

Administrative Master Syllabus

Course Information

Course Title	Lifespan Growth and Development
Course Prefix, Num. and Title	PSYC 2314 Lifespan Growth and Development
Division	Social and Behavioral Science
Department	Psychology, Sociology and Anthropology
Course Type	Academic WCJC Core Course
Course Catalog Description	Lifespan Growth and Development is a study of social, emotional, cognitive, and physical factors and influences of a developing human from conception to death. Recommended for Nursing and Allied Health students.
Pre-Requisites	TSI satisfied in Reading and Writing
Co-Requisites	Enter Co-Requisites Here.

Semester Credit Hours

Total Semester Credit Hours (SCH): Lecture Hours:	3:3:0
Lab/Other Hours	
Equated Pay Hours	3
Lab/Other Hours Breakdown: Lab Hours	0
Lab/Other Hours Breakdown: Clinical Hours	0
Lab/Other Hours Breakdown: Practicum Hours	0
Other Hours Breakdown	0

Approval Signatures

Title	Signature	Date
Prepared by:		
Department Head:		
Division Chair:		
Dean/VPI:		
Approved by CIR:		



Topical Outline: Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, and clinical or other non-lecture instruction).

- A definition of lifespan psychology and a description of its distinctive characteristics An overview of the major multi-disciplinary approaches to the study of lifespan growth and development inclusive of relevant history, philosophy, grand and emergent theorists, research methods and findings, terminology, and current perspectives
- An overview of the major stages of lifespan growth and development including: conception and prenatal development, infancy, early childhood, middle/late childhood, adolescence, early adulthood, middle adulthood, late adulthood, death and dying and issues relating to each of these stages
- An in depth study of developmental processes from conception to death, exemplified by studies and examples from the physiological, cognitive/psychological, and psychosocial domains of human development

Course Learning Outcomes:

Learning Outcomes – Upon successful completion of this course, students will:

1. Describe the stages of the developing person at different periods of the lifespan from birth to death.
2. Discuss the social, political, economic, and cultural forces that affect the development process of the individual.
3. Identify factors of responsible personal behavior with regard to issues such as sexual activity, substance abuse, marriage, and parenting.
4. Explain the biosocial, cognitive, and psychological influences throughout the lifespan as an ongoing set of processes involving both continuity and change.
5. Describe the different developmental perspectives of the major theories of development (i.e., cognitive, learning, humanistic, and psychodynamic).
6. Identify examples of some of the cultural and ethnic differences that influence development throughout the lifespan.
7. Discuss the various causes or reasons for disturbances in the developmental processes.

Methods of Assessment:

1. Scored test items pertaining directly to related lecture, text concepts, video peripherals, and in class discussion.
2. Scored test items pertaining directly to related lecture, text concepts, video peripherals, and in class discussion. Rubric scored correct usage of factual/current research in assignment or test/essay question.
3. Scored test items pertaining directly to related lecture, text concepts, video peripherals, and in class discussion. Rubric scored correct usage of factual/current research in assignment or test/essay question.
4. Scored test items pertaining directly to related lecture, text concepts, video peripherals, and in class discussion. Rubric scored correct usage of factual/current research in assignment or test/essay question.
5. Scored test items pertaining directly to related lecture, text concepts, video peripherals, and in class discussion.
6. Scored test items pertaining directly to related lecture, text concepts, video peripherals, and in class discussion. Rubric scored correct usage of factual/current research in assignment or test/essay question.
7. Scored test items pertaining directly to related lecture, text concepts, video peripherals, and in class discussion.

Required text(s), optional text(s) and/or materials to be supplied by the student:

LIFE: Essential of Human Development by Martorell, most current edition.

Suggested Course Maximum:

35

List any specific or physical requirements beyond a typical classroom required to teach the course.

None.

Course Requirements/Grading System: Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course.

Instructors may use the narrative/lecture method of instruction to impart factual information and to elaborate on the topic areas in order to impart practical application of theory. This method of instruction also encourages and enables class discussion. Class discussion of theory and its practical application is necessary in order for students to enhance their understanding of the terms used in Lifespan Development, and to fully comprehend the relevance and utility of the material. Discussion is fostered by the use of practical examples, outside readings, video, and the students' own research. Reading assignments are mandatory and include the text, outside readings, and research as assigned. Students may be required to complete a research based paper, using online technology and/or other sources, which will enable the use of relatively recent research taken from peer reviewed journal articles concerning topic areas under study. This will acquaint the student with the technology used in research, relevant topic areas in Lifespan Development, and the type of research that is required in the behavioral science field. This paper may be written using American Psychological Association (APA) style, which is reviewed in class, by handouts, and in the online library. Written work may also be required in the form of essay questions or short answers on tests and written exercises in class. These requirements are to be designed to challenge the student to analyze and/or critique the material presented in class.

Minimum requirements must include the following:

- Class attendance in accordance with college policy and as stipulated by the instructor
- Completion of reading assignments made by the instructor
- Encouragement and opportunity to participate in class discussion
- Completion of assigned tests

A typical grading composition for this course might look like this:

3-5 exams—50% of final grade

1 term paper or another substantial critical written assignment—25%

1 comprehensive end-of-course exam—25%

Grading system for individual instructors may vary slightly, but all instructors will meet established general reading and writing requirements (and related learning assessments thereof) during the course.

The general grading rubric for tests, papers, and projects will approximate as follows:

90% - 100%=A

80% - 89% =B

70% - 79% =C

60% - 69% =D

Below 60%= F

Curriculum Checklist:

- Administrative General Education Course** (from ACGM, but not in WCJC Core) – No additional documents needed.
- Administrative WCJC Core Course.** Attach the Core Curriculum Review Forms
 - Critical Thinking
 - Communication
 - Empirical & Quantitative Skills
 - Teamwork
 - Social Responsibility
 - Personal Responsibility
- WECM Course** -If needed, revise the Program SCANS Matrix and Competencies Checklist

Core Curriculum Review Form

Foundational Component Area: Core 080: Social & Behavioral Sciences

Course Prefix & Suffix: PSYC 2314

Core Objective:

Critical Thinking Skills—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Describe the different developmental perspectives of the major theories of development (i.e. cognitive, learning, humanistic and psychodynamic).	-Reading assignments and in class lecture, review and discussion inclusive of PPTs, printed handouts, and video peripherals -Writing assignment	-section quiz/unit exams -written paper/project -section/comprehensive final exam
State Mandated	Discuss the social, political, economic, and cultural forces that affect the development process of the individual.	-Reading assignments and in class lecture, review and discussion inclusive of PPTs, printed handouts, and video peripherals -Writing assignment	-section quiz/unit exams -written paper/project -section/comprehensive final exam

Core Curriculum Review Form

Foundational Component Area: Core 080: Social & Behavioral Sciences

Course Prefix & Suffix: PSYC 2314

Core Objective:

Communication Skills—to include effective development, interpretation and expression of ideas through written, oral and visual communication

Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Describe the stages of the developing person at different periods of the life span from birth to death.	-Reading assignments and in class lecture, review and discussion inclusive of PPTs, printed handouts, and video peripherals -Writing assignment	-section quiz/unit exams -written paper/project -section/comprehensive final exam
State Mandated	Discuss the social, political, economic, and cultural forces that affect the development process of the individual.	-Reading assignments and in class lecture, review and discussion inclusive of PPTs, printed handouts, and video peripherals -Writing assignment	-section quiz/unit exams -written paper/project -section/comprehensive final exam
State Mandated	Explain the biosocial, cognitive and psychological influences throughout the lifespan as an ongoing set of processes, involving both continuity and change.	-Reading assignments and in class lecture, review and discussion inclusive of PPTs, printed handouts, and video peripherals -Writing assignment	-Scored test items pertaining directly to related lecture, text concepts, and information -Rubric scored correct usage of current research in assignment, or essay question

Core Curriculum Review Form

Foundational Component Area: Core 080: Social & Behavioral Sciences

Course Prefix & Suffix: PSYC 2314

Core Objective:

Empirical and Quantitative Skills—to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Identify examples of some of the cultural and ethnic differences that influence development throughout the lifespan.	-Reading assignments and in class lecture, review, debate, and discussion inclusive of PPTs, printed handouts, and video peripherals that enlighten and encourage understanding of physical, socioeconomic and cultural ramifications on development.	-Scored test items pertaining directly to related lecture, text concepts, and information -Rubric scored correct usage of current research in assignment, essay question, debate, or reflection on video peripheral

Core Curriculum Review Form

Foundational Component Area: Core 080: Social & Behavioral Sciences

Course Prefix & Suffix: PSYC 2314

Core Objective:

Social Responsibility—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Identify factors of responsible personal behavior with regard to issues such as sexual activity, substance abuse, marriage and parenting.	-Reading assignments and in class lecture, review and discussion inclusive of PPTs, printed handouts, and video peripherals -Writing assignment	-Scored test items pertaining directly to related lecture, text concepts, and information -Rubric scored correct usage of factual/current research in writing assignment or essay question
State Mandated	Identify examples of some of the cultural and ethnic differences that influence development throughout the lifespan.	-Reading assignments and in class lecture, review and discussion inclusive of PPTs, printed handouts and video peripherals that promoting knowledge and understanding of, human cultural and situational differences. Pro-social behavior is also discussed.	-Scored test items pertaining directly to related lecture, text concepts, and information -Rubric scored correct usage of factual/current research in writing assignment or essay question