I. CATALOG INFORMATION
A. Discipline: PSYCHOLOGY
B. Subject Code and Number: PSY M07
C. Course Title: Developmental Psychology (Life Span)
D. Credit Course units:
   Units: 3
   Lecture Hours per week: 3
   Lab Hours per week: 0
   Variable Units: No
E. Student Learning Hours:
   Lecture Hours:
      Classroom hours: 52.5 - 52.5
   Laboratory/Activity Hours:
      Laboratory/Activity Hours 0 - 0
   Total Combined Hours in a 17.5 week term: 52.5 - 52.5
F. Non-Credit Course hours per week
G. May be taken a total of:  X  1  2  3  4 time(s) for credit
H. Is the course co-designated (same as) another course: No  X  Yes
   If YES, designate course Subject Code & Number: 
I. Course Description:
   Introduces physical, emotional, cognitive, social, and cultural aspects of
development from conception to death. Emphasizes normative behaviors and
developmental stages over the life span.
J. Entrance Skills
   *Prerequisite: No  X  Yes  □  Course(s)
   *Corequisite: No  X  Yes  □  Course(s)
   Limitation on Enrollment: No  X  Yes
   Recommended Preparation: No  □  Yes  X  Course(s)
   PSY M01 and ENGL M02
   Other: No  X  Yes
K. Other Catalog Information:
## II. COURSE OBJECTIVES

Upon successful completion of the course, a student will be able to:

<table>
<thead>
<tr>
<th></th>
<th>Methods of evaluation will be consistent with, but not limited by, the following types or examples.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>contrast and compare developmental theories and approaches (including how different theoretical perspectives affect or determine the research and applications that arise from them).</td>
</tr>
</tbody>
</table>
|   | Essay and/or Objective Exam  
|   | Classroom Discussion  
|   | Reports/Papers/ Journals  
|   | Classroom Projects  
|   | Individual and/or Group Projects |
| 2 | analyze elements of a scientific approach to understanding human development in a biopsychosocial context. |
|   | Essay and/or Objective Exam  
|   | Classroom Discussion  
|   | Reports/Papers/Journals  
|   | Classroom Projects  
|   | Individual and/or Group Projects  
|   | Out-of-Class Projects |
| 3 | identify biological, psychological, and sociocultural influences on life span development. |
|   | Essay and/or Objective Exam  
|   | Classroom Discussion  
|   | Reports/Papers/Journals  
|   | Classroom Projects  
|   | Individual and/or Group Projects  
|   | Out-of-Class Projects |
| 4 | describe the ways in which psychological principles and research apply to real world problems and issues across the life span. |
|   | Essay and/or Objective Exam  
|   | Classroom Discussion  
|   | Reports/Papers/Journals  
|   | Classroom Projects  
|   | Individual and/or Group Projects  
|   | Out-of-Class Projects |
| 5 | describe the sequences of physical, social, and cognitive development across the life span, using the constructs and conceptual framework provided by psychological perspectives. |
|   | Essay and/or Objective Exam  
|   | Classroom Discussion  
|   | Reports/Papers/Journals  
|   | Classroom Projects  
|   | Individual and/or Group Projects  
|   | Out-of-Class Projects |
### COURSE CONTENT

<table>
<thead>
<tr>
<th>Estimated %</th>
<th>Topic</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.00%</td>
<td>Introduction</td>
<td>1, 2, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td></td>
<td>-definitions and controversies in human development (traditional vs. life span, continuous vs. discontinuous, nature vs. nurture)</td>
<td></td>
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<tr>
<td></td>
<td>-the scientific method for studying life span development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-approaches to studying change over time</td>
<td></td>
</tr>
<tr>
<td>8.00%</td>
<td>Genetics</td>
<td>1, 3</td>
</tr>
<tr>
<td></td>
<td>-genes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-chromosomes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-genetic transmission</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-genetic and chromosomal disorders</td>
<td></td>
</tr>
<tr>
<td>60.00%</td>
<td>Physical, Cognitive, and Psychosocial Development During</td>
<td>1, 3, 4, 5, 6, 7</td>
</tr>
<tr>
<td></td>
<td>-infancy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-early childhood</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-middle childhood</td>
<td></td>
</tr>
</tbody>
</table>
### Developmental Theories
- psychodynamic
- learning
- contextual (e.g., sociocultural and systems)
- cognitive
- humanistic

<table>
<thead>
<tr>
<th>Section</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>8, 9</td>
<td>Death and Dying</td>
</tr>
</tbody>
</table>

### Prenatal Development and Birth
- stages of prenatal development and birth (labor)
- effects of the environment on prenatal development
- neonatal testing and competencies

<table>
<thead>
<tr>
<th>Section</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>3, 7, 8</td>
<td>Prenatal Development and Birth</td>
</tr>
</tbody>
</table>

### IV. TYPICAL ASSIGNMENTS

#### A. Writing assignments
Writing assignments are required. Possible assignments may include, but are not limited to:

1. family biography.
2. journal.
3. interviews/observations of different aged individuals or groups.

#### B. Appropriate outside assignments
Appropriate outside assignments are required. Possible assignments may include, but are not limited to:

1. research on life span topics such as current developmental research.
2. nutritional requirements and menu planning.
3. create a family tree and reflect on the various influences on your development as it relates to the major theories covered.

#### C. Critical thinking assignments
Critical thinking assignments are required. Possible assignments may include, but are not limited to:

1. analyze factors in high school drop-outs.
2. synthesize cognitive and emotional models of moral thinking.
3. distinguish between the various theoretical approaches in case studies related to human development.

### V. METHODS OF INSTRUCTION
Methods of instruction may include, but are not limited to:

- Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)
- Lecture/Discussion
- Laboratory/Activity
Other (Specify)
Discussion examples: Consequences of different types of parenting; contributors to adolescent delinquency. Class activity examples: Design an elementary school integrating cognitive development theory; role play genetic counselor.

Optional Field Trips

Optional Field Trips

VI. METHODS OF EVALUATION
Methods of evaluation may include, but are not limited to:

- Essay Exam
- Problem Solving Exam
- Objective Exams
- Classroom Discussion
- Reports/Papers/Journals Projects
- Participation
- Skill Demonstration
- Other (specify)

Develop a school using Piaget's theories.

VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS


VIII. STUDENT MATERIALS FEES

- No
- Yes

IX. PARALLEL COURSES

<table>
<thead>
<tr>
<th>College</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cal Poly San Luis Obispo</td>
<td>PSY 256</td>
<td>Developmental Psychology</td>
<td>4</td>
</tr>
<tr>
<td>CSU Channel Islands</td>
<td>PSY 213</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CSU Northridge</td>
<td>PSY 200</td>
<td>Introduction to Lifespan Psychology</td>
<td>3</td>
</tr>
<tr>
<td>UC Santa Cruz</td>
<td>PSYC 10</td>
<td>Introduction to Developmental Psychology</td>
<td>5</td>
</tr>
</tbody>
</table>

X. MINIMUM QUALIFICATIONS

Courses Requiring a Masters Degree:
Master's degree in psychology OR bachelor's degree in psychology AND master's degree in counseling, sociology, statistics, neuroscience, or social work OR the equivalent.
XI. ARTICULATION INFORMATION

A. Title V Course Classification:
   1. This course is designed to be taken either:
      - [ ] Pass/No Pass only (no letter grade possible); or
      - [x] Letter grade (P/NP possible at student option)
   2. Degree status:
      - Either [x] Associate Degree Applicable; or [ ] Non-associate Degree Applicable

B. Moorpark College General Education:
   1. Do you recommend this course for inclusion on the Associate Degree General Education list?
      - Yes: [x] No: [ ] If YES, what section(s)?
      - A1 - Natural Sciences - Biological Science
      - A2 - Natural Sciences - Physical Science
      - B1 - Social and Behavioral Sciences - American History/Institutions
      - B2 - Social and Behavioral Sciences - Other Social Behavioral Science
      - C1 - Humanities - Fine or Performing Arts
      - C2 - Humanities - Other Humanities
      - D1 - Language and Rationality - English Composition
      - D2 - Language and Rationality - Communication and Analytical Thinking
      - E1 - Health/Physical Education
      - E2 - PE or Dance
      - F - Ethnic/Gender Studies

C. California State University (CSU) Articulation:
   1. Do you recommend this course for transfer credit to CSU? Yes: [x] No: [ ]
   2. If YES do you recommend this course for inclusion on the CSU General Education list?
      - Yes: [x] No: [ ] If YES, which area(s)?
      - A1 [ ] A2 [ ] A3 [ ] B1 [ ] B2 [ ] B3 [ ] B4 [ ]
      - C1 [ ] C2 [ ] D1 [ ] D2 [ ] D3 [ ] D4 [ ] D5 [ ] D6 [ ] D7 [ ] D8 [ ] D9 [x] D10 [ ] E [x]

D. University of California (UC) Articulation:
   1. Do you recommend this course for transfer to the UC? Yes: [x] No: [ ]
   2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)? Yes: [x] No: [ ]
      - IGETC Area 1: English Communication
English Composition
Critical Thinking-English Composition
Oral Communication

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning
Mathematical Concepts

IGETC Area 3: Arts and Humanities
Arts
Humanities

IGETC Area 4: Social and Behavioral Sciences
Anthropology and Archaeology
Economics
Ethnic Studies
Gender Studies
Geography
History
Interdisciplinary, Social & Behavioral Sciences
Political Science, Government & Legal Institutions
Psychology
Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)
Physical Science Lab or Physical Science Lab only (non-sequence)
Physical Science Lecture only (non-sequence)
Biological Science
Physical Science Courses
Physical Science Lab or Biological Science Lab Only (non-sequence)
Biological Science Courses
Biological Science Lab course
First Science course in a Special sequence
Second Science course in a Special Sequence
Laboratory Activity
Physical Sciences

IGETC Area 6: Language other than English
Languages other than English (UC Requirement Only)
U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)
U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)
XII. REVIEW OF LIBRARY RESOURCES

A. What planned assignment(s) will require library resources and use?

The following assignments require library resources:
Research, using the Library's print and online resources, in preparation for writing a paper on a topic appropriate to the course, such as analyzing factors in high school drop-outs.

B. Are the currently held library resources sufficient to support the course assignment?

YES: [x] NO: [ ]

If NO, please list additional library resources needed to support this course.

XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION

PSY M07: Not Applicable

XIV. WORKPLACE PREPARATION

PSY M07: Not Applicable

XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM

1. Mode of Delivery

   [x] Online (course will be delivered 100% online)
   [ ] Online with onsite examinations (100% of the instruction will occur online, but examinations and an orientation will be scheduled onsite)
   [ ] Online/Hybrid (a percentage of instruction will be held online and the remaining percentage of instruction will be held onsite)
   [ ] Lab activities will be conducted onsite
   [ ] Televideo (Examinations and an orientation will be held onsite)
   [ ] Teleconference
   [ ] Other

2. Need/Justification

   Improve general student access.

3. Describe how instructors teaching this course will ensure regular, effective contact with and among students.

   Announcements, news, discussion boards, lectures, webcasts, chat rooms, email communication, social media, collaboration sites, online office hours, interactive videoconferencing, and scheduled face-to-face meetings.

4. Describe how instructors teaching this course will involve students in active learning.

   Group assignments, faculty led-discussions, peer-led discussions, and use of interactive technology.
5. Explain how instructors teaching this course will provide multiple methods of content representation.

Text, audio, photos and graphic elements, video, and interactive technology programs.

6. Describe how instructors teaching this course will evaluate student performance.

Exams and/or quizzes, discussions, assignments, projects, field work, instructor and/or peer critiques, group work, and online presentations.

XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM

General Education Division of Learning [check all applicable boxes]:

☐ Natural Sciences
  ☐ Biological Science
  ☐ Physical Science
  X Social and Behavioral Sciences
     ☐ American History/Institutions
     X Other Social Science

☐ Humanities
  ☐ Fine or Performing Arts
  ☐ Other Humanities

☐ Language and Rationality
  ☐ English Composition
  ☐ Communication and Analytical Thinking

☐ Health/Physical Education
  ☐ Ethnic/Women's Studies

Check either Option 1 or Option 2

X OPTION #1: Moorpark College has already received approval from the CSU and/or UC systems for this course to fulfill a GE requirement. Note: This option applies only to technical revisions and updated courses.

☐ OPTION #2: Moorpark College has not received approval from the CSU and/or UC systems for this course to fulfill a GE requirement. This option applies to all new and substantively revised courses.

XVII. STUDENT MATERIALS FEE ADDENDUM

PSY M07: Not Applicable

XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041

PSY M07: Not Applicable

XIX. CURRICULUM APPROVAL
Course Information:
Discipline: **PSYCHOLOGY**

Discipline Code and Number: **PSY M07**

Course Revision Category: **Technical Course Revision**

Course Proposed By:
Originating Faculty: **Elisa Setmire 03/17/2015**

Faculty Peer: **Margaret Tennant 03/18/2015**

Curriculum Rep: **Elisa Setmire 03/18/2015**

Department Chair: **Danielle Vieira 03/17/2015**

Division Dean: **Amanuel Gebru 03/17/2015**

Approved By:
Curriculum Chair: **Lori Bennett 05/15/2015**

Executive Vice President: **Jerry Mansfield 05/16/2015**

Articulation Officer: **Letrisha Mai 04/20/2015**

Librarian: **Mary LaBarge 04/21/2015**

Implementation Term and Year: **Fall 2015**

Approval Dates:
Approved by Moorpark College Curriculum Committee: **05/05/2015**

Approved by Board of Trustees (if applicable): _________

Approved by State (if applicable): _________