

Colonnade Program Course Proposal: Explorations Category

1. What course does the department plan to offer in Explorations? Which subcategory are you proposing for this course? (Arts and Humanities; Social and Behavioral Sciences; Natural and Physical Sciences)

The psychological sciences department proposes to offer PSYS 199/220 (note that this number change, approved in the University Senate 3/20/2014, takes effect Winter 2015), Life Span Developmental Psychology in the Social and Behavioral Sciences subcategory of Explorations. This class has course equivalency with PSY 199/220 (also approved in the 3/20/2014 University Senate meeting).

2. How will this course meet the specific learning objectives of the appropriate subcategory. Please address **all** of the learning outcomes listed for the appropriate subcategory.
 - a. *Learning Objective 1: "Demonstrate knowledge of at least one area of the social and behavioral sciences."*
 - i. *Life Span Developmental Psychology is the scientific study of normal growth and change over the human life span (from birth to old age). Briefly, any topic in psychology can be studied developmentally. In this class students develop an appreciation for the complex ways in which humans grow and change over the life span. Students learn about a number of influences on human development including genetics, learning, and a variety of social forces including gender, race, social class, culture and subculture, and history (times in which one grows up). Students learn about the development of a) the body and nervous system, including health-related issues; b) cognition and language; c) personality; d) emotions; and e) social behaviors*
 - b. *Learning Objective 2: "Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences."*
 - i. *Consistent with the goals of developmental psychology as a field, the learning objectives of this course are: a) an understanding of major themes and theories in human development; b) an appreciation of the developmental tasks and challenges that a person must master at different points in the life span, with a focus on application; c) an introduction to how research is formulated and carried out in human development, including both methodological and ethical decisions; and d) the application of knowledge gained to real world situations.*

- c. *Learning Objective 3: “Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.”*
 - i. *Life span developmental psychology focuses on a number of contributors to diversity from genetic variation to the influence of family, race/ethnicity, socioeconomic status, subculture/culture, and the historical context of development. Students develop an appreciation of the complex ways that these forces interact and influence the form and content of development.*
 - d. *Learning Objective 4: “Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.”*
 - i. *Given the subject matter of life span developmental psychology, students appreciate the personal relevance of course topics for their own development as well as for the development of their future or current children, their parents and their grandparents. Students are actively encouraged to apply course concepts of everyday situations. Course content can also be readily applied to a variety of careers (e.g., nursing and other health care professions, social work, education, and the law). In addition, the course addresses the impact of larger social forces on human development. For example, childbirth leave policies of different countries are examined in relation to national differences in breastfeeding of infants, and scientific knowledge on language development is related to bilingual education and timing of courses in other languages.*
 - e. *Learning Objective 5: “Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.”*
 - i. *Students in life span developmental psychology are expected to master the key constructs and terminology used in the field. Their mastery is assessed in examinations with objective and essay questions and/or with papers requiring application of course content.*
3. Syllabus statement of learning outcomes for course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section’s syllabus.

Provides an understanding of society and human behavior that

- *describes research methods and related ethical issues for the scientific study of societal institutions and human behavior*
- *examines patterns of interaction pertaining to race, gender, ethnic identity, class, community, and other forms of social grouping*

- *evaluates the impact of heredity and environment on human development and individual behavior*
- *Applies theories and research on human development to issues of personal concern and public interest*

4. Brief description of how the department will assess the course for these learning objectives.

In order to assess the learning objectives for the course, all students enrolled in PSY and PSYS 199/220 will complete a standardized assessment which includes 10 items drawn by course instructors from a possible pool of 30 items. These 30 items will be constructed such that six items are available for each of the five learning objectives, and course instructors will choose two items to represent each learning objective. The assessment items will be drawn from the course material (as outlined in the course learning outcomes) that is covered during lecture and in the course readings, discussion, and activities. A PSYS 199/220 course director will randomly sample 100 students who are enrolled in PSYS 199 per calendar year to examine student performance on the 10 items. The following criteria will be used to assess the students' mastery of the learning objectives in the course.

- *Excellent = at least 70% of the students answered 9 out of the 10 assessment items correctly*
- *Satisfactory = at least 70% of the students answered 7 out of the 10 assessment items correctly*
- *Unsatisfactory = under 70% of the students answered 7 out of the 10 assessment items correctly*

5. How many sections of this course will your department offer each semester?

The Departmentst of Psychology and Psychological Sciences will offer 15 sections of PSY/PSYS 199/220 per semester. These sections generally vary enrollment capacity from 20 students to 49 students. In recent history, approximately 1,000 students enroll in PSY 199/220 and PSYS 199/220 per year.

6. Please attach sample syllabus for the course.

Sample syllabus follows next page.

PSYS 199/220: Introduction to Developmental Psychology

Class times, class location, course website information, and instructor information: [Removed from example syllabus]

Course Prerequisites: None

Textbook: Development through the lifespan, Laura E Berk, 5th edition

This course fulfills a portion of WKU's general education program and addresses the following general education goals:

Provides an understanding of society and human behavior that

- describes research methods and related ethical issues for the scientific study of societal institutions and human behavior*
- examines patterns of interaction pertaining to race, gender, ethnic identity, class, community, and other forms of social grouping*
- evaluates the impact of heredity and environment on human development and individual behavior*
- Applies theories and research on human development to issues of personal concern and public interest*

The general education goals will be assessed with extra credit multiple choice questions on the final exam.

Course Overview: Developmental psychology is the study of normal growth and change over the life span (from birth to old age). This course should give you an appreciation for the complex ways in which human beings grow and change over the life span. The goals that will be emphasized are:

- 1) an understanding of major theories and themes in human development
- 2) an appreciation of the developmental tasks and challenges a person must master at different times across the life span
- 3) an introduction to how research is formulated and carried out, including ethical decision making
- 4) an appreciation of the diverse influences (from genetics to culture) on human development
- 5) the application of knowledge gained to real world situations.

Reading List and Schedule

Date	Topic
1/23, 25, 28, 30	Ch. 1 Introduction, Theory, & research strategies
2/1, 4, 6	Ch. 3 Prenatal development, birth, & new born baby
2/8, 11, 13, 15	Ch. 4 Physical development in infancy & toddlerhood
2/18	Midterm Exam 1 (Chapters 1, 3 & 4)
2/20, 22	Ch. 5 Cognitive development in infancy & toddlerhood
2/25, 27 toddlerhood	Ch. 6 Emotional and social development in infancy &

3/1, 4 childhood	Ch. 7	Physical & cognitive development in early
3/6, 8	Ch. 8	Emotional & social development in early childhood
3/20	Midterm Exam 2 (Chapters 5 - 8)	
3/18, 22, 25 childhood	Ch. 9	Physical & cognitive development in middle
3/25, 27 childhood	Ch. 10	Emotional & social development in middle
3/29, 4/1	Ch. 11	Physical & cognitive development in adolescence
4/3, 5	Ch. 12	Emotional & social development in adolescence
4/8, 10 adulthood	Ch. 13	Physical & cognitive development in early
4/12	Midterm Exam 3 (Chapters 9 - 13)	
4/15	Ch. 14	Emotional & social development in early adulthood
4/17, 19, 22 adulthood	Ch. 15	Physical & cognitive development in middle
4/22, 24 adulthood	Ch. 16	Emotional & social development in middle
4/26, 29, 5/1	Ch. 17	Physical & cognitive development in late adulthood
5/1, 3	Ch. 18	Emotional & social development in late adulthood

Final Exam (chapters 14 – 18):

Miscellaneous Information

- The instructor reserves the right to make changes in the course as is deemed necessary.
- Attendance Policy: Due to a policy adopted by the university, all introductory level classes (i.e., 100 level courses) must check attendance. Therefore, I will check attendance every class day. Attendance *per se*, however, will not affect your grade in this course.

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the **Office for Student Disability Services** (OFSDS), Room A200, DUC (745 5004). Please do not request accommodations directly from the instructor without a letter of accommodation from the OFSDS.