

LAST REVIEW: 2010-2011 **NEXT REVIEW:** 2015 -2016 **STATUS:** A
(i.e. 2003-2004) *(i.e. 2008-2009)* *(A, I, D)*

COURSE TITLE: Human Development

COMMON COURSE NUMBER: DEP2004

CREDIT HOURS: 3

CONTACT HOUR BREAKDOWN

(per 16 week term)

CLOCK HOURS:

(Voc. Course ONLY)

Lecture: 48 Lab:

Clinic: Other:

PREREQUISITE(S): None

COREQUISITE(S): None

PRE/COREQUISITE(S): None

COURSE DESCRIPTION *(750 characters, maximum):*

This is a developmental psychology course that considers human growth from conception to death. This course covers the physical, cognitive, and psycho-social process of human development. It is designed to give a general overview of the developmental processes.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s): Area **3B**
General Education Requirements – Associate in Science Degree (AS), meets Area(s): Area
General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s): Area

UNIT TITLES

1. Developmental Perspectives, Processes and Research Methods
2. The Prenatal Period and Infancy
3. Childhood
4. Adolescence
5. Early Adulthood
6. Middle Adulthood
7. Later Adulthood
8. Writing about Human Development

*** Complete the following only if course is seeking general education status ***

GENERAL EDUCATION Competencies and Skills *:

In the box to the right of the Competency/Skill, enter all specific **student learning outcome** unit numbers, as indicated in the course outline (i.e. 1.1, 2.7, 4.2, 4.0 and 5.12) that apply.

Course must include <u>all</u> of the following:	
1. Read with critical comprehension**	1.4, 2.3, 3.4, 4.3, 5.4, 6.5,7.3
2. Write clearly and coherently**	1.3, 2.6, 3.1, 4.1, 5.3, 6.2, 7.2, 8.0
3. Demonstrate literacy as appropriate within a given discipline**	1.0(f), 1.4(d)
4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**	7.6, 8.0
Course must include at least <u>one</u> of the following:	
5. Differentiate between ethical and unethical behavior	1.2, 2.2, 7.6
6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.	1.1, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0
7. Demonstrate an understanding of and appreciation for human diversities and commonalities.	1.4, 5.5, 7.6.1
8. Speak and listen effectively.	

**General Education Competencies and Skills endorsed by 2010-2011 General Education Task Force*

****Required Competencies**

1) Read with critical comprehension.

The student will be introduced to the basic texts, concepts, vocabulary, and methods necessary for developing an understanding of the discipline and meeting the required benchmarks as stated in the course outline.

2) Write clearly and coherently.

The student will demonstrate an understanding and mastery of subject matter in a variety of ways, including writing. Writing activities may include both graded and ungraded essays, short answer quizzes, summaries, reactions, journals, and various other reports.

3) Demonstrate and apply literacy across all the disciplines (indicate which ones apply).

- a) **Information literacy** means understanding how to locate needed information, using the appropriate technology for the task, managing and evaluating the extracted information and using it effectively and ethically.
- b) **Technology literacy** is the ability to responsibly and effectively use appropriate technology to access, manage, integrate, or create information, and/or use technology to accomplish a given task.
- c) **Workplace literacy** is having the appropriate knowledge and skills to communicate and work with others effectively and perform job duties, whether it is through the use of computers and/or other technology.
- d) **Cultural literacy** is recognizing, understanding, and appreciating the similarities and differences between one's own culture and the cultures of others through a study of the arts, customs, beliefs, values, and history that define a culture.
- e) **Quantitative literacy** is having the ability to formulate, solve and interpret mathematical/statistical operations and graphical/tabular representations to make informed decisions.

f) **Scientific literacy** means understanding the methodology and application of the scientific process, the physical and biological worlds, and recognizing that scientific knowledge is continuously updated or revised as new information is discovered.

g) **Environmental literacy** is creating a context within which environmental issues can be viewed, imparting knowledge to enhance one's ability to analyze the issues, make the connections between humans' decisions and actions and the challenges facing the environment, and instilling the desire to sustain the environment through ethical practices in both one's professional and personal lives.

4. Apply problem-solving skills or methods to make informed decisions in a variety of contexts.

The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.

EVALUATION:

In the box to the right of the Methods of Assessment, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 4.0, 4.2 and 5.12) that apply.

1. Portfolio	
2. Short essays	1.3, 2.6, 3.1, 4.1, 5.3, 6.2, 7.2
3. Research Papers	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0
4. Group projects	
5. Discussions (In class and online)	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0
6. Multiple Choice tests	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0
7. Presentations	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0
8. Service Learning Projects	2.4, 2.5, 3.0, 4.0, 5.0, 6.0, 7.1
9. Quizzes (pop, announced, etc.)	1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0
10. Take-home tests	
11. Summaries, critiques, and analyses	
12. Reaction papers	2.4, 2.5, 3.0, 4.0, 5.0, 6.0, 7.1, 8.0
13. Surveys	
14. Performance	
15. Short answer tests	1.3, 2.6, 3.1, 4.1, 5.3, 6.2, 7.2
16. Classroom debates and colloquia	
17. Blogs, wikis, web pages	
18. Other (Please explain)	

Common Course Number: DEP2004

UNITS

Unit 1 Development Perspectives, Processes and Research Methods

General Outcome:

- 1.0** The student shall be able to analyze and explain the basic concepts and methodology used in the study of human development through readings from the textbook, databases and scientific journal articles.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 1.1** Differentiate the major theories of human development.
- 1.2** Evaluate research methodologies and ethical behaviors.
- 1.3** Compare and contrast through writing different historical perspectives.
- 1.4** Read and classify current issues in diversity and human development.

Common Course Number: DEP2004

Unit 2 The Prenatal Period and Infancy

General Outcome:

- 2.0** The student shall be able to summarize of the processes of development from conception through infancy.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 2.1** Evaluate the relative contributions of genetics and heredity.
- 2.2** Explain the process of conception, reproductive ethics, and prenatal development.
- 2.3** Through assigned readings describe the birth process.
- 2.4** Analyze the physical development in infancy.
- 2.5** Explain emotional development in infancy.
- 2.6** Appraise through writing intellectual development in infancy.

Common Course Number: DEP2004

Unit 3 Childhood

General Outcome:

- 3.0** The student shall be able to compare and contrast developmental changes in growth and behavior during childhood.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 3.1** Summarize through writing physical development in childhood.
- 3.2** Evaluate cognitive development in childhood.
- 3.3** Analyze personality development in childhood.
- 3.4** Differentiate intellectual development during childhood through assigned readings.

Common Course Number: DEP2004

Unit 4 Adolescence

General Outcome:

- 4.0** The student shall be able to assess changes in growth and behavior during adolescence.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 4.1** Critique through writing the major theories of adolescence.
- 4.2** Illustrate the major aspects of physical development in adolescence.
- 4.3** Categorize cognitive development in adolescence through assigned readings.
- 4.4** Differentiate among personality development in adolescence.
- 4.5** Summarize and explain adolescent intellectual abilities.

Common Course Number: DEP2004

Unit 5 Adulthood

General Outcome:

- 5.0** The student shall be able to distinguish developmental changes in growth and behavior during early adulthood.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 5.1** Compare and contrast the major theories of early adulthood.
- 5.2** Summarize physical development in early adulthood.
- 5.3** Evaluate in writing cognitive development in early adulthood.
- 5.4** Read about and critique personality development in early adulthood.
- 5.5** Analyze the major social life events during adulthood within the context of different cultures.

Common Course Number: DEP2004

Unit 6 Middle Adulthood

General Outcome:

- 6.0** The student shall be able to analyze and contrast the continuity and change in middle age in the areas of physical, intellectual, socio-emotional functioning.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 6.1** Appraise middle age as a developmental stage.
- 6.2** Interpret through writing the research on midlife crisis.
- 6.3** Examine biological continuity and change in middle adulthood.
- 6.4** Illustrate intellectual functioning in middle adulthood.
- 6.5** Through assigned readings, justify theories of personality development in middle adulthood.

Common Course Number: DEP2004

Unit 7 Later Adulthood

General Outcome:

- 7.0** The student shall be able to appraise the continuity and change in the areas of physical, intellectual, socio-emotional functioning during later adulthood.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 7.1** Differentiate physical aging and disease.
- 7.2** Compare and contrast via writing cognitive changes with age.
- 7.3** Distinguish the major theories of adjustment to aging through assigned readings.
- 7.4** Illustrate the developmental tasks of later life.
- 7.5** Evaluate the personality changes in later life.
- 7.6** Prepare and propose coping strategies for death, dying, and bereavement and evaluate the ethics of euthanasia.
- 7.6.1** Analyze death, dying and bereavement within the context of different cultures.

Common Course Number: DEP2004

Unit 8 Writing about Human Development

General Outcome:

- 8.0 The student shall create clearly organized, thoroughly developed essays, including but not limited to short essays, research assignments, or research papers related with the evaluation and analysis of the stages of human development.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 8.1** Produce an original work such as research paper, service learning reflection paper or an evaluated statement of the student's life experiences.
- 8.1.1** Produce a written assignment using APA style format.
- 8.1.2** Produce a written assignment using APA citations.
- 8.1.3** Produce a written assignment using APA style format applying what the student has learned about development and how it applies to their own life experiences.

General Education Course Assessment Sheet

Course Number: DEP 2004

Course Title: Human Development

Discipline Team Member Responsible: Norda Hernandez

Student Learning Outcome & Competency	Assessment
<p>1.1 Differentiate the major theories of human development.</p> <p>Competency # 6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.</p>	<p>The students will respond to multiple choice questions related to the major theories of human development.</p>

Associate Dean Signatures

_____ (Date)
Associate Dean—North Campus

_____ (Date)
Associate Dean—Central Campus

_____ (Date)
Associate Dean—South Campus