Washtenaw Community College Comprehensive Report

PSY 200 Child Psychology
Effective Term: Fall 2022

Course Cover

College: Humanities, Social and Behavioral Sciences
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.
Rationale: Course updated as result of assessment.
Proposed Start Semester: Spring/Summer 2022
Course Description: In this course, students will be introduced to the psychology of human development and behavior from conception to adolescence. Topics of study will include the 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:
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: Outcome-related multiple-choice test questions
   Assessment Date: Spring/Summer 2025
   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: Departmental faculty

2. Recognize the key developmental elements associated with infancy, childhood, and adolescence.
   ### Assessment 1
   Assessment Tool: Outcome-related multiple-choice test questions
   Assessment Date: Spring/Summer 2025
   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: Departmental faculty

3. Differentiate between major theories in child psychology, including those of Freud, Watson, Erikson, Piaget, Vygotsky, and Kohlberg.
   ### Assessment 1
   Assessment Tool: Outcome-related multiple-choice test questions
   Assessment Date: Spring/Summer 2025
   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: Departmental faculty

Course Objectives

1. Describe the 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. Describe 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

Reviewer	Action	Date
Faculty Preparer:		
Starr Burke	*Faculty Preparer*	*Apr 07, 2022*
Department Chair/Area Director:		
Starr Burke	*Recommend Approval*	*Apr 08, 2022*
Dean:		
Scott Britten	*Recommend Approval*	*Apr 08, 2022*
Curriculum Committee Chair:		
Randy Van Wagnen	*Recommend Approval*	*Apr 29, 2022*
Assessment Committee Chair:		
Shawn Deron	*Recommend Approval*	*May 19, 2022*
Vice President for Instruction:		
Kimberly Hurns	*Approve*	*May 23, 2022*

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Effective Term: Spring/Summer 2018

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Change Information:
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    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.

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