

**El Paso Community College
Syllabus
Part II
Official Course Description**

SUBJECT AREA	<u>Psychology</u>								
COURSE RUBRIC AND NUMBER	PSYC 2314								
COURSE TITLE	<u>Lifespan Growth & Development (CF)</u> <u>(SBS)</u>								
COURSE CREDIT HOURS	<table border="0" style="margin: 0 auto;"> <tr> <td style="padding: 0 10px;">3</td> <td style="padding: 0 10px;">3</td> <td style="padding: 0 10px;">:</td> <td style="padding: 0 10px;">0</td> </tr> <tr> <td style="padding: 0 10px;">Credits</td> <td style="padding: 0 10px;">Lec</td> <td></td> <td style="padding: 0 10px;">Lab</td> </tr> </table>	3	3	:	0	Credits	Lec		Lab
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Credits	Lec		Lab						

I. Catalog Description

Lifespan Growth and Development is a study of social, emotional, cognitive and physical factors and influences of a developing human from conception to death. **Prerequisite: Placement at college-level English Language Arts Reading by TSIA2 or equivalent; OR completion with a "C" or better or concurrent enrollment in the following: INRW 0311 or INRW 0312 or ESOL 0340. (3:0).**

II. Course Objectives

Upon satisfactory completion of this course, the student will be able to:

- A. Describe theories relevant to development such as Freud’s Psychosexual Development, Erikson’s Psychosocial Development and Piaget’s Cognitive Development.
- B. Describe the changes experienced physically during ones lifetime, beginning with conception and ending in death.
- C. Evaluate certain crisis which are normative for certain stages of life and the effect they have on development
- D. Describe the seasons of life, including death and dying.
- E. Demonstrate effective written, oral, and/or visual **communication skills**.
- F. Engage in **critical thinking skills**, creative thinking, innovation, and inquiry, and demonstrate analysis, evaluation and synthesis of information.
- G. Demonstrate **empirical and quantitative skills** the ability to formulate an inquiry and then identify and follow an investigative process using empirical and/or qualitative/quantitative reasoning to satisfy the inquiry.
- H. Demonstrate **social responsibility skills** intercultural competence, knowledge of civic responsibility, and/or the ability to engage effectively in local, regional, national, and/or global communities.

III. THECB Learning Outcomes (ACGM)

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.

IV. Evaluation

B. Remediation:

The opportunity for re-examination is at the discretion of the instructor. Students who are performing at the unsatisfactory level should be encouraged to avail themselves of tutoring.

A Grading:

Course grades will be determined consistent with the grade description contained in the current EPCC catalog. The student should consult the instructor's syllabus for greater detail.

V. Disability Statement (Americans with/Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for first time during the Fall 2007 semester or later are subject to a 6 Drop limit for all undergraduate classes. Developmental; ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.

VII. Title IX and Sex Discrimination

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.