

PSY 080: INTRO TO LIFESPAN PSYCHOLOGY

In Workflow

1. SOCS Chair (socialsciencechair@cos.edu)
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9. Vanessa Bailey (vanessaba@cos.edu)
10. Vice President of Academic Affairs (jenniferl@cos.edu)
11. Curriculum Coordinator CC Vote Prep (sarahha@cos.edu)
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Approval Path

1. Fri, 08 Sep 2023 19:24:47 GMT
Marla Prochnow (marlap): Approved for SOCS Chair
2. Wed, 13 Sep 2023 19:39:00 GMT
Jesse Wilcoxson (jessew): Rollback to Initiator
3. Wed, 13 Sep 2023 23:56:43 GMT
Marla Prochnow (marlap): Approved for SOCS Chair
4. Thu, 14 Sep 2023 00:03:39 GMT
Jesse Wilcoxson (jessew): Approved for SOCS Dean
5. Thu, 14 Sep 2023 18:28:45 GMT
Sarah Harris (sarahha): Rollback to Initiator
6. Mon, 18 Sep 2023 23:56:13 GMT
Marla Prochnow (marlap): Approved for SOCS Chair
7. Fri, 22 Sep 2023 18:30:48 GMT
Jesse Wilcoxson (jessew): Approved for SOCS Dean
8. Wed, 18 Oct 2023 18:35:00 GMT
Sarah Harris (sarahha): Approved for Curriculum Coordinator Technical Review
9. Wed, 18 Oct 2023 18:42:32 GMT
Mainou Her (mainouh): Approved for Articulation Officer
10. Wed, 18 Oct 2023 22:44:01 GMT
Daniel Alvarado (danielal): Approved for Academic Resources Specialist
11. Thu, 19 Oct 2023 16:10:36 GMT
Amy Vega-Pritchett (amyp): Approved for SOCS Representative
12. Tue, 24 Oct 2023 17:02:55 GMT
Elise Baker (eliseb): Approved for Distance Education Coordinator
13. Tue, 24 Oct 2023 18:10:12 GMT
Sarah Harris (sarahha): Approved for Curriculum Coordinator Regen
14. Tue, 24 Oct 2023 21:42:40 GMT
Vanessa Bailey (vanessaba): Approved for vanessaba
15. Wed, 25 Oct 2023 22:35:55 GMT
Jennifer Vega La Serna (jenniferl): Approved for Vice President of Academic Affairs
16. Thu, 26 Oct 2023 18:21:47 GMT
Sarah Harris (sarahha): Approved for Curriculum Coordinator CC Vote Prep

History

1. Apr 19, 2018 by Daniel Alvarado (danielal)
2. Jan 5, 2019 by Daniel Alvarado (danielal)
3. Mar 16, 2019 by Daniel Alvarado (danielal)
4. Aug 12, 2021 by Daniel Alvarado (danielal)

Date Submitted: Fri, 15 Sep 2023 03:55:10 GMT

Viewing: PSY 080 : Intro to Lifespan Psychology

Formerly known as:

CFS 080 (or if cross-listed - deactivated courses associated with this course)

Last approved: Thu, 12 Aug 2021 10:52:17 GMT

Last edit: Wed, 18 Oct 2023 22:43:58 GMT

Changes proposed by: vanessaba

Proposer and Co-Contributor(s):

Proposer:

| Name: | Email: |
|----------------|-------------------|
| Vanessa Bailey | vanessaba@cos.edu |

Effective Term:

Fall 2024

General:

Credit Status:

Credit - Degree Applicable

Subject:

PSY - Psychology

Course Number:

080

Discipline:

| And/Or | (| Discipline |) |
|--------|---|------------|---|
| | | Psychology | |

Catalog Title

Introduction to Lifespan Psychology

Catalog Description

This course provides an overview, from a psychological perspective, of human development from conception through death, including biological and environmental influences. Theories and research of physical, cognitive, personality, and social development are examined, as well as attention to developmental problems.

Method of Instruction:

Distance Education
Lecture and/or Discussion

Course Units/Hours:

Course Units Minimum:

3

Lecture Hours Minimum (week)

3



Lab Hours Minimum (week)

0

Activity Hours Minimum (week)

0

Outside Hours Minimum (week)

6

Total Contact Hours Minimum (semester)

52.5

Total Outside Hours Minimum (semester)

105

Total Student Learning Minimum Hours (semester)

157.5

Do you want to override any hours fields?

No

Repeatability:

No

Repeat Type:

N - Non-Repeatable Credit

Open Entry/Exit:

No

Field Trips:

Not Required

Grade Mode:

Standard Letter

State Requirements

TOP Code:

200100 - Psychology, General

SAM Code:

E - Non-Occupational

Basic Skills Status:

N - Not Applicable

Prior Transfer Level:

Y - Not Applicable

Cooperative Work Experience:

No

Approved Special Class:

N - Not special class

Funding Agency Category:

Not Applicable

Program Status:

Program Applicable

Course Content

Methods of Assessment:

Essay quizzes or exams

Multiple choice tests

Written essays or extended papers

Course Topics:

| Course Topics | |
|---------------|--|
| 1 | Introduction to human development (definitions and controversies in the field), the scientific method, approaches to studying change over time. |
| 2 | Developmental theories: psychodynamic theories, behavioral and social cognitive theories, contextual theories (e.g., sociocultural), cognitive theories. |
| 3 | Genetics: genes, chromosome and genetic transmission, genetic and chromosomal disorders. |
| 4 | Prenatal development and birth: stages of prenatal development and birth (labor), effects of the environment on prenatal development, neonatal testing and competencies. |
| 5 | Physical, cognitive and psychosocial development during infancy, early childhood, middle childhood, adolescence, early adulthood, middle adulthood, and late adulthood |
| 6 | Death and dying |

Course Objectives:

| Course Objectives | |
|-------------------|---|
| 1 | Compare and contrast developmental theories and approaches (including how different theoretical perspectives affect or determine the research and applications that arise from them). |
| 2 | Analyze elements of a scientific approach to understanding human development in a biopsychosocial context. |
| 3 | Identify biological, psychological, and sociocultural influences on lifespan development. |
| 4 | Describe the ways in which psychological principles and research apply to real word problems and issues across the lifespan. |
| 5 | Describe the sequences of physical, cognitive and social development across the lifespan, using the constructs and conceptual framework provided by psychological perspectives. |
| 6 | Identify and describe the techniques and methods used by developmental psychologists to study human development. |
| 7 | Identify and describe classic and contemporary theories and research in lifespan psychology. |
| 8 | Identify possible causes or sources of developmental change and reasons for disturbances in the developmental process. |
| 9 | Describe the developing person at different periods of the lifespan. |

Course Outcomes:

| Course Outcomes | |
|-----------------|--|
| 1 | Students will identify major developmental theories and approaches. |
| 2 | Students will understand and apply psychological concepts, theories and research findings as related to everyday life. |
| 3 | Students will identify major developmental milestones and normative behavior at various stages of development. |

Assignments:

| Assignment Type: | Details |
|------------------|---|
| Reading | Students must read approximately one chapter per week in the required textbook. For example students are assigned to read chapter 5, Personality and Sociocultural Development in Infancy and Toddlerhood. The class/lecture session would include small group discussion on the role of fathers in childcare, to develop a list of key concerns about childcare outside the home, and to identify components of high quality child care. |

| | |
|----------|--|
| Writing | Students may be required to conduct an interview with one of the following: an adolescent, a middle aged adult or elder person. The interview assignment includes a set of specific questions to be asked. The responses to the interview questions are summarized and the relevant theories on the particular life stage are applied. Conclusions are drawn about impact of cultural influences, socio-economic status, family structure, etc. on the responses from the interviewee. |
| Homework | Homework may include discussion boards, a mini-interview, raise a virtual baby or complete an online assessment for multiple intelligences or one's learning style etc. An example of a mini interview homework assignment assigned in both face to face and online sections: Select at least 4 people of differing ages, cultural backgrounds, gender etc. to ask these 3 questions: What would you do if your four year old was masturbating in public? Do you think its a good idea for babies to sleep in the same bed as their parents? If so, to what age? What would you do if you caught your 6 year old child shoplifting a candy bar from a convenience store? Summarize your results and speculate on why there were or were not differences in the responses. Record each person's responses and a brief description of them, i.e age, gender, cultural background etc. Reflect on the responses you heard and consider issues such as gender, age, cultural background etc. How did their gender, age, etc. influence their responses? How inconsistent were the responses? Were you surprised? Did you think they were honest with you? Why or why not? |

Textbooks or other support materials

| Resource Type: | Details |
|----------------|--|
| Books | Experiencing the Lifespan, Janet Belsky. MacMillan Learning, 2022. ISBN:9781319422899. |

Library Materials:

No

Equity Review:

Yes

Equity Review Description:

This course is aligned with the C-ID for the state, and the textbook is current (updated within the last year) and description states: "Experiencing the Lifespan draws from a variety of cultures around the world to tell the story of human development, communicating the science and human impact of developmental psychology in a highly conversational style." Culture is incorporated throughout what the students will be learning and reading in the course.

Transferable to CSU

Yes - Approved

CSU General Education

CSU GE E: Lifelong Learning & Self-Development
Transferable to CSU

Transferable to UC

Yes - Approved

UC/IGETC General Education

Transferable to UC

COS General Education

COS GE D: Social & Behavioral Science

Other Degree Attributes

Degree Applicable



Not a Basic Skills Course

Attachments:

Distance Learning Addendum
PSY80.pdf

Database:**Banner Title:**

Intro to Lifespan Psychology

Proposal Type

Substantial

Gen Ed/ Transfer

Approved

Course Control Number:

CCC000523829

CIP Code:

420101 - Psychology, General.

C-ID:

PSY180

Enforced Prerequisites

| And/Or | (| Course/Test Code | Min Grade/Score | Academic Level |) | Concurrency |
|--------|---|------------------|-----------------|----------------|---|-------------|
|--------|---|------------------|-----------------|----------------|---|-------------|

Method of Instruction (Banner):

All Classes except labs
Hybrid
Lecture and/or Discussion
Online
Online with Orientation
Online-Simultaneous Interact
Online/Hybrid-Delayed Interact

Justification / Rationale:

Every single course in this department (Consumer Family Studies) has been deleted, except for this one, which is now a stand alone course in the CFS department. However, the C-ID is a PSY course, and the minimum qualifications/discipline assignment for this course is Psychology. It needs to be moved to that department/division. Other updates have been made to align with the current C-ID descriptors and most revised textbook, as well as new DLA.

Five year review. Updated subject, removed advisory, TOP code, SAM code, course content, outcomes, equity review, and textbook.

Reviewer Comments

Jesse Wilcoxson (jessew) (Wed, 13 Sep 2023 19:39:00 GMT): Rollback: Vanessa, what is the publication date of the textbook? Textbooks need to have a publication date no older than five years. Can you please add in the publication date and relaunch. Thank you.

Sarah Harris (sarahha) (Thu, 14 Sep 2023 18:28:24 GMT): Substantial Change process - Change to subject code/ department

Sarah Harris (sarahha) (Thu, 14 Sep 2023 18:28:45 GMT): Rollback: Update DLA attachment to current form.

Sarah Harris (sarahha) (Wed, 18 Oct 2023 18:34:53 GMT): Added psychology discipline as previously approved.

Key: 756