Request for Courses in the Core Curriculum

Originating Department or College: Psychology and Communication

Person Making Request: Ray Garza

Telephone: (956) 326-2618

E-mail: ray.garza@tamiu.edu

Course Number and Title: PSYC 2314-Lifespan Growth and Development

Please attach syllabus as a separate document. (If this is a new or substantially changed course, it will require University Curriculum Committee approval.)

List the student learning outcomes for the course (i.e., statements of what students will know and/or be able to do as a result of taking this course and include the Core-Curriculum Learning Objectives (CCLOs) addressed.

Student Learning Outcomes (SLOs): Upon completion of this course students should be able to:

1). Write effectively about theories, concepts, and current research pertaining to developmental psychology.

- 2). Demonstrate an understanding of the scientific method through a cohesive group presentation.
- 3). Orally communicate ideas and analyze research utilizing presentations and group discussions.

4). Design and conduct a psychological research project.

5). Critically examine and interpret results from a psychological research project.

6). Understand how individuals change as they encounter different developmental milestones in human development.

7). Understand how individuals differ due to cultural differences.

Core Curriculum Learning Objectives (CCLOs):

1). <u>Critical Thinking Skills:</u> Includes creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information. (SLO# 1, 2, 3, 4, 5, & 6).

2). <u>Communication Skills</u>: Include effective development, interpretation, and expression of ideas through written, oral and visual communication. (SLO# 1, 2, 4, 5, & 6).

3). <u>Empirical and Quantitative Skills</u>: Include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. (SLO# 1, 2, 3, 4, 5, & 6).

4). <u>Social Responsibility</u>: Includes intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities. (SLO# 1, 4, 6, & 7).

Component Area for which the course is being proposed (check one):

Communication	American History
Mathematics	Government/Political Science
Language, Philosophy, & Culture	_X_ Social & Behavioral Science
Creative Arts	Component Area Option
Life & Physical Sciences	

Competency areas addressed by the course (refer to the appended chart for competencies that are required and optional in each component area):

X_ Critical Thinking	Teamwork
X_ Communication Skills	Personal Responsibility
_XWritten Communication	_X Social Responsibility
_X Oral Communication	
Visual Communication	

___X_ Empirical & Quantitative Skills

Because we will be assessing student learning outcomes across multiple core courses, assignments in your course must include evaluation of the relevant core competencies. For each competency checked above, indicate the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

<u>Critical Thinking</u>: Students will be required to conduct a case study on an age span of their interest. Students will be required to conduct a half-hour to one hour observation, followed by a formal interview with prepared questions. Students will use the differing schools of thought and theories to explain the behaviors and responses from their case studies. This outcome will be evaluated using a critical thinking rubric. A random sample of the oral and written reports will be shared amongst the core curriculum committee.

<u>Communication Skills</u>: As part of the case study, students will report their case studies in an oral and written report. The PowerPoint presentation will consist of an 8-10 minute oral discussion of their case study. Students will be graded on presentation of the material, group work, utilization of theories, and organization. Every group member must partake in presenting the material. The oral and written components will be assessed using the university-wide communication rubric. A random sample of the oral and written reports will be shared amongst the core curriculum committee.

<u>Empirical & Quantitative Skills</u>: Students will be required to collect general information on the behavior of interest. This will include a detailed account of time and behaviors that occurred during that time. Students will create charts or tables representing the most frequently occurring behavior or behaviors, as well as the most frequently occurring response to a question set. The University rubric on empirical and quantitative skills will be used to assess this core curriculum objective. A random sample of the reports will be shared amongst the core curriculum committee.

<u>Social Responsibility</u>: In accordance with the case study's oral and written components, students will critically examine how these behaviors and interviews are affected by culture. They will answer questions such as, "How did culture play a role in the "child's" behavior?" The University social responsibility rubric will be used to assess knowledge of cultural self-awareness, knowledge and application of cultural worldview frameworks, empathy, verbal and non-verbal communication, curiosity, and openness. A random sample of the reports will be shared amongst the core curriculum committee.

Will the syllabus vary across multiple sections of the course? ____ Yes ____ Yes ____ X_No

Reviewed and approved by the Core Curriculum Committee on March 22, 2013.