

PSYC106 : Developmental Psychology

General Information

Author:	<ul style="list-style-type: none">Michelle StonisDulay, Michael
Course Code (CB01) :	PSYC106
Course Title (CB02) :	Developmental Psychology
Department:	PSYCH
Proposal Start:	Fall 2025
TOP Code (CB03) :	(2001.00) Psychology, General
CIP Code:	(42.0101) Psychology, General.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000234521
Curriculum Committee Approval Date:	11/27/2024
Board of Trustees Approval Date:	01/21/2025
Last Cyclical Review Date:	11/27/2025
Course Description and Course Note:	PSYC 106 provides an overview, from a psychological perspective, of human development from conception through death, including biological, cultural, and environmental influences. Students examine theories and research in physical, cognitive, personality, and social development, as well as attention to developmental problems.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none">Credit
Mode of Delivery:	<ul style="list-style-type: none">In-PersonRemoteHybridOnline
Author:	No value
Course Family:	No value

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none">Psychology
Alternate Discipline:	No value
Alternate Discipline:	No value

Course Development

Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Pre-Collegiate Level (CB21)

Not applicable.

Grading Basis

- Grade with Pass / No-Pass Option

Course Support Course Status (CB26)

Course is not a support course

General Education and C-ID

General Education Status (CB25)

Not Applicable

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

IGETC Area

4I-Psychology

Area

Psychology

Status

Approved

Approval Date

09/09/1991

Comparable Course

No Comparable Course defined.

CSU GE-Breadth Area

E-Lifelong Learning and Self-Development

Area

Lifelong Learning and Self-Development

Status

Approved

Approval Date

No value

Comparable Course

No Comparable Course defined.

D-Social Sciences

Social Sciences

Approved

08/28/2023

C-ID

PSY

Area

Psychology

Status

Approved

Approval Date

08/30/2010

Comparable Course

PSY 180 - Introduction to Lifespan Psychology

Units and Hours

Summary

Minimum Credit Units (CB07)

3

Maximum Credit Units (CB06)

3

Total Course In-Class (Contact) Hours

54

Total Course Out-of-Class Hours

108

Total Student Learning Hours

162

Credit / Non-Credit Options

Course Type (CB04)

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education

Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Studio	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Studio	0
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation

Advisory

ENGLC1000 - Academic Reading and Writing (in-development)

Objectives

- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.

- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Entry Standards

Entry Standards	Description
No value	No value

Course Limitations

Cross Listed or Equivalent Course	Description
No value	No value

Specifications

Methods of Instruction	
Methods of Instruction	Lecture
Methods of Instruction	Discussion
Methods of Instruction	Multimedia
Methods of Instruction	Collaborative Learning
Methods of Instruction	Demonstrations
Methods of Instruction	Field Activites (Trips)

Out of Class Assignments

- Homework assignment (e.g., a short reaction paper to explain the purpose of preschool literature)
- Essays demonstrating application of concepts and critical thinking skills (e.g., written critique of an article written in a popular parenting magazine)
- Research paper demonstrating the use of sources and critical thinking skills (e.g., paper using current scholarly journals to contrast views on early onset puberty for girls and boys)
- Individual projects (e.g., presenting stages for coming to terms with death and dying)
- Group projects (e.g., PowerPoint presentation of stages of development)

Methods of Evaluation**Rationale**

Exam/Quiz/Test

Four to five in-class tests requiring demonstration of course exit standards

Writing Assignment

Short papers demonstrating application of concepts and critical thinking skills

Report

Research paper demonstrating use of sources and critical thinking skills

In-Class Activity (answering journal prompt, group activity)

Peer review of class journal entries in individual or group tasks to practice course exit standards

Textbook Rationale

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Kathleen Stassen Berger	The Developing Person Through the Life Span	Worth Publishers	2022	978-1319332006

Other Instructional Materials (i.e. OER, handouts)

No Value

Learning Outcomes**Course Objectives**

Contrast and compare developmental theories and approaches (including how different theoretical perspectives affect or determine the research and applications that arise from them).

Analyze elements of a scientific approach to understanding human development in a biopsychosocial context.

Identify biological, psychological, and sociocultural influences on lifespan development.

Describe the ways in which psychological principles and research apply to real world problems and issues across the lifespan.

Describe the sequences of physical, social, and cognitive development across the lifespan, using the constructs and conceptual framework provided by psychological perspectives.

Identify and describe the techniques and methods used by developmental psychologists to study human development.

Identify and describe classic and contemporary theories and research in lifespan psychology.

Describe the developing person at different periods of the lifespan.

Identify possible causes or sources of developmental change and reasons for disturbances in the developmental process.

SLOs

Analyze the interaction of cognitive, social, emotional, and physical development across the human life span. Expected Outcome Performance: 0.0

Explain the developmental changes across the human lifespan using various developmental psychology research methodologies. Expected Outcome Performance: 0.0

Evaluate the differences between cause-and-effect relationships and correlations. Expected Outcome Performance: 0.0

Additional SLO Information

Does this proposal include revisions that might improve student attainment of course learning outcomes?

No

Is this proposal submitted in response to learning outcomes assessment data?

No

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

SLO Evidence

No Value

Course Content

Lecture Content

Introduction (10 hours)

- Historical overview
- Research methodology
- Cause and effect experiments and correlational experiments
- The concept of developmental stages
- Theoretical perspectives

Physical Development (9 hours)

- Prenatal development
- The first two years
- Ages two to five
- Ages six to twelve
- Adolescence
- Early adulthood
- Middle adulthood
- Late adulthood

Cognitive Development (9 hours)

- Prenatal development
- The first two years
- Ages two to five
- Ages six to twelve
- Adolescence
- Early adulthood
- Middle adulthood
- Late adulthood

Social Development (9 hours)

- Prenatal development
- The first two years
- Ages two to five
- Ages six to twelve
- Adolescence
- Early adulthood
- Middle adulthood
- Late adulthood

Emotional Development (8 hours)

- Prenatal development
- The first two years
- Ages two to five
- Ages six to twelve
- Adolescence
- Early adulthood
- Middle adulthood
- Late adulthood

The Final Journey of Life (5 hours)

- Dying
- Death
- Bereavement

Genetics (4 hours)

- Genes, chromosomes, and genetic transmission
- Genetic and chromosomal disorders

Total Hours: 54

Additional Information

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Is it possible this course will have a material fee?

No Value

I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liasons>):

No Value

What term(s) will this course be offered?

No Value

Will any additional resources be needed for this course? (Click all that apply)

No Value

If additional resources are needed, add a brief description and cost in the box provided.

No Value

Resources

Did you contact your departmental library liaison?

No

If yes, who is your departmental library liaison?

No Value

Did you contact the DEIA liaison?

No

Were there any DEIA changes made to this outline?

No

If yes, in what areas were these changes made:

No Value

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value