

CORE CURRICULUM COMPONENT APPLICATION
Texarkana College

Part I: Course Information

Course Type

- Existing/Restructured
 New Course

Course Prefix & Number: **PSYC 2314**

Texas Common Course Number (TCCN): **2314**

Course Title: **Lifespan Growth and Development**

Course Catalog Description

The study will concern the physical, mental, and emotional characteristics of the individual from conception throughout the lifespan. Specific topics will include: basic theories and research in developmental psychology; parent-child relationships; identification, peer relations; self-concepts; language learning, perceptual and cognitive development. Course will give special focus to crises which occur as persons live out their lives.

Course Prerequisites:

None.

Available Online?

- Yes
 No

Part II: THECB Course Objectives [Sample Syllabus](#)

Upon successful completion of this course, students will:

1. Describe the stages of the developing person at different periods of the life span from birth to death.
2. Discuss the social, political, economic, and cultural forces that affect the development process of the individual.
3. Identify factors of responsible personal behavior with regard to issues such as sexual activity, substance abuse, marriage and parenting.
4. Explain the biosocial, cognitive and psychological influences throughout the lifespan as an ongoing set of processes, involving both continuity and change.
5. Describe the different developmental perspectives of the major theories of development (i.e. cognitive, learning, humanistic and psychodynamic).
6. Identify examples of some of the cultural and ethnic differences that influence development throughout the lifespan.
7. Discuss the various causes or reasons for disturbances in the developmental process.

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Part III: THECB Skill Objectives

- 1. Critical Thinking Skills:** include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- 2. Communication Skills:** include effective development, interpretation and expression of ideas through written, oral and visual communication
- 3. Empirical and Quantitative Skills:** include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- 4. Social Responsibility:** include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Part IV: Course Student Learning Outcomes (SLO) [SLO Attachment](#) & [Post Test](#)

1. Discuss in general terms the major concepts of lifespan psychology.
2. Understand the connections between the mind and body.
3. Demonstrate general understanding of major developmental theories & associated environmental factors.
4. Understand the appropriate application of psychological principles in daily life.
5. Engage in creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information (Critical Thinking Skills).
6. Demonstrate the ability to manipulate and analyze numerical data or observable facts, with the result being an informed conclusion (Empirical and Quantitative Skills).
7. Demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities (Social Responsibility).
8. Demonstrate effective development, interpretation and expression of ideas through written, oral and visual communication (Communication Skills).

Skill Objective:	Critical Thinking Skills: include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
THECB Course Objective	<ol style="list-style-type: none"> 2. Discuss the social, political, economic, and cultural forces that affect the development process of the individual. 3. Identify factors of responsible personal behavior with regard to issues such as sexual activity, substance abuse, marriage and parenting. 6. Identify examples of some of the cultural and ethnic differences that influence development throughout the lifespan. 7. Discuss the various causes or reasons for disturbances in the developmental process.
Course Student Learning Outcome	SLO #5. Engage in creative thinking, innovation,

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	inquiry, and analysis, evaluation and synthesis of information (Critical Thinking Skills).
General Learning Activities	Chapter lectures. Examination of goals and objectives for healthy living. Focus on observable and measurable as necessary for scientific inquiry.
Assessment <i>Must Include Assignment & Rubric</i>	Written Assignment Rubric: Attached

Skill Objective:	Communication Skills: include effective development, interpretation and expression of ideas through written, oral and visual communication
THECB Course Objective	<ol style="list-style-type: none"> 1. Describe the stages of the developing person at different periods of the life span from birth to death. 2. Discuss the social, political, economic, and cultural forces that affect the development process of the individual. 4. Explain the biosocial, cognitive and psychological influences throughout the lifespan as an ongoing set of processes, involving both continuity and change. 5. Describe the different developmental perspectives of the major theories of development (i.e. cognitive, learning, humanistic and psychodynamic). 7. Discuss the various causes or reasons for disturbances in the developmental process.
Course Student Learning Outcome	SLO #8. Demonstrate effective development, interpretation and expression of ideas through written, oral and visual communication (Communication Skills).
General Learning Activities	Chapter lectures. Term paper addressing goals and objectives in six areas of life – applying core concepts for life stages. Participation in written class forum exchanges.
Assessment <i>Must Include Assignment & Rubric</i>	Written Assignment Rubric: Attached

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Skill Objective:	Empirical and Quantitative Skills: include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
THECB Course Objective	2. Discuss the social, political, economic, and cultural forces that affect the development process of the individual. 4. Explain the biosocial, cognitive and psychological influences throughout the lifespan as an ongoing set of processes, involving both continuity and change. 7. Discuss the various causes or reasons for disturbances in the developmental process.
Course Student Learning Outcome	SLO #6. Demonstrate the ability to manipulate and analyze numerical data or observable facts, with the result being an informed conclusion (Empirical and Quantitative Skills).
General Learning Activities	Chapter lectures. Demonstration of correlation versus causation as documented in chapter materials. Forum discussions.
Assessment <i>Must Include Assignment & Rubric</i>	Written Assignment Rubric: Attached

Skill Objective:	Social Responsibility: include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
THECB Course Objective	2. Discuss the social, political, economic, and cultural forces that affect the development process of the individual. 3. Identify factors of responsible personal behavior with regard to issues such as sexual activity, substance abuse, marriage and parenting. 6. Identify examples of some of the cultural and ethnic differences that influence development throughout the lifespan. 7. Discuss the various causes or reasons for disturbances in the developmental process.
Course Student Learning Outcome	SLO #7. Demonstrate intercultural competence, knowledge of civic responsibility, and the ability

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	to engage effectively in regional, national, and global communities (Social Responsibility).
General Learning Activities	Term paper analyzing six life areas. Chapter lectures. Application of course material through movies and associated quizzes.
Assessment <i>Must Include Assignment & Rubric</i>	Written Assignment Rubric: Attached