and Nutrition and for interior design labs within Ackerman Hall. This reassignment will be accomplished in space formerly used for child development facilities. Planning should now begin on how these facilities can be renovated for this purpose. Dr. Harold Wingard is responsible for initiating this planning with Mr. Robert Marx, Director of Campus Planning.
 - c. Quantity Food Production facilities in Ackerman Hall will be expanded to meet academic program needs. The department, College and Campus Planning Office, should complete a preliminary plan by June 1, 1986. The anticipated construction date is May, 1987.
 - d. Food and Nutrition space previously assigned in Whitmyre Hall will be reassigned to Davis Hall until completion of renovation work in Ackerman Hall.

- o. The University Museum shall be reassigned one additional office space in John Sutton Hall for exhibit use (former Switchboard Operator room). This assignment is the last anticipated assignment for the University Museum in the immediate future.

C. REPAIR AND RENOVATION FACILITIES

The following repair and renovation projects shall receive the highest priorities during the 1985-86 year and subsequent years until they are completed:

1. Renovation of Keith Hall basement.
2. Renovation of Clark basement for the Department of Psychology.
3. Cartographic laboratory facility renovation.
4. Language/Writing Laboratory in Eicher Hall.
5. Fisher Auditorium sound system.
6. Fisher Auditorium seat replacement.
7. Replacement of cooling tower in Cogswell Hall.

The projects to receive priority for repair and renovation of facilities for 1986-87 shall be at least the following:

1. Waller Hall renovation - Phase I.
2. Music library - Cogswell Hall.
3. Fisher Auditorium stage rigging and floor repair.
4. Eicher Hall renovation.

The following issues need to continue to be addressed in future space planning:

1. Microcomputer laboratories and classroom needs for instruction.
2. Improvement of classroom facilities for foreign languages.
3. Recreation field space.
4. Additional studio and practice space for music.
5. Art Department studio space.
6. Development of classrooms for intermediate size classes of 80-120.

D. ASSIGNMENT OF OFFICE SPACE

Effective with the 1986-87 academic year the following policies shall apply with regard to assignment of office space:

1. When space is available, only doctoral graduate assistants and teaching associates shall be allocated private office space. Non-doctoral graduate assistants should be housed together to assure maximum use of available space in the department. In no case should a non-doctoral graduate assistant receive a private office without the specific approval of the Dean and Provost or Vice President.
2. When space is available, emeritus professors engaging in specific projects may receive space for a specified period of time. A request for such space must be submitted through the Department Chair to the Dean of the College and to the Provost for approval. Approval shall be granted for a specific period of time for the project. Other space is available for retired faculty through a room provided in John Sutton or emeritus faculty may make arrangements to utilize carrels in the library.

E. ADDITIONAL ISSUES

1. The University Senate Committee on Finance and Development is requested to make recommendations prior to April 1, 1986, on the development of standards to guide the assignment of faculty office space.
2. There is a need to develop a policy in which classrooms which do not have special facilities or use shall be centrally allocated through the Scheduling Office to assure that all classroom space is utilized to the maximum degree possible throughout the day. This plan should assure that there is equality in the allocation of classroom space during prime time. This policy should try to assure that faculty teaching assignments are as close as possible to the location of the office of the faculty member. I will appoint a task force consisting of representation from APSCUF, the University Senate, the Scheduling Office and the administration to develop a proposed policy and procedure for consideration.

Obviously there continues to be additional space issues within the University community. These issues will continue to be discussed and upon the implementation of the above decisions a follow-up process shall be initiated to attempt to address other space issues. These decisions simply represent the priorities at this time and further discussion will occur with regard to space utilization.

I appreciate the work of the many faculty and administrators who have been included in this review.

NEW COURSE PROPOSAL

Department: Home Economics Education

Person to Contact for Further Information: Dr. Ruth Browning

Course Affected: HE 457, Microcomputers in Human Ecology

Desired Effective Semester for Change: Fall, 1986

Approvals: Department Committee Chairperson Helew B. Lewis
Department Chairperson Ruth A. Browning
College Committee Chairperson James S. Wright
College Dean Harold C. Wingard

A. DESCRIPTION AND ACADEMIC NEED

A1. Catalog description - See attachment.

A2. Syllabus - See attachment.

A3. All areas of human ecology are affected by the computer. Professionals in nearly every occupation have the potential to use the computer as a tool. For example, home economics teachers are expected to use microcomputers to teach home economics subject matter. Young children of preschool age are learning to use computers so their teachers need to be computer literate. Administrators of child care centers use computers to maintain financial records. Likewise, persons employed in all areas of human ecology use computers to forecast, control and maintain information.

This course is designed as an elective for students in Human Ecology. It is not proposed for inclusion on the General Education course list.

A4. No changes are required in existing courses.

A5. Yes, this follows the traditional type of offering.

A6. A similar course was offered as a Special Topics course for Home Economics Education majors during spring semester, 1985, and fall semester, 1985. This course, developed for students in Human Ecology, is planned to be offered as a special topics course in the fall of 1986.

Five workshops for Home Economics teachers on using the microcomputer in the Home Economics classroom have been conducted by the Home Economics Education Department during the summers of 1983, 1984, and 1985. There have been a total of 286 teachers participate in one of these workshops. An additional workshop is planned for June, 1986.

A7. This is proposed as a dual-level course.

- A8. This type of course is so new it does not yet appear in college catalogs. However, it is known that the following universities have a similar course:

The Pennsylvania State University
Drexel University
Iowa State University
University of Montana
University of Maryland

It is also a current topic at state and national meetings.

- A9. This course is not required by any external agency. However, Standard XIV of General Standards (PDE) for teacher education requires that teachers be computer literate.

B. INTERDISCIPLINARY IMPLICATIONS

- B1. This course will be taught by one instructor.
- B2. No additional or corollary courses are needed.
- B3. The content of this course is different than computer courses taught by other departments. Emphasis is on computer applications in human ecology. No programming skills will be taught. Teaching of programming is the role of the Computer Science Department. This course focuses on using the microcomputer as a tool by utilizing commercial software.
- B4. This course is not applicable to clientele of the School of Continuing Education.

C. EVALUATION

- C1. Student progress will be evaluated through tests, projects, readings, and reports based on course objectives in course syllabus.
- C2. This course may not be taken for variable credit.

D. IMPLEMENTATION

- D1a. Faculty are prepared to teach this course.
- b. A microcomputer laboratory is established in the College of Human Ecology. At the present time, we have sixteen microcomputers in the laboratory.
- c/d. We currently have over 125 different computer programs for use in Human Ecology. We have multiple copies of several. In addition, we have some books and periodicals which have been secured through grants. When grant funds are no longer available for this purpose, the department and college budgets will be used to secure needed materials to keep the course up to date.
- e. No travel funds are needed.

- D2. This course is planned for one section per year. It is designed for all students in Human Ecology.
- D3. Currently one section per year will meet the need.
- D4. Each section will be limited to 16 students--the number of available microcomputers.

CATALOG DESCRIPTION

HE 457, MICROCOMPUTERS IN HUMAN ECOLOGY

3c-0L-3sh

Prerequisite: Upper-level standing

Use of the microcomputer in human ecology. Commercial software is utilized for word processing, spreadsheet, and data base applications. Software for specific applications is explored. Copyright laws, care of a microcomputer system, telecommunications, and the impact of computers in the home and industry are studied. Microcomputers are used.

COURSE SYLLABUS

HE 457, Microcomputers in Human Ecology

I. Catalog Description

Prerequisite: Upper-level standing.

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II. Course Objectives:

Students will be able to:

1. Use word processing, spreadsheet, and data base software for human ecology applications.
2. State the major concepts of copyright laws for software.
3. Select and use commercial software packages for specific human ecology and research applications.
4. Care for microcomputers and analyze simple problems in operation.
5. Select a microcomputer system based on planned use.
6. Demonstrate knowledge of concepts of telecommunications.
7. Demonstrate knowledge of the impact of computers on family life.

III. Course Outline:

A. Getting to Know a Microcomputer

1. How a microcomputer works
2. Peripheral devices
 - a. Interfaces, controllers, I/O parts
 - b. Disk drives
 - c. Printers
 - d. Modem
3. Equipment care
4. System master
 - a. Disk formats
 - b. Utility files

B. Copyright Laws

C. Word Processing

1. Menu vs. text software
2. Printer configurations
3. Control commands
4. Data storage
 - a. Formatted file
 - b. Unformatted file
5. Interfacing programs
6. Applications for home economics

- D. Spreadsheets
 - 1. Control commands and editing
 - 2. Creating spreadsheet models
 - 3. Applications (examples: payroll, financial records, gradebook)
 - 4. Formulas
 - 5. Data storage
 - 6. Printer control
 - 7. Interfacing with word processing

- E. Database
 - 1. Control commands
 - 2. Entries
 - 3. Storage and retrieval of data
 - 4. Control of print format
 - 5. Applications (inventories, addresses, cookbooks)

- F. Commercial Software
 - 1. Evaluation and selection
 - 2. Specific applications appropriate to major field of study
(Examples: nutrient analysis, family and professional budgeting and resource management, interior planning, and development of children.)
 - 3. Utility programs
 - a. Copy software
 - b. Print Shop, Newsroom
 - c. Crossword puzzles, word searches
 - d. Grade Book, Quiz Writer
 - 4. Research - statistical software

- G. Selecting a Microcomputer System
 - 1. Types of computers and peripherals
 - 2. Special peripherals (joy sticks, game paddles, mouse, touch pad, modem, plotter, light pen)
 - 3. Serial vs. parallel printers
 - 4. Dot matrix vs. letter quality printers
 - 5. Surge protection

- H. Telecommunications
 - 1. Information utilities
 - 2. Bulletin boards
 - 3. Electronic mail

- I. Computers in the Home and Human Ecology Occupations
 - 1. Impact on the family
 - 2. Ethical issues
 - 3. Potential uses

IV. Methodology and Procedures:

Laboratory experiences
Lectures
Readings
Reports
Textbook assignments
Assignments - See Item IX.

V. Text:

Shubra, Charles, et. al. Computer Applications in Home Economics, Volumes 1 and 2. Indiana, PA: Home Economics Education Department, IUP, 1985.

VI. Other Readings and References:

Bailey, Anne Wiseman. "The Impact of Computer Technology on the Family." Illinois Teacher, March/April, 1982, pp. 199-202.

Browning, Ruth and Sandra Durbin. Computers in the Home Economics Classroom. Washington, D.C.: Home Economics Education Association, 1985.

Coburn, Peter, Peter Kalman, Nancy Roberts, Thomas F. F. Snyder, Daniel H. Watt, and Cheryl Weiner. Practical Guide to Computers in Education. Reading, MA: Addison-Wesley Publishing Company, 1982.

Deken, Joseph. The Electronic Cottage. New York: Bantam Books, 1981.

"Highlights of the New Copyright Law." Circular R 99. Washington, D.C.: U.S. Government Printing Office, 1982.

Hovis, Helen B. and Colleen Dee Bloom. Microcomputer Software in Home Economics. Indiana, PA: Home Economics Education Department, IUP, 1983.

Jaffee, J.A., E. H. Oglesby, and D. W. Drews, Editors. Technologies of the '80's: Their Impact on Home Economics Occupations. Raleigh, NC: Conserva, Inc., 1982.

Johnson, Deborah G. and John W. Snapper. Ethical Issues in the Uses of Computers. Belmont, CA: Wadsworth Publishing Company, 1985.

Masuda, Yoneji. "An Image of the Future." Forum, January, 1982, pp. 8-9.

Microcomputer Software in Home Economics, Volume II. Indiana, PA: Home Economics Education Department, IUP, 1985.

Papert, Seymour. Mindstorms. New York: Basic Books, Inc., 1980.

Poole, Lon, Martin McNiff, and Steven Cook. Apple II User's Guide. Berkeley, CA: Osborne/McGraw-Hill, 1983.

Price, Robert and Jerry Willis. How to Use the Apple II and IIe. Beaverton, OR: Dilithium Press, 1984.

Users' guides and technical manuals for all computer hardware available for use.

Professional journals (current issues of these and others as appropriate):

Electronic Learning

Forecast

InCider

MacUser

Technological Horizons in Education Journal

The Home Economist's Computer Newsletter

VII. Evaluation:

Tests: At end of fifth week and end of semester.

Major assignments: See Item IX.

Readings and reports: These will be discussed weekly in class.

VIII. Other Course Requirements: Major Assignments

1. After reading a journal article on software copyright laws, write a one-page abstract of the journal article. Use a word processing program and print the abstract. (All written assignments for this class are to be done with a word processing program.)
2. Using an electronic spreadsheet, develop a model and complete a project using the spreadsheet for a specific human ecology subject area.
3. Using a data base software program, enter data for a specific use and use the data base to print out specific data as requested by the instructor.
4. Write a paper using a word processing program and interface spreadsheet data into the body of the document.
5. Select a quality software package and develop a plan for using it in a manner appropriate to the major area of study of the student.
6. Demonstrate ability to use each of the following: mouse, plotter, joy stick, touch pad, and light pen.

X. Final Grade

Tests: 20%

Major assignments: 60%

Class participation and minor assignments: 20%