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**Ohio Articulation Number (OAN)  
Course Submission Form  
2005-2006**



College/University Lakeland Community College

Course(s) Submitted(Title & Course #) PSYC 2400 Child Psychology for  
Ohio Articulation Number OSS 019 and OSS 020

Date February 1, 2006 Course 19 & 20 of a 44 Course OAN mapping.

Name and title of individual submitting on behalf of the college/university

Name Marilyn S. Jones Title Associate Provost

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Credit Hours 3 qtr \_\_\_\_\_ sem X

Lecture Hours 3

Laboratory Hours \_\_\_\_\_ (if applicable)

Pre-Requisites(s) Course work (if applicable)

PSYC 1500

Placement Score (if applicable)

(Name of test) \_\_\_\_\_

(Domain) \_\_\_\_\_ (Score) \_\_\_\_\_

Catalog/Course Description (Includes Course Title and Course #)

<p>PSYC 2400 Child Psychology: This introductory course, the first in a series of human development courses, focuses on human growth and development from conception up to, but not including, adolescence. It emphasizes the major theories of development and the normal development sequence. Students will examine the child's social, cognitive, emotional, and physical development, as</p>
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well as  
contributing biological and environmental factors.

### Texts/Outside Readings/Ancillary Materials

Developing Child by Bee

### Course Objectives and/or Plan of Work

#### GENERAL COURSE GOALS:

1. Develop an understanding of the life cycle from birth through late childhood.
2. Present information about developmental psychology, including terminology, theories, concepts, and developmental research methods.
3. Develop critical thinking skills necessary for textbook comprehension and research interpretation.
4. Present the ethical guidelines for conducting research with children.
5. Enable students to apply course information to the field of education, and to parenting.
6. Explore the physical, social, intellectual and emotional developments which occur throughout early life.
7. Encourage students to examine their own beliefs about childhood and child-rearing.
8. Develop students' ability to write a research/response paper.

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#### COURSE OBJECTIVES:

Upon completion of the course, the student should be able to:

1. Define development and describe the goals of developmental psychology.
2. Discuss the role of theories in scientific research.
3. Identify ethical guidelines in conducting research with children.
4. Differentiate between the data collection methods used by developmental psychologists.
5. Assess the strengths and weaknesses of the developmental research designs.
6. Interpret research findings presented in the textbook and/or scientific journal articles.
7. Discuss the ethical guidelines of conducting research with children.
8. Describe and distinguish between the major theories in developmental psychology, specifically the learning, cognitive, psychodynamic, biological and ethological theories.
9. Relate the theories to the three issues in child development.
10. Explain the basic principles of hereditary transmission.

11. Outline the major stages of prenatal development.
12. Define "teratogen" and describe the effects of teratogens on prenatal development.
13. Describe the birth process.
14. Describe the newborn and its remarkable skills.
15. Identify patterns of physical growth and motor skill development in the infant and child.
16. Define "cephalocaudal" and "proximodistal" development.
17. Explain the basic learning processes of infancy and childhood.
18. Outline the course of language acquisition.
19. Differentiate between the various theories of language development.
20. Define cognition.
21. Describe Piaget's theory of cognitive development.
22. State the information-processing theory's position on cognitive development.
23. Identify the major issues concerning the nature of intelligence (e.g. nature vs. nurture, mental retardation etc.)
24. Recognize the various psychometric approaches to intelligence.
25. Articulate the developmental course of attachment and the antecedents and consequences of secure attachment.
26. Define "temperament" and describe the different types of temperament.
27. Describe the theories of emotion.
28. Discuss the role of play in child development.
29. Outline the development of the self-concept.
30. Describe and distinguish between the theories of moral development.
31. Describe the development of sex-role and gender concepts.
32. Discuss the influence of the family system on child development.
33. Distinguish between the various parenting styles and discipline techniques and indicate how they influence child development.
34. Identify and discuss one's own belief about child development.
35. Write a research/response paper.

### **Description of Assessment and/or Evaluation of Student Learning**

#### **INSTRUCTIONAL PROCEDURES THAT MAY BE UTILIZED:**

1. Lecture
2. Group Discussions
3. Guest Speakers
4. Videos
5. Observations
6. Student Presentations

#### **SUGGESTED GRADING PROCEDURES:**

1. At least three tests/exams (60%-80%) consisting of multiple choice and/or essay will be given.
2. A written assignment consisting of an observational report or

scientific journal critique will be required to assess critical thinking and research interpretation.

Master Syllabi and Working Syllabi (if both are used)

LAKELAND COMMUNITY COLLEGE - COURSE OUTLINE FORM

ORIGINATION DATE: 08/02/99 APPROVAL DATE: /  
/  
LAST MODIFICATION DATE: 09/19/01 EFFECTIVE TERM/YEAR: FALL  
2000

PRINTED:

01/04/06  
COURSE NUMBER: PSYC2400  
COURSE TITLE: Child Psychology

	LECTURE	LAB	CLINICAL	TOTAL	OBR MIN
OBR MAX					
CREDITS:	3.00	0.00	0.00	3.00	3.00
3.00					
CONTACT HOURS:	3.00	0.00	0.00	3.00	

PREREQUISITES:  
PSYC1500

PROGRAMS & CERTIFICATES FOR WHICH THIS COURSE IS REQUIRED:  
9660 - HUMAN SERVICES

PROGRAMS & CERTIFICATES FOR WHICH THIS COURSE IS AN ELECTIVE:  
9000 - Associate of Arts-Transfer  
9099 - TRANSFER MODULE  
9100 - Associate of Science-Transfer

COURSE ACCEPTED AS TRANSFER CREDIT BY:

RECOMMENDED CLASS SIZE: 35 RATIONALE: CLASS DISCUSSION

FREQUENCY OF OFFERING: 3 X YEAR  
TERMS NORMALLY OFFERED: FALL SPRING SUMMER

LAB FEE: NONE

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RATIONALE FOR COURSE:

This introductory course, the first in a series of human development courses, focuses on human growth and development from conception up to, but not including, adolescence.

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COURSE DESCRIPTION:

This introductory course, the first in a series of human development courses, focuses on human growth and development from conception up to, but not including, adolescence. It emphasizes the major theories of development and the normal development sequence. Students will examine the child's social, cognitive, emotional, and physical development, as well as contributing biological and environmental factors.

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GENERAL COURSE GOALS:

1. Develop an understanding of the life cycle from birth through late childhood.
  2. Present information about developmental psychology, including terminology, theories, concepts, and developmental research methods.
  3. Develop critical thinking skills necessary for textbook comprehension and research interpretation.
  4. Present the ethical guidelines for conducting research with children.
  5. Enable students to apply course information to the field of education, and to parenting.
  6. Explore the physical, social, intellectual and emotional developments which occur throughout early life.
  7. Encourage students to examine their own beliefs about childhood and child-rearing.
  8. Develop students' ability to write a research/response paper.
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COURSE OBJECTIVES:

Upon completion of the course, the student should be able to:

1. Define development and describe the goals of developmental psychology.
2. Discuss the role of theories in scientific research.
3. Identify ethical guidelines in conducting research with children.
4. Differentiate between the data collection methods used by

developmental

psychologists.

5. Assess the strengths and weaknesses of the developmental research designs.
  6. Interpret research findings presented in the textbook and/or scientific journal articles.
  7. Discuss the ethical guidelines of conducting research with children.
  8. Describe and distinguish between the major theories in developmental psychology, specifically the learning, cognitive, psychodynamic, biological and ethological theories.
  9. Relate the theories to the three issues in child development.
  10. Explain the basic principles of hereditary transmission.
  11. Outline the major stages of prenatal development.
  12. Define "teratogen" and describe the effects of teratogens on prenatal development.
  13. Describe the birth process.
  14. Describe the newborn and its remarkable skills.
  15. Identify patterns of physical growth and motor skill development in the infant and child.
  16. Define "cephalocaudal" and "proximodistal" development.
  17. Explain the basic learning processes of infancy and childhood.
  18. Outline the course of language acquisition.
  19. Differentiate between the various theories of language development.
  20. Define cognition.
  21. Describe Piaget's theory of cognitive development.
  22. State the information-processing theory's position on cognitive development.
  23. Identify the major issues concerning the nature of intelligence (e.g. nature vs. nurture, mental retardation etc.)
  24. Recognize the various psychometric approaches to intelligence.
  25. Articulate the developmental course of attachment and the antecedents and consequences of secure attachment.
  26. Define "temperament" and describe the different types of temperament.
  27. Describe the theories of emotion.
  28. Discuss the role of play in child development.
  29. Outline the development of the self-concept.
  30. Describe and distinguish between the theories of moral development.
  31. Describe the development of sex-role and gender concepts.
  32. Discuss the influence of the family system on child development.
  33. Distinguish between the various parenting styles and discipline techniques and indicate how they influence child development.
  34. Identify and discuss one's own belief about child development.
  35. Write a research/response paper.
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COURSE OUTLINE:

- I. Theories of Human Development
  - A. Biological Theories
  - B. Behavior Theories
  - C. Psychoanalytic Theories
  - D. Cognitive Theories
  - E. Ethological Theories
  - F. Issues in Development
    - 1. Nature vs. Nurture
    - 2. Qualitative vs. Quantitative Development
    - 3. Active vs. Passive Child
  
- II. Research Methods in Child Development
  - A. Developmental Research Designs
    - 1. Longitudinal Design
    - 2. Cross-sectional Design
    - 3. Sequential Design
  - B. Methods of Data Collection
    - 1. Observation
    - 2. Survey/Interview
    - 3. Case Study
  - C. Experimental vs. Correlational Research
  - D. Ethical considerations in research with children
  
- III. The Beginnings of Life
  - A. Prenatal Development
    - 1. Genetic Influences
    - 2. Intrauterine Development
  - B. Birth and the Neonate
    - 1. Stages of Labor
    - 2. The Neonate
  
- IV. Cognitive Development
  - A. Theories of Cognitive Development
  - B. Intelligence and Psychometrics
  
- V. Language Development
  - A. Theories of Language Development
  - B. Natural Sequence of Language Acquisition
  
- VI. Personality Development
  - A. Self-Concept Development
  - B. Gender Development
  - C. Temperament
  
- VII. Social/Emotional Development
  - A. Attachment Theory
  
  - B. Moral Development, Altruism and Prosocial Behavior
  - C. Social Cognition
  
- VIII. Contexts for Development
  - A. The Child Within the Family System
    - 1. Styles of Parenting
    - 2. Discipline

- B. Influences Beyond the Family
  - 1. Day Care
  - 2. Schools
  - 3. Peers
  - 4. Media
  - 5. Socioeconomic Factors

INSTRUCTIONAL PROCEDURES THAT MAY BE UTILIZED:

- 1. Lecture
- 2. Group Discussions
- 3. Guest Speakers
- 4. Videos
- 5. Observations
- 6. Student Presentations

SUGGESTED GRADING PROCEDURES:

- 1. At least three tests/exams (60%-80%) consisting of multiple choice and/or essay will be given.
- 2. A written assignment consisting of an observational report or scientific journal critique will be required to assess critical thinking and research interpretation.

SUGGESTED COURSE EVALUATION PROCEDURE:

Standard departmental student evaluations and faculty evaluations will be used.

[ End of Course Outline for 'PSYC2400' ]

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 COURSE OUTLINE -- GENERAL EDUCATION OUTCOMES  
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COURSE ID: PSYC2400

PRINTED:

01/04/06

TITLE: Child Psychology

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 | General Education | Methods  
 of | |  
 | |  
 Assessment | |  
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 | \*\*\* KNOWLEDGE \*\*\*

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1. Arts and Literature	
	-   -   -   -
-   -   -   -	
2. Complexities of Human Behavior	1     3
	-   -   -   -
-   -   -   -	
3. Complexities of Social Institutions	
	-   -   -   -
-   -   -   -	
4. Math and Science	1
	-   -   -   -
-   -   -   -	
5. Past and Present Cultures	
	-   -   -   -
-   -   -   -	
6. Technology	
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*** CRITICAL THINKING ***	
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7. Identify Personal Assumptions	3
	-   -   -   -
-   -   -   -	
8. Identify Ethical Dimensions	1
	-   -   -   -
-   -   -   -	
9. Examine Issues by Suspending/Challenging Assumpt	
	-   -   -   -
-   -   -   -	
10. Evaluate Issues from Various Perspectives	1     3
	-   -   -   -
-   -   -   -	
11. Collect, Analyze, Interpret Information	3
	-   -   -   -
-   -   -   -	
12. Support Hypotheses	
	-   -   -   -
-   -   -   -	
13. Synthesize Information	3

		-   -   -   -   -
-   -   -   -	14. Draw Conclusions	3
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	*** COMMUNICATION SKILLS ***	
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	15. Speak Clearly and Effectively	
		-   -   -   -   -
-   -   -   -		
	16. Read with Comprehension	
		-   -   -   -   -
-   -   -   -		
	17. Write Clearly & Effectively in Standard English	3
		-   -   -   -   -
-   -   -   -		
	18. Work Effectively in Groups	
		-   -   -   -   -
-   -   -   -		
	19. Listen Actively and with Understanding	
		-   -   -   -   -
-   -   -   -		
	20. Practice Effective Interpersonal Skills	
		-   -   -   -   -
-   -   -   -		
	21. Interpret/Use Graphic Communication	
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-   -   -   -		
	22. Use Technology-Based Communication	
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	Methods of Assessment codes:	
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	1. Test/Examination   4. Collaborative Writing   7. Portfolio	
	2. Homework/Written   5. Oral Presentation   8.	
Demonstration of	Assignment   Skills	
	3. Research Paper   6. Lab Project   9. Other	

(specify)
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 16D  
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**Additional Documentation**

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OBR Use	Action
Approved	
Additional Information Requested	
Rejected	
Date	

