

MODIFIED COURSE PROPOSAL

PROGRAM AREA _____

- 1. Catalog Description of the Course.** *[Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of ____ units); time distribution (Lecture ____ hours, laboratory ____ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]*

PSY 213 DEVELOPMENTAL PSYCHOLOGY (3)

Three hours lecture per week

Prerequisite or Corequisite: PSY 100

This course represents an in-depth survey of theory and research in developmental psychology throughout the life span. The course introduces students to the biological, cognitive, emotional, social, and linguistic development from the prenatal period to adulthood.

GenEd: D & E

- 2. Mode of Instruction.**

	Units	Hours per Unit	Benchmark Enrollment
Lecture	<u>3</u>	<u>1</u>	<u>25</u>
Seminar	_____	_____	_____
Laboratory	_____	_____	_____
Activity	_____	_____	_____

- 3. Justification and Learning Objectives for the Course.** (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

This is a required course for Psychology majors. This course surveys the major areas of lifespan developmental psychology - the science of individual human development. The course emphasizes an understanding of the important methods, terms, theories, and findings in the field of lifespan psychology. The course is organized in a topical format, exploring the basic theories and tracing development across the entire lifespan for each psychological topic covered. Through completing this course, students will be able to

1. Recognize the key terms and concepts used by developmental psychologists to study human development and identify the researchers who have shaped the discipline.
2. Describe differing developmental frameworks, such as those held by psychoanalysts, behaviorists, cognitivists, humanists, neuroscientists, and social learning theorists.
3. Describe the basic effects of heredity, maturation, and environmental factors on individuals throughout their lifespan, with discussion of some of the more common developmental problems and some possible remedies for these problems.
4. Apply scientific reasoning and thinking to developmental claims made in the media and the popular press.
5. Outline the major aspects of social and emotional development from attachment, psychosocial, and social learning perspectives.
6. Outline cognitive development using Piagetian, Vygotskian, and information processing perspectives.
7. Articulate ways that cognitive, physical, and social development interact with each other.
8. Explain how different contexts (e.g., gender, family, race/ethnicity, culture) affect developmental.
9. Use citations and references in the style prescribed by the American Psychological Association.

- 4. Is this a General Education Course** ☒ **YES** ☐ **NO**

If Yes, indicate GE category:

A (English Language, Communication, Critical Thinking)	
B (Mathematics & Sciences)	
C (Fine Arts, Literature, Languages & Cultures)	
D (Social Perspectives)	X
E (Human Psychological and Physiological Perspectives)	X

5. Course Content in Outline Form. *[Be as brief as possible, but use as much space as necessary]*

The life-span perspective in developmental psychology
Biological beginnings
Physical development and aging
Motor, sensory and perceptual development
Cognitive development and information processing
Language development
Emotional development
Self, identity and personality formation
Gender and sexuality
Moral development
Adult contexts for development

6. References. *[Provide 3 - 5 references on which this course is based and/or support it.]*

DeHart, G. B., Sroufe, L. A., & Cooper, R. G. (2000). *Child development* (4th ed). New York: McGraw-Hill.
Dixon, W. E. (2003). *Twenty studies that revolutionized child psychology*. New Jersey: Prentice-Hall.
Feldman, R. S. (2001). *Child development* (2nd ed.). New Jersey: Prentice-Hall.
Santrock, J. W. (2003). *Lifespan development* (9th ed). New York: McGraw-Hill.
Santrock, J. W. (2002). *A Topical Approach to Life-Span Development*. New York: McGraw-Hill.

7. List Faculty Qualified to Teach This Course.

Psychology faculty

8. Frequency.

a. Projected semesters to be offered: Fall X Spring X Summer

9. New Resources Required.

- a. Computer (data processing), audio visual, broadcasting needs, other equipment
- b. Library needs
- c. Facility/space needs

10. Consultation.

Attach consultation sheet from all program areas, Library, and others (if necessary)

11. If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.

Harley Baker	05 January 2003
Proposer of Course	Date