

**Section 1. Proposal Information**

**Course Developer:**

 Melinda Beane

Date:  January 7, 2015

Catalog year to take effect :

2014-2015 \_\_

2015-2016 \_X\_

**Revision in credits**

**/Contact Hours**

**Type of Proposal**

X Revised course

[ ]  199 Experimental Course

[ ]  299 Experimental Course

**Type of Course:**

X Lower Division Collegiate (transfer)

[ ]  Professional/Technical (program requires)

[ ]  Professional/Technical (stand-alone)

[ ]  Developmental, numbered below 100

**Rationale:**

**How does this proposal further the goals of the program or department?**

This change will align this course with other Life-span development courses offered at Oregon colleges and universities. Psychology faculty members agree that this revision is needed for PSY215. The extra hour provides the opportunity to deepen the curricula to enhance student learning.

**What evidence supports this proposal?**

Life-span development courses are four credit courses at Oregon State University, Mount Hood Community College, Portland Community College and Chemeketa Community College. Students indicate that more time would be helpful.

**(New courses) How do you know there is a demand for this course?**

**PREVIOUS Catalog/Course Information:**

Course Number: PSY 215 Course Title in Banner: **Lifespan developmental Psy** (30 characters maximum)

Full Course Title in print catalog: PSY 215 Life-span Developmental Psychology

Prerequisites: PSY 201 Co-requisites: NA

Grade Option: X Graded (with P/NP option) [ ]  Pass/No Pass only

|  |  |  |  |
| --- | --- | --- | --- |
| **Number / Type Credits** | **Term Minimum Contact** | **Term Maximum Contact** | **11-Week Term Contact** |
| 3 Lecture | 30 hours (lecture credits x 10) | 36 hours (lecture credits x 12) | 33 hours (lecture credits x 11) |
|    Lec/Lab |    hours (lec-lab credits x 20) |    hours (lec-lab credits x 24) |    hours (lec-lab credits x 22) |
|    Lab |    hours (lab credits x 30) |    hours (lab credits x 36) |    hours (lab credits x 33) |
| 3 **Total credits (sum)** | 30 **Total hours (sum)** | 36 **Total hours (sum)** | 33 **Total hours (sum)** |

**What will change in this course as a result of changing the credits?**

[ ]  Course Description [ ]  Course Outline X Contact Hours

[ ]  Course Outcomes X Other (explain): Psychological material pertaining to development across the lifespan continues to grow rapidly, particularly with the advances in neuroscience. Instructors do not have sufficient time to cover the breadth and depth of this material. Changing the credits and contact hours will facilitate student learning by providing more time to interact with this material and gain further understanding and insight into lifespan development. This opportunity will better prepare students to understand the world around them.

**Section 2. Proposed Course Outline** (A general statement of course content that informs class syllabus construction.)

Course Number: PSY 215 Course Title in Banner: **Lifespan developmental Psy** (30 characters maximum)

Full Course Title in print catalog: PSY 215 Life-span Developmental Psychology

Prerequisites: PSY 201 Co-requisites: NA

Grade Option: X Graded (with P/NP option) [ ]  Pass/No Pass only

|  |  |  |  |
| --- | --- | --- | --- |
| **Number / Type Credits** | **Term Minimum Contact** | **Term Maximum Contact** | **11-Week Term Contact** |
| 4 Lecture | 40 hours (lecture credits x 10) | 48 hours (lecture credits x 12) | 44 hours (lecture credits x 11) |
|    Lec/Lab |    hours (lec-lab credits x 20) |    hours (lec-lab credits x 24) |    hours (lec-lab credits x 22) |
|    Lab |    hours (lab credits x 30) |    hours (lab credits x 36) |    hours (lab credits x 33) |
| 4 **Total credits (sum)** | 40 **Total hours (sum)** | 48 **Total hours (sum)** | 44 **Total hours (sum)** |
| **Original Course Description:** |
| Prerequisite: PSY 201. An introduction to psychological aspects of human development from conception through old age. Topics covered include brain, perceptual, cognitive, memory, socio-emotional, and personality development. Theoretical and methodological issues pertaining to the study of development will also be covered.       |

|  |
| --- |
| **New Course Description (300 character limit):** |
| Prerequisite: PSY 201. An introduction to psychological aspects of human development from conception through old age. Topics covered include brain, perceptual, cognitive, memory, socio-emotional, and personality development. Theoretical and methodological issues pertaining to the study of development will also be covered.       |
| **Original Course Outcomes and Proficiencies** | **Assessments Used** |
| What did the student ***know,*** what could the student ***do*** at the end of the course***,*** or what ***attitudes*** related to the subject would the student hold?**Upon successful completion of this course, the student:** | What evidence did you gather that students have achieved course outcomes? (assessment tools include departmental tests, written products, portfolios, juried performances, quizzes and exams, or alternative assessments such as qualitative studies, capstone projects, external reviewers, etc.)**How each outcome was assessed:** |
| A. Apply analytical skills to social phenomena in order to understand human behavior. Learn to distinguish scientific findings pertaining to lifespan development from anecdotal reports and common sense conclusions. Identify and consider important concepts and themes to understand psychological aspects of brain development, perceptual development, cognitive development, socio-emotional development and personality development across the lifespan. Use scientific research findings to critically evaluate real life examples, media stories and ideas based on stereotypes of lifespan development.      | A. Exams (short answer and multiple choice), structured discussions, present, analyze and discuss case studies, integrate concept checks into lectures and presentations, structured small group activities.      |
| B. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live. Analyze how lifespan development themes and concepts apply to one’s own experience, goals and interests to enhance personal growth and development. Consider how communication, social interactions and appreciation for diversity can be enhanced through understanding lifespan development and its impact on everyday life      | B. Structured journal assignments examining possible selves and development of autobiographical memories, Likert-scale questionnaires filled out at the beginning and the end of the term reveal changes in student’s beliefs in stereotypes about aging and changes in their attitudes about changing abilities associated with development across the lifespan, Exams (short answer and multiple choice), structured discussions, structured small group activities, present, analyze and discuss case studies.      |
| C. Understand the role of individuals and institutions within the context of society. Consider how an individual’s changing abilities attitudes and goals that occur at different life stages shape his/her social support network and role in society.      | C. Objective and subjective exams, writing assignments, structured discussions. |
| D. Assess different theories and concepts, and understand the distinctions between empirical and other methods of inquiry. Evaluate scientific research supporting different theoretical approaches to structuring lifespan development, including stage theories and continuity theories.      | D. Objective and subjective exams, writing assignments, structured discussions.      |
| E. Utilize appropriate information literacy skills in written and oral communication. Identify reliable internet resources, peer-reviewed journals and texts to support arguments and concepts presented about lifespan development.      | E. Objective and subjective exams, writing assignments, structured discussions.      |
| **New Course Outcomes and Proficiencies** | **Assessments Planned** |
| What will the student ***know*** or ***be able to do*** at the end of the course***,*** or what ***attitudes*** related to the subject will the student hold?**Upon successful completion of this course, the student will:** | What evidence will you have that students have achieved course outcomes? (assessment tools may include departmental tests, written products, portfolios, juried performances, quizzes and exams, or alternative assessments such as qualitative studies, capstone projects, external reviewers, etc.)**How each outcome will be assessed:** |
| A. Apply analytical skills to social phenomena in order to understand human behavior. Learn to distinguish scientific findings pertaining to lifespan development from anecdotal reports and common sense conclusions. Identify and consider important concepts and themes to understand psychological aspects of brain development, perceptual development, cognitive development, socio-emotional development and personality development across the lifespan. Use scientific research findings to critically evaluate real life examples, media stories and ideas based on stereotypes of lifespan development.      | A. Exams (short answer and multiple choice), structured discussions, present, analyze and discuss case studies, integrate concept checks into lectures and presentations, structured small group activities.      |
| B. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live. Analyze how lifespan development themes and concepts apply to one’s own experience, goals and interests to enhance personal growth and development. Consider how communication, social interactions and appreciation for diversity can be enhanced through understanding lifespan development and its impact on everyday life           | B. Structured journal assignments examining possible selves and development of autobiographical memories, Likert-scale questionnaires filled out at the beginning and the end of the term reveal changes in student’s beliefs in stereotypes about aging and changes in their attitudes about changing abilities associated with development across the lifespan, Exams (short answer and multiple choice), structured discussions, structured small group activities, present, analyze and discuss case studies.      |
| C. Understand the role of individuals and institutions within the context of society. Consider how an individual’s changing abilities attitudes and goals that occur at different life stages shape his/her social support network and role in society.      | C. Objective and subjective exams, writing assignments, structured discussions.      |
| D. Assess different theories and concepts, and understand the distinctions between empirical and other methods of inquiry. Evaluate scientific research supporting different theoretical approaches to structuring lifespan development, including stage theories and continuity theories.      | D. Objective and subjective exams, writing assignments, structured discussions.      |
| E. Utilize appropriate information literacy skills in written and oral communication. Identify reliable internet resources, peer-reviewed journals and texts to support arguments and concepts presented about lifespan development.      | E. Objective and subjective exams, writing assignments, structured discussions. |

**Original Course Content by Major Topics**

What topics were originally presented? What were the main activities of the course? What were the central themes?

1. Overview of Lifespan Development Goals
2. Baltes & Lifespan Development Theories
3. Human Genome
4. Research Designs for Developmental Studies
5. At Risk Babies, Resilience, and Stress
6. Personality, Self-Concept, Self-Esteem
7. Brain Development, Plasticity
8. Sensation, Perception, and Attention Capacities
9. Early Cognitive Development
10. Language Acquisition
11. Developing Though Processes
12. Autism Spectrum Disorder
13. Adolescent Risk Taking Tendencies
14. Memory Processes, Memory Stereotypes
15. Stereotypes of Aging and Self-Perceptions]
16. Alzheimer’s Disease
17. Experiencing Death, Emotional Reactions
18. Stereotypes of Aging
19. Emotional Regulation
20. Attachment Theory, Support Systems
21. Possible Selves
22. Socioemotional Development, Friendships
23. ADHD
24. Sustainability and Teratogens

 XXV. Theory Of Mind

**New Course Content by Major Topics**

What topics will be presented? What are the main activities of the course? What are the central themes?

(See sample at <http://www.lanecc.edu/copps>

Theoretical and methodological issues pertaining to the study of development

 Overview of Lifespan development research goals

 Baltes’s life-span perspective, theories of human development

 Research designs for developmental studies

 Culturally sensitive research

Genetic & environmental influences on development

Brain development across the lifespan

Prenatal brain & circuit development

Plasticity & adaptation

Changing brain

Healthy aging (& optimal performance)

Perceptual development across the lifespan

 Sensation, perception & attentional capacities

Cognitive development across the lifespan

 Piaget’s Constructivistic approach

Vygotsky’s Sociocultural perspective

Postformal thought & developing expertise

Language acquisition

Memory development and information processing across the lifespan

 Multiple memory systems & neural basis of memory

 Implicit & explicit memory, episodic & autobiographical memory

 Problem solving, developing learning & memory strategies

 Executive control processes

 Neurodegenerative disease

Socio-emotional development across the lifespan

 Social cognition & theory of mind

Emotional regulation

Attachment theory

Friendships, changing social networks, socioemotional selectivity theory

Perspectives on dying

Personality development across the lifespan

 Personality theories & basic concepts

 Temperament & goodness-of-fit

Self-concept, self-esteem, sense of identity

Psychosocial growth

 Addressing negative stereotypes of aging

**Section 3. Curriculum Equity** <http://www.lanecc.edu/copps>

To promote an environment where all learners are encouraged to develop their full potential, this course will support Lane’s Curriculum Equity policy in the following way(s)

This course will continue to include content by and about culturally

This course will be offered in the classroom and online to provide learning opportunities for

This course will continue to include content by and about culturally and ethnically diverse people.

This course will include class materials and activities which assist students in clearly recognizing and accepting basic similarities and differences among all members of humanity.

This course will continue using class materials that assist students in developing awareness of how culture and cultural differences impact attitudes about lifespan development and the course of lifespan development (e.g. on mental functioning, attachment, health, aging).

This course will continue to recognize the vast diversity of students and address their differing needs by making special arrangements for individuals with disabilities, and continue to be offered in the classroom and online to address various learning styles.

**Section 4. Required Signatures**

**Library Impact Statement**

Under accreditation standards, Library consultation is essential for new programs, new courses and for substantively revised courses when the revisions entail any change in library use.

**What assignments will require the use of library and information resources?**

Each academic area has a Liaison Librarian <http://www.lanecc.edu/library/services/liaison.htm> to help faculty identify materials to be ordered to support the curriculum. Make an appointment with the designated librarian to discuss the library needs of your course at least a week ahead of the deadline for submission.

**To be completed by Liaison Librarian:**

[ ]  Library resources are adequate to support this proposal.

[ ]  Additional resources are needed but can be obtained from current funds.

[ ]  Significant additional Library funds/resources are required to support this proposal.

 Liaison Librarian Date

**Divisional Approvals**

**Human, Physical, and Financial Resources (select one):**

[ ]  Additional instructional costs (staff, materials, services or facilities) will be incurred to offer this course. Source of funding:

[ ]  No additional instructional resources (staff, materials, services or facilities) are needed to offer this course.
Explain:

**Divisional Recommendation (select one):**

[ ]  The Academic Dean and Administrative Assistant have reviewed this course proposal and kept a copy for divisional files.

[ ]  Faculty review of this course was completed within the division on      (date).

[ ]  New course outlines have been prepared for the Divisional binder containing all current course outlines.

Office Administrator Date

**Fees (select one):**

[ ]  We have completed a fee request form to be submitted to ASA upon course approval.

[ ]  No special fees will be required for this course.

**Required Certifications:**

[ ]  We have developed minimum course certification standards for this course to be filed with ASA to allow compliance with the faculty contract.

[ ]  We have completed faculty certification form(s)
(http://www.lanecc.edu/cops/faccertf.pdf )
for this course to be filed with ASA and Human Resources so RIF grid information will be updated.

**Divisional Recommendation (select one):**

[ ]  Pass [ ]  Do Not Pass

Academic Dean Date

**College Approval**

Curriculum Committee Chair Date Executive Dean for Academic Affairs Date

Curriculum Approval Committee hearing:       \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Date Vice President for Academic & Date

 Student Affairs