MESABI RANGE COMMUNITY & TECHNICAL COLLEGE – VIRGINIA/EVELETH

Course Outline

Course Title:	**Lifespan Development**	**Submitted By:**	**P. Nelson**
Semester Course Prefix and Number:	**PSYC 2567**	**Approval Date:**	
Old Quarter Course Prefix and Number:	**PSYC 226**	**Revision Date:**	**Feb. 2002**

Number of Credits:	**4**	**Number of Lecture Credits:**	**4**
Semester(s) Offered:		**Number of Lab Credits:**	**Number of Lab Hours:**
Negotiated Class Size:		**Number of Studio/Demonstration/Internship Credits:**	

Course Purpose Code:

_____ **0 –** Developmental Courses
_____ **1 –** Non-transferable, General Education
_____ **2 –** Technical course related to career programs
_____ **3 –** College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
_____ **4 -** Other college course not considered a part of general education (MNTC) e.g. computer science, health, physical education
__X__ **5 –** Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements.
_____ **9 –** Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

Catalog Description:
This course is a scientific and theoretical examination of the physical, social, cognitive, and psychological dimensions of development throughout the lifespan.

Prerequisites and/or recommended entry skills/knowledge:

Course Prerequisite(s):	PSYC 2551 (Or previous course PSYC 220)
Reading Prerequisite:	Reading Intensive
Composition Prerequisite:	Writing Intensive
Mathematics Prerequisite:	None

Career Programs and Transfer Majors Accessing this Course:
Nursing and all transfer majors.

Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable: Notes: No more than two goals may be met by any one course. (Curriculum Committee review and the Chief Academic Officer's approval are required).

0. ____ None
1. ____ Communications
2. ____ Critical Thinking
3. ____ Natural Sciences
4. ____ Mathematical/Logical Reasoning
5. __X__ History and the Social and Behavioral Sciences
6. ____ The Humanities and Fine Arts
7. __X__ Human Diversity
8. ____ Global Perspectives
9. ____ Ethical and Civic Responsibility
10. ____ People and the Environment

Learning outcomes, including any relevant competencies listed in the Minnesota Transfer Curriculum:
The student will:

- Develop an understanding of the basic concepts, theories, research methods, research findings, and implications of Lifespan development
- Learn the use of critique alternative explanatory systems on theories of Lifespan development
- Relevant to lifespan development, examine social institutions and processes across a range of historical periods and cultures
- Demonstrate an awareness of the individual institutional dynamics of unequal power relate between groups in contemporary society
- Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.

Student assessment methods:

- Multiple choice and essay exams
- Critiques of the film series Seasons of Life

Use of instructional technology (includes software, interactive video and other instructional technologies):

- Possible video disc presentations
- Video series Seasons of Life

Outline of the major course content:

Topics include introduction to human development, the scientific method, theories of human development, heredity, prenatal development, infancy, early and middle childhood, adolescence, young, middle, and late adulthood, death and bereavement.

Additional special information (special fees, directives on hazardous materials, etc.)

Transfer Information: (Please list colleges/majors that accept this course in transfer.)

Approvals:

Body	Representative Signatures	Date

Curriculum Committee		
Faculty Association		
Meet and Confer		
Chief Academic Officer		

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