

# COURSE SYLLABUS

<b>Course Title:</b>	Life Span Development		<b>Date submitted:</b>	Spring 2014 (AAC: 14-24)	
<b>Department:</b>	Social Sciences				
<b>Curriculum:</b>	Psychology				
<b>Course Descriptors:</b> Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	<b>Course Code:</b> (eg. ACC 101)	PSY*201	<b>Prerequisites:</b>		
	<b>Course Type:</b>	D/L	C- or better in both Composition (ENG*101) and General Psychology I (PSY*111)		
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: Internship M: Seminar P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio		<b>Elective Type:</b>	G/LA/SS	
	AH: Art History E: English FA: Fine Arts G: General HI: History HU: Humanities LA: Liberal Arts FL: Foreign Language M: Math S: Science SS: Social Science		<b>Credit Hours:</b>	3	
	<b>Developmental:</b> (yes/no)	No		<b>Corequisites:</b>	
	<b>Contact Hours:</b>	Lecture:	3	None	
		Clinical:	0		
		Lab:	0		
		Studio:	0		
		Other:	0		
<b>TOTAL:</b>	3		<b>Other Requirements:</b>		
<b>Class Maximum:</b>	35		None		
<b>Semesters Offered:</b>	F/Sp/Su				
<b>Ability Based Education (ABE) Statement:</b>	At Tunxis Community College students are assessed on the knowledge and skills they have learned. The faculty identified the General Education Abilities critical to students' success in their professional and personal lives. In every class, students are assessed on course abilities, sometimes program abilities, and, in most classes, at least one General Education Ability. Students will receive an evaluation of the degree to which they have demonstrated or not demonstrated that General Education Ability.				
<b>Catalog Course Description:</b>	Lifespan Development is a course which will examine developmental psychology, including theories and methodologies used by developmental psychologists. The course will examine continuity and change from conception to death and the interaction of biological, psychological and social aspects of development. The course will prepare students for more advanced courses in developmental psychology.				
<b>Topical Outline:</b> List course content in outline format.	<ol style="list-style-type: none"> <li>Theories</li> <li>Research methods and research design</li> <li>Heredity and environment</li> <li>Prenatal development and birth</li> </ol>				

	<ol style="list-style-type: none"> <li>5. Bio-social development during infancy and early childhood</li> <li>6. Cognitive development during infancy and early childhood</li> <li>7. Bio-social development during school years</li> <li>8. Cognitive development during school years</li> <li>9. Bio-social development during Adolescence</li> <li>10. Cognitive development during Adolescence</li> <li>11. Bio-social development during early and middle adulthood</li> <li>12. Cognitive development during early and middle adulthood</li> <li>13. Bio-social development during late adulthood</li> <li>14. Cognitive development during late adulthood</li> <li>15. Death and dying</li> </ol>
<p><b>Outcomes:</b> Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p>	<p>Upon successful completion of this course, the student will be able to do the following:</p> <p><b>COURSE:</b></p> <ol style="list-style-type: none"> <li>1. outline the physical, cognitive, moral, and psychosocial development changes and milestones of the individual throughout the lifespan</li> <li>2. distinguish and differentiate the interrelated influences of culture, heredity, physiology, environment, and social context on development throughout the lifespan</li> <li>3. discuss how knowledge of lifespan development information and theory can inform decision-making within individuals, families, schools, health and social service systems and the larger community</li> <li>4. discuss how knowledge of lifespan development information and theory can be applied to practice in various professions</li> <li>5. use the Internet and the library to locate and evaluate resources for families and individuals concerning critical issues related to growth and development</li> </ol> <p><b>PROGRAM:</b> <i>(Numbering reflects Program Outcomes as they appear in the college catalog)</i> N/A</p> <p><b>GENERAL EDUCATION:</b> <i>(Numbering reflects General Education Outcomes as they appear in the college catalog)</i></p> <p><b>10. Social Phenomena</b> - Students will develop an increased understanding of the influences that shape a person's, or group's attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means.</p> <p><b>Demonstrates:</b> Accurately and sufficiently explains factors that influence and shape a person's or group's attitudes, beliefs, decisions, and actions.</p> <p><b>Does Not Demonstrate:</b> Inaccurately or insufficiently explains factors that influence and shape a person's or group's attitudes, beliefs, decisions, and actions.</p>
<p><b>Evaluation:</b> List how the above outcomes will be assessed.</p>	<p><b>Assessment will be based on the following criteria:</b></p>

<b>Instructional Resources:</b> List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.	<b>Required:</b> None  <b>Desired:</b>
<b>Textbook(s)</b>	Refer to current academic year printout