

Course Discipline Code & No: PSY 117 Title: Psychology of Parenting Effective Term Fall 2009Division Code: MNB Department Code: BEHD Org #: 11200Don't publish: ☐ College Catalog ☐ Time Schedule ☐ Web Page

Reason for Submission. Check all that apply.

- ☒ New course approval
☐ Three-year syllabus review/Assessment report
☐ Course change
☐ Reactivation of inactive course
☐ Inactivation (Submit this page only.)

Change information: Note all changes that are being made. Form applies only to changes noted.

- ☐ Consultation with all departments affected by this course is required.
☐ Course discipline code & number (was _____)*
 *Must submit inactivation form for previous course.
☐ Course title (was _____)
☐ Course description
☐ Course objectives (minor changes)
☐ Credit hours (credits were: _____)
☐ Total Contact Hours (total contact hours were: _____)
☐ Distribution of contact hours (contact hours were: _____)
 lecture: _____ lab _____ clinical _____ other _____
☐ Pre-requisite, co-requisite, or enrollment restrictions
☐ Change in Grading Method
☐ Outcomes/Assessment
☐ Objectives/Evaluation
☐ Other _____

Rationale for course or course change. Attach course assessment report for existing courses that are being changed.

The need for better parenting is apparent in our society. This course provides a practical approach to the knowledge and skills needed by parents using psychological theory as the basis. PSY 273 is a theoretically based course which uses practical examples to emphasize and explain the psychological theory behind parenting.

Approvals Department and divisional signatures indicate that all departments affected by the course have been consulted.

Department Review by Chairperson ☐ New resources needed ☐ All relevant departments consultedPrint: Starr Burke Faculty/Preparer Signature Starr Burke Date: 5/26/09Dept. Chair Recommendation ☒ Yes ☐ NoPrint: Starr Burke Department Chair Signature Starr Burke Date: 5/26/09

Division Review by Dean

☐ Request for conditional approvalRecommendation ☒ Yes ☐ No M. Showalter Dean's/Administrator's Signature Date: 5/27/09

Curriculum Committee Review

Recommendation

☐ Tabled ☒ Yes ☐ No Kwa Vass Curriculum Committee Chair's Signature Date: 10/27/09

Vice President for Instruction Approval

R. M. P. 10/28/09 Approval ☒ Yes ☐ No ☒ Conditional Roger M. P. Vice President's Signature Date: 6/12/09

Do not write in shaded area.

Log File 5/27/09 Copy ☐ Banner 6/22 C&A Database 6/22 C&A Log File 6/22 Basic skills ☐ Contact fee ☐Please return completed form to the Office of Curriculum & Assessment and email an electronic copy to sjohn@wccnet.edu for posting on the website.

***Complete ALL sections which apply to the course, even if changes are not being made.**

Course: PSY 117	Course title: Psychology of Parenting
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Credit hours: <u> 3 </u> If variable credit, give range: _____ to _____ credits	Contact hours per semester: <table style="width: 100%; border-collapse: collapse;"> <tr> <th></th> <th style="text-align: center;"><u>Student</u></th> <th style="text-align: center;"><u>Instructor</u></th> </tr> <tr> <td>Lecture:</td> <td style="text-align: center;"><u>45</u></td> <td style="text-align: center;"><u>45</u></td> </tr> <tr> <td>Lab:</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Clinical:</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Practicum:</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Other:</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Totals:</td> <td style="text-align: center;"><u>45</u></td> <td style="text-align: center;"><u>45</u></td> </tr> </table>		<u>Student</u>	<u>Instructor</u>	Lecture:	<u>45</u>	<u>45</u>	Lab:	_____	_____	Clinical:	_____	_____	Practicum:	_____	_____	Other:	_____	_____	Totals:	<u>45</u>	<u>45</u>	Are lectures, labs, or clinicals offered as separate sections? ☐ Yes - lectures, labs, or clinicals are offered in separate sections ☒ No - lectures, labs, or clinicals are offered in the same section	Grading options: ☐ P/NP (limited to clinical & practica) ☐ S/U (for courses numbered below 100) ☒ Letter grades
	<u>Student</u>	<u>Instructor</u>																						
Lecture:	<u>45</u>	<u>45</u>																						
Lab:	_____	_____																						
Clinical:	_____	_____																						
Practicum:	_____	_____																						
Other:	_____	_____																						
Totals:	<u>45</u>	<u>45</u>																						

Prerequisites. Select one:

☒ College-level Reading & Writing

☐ Reduced Reading/Writing Scores

☐ No Basic Skills Prerequisite

(Add information at Level I prerequisite)

(College-level Reading and Writing is not required.)

In addition to Basic Skills in Reading/Writing:

Level I (enforced in Banner)

Course	Grade	Test	Min. Score	Concurrent Enrollment Can be taken together	Corequisites Must be enrolled in this class also during the same semester
☐ and ☐ or _____	_____	_____	_____	☐	_____
☐ and ☐ or _____	_____	_____	_____	☐	_____
☐ and ☐ or _____	_____	_____	_____	☐	_____
☐ and ☐ or _____	_____	_____	_____	☐	_____

Level II (enforced by instructor on first day of class)

Course	Grade	Test	Min. Score
☐ and ☐ or _____	_____	_____	_____
☐ and ☐ or _____	_____	_____	_____

Enrollment restrictions (In addition to prerequisites, if applicable.)

☐ and ☐ or Consent required

☐ and ☐ or Admission to program required

☐ and ☐ or Other (please specify):

Program: _____

Please send syllabus for transfer evaluation to:

Conditionally approved courses are not sent for evaluation.

Insert course number and title you wish the course to transfer as.

☒ E.M.U. as _____

☐ _____ as _____

☐ U of M as _____

☐ _____ as _____

☐ _____ as _____

☐ _____ as _____

	• Operant conditioning • Primary reinforcement • Secondary reinforcement Identify the major theories of psychological, emotional, biological and sociological development.	
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List all new resources needed for course, including library materials.

Student Materials:

List examples of types Texts Supplemental reading Supplies Uniforms Equipment Tools Software	<i>The Pocket Parent</i> , Gail Reichlin and Caroline Winkler <i>Loving Without Spoiling</i> , Nancy Samalin. <i>Parenting Your Out-of-Control Teenager</i> by Scott Sells, PhD,	Estimated costs \$ 45.00
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Equipment/Facilities: Check all that apply. (All classrooms have overhead projectors and permanent screens.)

Check level <u>only</u> if the specified equipment is needed for <u>all</u> sections of a course.	☐ Off-Campus Sites
☐ Level I classroom Permanent screen & overhead projector	☐ Testing Center
☐ Level II classroom Level I equipment plus TV/VCR	☐ Computer workstations/lab
☒ Level III classroom Level II equipment plus data projector, computer, faculty workstation	☐ ITV
	☐ TV/VCR
	☐ Data projector/computer
	☐ Other _____

Assessment plan:

Learning outcomes to be assessed (list from Page 3)	Assessment tool	When assessment will take place (semester & year)	Course section(s)/other population	Number students to be assessed
Identify characteristics of constructive and destructive parenting.	Exam	Fall 2011 and every three years thereafter	All	All
Analyze various scenarios of parent-child interactions in terms of impact on child development.	Critical essays using departmental rubric	Fall 2011 and every three years thereafter	All	All
Analyze various scenarios of parent-child interactions in terms of psychological theories.	Critical essays using departmental rubric	Fall 2011 and every three years thereafter	All	All

Scoring and analysis of assessment:

1. Indicate how the above assessment(s) will be scored and evaluated (e.g. departmentally developed rubric, external evaluation, other). Attach the rubric/scoring guide.

Department exam will be scored using answer sheet
 Essay will be scored using departmentally developed rubric.

2. Indicate the standard of success to be used for this assessment.

70% of the students will score an average of 70% or higher on the exam.
The average score for each essay will be 2 or higher.

3. Indicate who will score and analyze the data (data must be blind-scored).

Instructor will score initial in-class data. Behavioral Science department will analyze the overall effectiveness and assessment data during a department meeting.

4. Explain the process for using assessment data to improve the course.

Behavioral Science faculty will review assessment data, make recommendations for change as appropriate and incorporate suggestions in the unit's planning cycle to improve student learning.