

**University of Windsor  
Program Development Committee**

6.1:                   **BA (General) in Child Psychology – New Program Proposal**

Item for:           **Approval**

Forwarded by:     **PDC Subcommittee on Program/Course Changes**

**MOTION: That the BA (General) in Child Psychology be approved.\***

*\*Subject to Budget Committee approval of the expenditures required.*

**PDC Subcommittee Comments and Recommendations:**

- The Subcommittee notes that the proposal clearly outlines the reach of the program in terms of future career preparation. It stresses that the program provides a foundation (a preparatory degree) for further study or apprenticeship in the area of child care. Prospective students should be informed of the job opportunities available upon graduation and any additional pursuits needed to enter the job market as qualified individuals for child care-related positions.
- The requirements for the program allow for a relatively smooth transition to the four-year Developmental Psychology program. Should a student choose to transfer to the honours program, s/he might have to complete a few additional courses depending on when the transfer decision is made. Students should be counselled regarding the transfer option from first year.
- See attached.

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**A. Basic Program Information**

**FACULTY:** Arts and Social Sciences  
**AAU:** Psychology  
**Program Title:** B.A. in Child Psychology  
**Proposed Year of Offering:** Winter 2008  
**Mode of Study:**  
**Planned Student Enrolment:** 30  
**Normal Duration for Completion:** Three years

**B. Overall Program Plan**

**Abstract/Summary of Proposal**

The proposed General B.A. in Child Psychology provides a focused program of study that will be more useful to interested students than a non-specialized General B.A. in Psychology. Most Psychology undergraduates (90%) do not go on to graduate school, and most leave the university after graduation without a clearly planned vocational path (e.g., Borden & Rajecki, 2000). Program revisions are needed in order to facilitate a smoother transition between the university and post-graduation experiences. Past surveys of first year Psychology majors at the University of Windsor suggest that a large majority prefer to have specialized Psychology majors offered by the department (Cramer, 2000). In addition, informal surveys by faculty members involved in recruitment efforts indicate that the specialized major within Psychology that is most readily recognized and is most often requested by high school students is Child Psychology. The proposed major is consistent with market demands (for both Psychology students and students in the Concurrent Education program), societal need, and the Psychology Department's Five-Year Plan. The current proposal uses existing resources in the Psychology Department to address departmental goals of recruitment and retention, and integration of theory, research, and practice.

**Academic Goal**

The goal of the proposed Child Psychology major is to better prepare students for vocational, educational, and life roles after graduation. This major provides foundational knowledge for further training in various occupations involving provision of services to children and adolescents, such as teaching, day care, and caregiving to children and adolescents with disabilities. Courses emphasizing different developmental periods (e.g., childhood and adolescence) and different aspects of both typical and atypical development (e.g., child development, developmental disabilities) are available. From these, students may select courses that are most suited to their future vocational and/or educational goals, as well as preparing them for life roles, such as parenting. Students explore their interests through introductory and survey courses in the first two years and then focus their program of study in the third year with more advanced courses. As students advance, courses increasingly emphasize active learning.

Child Psychology would be considered the fifth major – and only General B.A. – of the existing Developmental Psychology program. It fills a gap that currently exists within the majors offered in the Developmental Psychology program by allowing students to gain the highly desirable specialization in the psychological development of children and adolescents, but without having to do an Honours degree to obtain this specialization. This major is suitable for individuals who plan to complete only a baccalaureate degree, as well as those who plan to continue their education by getting a diploma in a child/adolescent care training program, and is an ideal second B.A. degree for students in the Concurrent Education program (offered by the Department of Education).

**Learning Objectives**

At the end of this program, the successful student will know and be able to:

- Critically analyze research findings in order to facilitate their integration in applied settings, such as designing child welfare policy, planning academic and life-skills goals for school-age youth, and improving child-rearing practices.
- Explore employment/further education options in child development, and be able to select a career path that best fits with their interests and personal strengths.
- Cope adaptively with major life tasks involving children and/or adolescents (e.g., parenting, communicating with schools/day care)

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**Relationship of Goals and Objectives to University and Other Priorities**

Consistent with the University of Windsor's priorities as outlined in "To Greater Heights," the Psychology Department is striving to become one of the leading Applied Psychology Departments in Canada. The ways in which the department is attempting to meet this goal is by revising the undergraduate curriculum to improve recruitment and retention, and to improve the integration of theory and research in applied settings.

One obstacle to recruitment and retention is marketing the applicability of skills taught in courses with students' future occupational goals. Students and their parents are concerned about the relevance of non-specialized Psychology baccalaureate degrees to job preparation and career entry (Messer, Griggs, & Jackson, 1999). These concerns may well contribute to the general decline in the number of students majoring in Psychology, while the number of students pursuing majors perceived as leading more directly to jobs, such as computer science, is increasing. Messer et al. (1999) suggest that an effective marketing strategy for Psychology programs is to offer concentrations and specialized majors. The proposed General B.A. in Child Psychology is designed to address this concern through a concentration of courses focusing on child and adolescent development. This training provides students with a marketable expertise that is desirable for future careers involving children and adolescents.

Additionally, as indicated in the Psychology Department's Five Year Plan, a model of active learning in the classroom will help facilitate the goal of integrating theory and research into practice. In this model, active learning exercises begin as highly structured and relatively simple activities in the first and second year courses and gradually become less structured and more complex activities in third year courses. This approach is supported in the courses required for the General Child Psychology B.A., which progress from large, broad survey courses in the first and second year (e.g., child development) to more specialized courses in the third year (e.g., developmental disabilities). Active learning at the second year level includes in-class exercises (e.g., applying developmental theories and classifications to popular movie, book, or television characters) and out-of-class assignments (e.g., analysis and critique of relevant websites, discussing the results in class). At the third year level, students are involved in various out-of-class exercises (e.g., interviewing a mother and a father regarding their reasons and preparation for becoming parents; working in small groups to research media impact on children's social development). Through these active learning exercises, students will learn how to integrate theories and research findings into real-world contexts – a skill that students can use in their chosen careers.

**Justification/Rationale**

*Background:*

Approximately 10% of Psychology majors go on to graduate school (Psychology/Careers, 1996). The remaining 90% seek employment after graduation. Although many researchers (e.g., Clay, 1996; Hayes, 1997) have reported that graduates of a Psychology program are generally successful at finding satisfactory jobs in a wide variety of occupations, others have come to a less optimistic conclusion. Borden and Rajecki (2000) found in a survey of Psychology graduates that only one-third of their respondents believed their Psychology major had enhanced their future prospects in their current jobs. This suggests a poor match between Psychology programs and post-university experiences.

One solution to this problem is offering more focused degrees in Psychology. A specialized degree in an area of Psychology can facilitate the transition between the university and subsequent life experiences. Child Psychology is relevant background preparation for many different career choices in addition to graduate study (e.g., teaching, social work, child care).

Informal surveys and various student recruitment venues suggest that offering a General B.A. in Child Psychology will be effective for recruitment and retention of Psychology majors. In October 2000, Psychology majors enrolled in an Introductory Psychology course at the University of Windsor completed a questionnaire assessing their preference for specialized majors (Cramer, 2000). Students used "not at all," "somewhat," and "very much" to indicate how much they would like specified features to be included in the Psychology program. Most (75%) indicated that they would very much like to have specialized majors included in the program. Faculty involved in student recruitment also report that the most recognized and requested

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specialization within Psychology is Child Psychology, so there is a basis for expecting that the proposed major will facilitate both recruitment and retention of Psychology majors.

In 2002, the Psychology Department began offering an Honours B.A. in Developmental Psychology. The purpose of this program was to offer students a specialized program of study that focuses on social, emotional, and cognitive change throughout the lifespan. Because this is one of only a few undergraduate Developmental Psychology programs in Canada, it provides a unique draw for students who plan to continue on to graduate school in Developmental Studies, as well as those whose future career goals would benefit from understanding how humans change during a period of the lifespan (e.g., teachers, social workers, caregivers to the elderly).

The Developmental Psychology program currently includes four Honours B.A. majors: (1) Developmental Psychology, (2) Developmental Psychology with Thesis, (3) Combined Developmental Psychology, and (4) Combined Developmental Psychology with Thesis. Since the program began five years ago, enrollment has been steadily increasing, and currently there are 83 students in this program for the 2006-2007 academic year. Although enrollment trends have been in the positive direction, one issue has surfaced as a possible obstacle to student recruitment and retention:

Students in the Concurrent Education program offered through the University of Windsor Faculty of Education and St. Clair College receive two degrees from the University of Windsor – a Bachelor of Education, and a Bachelor's degree in a major of their choice – as well as a diploma in Early Childhood Education from St. Clair College. Because of their heavy courseload, students in this program are encouraged to take a General rather than an Honours B.A. for their second degree. In 2006-2007, out of 164 Concurrent Education students, 53 students selected a second B.A. from the majors offered in the Psychology Department, indicating that Psychology is popular with these students. Many students choose a General B.A. in Psychology as their second degree because of its focus on learning and understanding about human behaviour – a skill that can benefit educators in dealing with both children and their parents. An Honours B.A. in Developmental Psychology would be even more appropriate because the curriculum focuses on learning about the cognitive, social, and emotional changes of the children and adolescents these students will be teaching in the future. However, of the 53 Concurrent Education students who have chosen a second degree in the Psychology Department, only 4 have opted to get this Developmental Psychology specialization. One reason for this is that the only choices for this specialization are four-year Honours degrees that exceed the courseload that is recommended by the Faculty of Education. Those who do choose the Developmental Psychology Honours B.A. often end up having to take course overloads or stay in school an extra year in order to meet the demands of the major requirements. The extra workload and the potential additional financial burden can be a deterrent to having Concurrent Education students declare the Developmental Psychology Honours B.A. major. Beth Daly, the coordinator of the Concurrent Education program, has indicated that a General B.A. degree that focuses on these developmental issues, such as the proposed Child Psychology degree, would be highly desirable for the Concurrent Education students currently in the General B.A. Psychology major. It would increase the expertise and desirability of these students as teachers and would complement their Early Childhood Education training and Education courses. Furthermore, this degree may also attract the substantial number of Concurrent Education students who currently are “undeclared” for their second B.A. degree.

In addition to Concurrent Education students, this major is also likely to appeal to a segment of students at the University of Windsor whose career plans involve child care professions, such as working at a preschool or assisting at a school with children with special needs. Although these careers require additional training, the General B. A. in Child Psychology is an ideal major for these students. Currently, graduates of the University of Windsor with a degree in the Social Sciences are eligible for a one-year accelerated program at St. Clair College in Early Childhood Education, Child and Youth Worker, or Developmental Service Worker. Most students choosing this track opt for doing a General degree, rather than an Honours degree, and so many of these students may opt to take the General B. A. in Child Psychology because of its attractiveness to future employers. If this Child Psychology degree is approved, the Psychology Department at Windsor will work with St. Clair College as soon as possible to assure that this new major would be recognized as one of the eligible degrees for their accelerated program. Furthermore, the Psychology department is presently collaborating with St. Clair College on a reverse articulation agreement that will allow St. Clair College students in the regular (non-accelerated) diploma programs to transfer some of their course credits if they choose to pursue a B.A. at the University of Windsor. Having the option of a Child Psychology major would likely encourage these students to apply to the University.

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*The proposed General B.A. in Child Psychology:*

The proposed General B.A. in Child Psychology has been developed in order to address the issues presented above and to increase recruitment for the Developmental Psychology program, as a whole. It would be considered as the fifth major – and only General B.A. – in the Developmental Psychology program. The difference in name between the proposed and the existing degrees reflects the focus on child and adolescent development in the required courses, and it is thought to be more likely to attract its target population of students who typically choose the Developmental Psychology program in order to focus on these periods in the lifespan.

Offering a General B.A. in Child Psychology is expected to increase student enrollment and retention in the following way:

- Increased enrollment in the General B.A. in Child Psychology of Psychology students whose career goals do not require an Honours degree, but who would benefit from the child/adolescent-centred specialization afforded by a General B.A. in Child Psychology (e.g., preparing them for obtaining a diploma in Early Childhood Education).
- Increased enrollment in the General B.A. in Child Psychology of Concurrent Education students whose future career would greatly benefit from a specialization in child and adolescent development, but whose program does not facilitate taking an Honours B.A. in Developmental Psychology.

Recruitment and counseling material for the Child Psychology degree, as well as the Developmental Psychology website, will include information about career options for students who choose this major and the additional education (e.g., obtaining a diploma) needed for these careers.

We also anticipate that because of the degree's name, the Child Psychology major will attract new students who are interested in child psychology careers that typically involve higher-level graduate work (e.g., Child Clinical Psychologist, Professor in Developmental Psychology, etc.). For these students, however, doing a four-year Developmental Psychology Honours degree would be more appropriate. Similar to the proposed Child Psychology degree, Developmental Psychology can also provide a student with background in the development of children and adolescents. Graduate programs in Psychology, however, always require a four-year Honours degree and almost all require a thesis (an option only available with the Developmental Psychology degree). Furthermore, although both Child Psychology and Developmental Psychology are terms that are recognized by the Canadian Psychological Association, Developmental Psychology is considered to be the official term for the discipline of studying human psychological change through the lifespan. The Psychology Department has decided to give the proposed General B.A. degree the name of Child Psychology, but keep the name of Developmental Psychology for the Honours degrees, for two reasons. One reason is that in contrast to the proposed General Child Psychology degree that focuses on child and adolescent development, the four-year Honours degrees offer courses in development during additional periods of the lifespan, such as adulthood and late adulthood. Secondly, whereas having a Child Psychology degree may be more appealing to child care employers than a Developmental Psychology degree because of the narrower lifespan focus, holding a Developmental Psychology degree may be more advantageous for students wanting to apply to graduate programs that typically recognize Developmental Psychology training as more appropriate for graduate-level work. Because most high school students are not familiar with Developmental Psychology and its career implications, the General B.A. Child Psychology degree may act as a recruiting tool by attracting students with its more intuitive name. Once at Windsor, both Child Psychology and Developmental Psychology students have many online and in-person counseling resources that can help them choose the most appropriate major for their career goals. If students start out as a Child Psychology major and later decide that a Developmental Psychology major is more appropriate for their career goals, they can easily make the transition to the Developmental Psychology major. The Child Psychology requirements are a subset of the Developmental Psychology requirements, and the course credits already taken as part of the Child Psychology degree will transfer over to their new major.

*Market Demand*

The Child Psychology major is expected to have widespread appeal to students currently enrolled in the General B.A. in Psychology, the Honours B.A. in the four Developmental Psychology majors, the Concurrent

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Education program, and also to incoming students who have an interest in working with children or adolescents. In the first year, we anticipate an enrollment of 20 – 30 students in the new major. Approximately half of these students are expected to be transfers from existing programs in the Psychology or Education departments and the other half are expected to be new students to the university. In subsequent years, enrollment is projected to increase by approximately 10 students per year.

Societal Need

There are numerous societal trends that indicate the need for individuals in the work force who have training in child and adolescent development. For example, the increasing number of children in the population has led to a higher demand for child-related services, such as day care. This is particularly relevant in light of the fact that it has recently become the norm for both parents to be in the workforce. It has also been estimated that as many as 15 – 20 % of children and adolescents are affected by emotional, behavioural, or other developmental problems (e.g., Mash & Barkley, 1996). The demand for service providers for these children often exceeds the availability of adequately trained workers. Students who receive a General B.A. in Child Psychology would leave the university well-equipped with a background in child and adolescent development that can prepare them for future study in the area of child care, such as obtaining a diploma in Early Childhood Education, Child and Youth Worker, or other related fields.

**Resources**

The proposed General B.A. in Child Psychology would utilize the Department of Psychology's existing resources (faculty, courses currently being offered, and classroom facilities).

A future goal of the Developmental Psychology program (and by extension, the Child Psychology major) is to offer the option of taking courses in other departments (e.g., Social Work, Education, Sociology, etc.) to fulfill the major requirements. These options are expected to make use of the existing courses being offered in these departments, as well.

*(See also the attached Budget Summary Sheet.)*

**Consultation with Area(s)/Department(s) Affected**

Departments/areas cognate to the proposed new program have been consulted and are supportive of the new program proposal:

<b>Department consulted</b>	<b>Date consulted</b>	<b>Signature from the Department cognate to the proposed new program</b>
Psychology	Approved in AAU Council Meeting on February 21, 2006	
Education	February 16, 2006	

**Monitoring and Evaluation**

The coordinator of the current Developmental Psychology program will serve as the evaluator of the Child Psychology major. The coordinator will monitor student satisfaction, student progress, and need for program revisions. Every year in the fall, the coordinator will provide an orientation for all incoming Child Psychology majors, and will work with the Psychology undergraduate counselor and the coordinator of the Concurrent Education program to assure that students are properly advised on academic and career issues and the additional training/education that they must have in order to achieve their career goals. Annually, the coordinator will survey the continuing majors regarding their satisfaction with the program. In addition, the coordinator will attempt to contact graduates of the Child Psychology major one and five years post-graduation to ask about vocational satisfaction and to assess satisfaction with the preparation provided to them by the Child Psychology degree.

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The coordinator will make monthly verbal reports to both the Child Clinical/Developmental Area Committee and the Undergraduate Studies Committee, and will provide an annual report to the Departmental Council. Changes to the program will be implemented at the committee or department level, as appropriate.

### **C. The Program Details**

#### **Admission Requirements**

There are no additional admission requirements for the Child Psychology major beyond the requirements needed for admission to the University of Windsor.

#### **Program Curriculum Structure**

**Total courses: 30**

#### **Major requirements (10):**

- 46-115 (Intro to Psych as a Behavioural Science)
- 46-116 (Intro to Psych as a Social Science)
- At least FIVE courses chosen from the following list:
  - 46-223 (Developmental Psychology: The Child)
  - 46-224 (Developmental Psychology: Adolescence)
  - 46-322 (Child Psychopathology)
  - 46-323 (Developmental Disabilities)
  - 46-324 (Educational Psychology)
  - 46-327 (Psychological Perspectives on Parenting)
- THREE additional courses from Psychology

#### **Other requirements (20):**

##### Option requirements (8):

- EIGHT courses including:
  - (a) Two Arts or Languages courses
  - (b) Two Science courses
  - (c) Four additional courses from any area of study, excluding Social Sciences

##### Other requirements (12):

- TWELVE courses including:
  - (a) 02-250
  - (b) Three courses from any area of study, including Psychology
  - (c) Eight courses from any area of study, excluding Psychology

#### **Standing Required for Continuation in Program**

For continuation in the Child Psychology major, students must maintain a 5.0 cumulative and major GPA.

#### **Standing Required for Graduation**

In order to graduate with a Child Psychology major, students must have earned a 5.0 cumulative and major GPA.

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**Program Sequencing/Progression**

**Course Profile**

**Faculty: Arts & Social Science**

**AAU: Psychology**

**Course No.: 46-115**

**Course Title: Introduction to Psychology as a Behavioural Science**

**Credit Units: 3**

**Total Number of Contact Hours: 3**

**Breakdown of contact hours:**

lecture: 2	tutorial:	laboratory: 1	co-op/practicum:
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**Learning outcomes:** Upon successful completion of this course, students will have:

- o the ability to explain why psychology is a science
- o the ability to outline the major theories and empirical findings in the areas of behavioural psychology, including history, research, evolution, biology, sensation & perception, learning, consciousness, motivation & emotion.

**Justification:** This is a required course that is one of two basic survey courses for first year students. It provides the foundation knowledge from which second year courses will build.

**Pre-/co- and/or anti- requisite (explanation):** none

**Cross-listed with:** n/a

**Calendar description:** Introduction to selected areas in psychology including learning, perception, physiological psychology, emotion, and motivation.

**Enrolment History (last 3 times offered):**

Semester	Regular/Posted SEUs	Delivery Method
W07	451	Lecture
F06	1279	
IS/S06	170	

**Course Profile**

**Faculty: Arts & Social Science**

**AAU: Psychology**

**Course No.: 46-116**

**Course Title: Introduction to Psychology as a Social Science**

**Credit Units: 3**

**Total Number of Contact Hours: 3**

**Breakdown of contact hours:**

lecture: 2	tutorial:	laboratory: 1	co-op/practicum:
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**Learning outcomes:** Upon successful completion of this course, students will have:

- o the ability to outline (in proper written format and style) the major theories and empirical findings in the areas of memory, stress & health, intelligence, thinking, language, development, therapy; and each of personality, abnormal, and social psychology.

**Justification:** This is a required course that is one of two basic survey courses for first year students. It provides the foundation knowledge from which second year courses will build.

**Pre-/co- and/or anti- requisite (explanation):** none

**Cross-listed with:** n/a

**Calendar description:** Introduction to selected areas in psychology including developmental, social, personality, and clinical.

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**Enrolment History (last 3 times offered):**

Semester	Regular/Posted SEUs	Delivery Method
W07	1149	Lecture
F06	347	
IS/S06	102	

**Course Profile**

**Faculty: Arts & Social Sciences**

**AAU: Psychology**

**Course No.: 46-223**

**Course Title: Developmental Psychology: The Child**

**Credit Units: 3**

**Total Number of Contact Hours: 3**

**Breakdown of contact hours:**

lecture: 3	tutorial:	laboratory:	co-op/practicum:
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**Learning outcomes:** Upon successful completion of this course, students will have:

- foundation skills necessary to be informed consumers of information about fertility, the birth process, and child development disseminated through research literature, media, and other sources; research methods, critical analysis of theories of development, critical analysis of research reports.
- appreciation of the interactive influence of nature and nurture on various aspects of child development from conception to puberty.
- knowledge of internal and external factors influencing prenatal development, including inherited risks and problems related to parental illness or lifestyle.
- knowledge of skills of neonates and how families adjust to the newborn
- knowledge of the developmental milestones children are expected to attain through physical growth, cognitive and language development, and social development.
- knowledge of family adjustment and parenting and teaching styles as related to child development and child management.

**Justification:** This is one of the optional courses that students can take that is an introductory survey course for students interested in working with prepubertal children. A background in normal development is also a crucial prerequisite for the study of different aspects of abnormal development, such as psychopathology or developmental disabilities.

**Pre-/co- and/or anti- requisite (explanation):** Prerequisites: 46-115 & 46-116 (required foundation in psychology for learning about child development)

**Cross-listed with:** n/a

**Calendar description:** The study of normal child development from conception to puberty, including physical, cognitive, and social development within the child's family, school, and cultural contexts. Specific topics include temperament, language development, intelligence testing, personality development, and parenting styles.

**Enrolment History (last 3 times offered):**

Semester	Regular/Posted SEUs	Delivery Method
W07	246	Lecture
F06	390	
IS/S06	104	

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**Course Profile**

**Faculty: Arts & Social Sciences**

**AAU: Psychology**

**Course No.: 46-224**

**Course Title: Developmental Psychology: Adolescence**

**Credit Units: 3**

**Total Number of Contact Hours: 3**

**Breakdown of contact hours:**

lecture: 3	tutorial:	laboratory:	co-op/practicum:
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**Learning outcomes:** Upon successful completion of this course, students will have:

- o foundation skills necessary to be informed consumers of information about adolescents disseminated through research literature, media, and other sources: research methods, critical analysis of theories of development, critical analysis of research reports.
- o appreciation of the interactive influence of nature and nurture on various aspects of adolescent development from the physical changes of puberty through the academic, social, and vocational challenges of late adolescence.
- o knowledge of the cognitive development unique to adolescence and the implications of that development for relationships and for classroom and vocational learning.
- o knowledge of the impact of adolescence on family adjustment, and of the impact of family risk factors, such as divorce, on adolescents.
- o knowledge of parenting and teaching styles that facilitate or hinder adolescent development in different domains.
- o knowledge of adolescent gender and sexuality issues: the new roles adolescents learn and the risks they face.
- o appreciation for the impact of the specific context (e.g., cultural or ethnic group) in which an adolescent develops.

**Justification:** This is one of the optional courses that students can take that is an introductory survey course for students interested in working with adolescents. A background in normal development is also a crucial prerequisite for the study of different aspects of abnormal development, such as psychopathology or developmental disabilities.

**Pre-/co- and/or anti- requisite (explanation):** Prerequisites: 46-115 & 46-116 (required foundation in psychology for learning about child development)

**Cross-listed with:** n/a

**Calendar description:** The study of normal adolescent development from puberty to early adulthood. Topics include physical changes at puberty, cognitive and social development, and the impact of adolescent development within various contexts, including families, peer groups, and schools.

**Enrolment History (last 3 times offered):**

Semester	Regular/Posted SEUs	Delivery Method
W07	327	Lecture
F06	235	
IS/S06	99	

**Course Profile**

**Faculty: Arts & Social Sciences**

**AAU: Psychology**

**Course No.: 02-250**

**Course Title: Basic Quantitative Methods in the Social Sciences**

**Credit Units: 3**

**Total Number of Contact Hours: 4**

**Breakdown of contact hours:**

lecture: 3	tutorial:	laboratory: 1	co-op/practicum:
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**Learning outcomes:** Upon successful completion of this course, students will have:

- the ability to define inferential and descriptive statistics, describe the role of statistics in science, explain the difference between quantitative and qualitative methods, and define basic statistical terms.
- an integrated understanding of sampling distributions, enabling them to do basic computations involving z-scores, percentiles, probabilities, and basic hypothesis testing.
- the ability to calculate and evaluate two-sample t-tests, correlations, and chi-square tests.

**Justification:** This is a required course that provides students with an understanding of basic statistical techniques needed to interpret developmental research.

**Pre-/co- and/or anti- requisite (explanation):** Antirequisites: 65-205, 65-250, 65-251, 73-105, 73-205, 85-222, and 95-269.

**Cross-listed with:** n/a

**Calendar description:** Introduction to measurement of variables, organization and description of numerical data, testing hypotheses, inference, and interpretation of findings in the Social Sciences. Topics include descriptive statistics, normal distribution, probability, sampling, hypothesis testing, t-tests, correlation, and chi-square tests.

**Enrolment History (last 3 times offered):**

Semester	Regular/Posted SEUs	Delivery Method
W07	329	Lecture
F06	269	
IS/S06	215	

**Course Profile**

**Faculty:** Arts & Social Sciences

**AAU:** Psychology

**Course No.:** 46-322

**Course Title:** Child Psychopathology

**Credit Units:** 3

**Total Number of Contact Hours:** 3

**Breakdown of contact hours:**

lecture: 3	tutorial:	laboratory:	co-op/practicum:
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**Learning outcomes:** Upon successful completion of this course, students will have:

- an understanding of the DSM-IV classification system for emotional and behavioural disorders in childhood and adolescence.
- the ability to identify the psychosocial risk and protective factors related to child and adolescent disorders
- an understanding of clinical research design as it relates to child and adolescent psychopathology.
- the ability to identify the important diagnostic, assessment, and treatment issues for conduct problems, anxiety disorders, and mood disorders in children and adolescents.

**Justification:** This is one of the optional courses that students can take that provides students with the knowledge of emotional and behavioural disorders affecting children and adolescents, as well as the diagnostic system used by mental health professionals to classify these disorders.

**Pre-/co- and/or anti- requisite (explanation):** Prerequisite: 46-115 & 46-116; and either 46-223 or 46-224

**Cross-listed with:** n/a

**Calendar description:** An overview of theory and research related to the assessment, diagnosis, and treatment of childhood and adolescent disorders. Risk factors, vulnerability to stress, and protective factors will be addressed in relation to adjustment disorders, conduct disorder, depression, and anxiety in children and adolescents.

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**Enrolment History (last 3 times offered):**

Semester	Regular/Posted SEUs	Delivery Method
W07	118	Lecture
F06	223	
W06	118	

**Course Profile**

**Faculty: Arts & Social Sciences**

**AAU: Psychology**

**Course No.: 46-323**

**Course Title: Developmental Disabilities**

**Credit Units: 3**

**Total Number of Contact Hours: 3**

**Breakdown of contact hours:**

lecture: 3	tutorial:	laboratory:	co-op/practicum:
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**Learning outcomes:** Upon successful completion of this course, students will have:

- o an understanding of the DSM-IV classification system for developmental disabilities.
- o an understanding of the psychobiological foundation of child and adolescent disorders.
- o the ability to identify the important diagnostic, assessment, and treatment issues for Mental Retardation, Autism, sensory and motor impairments, Learning Disabilities, Attention-Deficit/Hyperactivity Disorder, and various disorders with a physical manifestation.

**Justification:** This is one of the optional courses that students can take that provides students with knowledge of biologically-based developmental disabilities and the diagnostic system used by mental health professionals to classify these disabilities first apparent in children and adolescents.

**Pre-/co- and/or anti- requisite (explanation):** Prerequisite: 46-115 & 46-116; and either 46-223 or 46-224

**Cross-listed with:** n/a

**Calendar description:** An overview of theory and research related to the biological foundation of childhood and adolescent developmental disabilities. Mental retardation, sensory and motor impairments, learning disabilities, and disorders with physical manifestations are included in the topics covered.

**Enrolment History (last 3 times offered):**

Semester	Regular/Posted SEUs	Delivery Method
W07	205	Lecture
W06	259	
W05	188	

**Course Profile**

**Faculty: Arts & Social Sciences**

**AAU: Psychology**

**Course No.: 46-324**

**Course Title: Educational Psychology**

**Credit Units: 3**

**Total Number of Contact Hours: 3**

**Breakdown of contact hours:**

lecture: 3	tutorial:	laboratory:	co-op/practicum:
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**PROGRAM DEVELOPMENT COMMITTEE  
NEW PROGRAM/MAJOR PROGRAM CHANGES - FORM 2**

**Learning outcomes:** Upon successful completion of this course, students will have:

- o the ability to understand the theories of learning that pertain to an educational context.
- o the ability to critically read and analyze research findings that pertain to student learning and to apply them to real-world situations.
- o the ability to understand how personality and contextual experiences – such as intelligence, motivation, parental attitudes toward education, and peer support – can influence the learning process.

**Justification:** This is one of the optional courses that students can take that provides students with the knowledge about how children learn in educational contexts, and how different cultural and personal factors can influence the learning process.

**Pre-/co- and/or anti- requisite (explanation):** Prerequisite: 46-115 & 46-116; 46-223

**Cross-listed with:** n/a

**Calendar description:** Psychology of the learning process and the variables that affect learning such as intelligence, motivation, attitudes, interpersonal relations, and cultural background.

**Enrolment History (last 3 times offered):**

Semester	Regular/Posted SEUs	Delivery Method
F06	119	Lecture
IS/S06	84	
F05	118	

**Course Profile**

**Faculty:** Arts & Social Science

**AAU:** Psychology

**Course No.:** 46-327

**Course Title:** Psychological Perspectives on Parenting

**Credit Units:** 3

**Total Number of Contact Hours:** 3

**Breakdown of contact hours:**

lecture: 3	tutorial:	laboratory:	co-op/practicum:
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**Learning outcomes:** Upon successful completion of this course, students will have:

- o the ability to discuss both established and newly emerging theories related to parenting, and critically evaluate how these theories have informed parenting research.
- o The ability to discuss parenting emotions, behaviours (e.g., discipline), and cognitions (e.g., goals), and think about these aspects of parenting in an integrative way.
- o The ability to discuss the mechanisms by which biological factors (e.g., temperament) and parents interact to contribute to children’s development.

**Justification:** This is one of the optional courses that students can take that provides students with a working knowledge of parenting research and ways in which parents facilitate child development. The course offers a background useful to careers in child care or to life roles involved in parenting.

**Pre-/co- and/or anti- requisite (explanation):** Prerequisite: 46-115 & 46-116; 46-223

**Cross-listed with:** n/a

**Calendar description:** Contemporary theories and practices of parenting throughout the life cycle, with an emphasis on the psychological aspects of the family system.

**Enrolment History (last 3 times offered):**

Semester	Regular/Posted SEUs	Delivery Method
W07	108	Lecture
F06	90	
W06	112	

**PROGRAM DEVELOPMENT COMMITTEE  
NEW PROGRAM/MAJOR PROGRAM CHANGES - FORM 2**

**Flow chart of course sequence:** *[Phases of study and Program/Course sequencing]*

1<sup>st</sup> year: 115; 116; 2 Arts or Languages courses; 2 Science courses; 4 courses from any area of study, excluding Social Sciences

2<sup>nd</sup> year: 250; 1 or 2 selected from: 223, 224; 1 course from any area of study, including Psychology; 6 or 7 courses from any area of study, excluding Psychology

3<sup>rd</sup> year: 3 or 4 (depending on number of major courses remaining) selected from: 322, 323, 324, 327; 2 courses from any area of study, including Psychology; 4 or 5 courses from any area of study, excluding Psychology

**PROGRAM DEVELOPMENT COMMITTEE  
NEW PROGRAM/MAJOR PROGRAM CHANGES - FORM 2**

**Budget Summary Sheet**

	<b>Amount Requested</b>
<b>Yearly base expenditures</b>	
Faculty Requests:	N/A
Staff/Technician Requests:	N/A
Facilities/Equipment:	N/A
Other Operating Expenses (please specify):	\$500.00
Additional photocopying for exams (based on an expected increase of 10 students per year)	
<b>Total Yearly base expenses:</b>	<b>\$500.00</b>

<b>One-Time Expenses</b>	
Facilities:	N/A
Equipment:	N/A
<b>Total One-time expenses</b>	<b>\$0</b>

<b>Total (One-time + Yearly base expenses):</b>	<b>\$500.00</b>
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<b>Costs related to use of technology/Centre for Flexible Learning (CFL) resources:</b>	
	N/A