

Washtenaw Community College Comprehensive Report

PSY 200 Child Psychology Effective Term: Spring/Summer 2018

Course Cover

Division: Humanities, Social and Behavioral Sciences
Department: Behavioral Sciences
Discipline: Psychology
Course Number: 200
Org Number: 11220
Full Course Title: Child Psychology
Transcript Title: Child Psychology
Is Consultation with other department(s) required: No
Publish in the Following: College Catalog , Time Schedule , Web Page
Reason for Submission: Three Year Review / Assessment Report
Change Information:
Consultation with all departments affected by this course is required.

Course description

Rationale: Update as a result of assessment
Proposed Start Semester: Spring/Summer 2018
Course Description: In this course, students receive an overview of the psychology of human development and behavior from conception to adolescence. It includes the study of psychological processes involved in physical, cognitive and social personality development. Major theories of human development are reviewed and contrasted. The course is constructed and taught to be of value to those entering the fields of social work, elementary or secondary education, or nursing and various allied health fields.

Course Credit Hours

Variable hours: No
Credits: 3
Lecture Hours: Instructor: 45 Student: 45
Lab: Instructor: 0 Student: 0
Clinical: Instructor: 0 Student: 0

Total Contact Hours: Instructor: 45 Student: 45
Repeatable for Credit: NO
Grading Methods: Letter Grades
Audit
Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

Requisites

Prerequisite
Academic Reading and Writing Levels of 6

General Education

MACRAO

MACRAO Social Science

General Education Area 5 - Social and Behavioral Science

Assoc in Applied Sci - Area 5

Assoc in Science - Area 5

Assoc in Arts - Area 5

Michigan Transfer Agreement - MTA

MTA Social Science

Request Course Transfer

Proposed For:

Central Michigan University

Eastern Michigan University

Michigan State University

University of Michigan

Wayne State University

Student Learning Outcomes

1. Identify the growth patterns and biological, cognitive, and social changes that occur in each stage of development from prenatal to adolescence.

Assessment 1

Assessment Tool: Multiple choice test

Assessment Date: Winter 2020

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Answer key

Standard of success to be used for this assessment: 70% of students must score 70% or higher.

Who will score and analyze the data: Behavioral Science faculty

2. Recognize the key developmental elements associated with infancy, childhood, and adolescence.

Assessment 1

Assessment Tool: Multiple choice test

Assessment Date: Winter 2020

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Answer key

Standard of success to be used for this assessment: 70% of students must score 70% or higher.

Who will score and analyze the data: Behavioral Science faculty

3. Differentiate between major theories in child psychology, including those of Freud, Watson, Erikson, Piaget, Vygotsky, and Kohlberg.

Assessment 1

Assessment Tool: Multiple choice test

Assessment Date: Winter 2020

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Answer key

Standard of success to be used for this assessment: 70% of students must score 70% or higher.

Who will score and analyze the data: Behavioral Science faculty

Course Objectives

1. Describe major developmental tasks for the various domains in childhood, including biological, cognitive, social, moral and psychological components.
2. Analyze several major theories in child psychology, including those of Freud, Watson, Erikson, Piaget, Vygotsky, and Kohlberg.
3. Recall important developmental concepts.
4. Apply developmental concepts to one's own life and that of others.
5. Identify important developmental terms, concepts, processes, and stages that apply to the normal aspects and stages of child development.
6. Describe major differences in the influence of heredity and environment on human growth and development.
7. Describe the major concepts and principles related to human genetics, prenatal development, and birth.
8. Analyze the important interplay between the biological, cognitive, and social elements in the first two years of life as the infant engages in key developmental tasks.
9. Describe and analyze the key developmental elements associated with infancy, childhood, and adolescence.
10. Explain and analyze published research in Child Psychology.

New Resources for Course

Course Textbooks/Resources

Textbooks

Feldman. *Child Development*, 7th ed. Pearson, 2016, ISBN: 9780134174075.

Manuals

Periodicals

Software

Equipment/Facilities

Level I classroom

Off-Campus Sites

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Starr Burke</i>	<i>Faculty Preparer</i>	<i>Nov 16, 2017</i>
Department Chair/Area Director: <i>Starr Burke</i>	<i>Recommend Approval</i>	<i>Nov 16, 2017</i>
Dean: <i>Kristin Good</i>	<i>Recommend Approval</i>	<i>Nov 19, 2017</i>
Curriculum Committee Chair: <i>David Wooten</i>	<i>Recommend Approval</i>	<i>Jan 27, 2018</i>
Assessment Committee Chair: <i>Michelle Garey</i>	<i>Recommend Approval</i>	<i>Jan 29, 2018</i>
Vice President for Instruction: <i>Kimberly Hurns</i>	<i>Approve</i>	<i>Jan 30, 2018</i>