

## CMI COURSE CURRICULUM COURSE ACTION

**Course Title:** Human Growth and Development    **Alpha Number:** PSY 201    **CIP No.** 42.0701

**Type of Action:**

- New Course (attach narrative justification for course creation)
- Substantive Revision (attach narrative justification for changes, including assessment and/or achievement data and feedback from the advisory committee if relevant)

Select all that apply:

- Change in number of credit hours
- Change in prerequisite
- Substantive change in course content
- Change to SLOs
- Other:

Non-substantive Revision

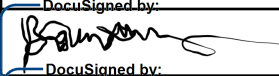
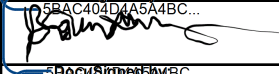
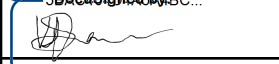
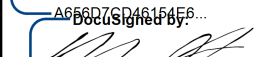
Select all that apply:

- Change in Alpha Number or Title (unless letter abbreviation has not previously been used)
- Edit to course description that does not alter the substance of the course
- Change to recommended texts
- Other

Reinstitution of Archived Course (attach narrative justification for reinstatement, including evidence of demand, evidence of capacity, feedback from the advisory committee if relevant, and Commentary that speaks directly to the reasons the course was initially archived)

Reaffirmation of Course (only allowable if course completion rate exceeds ISS, the benchmark has been met for the majority of SLO assessments, and there is no evidence of inequitable levels of achievement across subpopulations; attach evidence)

**Approvals:**

	Name	Signature	Date
<b>Department Chair</b>	Oyinade Ogunmokun	 <small>DocuSigned by: 5BAC404D4A5A4BC...</small>	1/28/2022
<b>Curriculum Committee Chair</b>	Oyinade Ogunmokun	 <small>DocuSigned by: 5BAC404D4A5A4BC...</small>	1/28/2022
<b>Dean</b>	Vasemaca Savu	 <small>DocuSigned by: 5BAC404D4A5A4BC...</small>	2/10/2022
<b>VPASA</b>	Dr. Elizabeth Switaj	 <small>DocuSigned by: A656D7CD461F4F6...</small>	11/7/2022

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### CMI COURSE OUTLINE

**CIP No.** 42.0701

**Version No 5** \_\_\_\_\_

PSY 201  
**Alpha Number**

Human Growth and Development  
**Course Title**

**Course Description:** Surveys human growth and development with emphasis on the prenatal period throughout the life span. Emphasizes the physical, cognitive, emotional and moral issues related to each developmental stage.

**Course originally prepared by:** Education Department May 2007

**Most recent revision by** Oyinade Ogunmokun LA Department January 2022

**Course mode(s):**  Face to Face (including Zoom)  Hybrid

**Credits calculated by:**  Credit Hour  Clock Hour  N/A

**Contact Hours:** 48

Type	No. of Hours	No. of Credits	Maximum No. of Hours Online
Lecture/Seminar/Workshop	48	3	
Clinical			
Practicum			
Lab			
Fieldwork			
Studio Time			
<b>Total</b>	48	3	

**Purpose(s) of Course:**

Degree Requirement	<u>Nursing, Education</u>
Degree Elective	<u>LA</u>
General Education	_____
Credit Certification	_____
Developmental	_____
CTE/TVET	_____
ABE/Adult HS	_____

**Distribution Area:**

Humanities	_____	_____
Social Sciences	_____	_____
Mathematics (Credit)	_____	_____
Science	_____	_____

**Prerequisite:** C or better in PSY 101

**Student Learning Outcomes:** Upon completion of this course, students will be able to:

1. Analyze the mechanics of the domains of developmental study
2. Characterize the history and the methodology of the developmental theories.
3. Identify and distinguish between research designs used in developmental Psychology.
4. Identify and analyze the mechanics of heredity and environment and their role in the development of individuals.
5. Examine current issues in the field of human development and the relevance to local situations.

**SLO Mapping:**

Prerequisite Course SLO	Linked SLO from this Course	Explanation
1, Investigate the history of psychology and the evolution of modern psychological theory	2. Characterize the history and the methodology of the developmental theories	Understanding the Historical context of psychology will aid the students in being able to characterize the history and methodology of developmental theories.
2. Contrast research methods, and theories for common psychological issues	3 Identify and distinguish between research designs used in developmental Psychology.	The skills to contrast research methods and theories for common Psychological issues is important in identifying research design used in Developmental Psychology.

**Links to Program Learning Outcomes:**

SLO	Linked PLO	I/P/M	Explanation of Link
1	LA 3: Critical Thinking: Evaluate, analyze, and synthesize information from a variety of sources in order (a) to solve problems and (b) to formulate reasoned and substantiated individual points of view.	P	Students will be able to think critically and analyze the mechanics of the domains of developmental and Psychological concepts in relevant situations.
2	LA 3: Critical Thinking: Evaluate, analyze, and synthesize information from a variety of sources in order (a) to solve problems and (b) to formulate reasoned and substantiated individual points of view.	P	Students will be able to characterize the history and methodology of the developmental theories and also be able to apply it to Developmental Psychological concepts in relevant situations.
3	LA 3: Critical Thinking: Evaluate, analyze, and synthesize information from a variety of sources in order (a) to solve problems and (b) to formulate reasoned and substantiated individual points of view.  LA 4 Effective Communication: Communicate complex ideas and information effectively to diverse	P	Students will be able to differentiate between research designs used in developmental Psychology, and be able to effectively communicate the concepts and principles to others.

	audiences, using a variety of media and genres.  EDU 5: Promote elementary students' critical thinking skills through reading and writing to develop a community of readers and writers		
4	LA 1: Civic Awareness/ Multicultural Perspectives: Demonstrate civic awareness and an understanding of multicultural perspectives.  EDU 5: Promote elementary students' critical thinking skills through reading and writing to develop a community of readers and writers	P	Students should be able to analyze the mechanics of heredity and environment and their role in the development of individuals and be able to demonstrate the awareness of these concepts..
5	LA 3: Critical Thinking: Evaluate, analyze, and synthesize information from a variety of sources in order (a) to solve problems and (b) to formulate reasoned and substantiated individual points of view.  NURS 5: Issues and Trends Identify and address issues and trends that affect health care	P	Students should be able to examine current issues in the field of human development and the relevance to local situations and be able to solve any problem relating to these issues.

**Course Content:** Students in this course will understand:

1. The beginning of developmental studies.
2. Developmental Theories: Heredity and Environment
3. Prenatal and birth
4. First two years of Biosocial, Cognitive, and Psychosocial
5. Early Childhood: Biosocial, Cognitive and Psychosocial
6. Middle Childhood: Biosocial, Cognitive and Psychosocial
7. Emerging Adulthood: Biosocial, Cognitive and Psychosocial
8. Adulthood: Biosocial, Cognitive and Psychosocial
9. Late Adulthood: Biosocial, Cognitive and Psychosocial.

**Recommended Methods of Instruction**

- Demonstration  
 Lecture  
 Small group discussion  
 Class discussion  
 Audio-Visual Aids  
 Laboratory  
 Supervised Practice  
 Field Trips  
 Other: Case studies and Written and oral reports – individual and groups

**Recommended Assessment Tool Type(s):**

- Case Study
- Critique of Performance
- Exam/Quiz In-Course
- Exam/Quiz Standardized (attach narrative describing development and validation process)
- Focus Group
- Group Project
- Individual Project
- Observation
- Portfolio Review
- Presentation
- Simulation
- Skill Performance
- Supervisor Evaluation
- Survey
- Written Assignment

**Equipment and Materials:**

1. Recommended texts: Berger, Kathleen Stassen. *The Developing Person through the LifeSpan*. 11th ed., Langara College, 2021. ISBN-13: 978-1-319-19175-7
2. Equipment/Facilities: Library and online resources, projector, computer
3. Materials and Supplies:

**College Mission:**

The College of the Marshall Islands will provide our community with access to quality, higher and further educational services, prioritize student success through engagement in relevant Academic, Career and Technical Education, and be a center for the study of Marshallese Culture. It will also provide intellectual resources and facilitate research specific to the needs of the nation.

*EC approved 4th Nov, 2020. BOR approved 1st December, 2020*

**Connection to College Mission:**

In PSY 201, students are exposed to the foundations of Human Growth and the relevant stages of development across the lifespan. They are also given research skills which can be used to serve the Marshall Islands, the wider Micronesia, or outside of the Pacific, and they are made aware of their responsibilities as educated and responsible citizens.

**Department Mission:**

The mission of the Liberal Arts Program is to prepare students for transfer and other future educational opportunities, through civic awareness, critical thinking and problem solving, information analysis and communication, and artistic expression.

**Connection to Department Mission:**

By teaching students the concepts of human development across the life span in different contexts using current and effective teaching pedagogy, students are trained to communicate effectively and think critically to better understand the world they live in, especially their own communities.