

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: Wording of SLO

Non-substantive Revision

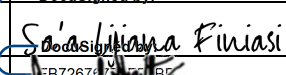
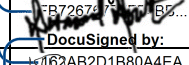
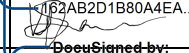

Select all that apply:

- 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: Change in number of contact hours 48 to 45

Reinstitution of Archived Course (attach narrative justification for reinstitution, 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
Department Chair	Sa'a Lijiana Finiasi	 DocuSigned by: Sa'a Lijiana Finiasi	6/5/2024
Curriculum Committee Chair	Desmond Doulatram	 DocuSigned by: Desmond Doulatram	6/6/2024
Dean	Vasemaca Savu	 DocuSigned by: Vasemaca Savu	6/5/2024
VPASA	Dr. Elizabeth Switaj	 DocuSigned by: Dr. Elizabeth Switaj	6/10/2024

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CMI COURSE OUTLINE**CIP No.** 42.0701**Version No.** 003**PSY201****Human Growth and Development****Alpha Number****Course Title****Previous Number:****Course Description:** Surveys human growth and development with emphasis on the prenatal period throughout the lifespan. Emphasizes the physical, cognitive, emotional and moral issues related to each developmental stage.**Course originally prepared by:** Education DepartmentMay 2007**Most recent revision by:** Desmond Doulatram LAMay/2024**Course mode(s):** Face to Face (including Zoom) Hybrid Distance Education**Credits calculated by:** Credit Hour Clock Hour**Contact Hours:** 45

Type	No. of Hours	No. of Credits	Maximum No. of Hours Online
Lecture/Seminar/Workshop	45	3	
Clinical			
Practicum			
Lab			
Fieldwork			
Studio Time			
Total	45	3	

Purpose(s) of Course: Degree Requirement NURS/EDU
Degree Elective NURS/EDU
General Education LA
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. Describe the mechanics of the domains of developmental study
2. Characterize the history and the methodology of the developmental theories.
3. Distinguish between research designs used in developmental Psychology.
4. 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	The ability to apply analytical thinking to various Geographical problems in the Pacific.
2	LA 3: Critical Thinking: Evaluate, analyze, and synthesize information	P	Students will be able to characterize the history and methodology of the developmental theories and also be able to apply it to Developmental

	<p>from a variety of sources in order (a) to solve problems and (b) to formulate reasoned and substantiated individual points of view.</p>		<p>Psychological concepts in relevant situations.</p>
3	<p>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> <p>LA 4 Effective Communication: Communicate complex ideas and information effectively to diverse audiences, using a variety of media and genres.</p> <p>EDU 5: Promote elementary students' critical thinking skills through reading and writing to develop a community of readers and writers.</p>	P	<p>Students will be able to know the relative influence of Physiological and environmental concepts on the development of individuals.</p>
4	<p>LA 1: Civic Awareness/Multicultural Perspectives: Demonstrate civic awareness and an understanding of multicultural perspectives.</p> <p>EDU 5: Promote elementary students' critical thinking skills through reading and writing to develop a community</p>	P	<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.</p>
5	<p>LA 3: Critical Thinking: Evaluate, analyze, and synthesize information from a variety of sources in order (a) to solve</p>	P	<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.</p>

	<p>problems and (b) to formulate reasoned and substantiated individual points of view.</p> <p>NURS 5: Issues and Trends</p> <p>Identify and address issues and trends that affect health care</p>		
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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.

Higher Order Thinking Skills: Student in this course will experience:

- Analyzing the basic elements of an idea, experience, or theory
- Making judgments about the value or soundness of information, argument, or method
- Applying theories or concepts to practical problems or in new situations

Recommended Methods of Instruction

- Demonstration
- Lecture
- Small group discussion
- Class discussion
- Audio-Visual Aids
- Laboratory
- Supervised Practice
- Field Trips
- Other: Case Studies and other oral and written reports—individuals 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
- Portfolio Review
- Presentation
- Simulation
- Skill Performance
- Supervisor Evaluation

- Survey
 Written Assignment

**Required Forms of Regular and Substantive Interaction for Hybrid or Distance Education Courses
 (Select at Least Two):**

- Direct instruction through:
 Live video lectures
 Live audio-only lectures
 Live text chats
- Assessing or providing feedback on a student's coursework
 Providing information or responding to questions about the content of a course or competency through:
 Live video discussions
 Live audio-only discussions
 Live text chats
 Asynchronous message boards or text chats
- Facilitating a group discussion regarding the content of a course or competency through:
 Live video discussions
 Live audio-only discussions
 Live text chats
 Asynchronous message boards or text chats
- Other, specify:

Note: for distance education courses, if only two are selected, both must occur within the course on a weekly basis. If more than two are selected, the instructor may choose which two are used during each week.

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.

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.