





## PSYC - 230 - Life-Span Developmental Psychology

### 2020-2021 Course Form: Civitae Pillar

#### General Catalog Information

### \*\* Read before you begin \*\*

1. TURN ON help text before starting this proposal by clicking  in the top right corner of the heading.
2. IF changing an existing course, IMPORT curriculum data from the Catalog by clicking  in the top left corner. IF this is a new course, you don't have to import anything.
3. DO NOT type any changes before launching the proposal. Required fields are marked with an \*. The form cannot be launched without filling those in.
4. If changes will occur in a required field, launch the proposal with existing attributes -- in other words, proposed changes should not be made prior to launching the proposal. If the required field will be empty, type a period in the field prior to launch.
5. LAUNCH proposal by clicking  in the top left corner. Changes will only be tracked after the proposal is launched.
6. GO TO discussion  in the right panel, and change "Show current" to "Show current with markup" to track changes.
7. MAKE CHANGES to the proposal so they can be tracked. Attach any needed documents and approve the proposal to go to the next step.

Catalog Year of Implementation \*

2020-2021

2020-2021

Hierarchy Owner \*

Department of Psychology

Department of Psychology

#### **COURSE INFORMATION**

Are you  New Civitae Pillar Course


<b>Proposing:*</b>	<input type="radio"/> Civitae Pillar Course Change <input checked="" type="radio"/> Changing whether this is a Civitae Pillar course	
<b>Category*</b>	<input type="radio"/> *Fulfills Civitae Core FAES <input type="radio"/> *Fulfills Civitae Core FGLO <input checked="" type="radio"/> *Fulfills Civitae Core FHBS <input type="radio"/> *Fulfills Civitae Core FHCI <input type="radio"/> *Fulfills Civitae Core FQRC <input type="radio"/> *Fulfills Civitae Core FSRC	
<b>Prefix*</b>	<input type="text" value="PSYC"/> <input type="text" value="PSYC"/>	<b>Course No.*</b> <input type="text" value="330 230"/>
<b>Name*</b>	Life-Span Developmental Psychology	
<b>Course Description*</b>	Principles and research covering the <b>life-span</b> development of human abilities and behavior <b>across the lifespan within social and cultural contexts</b> . Topics include developmental research methodologies, variables influencing development, basic processes in development; and physical, motor, perceptual, cognitive, linguistic, motivational, emotional, social, and personality development. <b>3-credits: FHBS, WI.</b>	
<b>Total Credits*</b>	3 credits	
<b>If this is a Topics Course, may the course be repeated when topics change?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No	
<b>If yes, list total number of times course may be taken in this way.</b>		

Crosslisted With:

**If Revision of an Existing Course:**

If the existing course was part of old General Education, will this revised course continue to meet the requirements of its old General Education goal until that program is phased out?

Yes
  No
  See attachment

You must attach a proposed syllabus in the format specified by the FPPM by navigating to the Proposal Toolbox and clicking  in the top right corner. The course description on the syllabus must match the proposed description in this form. The syllabus will:

- list the foundation requirements and the student learning outcomes for your pillar category.
- clearly indicate course work, in-class activities, and assignments that address each of the foundational requirements, learning outcomes, and communication infusion.

Depending on which communication infusion is selected, the syllabus (e.g., in the weekly schedule) will demonstrate that at least 15% (50% for Arts Applied) of the course grade will be determined in accordance with the following requirements:

**Writing-Infused**

- writing exercises and assignments that achieve course objectives and Core Curriculum outcomes.
- opportunities for feedback for students to improve their writing skills throughout the course.

**Speaking-Infused**

- speaking exercises and assignments that achieve course objectives and Core Curriculum outcomes.
- opportunities for feedback for students to improve their speaking skills throughout the course.

**Arts Applied**

- engage in Creative and Artistic Expression.
- opportunities for feedback for students to improve their artistic expression skills throughout the course.

Please select if  
Writing-Infused  
course  WI

Please select if  
Speaking-Infused  
course  SI

Please select if  
Arts-Applied  
course  AA

### STUDENT LEARNING OUTCOME FOR WI/SI/AA

Based on your choice(s) above, describe how:

the course will allow students to create and deliver oral messages appropriate to audience, purpose, and context (speaking infused) OR

the course will allow students to create and deliver writing appropriate to audience, purpose, and context (writing infused) OR

at least 50% of the final course grade will be awarded from exercises/assignments that require the student to apply artistic skills and knowledge to produce art (arts-applied).

Remember that only an Aesthetic Expression course can be designated as Arts-Applied, and that a World Languages Pillar course must demonstrate both writing-infusion and speaking-infusion.

**Describe how the course will fulfill its communication infusion or application.\***

Students will write two ~3 page research papers based on projects they have conducted. The papers will be written in APA style, the style of the field of Psychology. One project will involve observing a 2-year-old child's interactions with a caregiver; the paper will apply multicultural perspectives and theories of development. The second project will involve interviewing people of different age groups on either aging or death/dying; the paper will apply multicultural perspectives and theories of development. Both papers will include an analysis of the writer's background and how it relates to interpretation of the findings.

**Official class time is scheduled for early in the semester to cover the basics of APA style and the mechanics of how a paper like this should be written. Students will receive instruction on how to design this writing assignment.**

### **FOUNDATIONS REQUIREMENTS**

**What makes this course appropriate for beginning undergraduate students?**

**Describe how the course will allow students to engage in creative inquiry and**

The field of lifespan development is relevant to all human beings. Topics allow students to understand others as well as themselves. Students will apply psychological developmental principles to their own lives via assignments such

**cultivate curiosity.\***


as discussions debates and debates about controversial issues such as homeschooling, and projects that allow for application of learned theories of development.

**Describe how the course will allow students to develop foundational knowledge (disciplinary content) and skills in the discipline (e.g., how to communicate, study, read, etc.)\***

Students will learn the information in each chapter of the textbook, covering lifespan development from womb to tomb. The writing assignments will allow students to tailor what they have learned via discipline-specific writing. **Official class time is scheduled for early in the semester to cover specific skills to be successful in the course. Students will receive instruction on how to read the textbook, the best techniques for studying in this course, and time management.**

### **REQUIRED FOR MAJOR, MINOR, CONCENTRATION**

If existing course, run an Impact Report by clicking  in the top left corner and answer below according to the results.

To notify the appropriate department chairs, request a custom route, navigate to the Proposal Toolbox and select Custom Route under the Decisions icon (). Once you make your decision the system will allow you to set up the requested ad-hoc step. The name of the route should be: Department Chair Notification. The participants should be the relevant affected department chairs. You can also select rules, decisions, and deadlines/reminders.

**A System Administrator will need to review and approve your request before it can proceed.**

**Do other majors, minors, and concentrations require the course?\***

Yes  No

**List all majors, minors and concentrations that require the course.**

Nursing major = required  
Therapeutic Recreation major = required  
Family Studies concentration = required

Is this course required by Liberal Studies or exclusively by students seeking secondary or PK-12 licensure?\*

Yes  No

## AESTHETIC EXPRESSION PILLAR COURSE

### STUDENT LEARNING OUTCOMES

**Pillar Objective:** Explore and/or engage in creative and artistic expression.

**Why does this course belong in this Pillar?**

Describe how the course will allow students to demonstrate an understanding of the aesthetic principles within a particular discipline.

Describe how the course will allow students to identify and/or execute artistic elements as a form of expression.

## GLOBAL CITIZENSHIP PILLAR COURSE

### STUDENT LEARNING OUTCOMES

**Pillar Objective:** Develop skills for global citizenship through the study of world languages and cultures.

**Why does this course belong in this Pillar?**

**Describe how the course will allow students to recognize similarities and differences among the artifacts, practices and/or institutions, and perspectives of world cultures.**

**Describe how the course will allow students to demonstrate awareness of the role of ethnocentrism in shaping perceptions of the world.**

**IF this course is being offered with World Languages designation, describe how the course will allow students to communicate in a language other than English.**

**HISTORICAL AND CONTEMPORARY INSIGHTS PILLAR COURSE**

**STUDENT LEARNING OUTCOMES**

**Pillar Objective: Describe and analyze continuity and change in one or more cultures.**

**Why does this course belong in this Pillar?**

**Describe how the course will allow students to describe and analyze historical and cultural continuity**

and change over one or more periods of time.

Describe how the course will allow students to identify and interpret evidence from primary sources (such as historical documents, works of art and literature, material artifacts, or oral traditions and interviews) and/or scholarly sources.

Describe how the course will allow students to construct evidence-based arguments that connect specific historical and cultural changes to regional, national, and/or global processes.

## HUMAN BEHAVIOR AND SOCIAL INSTITUTIONS PILLAR COURSE

### STUDENT LEARNING OUTCOMES

**Pillar Objective: Evaluate cultural norms, societal institutions, and implicit and explicit assumptions about themselves**

**Why does this course belong in this Pillar?**

Describe how the course will allow students to explain the relationship between social institutions and individual and cultural perspectives.

The course covers typical (with some nods to atypical) psychological, physical, and cognitive development throughout the lifespan. **Although the contribution of many social institutions will be covered, three main institutions are applied to almost every aspect of lifespan development and covered in most chapters: schooling, family, and health care.** A cross-cultural perspective is **also** addressed within each topic. Students will be challenged to consider their individual viewpoints and backgrounds **(while taking into account the social institutions and cultural perspectives that have**



**contributed**) when learning about theories and research related to the topics. Assignments such as discussions about controversial developmental issues and projects will help with this.

**Describe how the course will allow students to articulate how assumptions and biases underlie/connect to personal beliefs and behaviors.**

With the projects/writing assignments in particular, students will be required to address their own backgrounds and elaborate about how those might be contributing to their interpretations of their interviews/observations.

With the discussions of controversial issues, students will be challenged to address their underlying assumptions but then incorporate research and theories within the debates as well.

**Describe how the course will allow students to examine human behavior, cultural norms, and social institutions through a disciplinary lens.**

Each topic within the course does this by focusing on psychological, cognitive, and physical development. The focus on typical development corresponds with the discussion of cultural norms **and societal institutions. For example, coverage of cross-cultural differences in development and practices, as well as how institutions such as schooling and family interplay with development, will be prevalent throughout the course. Sample topics include homeschooling, burial practices, the effect of family structures on social development, and socioeconomic status.** Human behavior in particular will be studied via the project observations/interviews.

## QUANTITATIVE REASONING PILLAR COURSE

### **STUDENT LEARNING OUTCOMES**

**Pillar Objective: Analyze which quantitative reasoning methods best address different types of questions and apply them to various problems in context.**

**Why does this course belong in this Pillar?**

**Describe how the course will allow students to formulate a question/issue using appropriate mathematical, algorithmic, and/or statistical terms, and explain the decision process behind the choices made in that formulation**

(representation).

Describe how the course will allow students to use mathematical, algorithmic, and/or statistical methods to gather and/or analyze data (solving problems). Justification of the methods chosen should be included.

Describe how the course will allow students to determine the reasonableness of an answer and/or evaluate the explanations of data for reasonableness. Understand the limitations behind the methods used in the previous outcome (reasonableness).

Describe how the course will allow students to interpret the results of a mathematical, algorithmic, and/or statistical analysis. Present the interpretation in a context appropriate for a broader audience (close the loop).

## SCIENTIFIC REASONING PILLAR COURSE

### **STUDENT LEARNING OUTCOMES**

**Pillar Objective: Use scientific reasoning to address a variety of questions in context.**

**Why does this course belong in this Pillar?**

Describe how the course will allow students to use scientific theories,

**scientific models, and empirical evidence to describe and make predictions about natural phenomena.**

**Describe how the course will allow students to use the scientific method, which includes making objective observations, asking scientific questions, formulating hypotheses, identifying relevant variables, planning and carrying out investigations, evaluating data, and drawing evidence-based conclusions.**

**Describe how the course will allow students to evaluate the quality and validity of scientific information on the basis of its source and the methods used to generate it.**

**Describe how the course will allow students to describe how scientific reasoning is used to address significant contemporary issues with regard to social, cultural, and/or ethical considerations.**

## Additional General Catalog Information

### **STAFFING INFORMATION**

**Staffing Information is to be completed by the the Department Chair**

<b>How frequently does the department anticipate offering sections of this course?</b>	2 face to face sections per semester = 4 sections per year possibly an online section during winter/summer sessions
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**Each academic year, how many sections does the department anticipate will be taught by the following faculty based on current staffing?**

<b>Tenure/tenure-track:</b>	2
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<b>Lecturers:</b>	4
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<b>Adjuncts:</b>	
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<b>Other pertinent information about the ability to offer sections with the frequency specified?</b>	We have been assured by the Dean's office that if we find it is difficult to staff the number of sections per year that we have promised, we will be able to hire another Lecturer to help with this endeavor. All Nursing students require this course for their program.
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### **RESOURCE ASSESSMENT IF CHANGE WARRANTS IT**


<b>Estimate and itemize the cost of new equipment, library resources, and/or technology related to this proposal.</b>	none
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Will a new or changed course fee be assessed?\*

Yes  No

If yes, the Fee Recommendation Worksheet must accompany this form. See the Budget Office forms page at <http://solomon.longwood.edu/offices--departments/budget-office/forms--documents/>.

### **ATTACHMENT LIST**

Please attach any required files by navigating to the Proposal Toolbox and clicking  in the top right corner.

Attach\*  Proposed syllabus in the format specified by the FPPM

Attach  Existing syllabus (if a course change)

Attach  Fee Recommendation Worksheet

All curriculum proposals/changes are processed in the date order received.

Course changes intended to go into effect for the following summer or fall must reach EPC by November 1. All other curriculum proposals to be implemented in the following summer or fall (including program changes and new courses) must reach EPC by December 15.

Curriculum proposals intended to go into effect the following intersession or spring, and proposals related to academic policy must reach EPC by March 1.

Submission within the deadlines does not guarantee processing in time for the next academic year's catalog.

For the Curriculum Development Handbook, see <http://blogs.longwood.edu/curriculum/>.

### **REGISTRAR ONLY**

Course OID 9461

Course Type: Psychology

Status  Active-Visible  Inactive-Hidden