

Washtenaw Community College Comprehensive Report

PSY 206 Life Span Developmental Psychology Effective Term: Spring/Summer 2020

Course Cover

Division: Humanities, Social and Behavioral Sciences

Department: Behavioral Sciences

Discipline: Psychology

Course Number: 206

Org Number: 11220

Full Course Title: Life Span Developmental Psychology

Transcript Title: Life Span Developmental Psych

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: Update course as a result of assessment.

Proposed Start Semester: Winter 2020

Course Description: In this course, students are provided with an overview of the biological, cognitive, social and affective domains of human growth and development from the prenatal period until death. The course emphasizes the relationship of growth and development to behavior through the life span. Major theories of human development, as well as research methods, are reviewed and contrasted. The course is especially 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: 4

Lecture Hours: Instructor: 60 **Student:** 60

Lab: Instructor: 0 **Student:** 0

Clinical: Instructor: 0 **Student:** 0

Total Contact Hours: Instructor: 60 **Student:** 60

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

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

University of Michigan

Student Learning Outcomes

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

Assessment 1

Assessment Tool: Multiple-choice tests

Assessment Date: Fall 2022

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: Item analysis for multiple-choice tests

Standard of success to be used for this assessment: 70% of students will score 70% or better on the multiple-choice tests.

Who will score and analyze the data: Departmental faculty

2. Apply the biological, cognitive and social changes and growth patterns that occur in each stage of development from prenatal until death.

Assessment 1

Assessment Tool: Multiple-choice tests

Assessment Date: Fall 2022

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: Item analysis for multiple-choice tests

Standard of success to be used for this assessment: 70% of students will score 70% or better on the multiple-choice tests.

Who will score and analyze the data: Departmental faculty

3. Create a research design used to study physical, cognitive and social changes in life span development.

Assessment 1

Assessment Tool: Research design form and presentation

Assessment Date: Fall 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: Random sample of 20% of all students with a minimum of one full section

How the assessment will be scored: Review with rubric for research form and presentation

Standard of success to be used for this assessment: 70% of the students will score 70% or higher on the research form and presentation.

Who will score and analyze the data: Departmental faculty

Course Objectives

1. Describe major development tasks for each of the various domains of the life span including biological, social, cognitive, moral and psychological components.
2. Analyze several major theories of human development including those of Freud, Watson, Erikson, Piaget, Vygotsky and Kohlberg.
3. Recall important developmental concepts.
4. Apply developmental concepts to one's own development and that of others.
5. Identify important developmental terms, concepts, processes and stages that apply to the normal aspects and stages of human 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, social and psychological 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. Describe and analyze the stages of adulthood and the most salient developmental aspects of this period of life.
11. Describe and analyze the stages of death and dying.
12. Explain and analyze various research designs used to study topics in Life Span Development.

New Resources for Course

Course Textbooks/Resources

Textbooks

Feldman, Robert. *Development Across the Life Span*, 6th ed. New York: Prentice Hall, 2011, ISBN: 9780205805914.

Manuals

Periodicals

Software

Equipment/Facilities

Level III classroom

Off-Campus Sites

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Starr Burke</i>	<i>Faculty Preparer</i>	<i>Oct 22, 2019</i>
Department Chair/Area Director: <i>Starr Burke</i>	<i>Recommend Approval</i>	<i>Oct 22, 2019</i>
Dean: <i>Scott Britten</i>	<i>Recommend Approval</i>	<i>Oct 23, 2019</i>
Curriculum Committee Chair: <i>Lisa Veasey</i>	<i>Recommend Approval</i>	<i>Nov 12, 2019</i>
Assessment Committee Chair: <i>Shawn Deron</i>	<i>Recommend Approval</i>	<i>Nov 15, 2019</i>
Vice President for Instruction: <i>Kimberly Hurns</i>	<i>Approve</i>	<i>Nov 19, 2019</i>

Washtenaw Community College Comprehensive Report

PSY 206 Life Span Developmental Psychology Effective Term: Fall 2015

Course Cover

Division: Humanities, Social and Behavioral Sciences

Department: Behavioral Sciences

Discipline: Psychology

Course Number: 206

Org Number: 11220

Full Course Title: Life Span Developmental Psychology

Transcript Title: Life Span Developmental Psych

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

Outcomes/Assessment

Rationale: Three-year syllabus review

Proposed Start Semester: Fall 2015

Course Description: In this course, students are provided with an overview of the biological, cognitive, social and affective domains of human growth and development from the prenatal period until death. The course emphasizes the relationship of growth and development to behavior through the life span. Major theories of human development, as well as research methods, are reviewed and contrasted. The course is especially 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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Credits: 4

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College-Level Math

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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
University of Michigan

Student Learning Outcomes

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

Assessment 1

Assessment Tool: Essays and multiple choice tests

Assessment Date: Fall 2015

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: Random sample of 20% of all students with a minimum of one full section.

How the assessment will be scored: Item analysis for multiple choice Review with rubric for essay questions.

Standard of success to be used for this assessment: 70% of students will score 70% or better on the multiple choice exam and the essay exam(each).

Who will score and analyze the data: Departmental faculty.

2. Explain the biological, cognitive and social changes and growth patterns that occur in each stage of development from prenatal until death.

Assessment 1

Assessment Tool: Essays and multiple choice tests

Assessment Date: Fall 2015

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: Random sample of 20% of all students with a minimum of one full section

How the assessment will be scored: Item analysis for multiple choice Review with rubric for essay questions

Standard of success to be used for this assessment: 70% of students will score 70% or better on the multiple choice exam and essay exam(each).

Who will score and analyze the data: Departmental faculty

3. Create a research design used to study physical, cognitive and social changes in life span development.

Assessment 1

Assessment Tool: Research design form and presentation

Assessment Date: Fall 2015

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: Random sample of 20% of all students with a minimum of one full section

How the assessment will be scored: Review with rubric for research form and presentation

Standard of success to be used for this assessment: 70% of the students will score 70% or higher on the research form and presentation.

Who will score and analyze the data: Departmental faculty

Course Objectives

1. Describe major development tasks for each of the various domains of the life span including biological, social, cognitive, moral and psychological components.

Matched Outcomes

1. Identify the biological, cognitive and social changes and growth patterns that occur in each stage of development from prenatal until death.
2. Analyze several major theories of human development including those of Freud, Watson, Erikson, Piaget, Vygotsky and Kohlberg.

Matched Outcomes

1. Identify the biological, cognitive and social changes and growth patterns that occur in each stage of development from prenatal until death.
3. Recall important developmental concepts.

Matched Outcomes

1. Identify the biological, cognitive and social changes and growth patterns that occur in each stage of development from prenatal until death.
4. Apply developmental concepts to one's own development and that of others.

Matched Outcomes

2. Explain the biological, cognitive and social changes and growth patterns that occur in each stage of development from prenatal until death.
5. Identify important developmental terms, concepts, processes and stages that apply to the normal aspects and stages of human development.

Matched Outcomes

2. Explain the biological, cognitive and social changes and growth patterns that occur in each stage of development from prenatal until death.
6. Describe major differences in the influence of heredity and environment on human growth and development.

Matched Outcomes

2. Explain the biological, cognitive and social changes and growth patterns that occur in each stage of development from prenatal until death.
7. Describe the major concepts and principles related to human genetics, prenatal development and birth.

Matched Outcomes

2. Explain the biological, cognitive and social changes and growth patterns that occur in each stage of development from prenatal until death.
8. Analyze the important interplay between the biological, social and psychological elements in the first two years of life as the infant engages in key developmental tasks.

Matched Outcomes

2. Explain the biological, cognitive and social changes and growth patterns that occur in each stage of development from prenatal until death.
9. Describe and analyze the key developmental elements associated with infancy, childhood and adolescence.

Matched Outcomes

2. Explain the biological, cognitive and social changes and growth patterns that occur in each stage of development from prenatal until death.
10. Describe and analyze the stages of adulthood and the most salient developmental aspects of this period of life.

Matched Outcomes

2. Explain the biological, cognitive and social changes and growth patterns that occur in each stage of development from prenatal until death.
11. Describe and analyze the stages of death and dying.

Matched Outcomes

2. Explain the biological, cognitive and social changes and growth patterns that occur in each stage of development from prenatal until death.
12. Explain and analyze various research designs used to study topics in Life Span Development.

Matched Outcomes

New Resources for Course

Course Textbooks/Resources

Textbooks

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Manuals

Periodicals

Software

Equipment/Facilities

Level III classroom

Off-Campus Sites

Reviewer

Action

Date

Faculty Preparer:

Starr Burke

Faculty Preparer

Jan 11, 2015

Department Chair/Area Director:

Starr Burke

Recommend Approval

Jan 11, 2015

Dean:

Dena Blair

Recommend Approval

Jan 16, 2015

Vice President for Instruction:

Bill Abernethy

Approve

Feb 16, 2015