

VERNON COLLEGE
SYLLABUS

DIVISION: Behavioral and Social Sciences

DATE: 2025-2026

COURSE NUMBER & TITLE: PSYC 2314 Lifespan Growth & Development

CREDIT HOURS: 3 HRS/WK LEC: 3 HRS/WK LAB: 0 LEC/LAB COMB: 3

I. VERNON COLLEGE GENERAL EDUCATION PHILOSOPHY STATEMENT

General education at Vernon College reflects the institution's deep conviction that successful, satisfying lives require a wide range of skills and knowledge. Through the Texas Core Curriculum and through support and reinforcement in all non-core courses, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

CORE OBJECTIVES (GENERAL EDUCATION OUTCOMES)

- Critical Thinking Skills – to include creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information
- Communication Skills – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
- Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Personal Responsibility – to include the ability to connect choices, actions and consequences to ethical decision making
- Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

II. CATALOG DESCRIPTION:

Prerequisite: Texas Success Initiative complete in reading and writing. Life-Span Growth and Development is a study of social, emotional, cognitive and physical factors and influences of a developing human from conception to death.

III. REQUIRED BACKGROUND:

None

IV. STUDENT E-MAIL:

All students should activate and regularly check their Vernon College issued student email account. Student emails are an official form of communication between Vernon College and students and will be used by various components of the college including the Office of Financial Aid, Admissions & records, the Business Office, Student Services, and Instructional Services.

Additionally, an active VC student email account is required for students to access online courses and supplemental instruction provided on the College's Learning Management System – *Canvas*.

V. TEXTS, OTHER REFERENCE MATERIALS:

1. Feldman, Robert, S., *Discovering the Life Span* 5th ed
2. Access to a computer: Current browser with e-mail capabilities, a working, a valid e-mail

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address, and access to the internet for Canvas class.

3. See Course Outline supplemental for additional information.

VI. METHODS OF INSTRUCTION:

1. Face to face and/or on-line lectures.
2. Class Discussions.
3. Appropriate use of interactive and instructive supplements and/or activities.

Students desiring auxiliary aids and services for this course should make their requests to the instructor and the PASS Department Director/Office for Students with Disabilities Coordinator.

VII. COURSE CONTENT:

The following areas are included in this course. See Course Outline for details.

1. Introduction
2. The Start of Life
3. Infancy
4. The Preschool Years
5. Middle Childhood
6. Adolescence
7. Early Adulthood
8. Middle Adulthood
9. Late Adulthood
10. Death and Dying

VIII. COURSE OUTCOMES:

It is the intent of this course that at the conclusion of the semester, the student should be able to recognize or recall the following information in assessments:

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.

(SEE COURSE OUTLINE FOR PERFORMANCE OBJECTIVES)

IX. ASSESSMENT:

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The student will demonstrate mastery of the stated learner outcomes through passing at a 60% minimum proficiency level on examinations, activities and/or other assessment methods scheduled during the semester. Examination schedules, types of examination questions, other assessing procedures and grading computation are specified in the Course Outline.