

Course Outline of Record

1. Course Code: PSY-003
2.
 - a. Long Course Title: Developmental Psychology
 - b. Short Course Title: DEVLPMNTL PSYCHOLOGY
3.
 - a. Catalog Course Description:

This is a life span course that focuses on the behavioral patterns found at each level of normal human development, including the interrelationships of psychological, sociological, cognitive, and physical development from birth to senescence. The implications for both personal development and professional practice are considered.
 - b. Class Schedule Course Description:

This is a life span course that focuses on the behavioral patterns found at each level of normal human development, including the interrelationships of psychological, sociological, cognitive, and physical development from birth to senescence.
 - c. Semester Cycle (if applicable): N/A
 - d. Name of Approved Program(s):
 - PSYCHOLOGY Associate in Arts for Transfer Degree (AA-T)
4. Total Units: 3.00 Total Semester Hrs: 54.00
 Lecture Units: 3 Semester Lecture Hrs: 54.00
 Lab Units: 0 Semester Lab Hrs: 0
 Class Size Maximum: 50 Allow Audit: No
 Repeatability No Repeats Allowed
 Justification 0
5. Prerequisite or Corequisite Courses or Advisories:

Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm1-A)

 Advisory: PSY 001
 Advisory: ENG 061
6. Textbooks, Required Reading or Software: (List in APA or MLA format.)
 - a. Berk, L.E. (2018). *Development Through the Lifespan* (7th /e). Boston, MA Pearson Education, Inc.. ISBN: 9780134419695
 College Level: Yes
 Flesch-Kincaid reading level: 12
7. Entrance Skills: *Before entering the course students must be able:*
 - a.
 Recognize/identify the major theories, concepts and perspectives in the field of psychology
 - PSY 001 - Demonstrate a basic knowledge of lifespan development including relevant topics such as developmental stages and related as appropriate tasks and behaviors.
 - b.
 Identify and apply elements of scientific method.
 - PSY 001 - Demonstrate an awareness of basic scientific research methods including; principles of scientific research, ethical guidelines, observational, correlation, and experimental methods.
 - c.
 Distinguish between general research strategies and identify advantages and disadvantages of each.
 - PSY 001 - Demonstrate an awareness of basic scientific research methods including; principles of scientific research,

ethical guidelines, observational, correlation, and experimental methods.

d.

Synthesize ideas and information from multiple sources.

- ENG 061 - Demonstrate the ability to think critically and express ideas using various patterns of development.

e.

Form a controlling idea in writing

- ENG 061 - Use theses to organize paragraphs into coherent analyses.
- ENG 061 - Demonstrate the ability to think critically and express ideas using various patterns of development.

f.

Evaluate and use specific data to support general ideas.

- ENG 061 - Use theses to organize paragraphs into coherent analyses.
- ENG 061 - Demonstrate the ability to use research skills including library resources such as books, periodicals, electronic databases and online resources such as the internet.
- ENG 061 - Demonstrate the ability to read and respond in writing beyond the literal interpretation of the text.

8. Course Content and Scope:

Lecture:

1. History, theory and research strategies (Theories:Psychodynamic, Behavioral, Social Cognitive, Sociocultural, Cognitive, Ethological, Ecological)
2. Biological and environmental foundations (Biological:Genes, chromosomes and genetic transmission; Genetic and chromosomal disorders)
3. Prenatal development, birth, and the new born baby (Stages of prenatal development and birth (labor)/ Teratogens and effects of environment on prenatal development;Neonatal testing and competencies)
4. Physical development in infancy and toddlerhood
5. Cognitive development in infancy and toddlerhood
6. Emotional and social development infancy and toddlerhood
7. Physical and cognitive development in early childhood
8. Emotional and social development in early childhood
9. Physical and cognitive development in middle childhood
10. Emotional and social development in middle childhood
11. Physical and cognitive development in adolescence
12. Emotional and social development in adolescence
13. Physical and cognitive development in early adulthood
14. Emotional and social development in early adulthood
15. Physical and cognitive development in middle adulthood
16. Emotional and social development in middle adulthood
17. Physical and cognitive development in late adulthood
18. Emotional and social development in late adulthood
19. Death, dying and bereavement?

Lab: *(if the "Lab Hours" is greater than zero this is required)*

9. Course Student Learning Outcomes:

1. Recognize, compare and contrast the major theories and themes in human development and behavior.
2. Demonstrate knowledge of major physical, cognitive, emotional, and social developmental tasks and stages across the life span.
3. Identify and appreciate major physical, environmental, and cultural influences on cognitive, emotional, and social developmental processes.
4. Recognize major changes and challenges across the life span.

5. Recognize and appreciate physiological and psychological experiences and challenges in diverse populations.

6.

Identify and describe the techniques and methods used by developmental psychologists to study human development.

7.

Analyze elements of a scientific approach to understanding human development in a biopsychosocial context.

10. Course Objectives: *Upon completion of this course, students will be able to:*

- a. Analyze and describe the variation and consistency of the developmental stages of normal growth in the human person.
- b. Recognize, apply and critically evaluate the relevance of theoretical concepts and their relationships to empirical research.
- c. Identify, analyze and describe the physiological developmental stages and their correlation in areas of emotional, cognitive, intellectual and moral development .
- d. Identify, articulate and critically assess the ethical dilemmas associated with life span socialization and professional behavior.
- e. Analyze the changing nature of the support function throughout the life cycle.
- f. Identify and apply behavioral criteria defining the life cycle state of development in which a given person belongs.
- g. Demonstrate knowledge and ability to work with persons in the transitional stages as well as the discrete stages in the human life span.
- h. Identify and critically evaluate developmental hypotheses.
- i. Articulate orally and in written form a broad perspective concerning the cultural continuity of a society and the function of socialization in supporting this continuity.
- j. Describe the importance of respecting human life regardless of its developmental stage.
- k. Identify the ethical dilemmas related to professionalism and authority and to be able to articulate and apply alternative means of coping.

11. Methods of Instruction: *(Integration: Elements should validate parallel course outline elements)*

- a. Collaborative/Team
- b. Discussion
- c. Lecture
- d. Participation
- e. Self-exploration

12. Assignments: *(List samples of specific activities/assignments students are expected to complete both in and outside of class.)*

In Class Hours: 54.00

Outside Class Hours: 108.00

a. In-class Assignments

a. Attend lectures by instructor and occasional guest speakers, including the taking of detailed notes thereon. b. Viewing of films and slide programs, including the taking of notes thereon. c. Listening to sound recordings and taking notes thereon. d. Special reports by students, in panel or singly. e. Participation in class research projects involving the collection, compilation and interpretation of data, including the composition of written or oral reports. f. Examinations of various types, such as essay and multiple choice.

b. Out-of-class Assignments

a. Readings in the textbook and in recommended supplementary literature.
b. Write research papers
c. Conduct naturalistic observation and write paper about results.
d. Reaction paper integrating course concepts.

13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

- College level or pre-collegiate essays

PSY 003-Developmental Psychology

- Written homework
- Critiques
- Guided/unguided journals
- Presentations/student demonstration observations
- Group activity participation/observation
- Self/peer assessment and portfolio evaluation
- True/false/multiple choice examinations
- Mid-term and final evaluations
- Student participation/contribution

14. Methods of Evaluating: Additional Assessment Information:

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

IGETC Area 4: Social and Behavioral Sciences

I: Psychology

CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical

D9 - Psychology

CSU GE Area E: Lifelong Understanding and Self-Development

E - Lifelong Understanding and Self-Development

PO-GE C2 - Social and Behavioral Sciences

Identify and analyze key concepts and theories about human and/or societal development.

Critique generalizations and popular opinion about human behavior and society, distinguishing opinion and values from scientific observations and study.

Understand and think critically about different cultures (including topics such as race, gender, and class) and their influence on human development or society.

Examine the biological, psychological, and sociological factors that influence the personalities and behaviors of females and males from a multicultural perspective.

Develop individual responsibility, personal integrity, and respect for diverse people and culture.

PO-GE C5 – Personal Growth and Development

Value learning as a lifelong endeavor designed to enrich one's life.

Exhibit habits of intellectual exploration, personal responsibility, and well being.

Interact with individuals and within groups with integrity and awareness of others' opinions, feelings, and values.

Participate in teams to make decisions and seek consensus.

Recognize and value the human body as an integrated organism with systemic functions such as movement, nutrition, growth, reproduction, and aging.

Make informed decisions with self-awareness in practical matters including college and career choices.

IO - Personal and Professional Development

Self-evaluate knowledge, skills, and abilities.

Value diverse cultures and populations.

16. Comparable Transfer Course

University System	Campus	Course Number	Course Title	Catalog Year
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17. Special Materials and/or Equipment Required of Students:

18. Materials Fees: Required Material?

Material or Item	Cost Per Unit	Total Cost
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19. Provide Reasons for the Substantial Modifications or New Course:

English 71 to English 61

20. a. Cross-Listed Course (*Enter Course Code*): N/A
b. Replacement Course (*Enter original Course Code*): N/A

21. Grading Method (*choose one*): Letter Grade Only

22. MIS Course Data Elements

- a. Course Control Number [CB00]: CCC000234843
b. T.O.P. Code [CB03]: 200100.00 - Psychology, General
c. Credit Status [CB04]: D - Credit - Degree Applicable
d. Course Transfer Status [CB05]: A = Transfer to UC, CSU
e. Basic Skills Status [CB08]: 2N = Not basic skills course
f. Vocational Status [CB09]: Not Occupational
g. Course Classification [CB11]: Y - Credit Course
h. Special Class Status [CB13]: N - Not Special
i. Course CAN Code [CB14]: N/A
j. Course Prior to College Level [CB21]: Y = Not Applicable
k. Course Noncredit Category [CB22]: Y - Not Applicable
l. Funding Agency Category [CB23]: Y = Not Applicable
m. Program Status [CB24]: 1 = Program Applicable

Name of Approved Program (*if program-applicable*): PSYCHOLOGY

Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)

23. Enrollment - Estimate Enrollment

First Year: 0

Third Year: 0

24. Resources - Faculty - Discipline and Other Qualifications:

- a. Sufficient Faculty Resources: Yes
b. If No, list number of FTE needed to offer this course: N/A

25. Additional Equipment and/or Supplies Needed and Source of Funding.

N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. (*Explain:*)

N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

28. Originator Linda Emerson Origination Date 11/10/17