



SEATTLE COLLEGES

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PSYC&200 - Lifespan Psychology

Document Type: Master Course Outline Supplemental

Proposal Type: Revision

Requester(s): Astrid Larsen

College: South

Origination Approved: 04/12/2016 - 7:43 PM

BASIC INFORMATION

Requester(s): Astrid Larsen

College: South Seattle College

Division/Dept: Academic Programs

Dean: Laura Kingston

Peer Reviewer(s): Sandra Bolt
Analea Brauburger
JC Clapp
Daniel Dillard
Tom Gibbons
Melissa J Grinley
Janet Kapp
Laura Kingston
Kali Kuwada
Michael McCrath

COLLEGE SUPPLEMENTAL

Proposed Quarter of Implementation:

Request Provisional Exception

Class Capacity: 35

Note: The following questions are being asked in order to fulfill [Seattle Colleges District VI and AFT Seattle, Local 1789 Agreement](#) language:

Have you discussed the class cap for the course with your unit administrator and with other unit faculty that will be teaching the course?

Yes, discussion has been held.

Is the class cap number that you have indicated mutually agreed upon by unit faculty and unit administrators?

Yes, agreement has been reached.

Modes of Delivery: (Check all that apply)

Fully On Campus Fully Online Hybrid Correspondence Credit by Exam

Seminar Visual Media Other Explanation:

Select the Special Designation(s) this course will satisfy, if applicable:

(No Special Designations Selected)

Class Schedule Description:

Survey of human physical, psychological, and social development from conception through death. Emphasis on major developmental theories, research and research methods of studying lifespan development. Prereq: PSYC&100 General Psychology

Course Prerequisite(s):

PSYC&100

Course Corequisite(s):

None

AA Degree Outcomes: (If Applicable)

Communication (Reading, Oral or Signed, Written, Other Forms of Expression)

Explain meaning of written work, presentations, arts, and media in different contexts and present oral, signed, written, or other forms of expression to increase knowledge, foster understanding, or promote change in an audience.

Critical Thinking, Inquiry and Analysis, and Problem Solving

Explore issues, ideas, phenomena, and artifacts to define and articulate problems or to formulate hypotheses. Analyze evidence to formulate an opinion, identify strategies, develop and implement solutions, evaluate outcomes, and/or draw conclusions.

Global Learning and Intercultural Knowledge and Competence

Critically analyze complex, interdependent, national and global systems, and their legacies and implications, regarding the distribution of power. Reflect on how one's position in these systems affects both local and global communities. Apply a set of cognitive, affective, and behavioral skills that support effective and appropriate interaction in a variety of cultural contexts.

Quantitative Literacy

Reason and solve quantitative problems in a wide array of contexts and use quantitative evidence to develop and communicate sound arguments.

Creative Thinking

Synthesize existing ideas, images, or expertise in original ways.

Information Literacy

Identify, locate, and evaluate needed information in a complex and changing environment. Effectively and responsibly use that information to develop ideas, address issues, and solve problems.

Integrative Learning

Connect disciplinary and divergent ideas across contexts by synthesizing and transferring integrative learning principles to complex situations within and/or beyond the classroom.

Collaboration

Work effectively with others to learn, complete tasks, and pursue common goals that shape, influence, and benefit the individual and/or society.

Ethical Reasoning

Examine, assess, and articulate core beliefs and values, and apply that knowledge to analyze and evaluate complex ethical situations from various perspectives.

Civic Engagement

Promote the quality of life in the civic community through actions that enrich individual life and benefit the community.

Foundations and Skills for Life-long Learning

Transfer previous learning to new situations, reflect on learning experiences, and initiate steps to apply effective learning strategies to improve and expand knowledge, skills, and competence.

Student Learning Outcomes:

Communication

Read and listen actively to learn and communicate

Students read and study from text and any additional materials. They employ listening and reflecting techniques in group discussions. Students ask, answer questions and present if required.

Speak and write effectively for academic and career purposes

Students write for comprehension, analysis, and critical thinking. Their writing skills are used for reflection, summary and observations which are key tools in social science professions.

Human Relations

Use social interactive skills to work in groups effectively

Students engage in teamwork and peer engagement. They gain skills in group dynamics. Students develop cultural competency working with a variety of collaborative styles.

Have knowledge of the diverse cultures represented in our multicultural society

Students engage with equity, diversity and inclusion through course material and interpersonal work in class.

Critical Thinking and Problem-Solving

Think critically in evaluating information, solving problems, and making decisions

Students utilize critical thinking and problem solving skills through analysis, evaluation, criticism and discussion.

Program Outcomes:

Course outcomes linked to the SSC student learning outcomes for PSYCH&200.

SLO #	Included in Course Objective Number	SSC Student Learning Outcomes
SLO 1.1	1, 3, 5, 6, 7	Communication - Read and listen actively to learn and communicate.
SLO 1.2	1, 3, 6, 7	Communication - Speak and write effectively for academic and career purposes.
SLO 2.1		Computation - Use arithmetic and other basic mathematical operations as required by program of study.
SLO 2.2		Computation - Apply quantitative skills for academic and career purposes.
SLO 3.1	1,3,6	Human Relations - Use social skills to work in groups effectively.
SLO		Human Relations – Have knowledge of the diverse cultures

3.2	2,3,5,6	represented in our multicultural society.
SLO 4.1	1,2,3,4,5,7	Critical Thinking—Think critically in evaluating information, solving problems, and making decisions.
SLO 5.1		Technology - Select and use appropriate technological tools for academic and career tasks.
SLO 6.1	3,4,6,7	Personal Responsibility – Uphold the highest standards of academic honesty and integrity.
SLO 6.2		Personal Responsibility – Respect the rights of others in the classroom, online, and in all other school activities.
SLO 6.3		Personal Responsibility – Attend class regularly, complete assignments on time, and effectively participate in classroom and online discussions, group work, and other class-related projects and activities.
SLO 6.4		Personal Responsibility – Abide by appropriate safety rules in laboratories, shops, and classrooms.
SLO 7.1		Information Literacy—Independently access, evaluate, and select information from a variety of appropriate sources.
SLO 7.2		Information Literacy – Have knowledge about legal and ethical issues related to the use of information.
SLO 7.3		Information Literacy - Use information effectively and ethically for a specific purpose.

Course Outcomes / Objectives:

Lifespan Psychology is a course on human development which establishes a foundation for the understanding and acceptance of human behavior in its various stages. In order to achieve this goal, the following course outcomes are offered as guidelines for evaluation of progress for the participant and the course. Students will:

1. Demonstrate mastery over the factual information contained in this course.
2. Discuss the basic concepts that form the foundation of the stage theory perspective.
3. Communicate how the information found in this course relates to actual life situations.
4. Analyze basic theories and scientific data in developmental psychology.
5. Identify how the elements of those basic theories fit into a larger or holistic perspective of human development.
6. Integrate course material into new personal and world perspectives.
7. Evaluate and critique developmental theories in scholarly and practical applications.

Explain the student demand for the course and potential enrollment:

Lifespan Psychology is a highly enrolled class, will be offered 1-4 times every quarter in synchronous and asynchronous modalities. On-line classes offer variable timeframes to study, address the needs of place bound students and introduce information retrieval. Hybrid classes offer a concise combination of on-line and in-class. Lifespan Psychology students often have extremely busy schedules and are working in addition to taking classes. For those with time constraints, who also learn more effectively through personal interaction with instructors and other students, hybrid mode is an excellent solution. Hybrid courses provide students with the benefits of both face-to-face (synchronous) and online (asynchronous) learning opportunities. The online portion of the course allows students dedicated time to complete assignments, as well as, read and reflect on course materials. As a result, this asynchronous learning greatly enhances the face-to-face, synchronous class discussions and activities.

Explain why this course is being revised:

To reintroduce the course into the ACA system. And the addition of a hybrid mode will increase enrollment for students otherwise unable to attend a face-to-face class on a daily basis but who are self directed learners comfortable with on-line materials, tests and assignments.

What challenges, if any, do you foresee in offering this course:

No challenges.

Addition of hybrid mode has been recommended by the interim Dean of Academic Programs, Laura Kingston. The change is supported by both full time and part-time instructors in the Psychology department, several of whom are teaching hybrid versions of other courses in the discipline.

Notations: List any additional course fees or any additional notes (e.g. Permission required)

US Cultures, Communications, and Integrated Studies special designations approved through fall 2016 quarter. All special designations removed effective winter 2017 quarter.

This is to certify that the above criteria have all been met and all statements are accurate to the best of my knowledge.

Faculty involved in originating this program:

Astrid Larsen
Print Name

Astrid Larsen
Signature

3/22/2016
Date

Dean:

Laura Kingston
Print Name

Laura Kingston
Signature

1/28/2016
Date

Results of SSCC Curriculum Coordinating Council Findings

Participating Faculty Response and Remarks

- Recommended for approval
- Not recommended for approval

Chairman, Curriculum Coordinating Council:

Mary Beans
Print Name

Mary Beans
Signature

4/12/2016
Date

Vice President for Instruction:

Peter Lortz
Print Name

Peter Lortz
Signature

4/12/2016
Date