

ABILENE CHRISTIAN UNIVERSITY

Educating Students for Christian Service and Leadership Throughout the World

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February 24, 2013

Dear Colleagues,

Please accept the following petition for consideration by the University General Education Council to add Developmental Psychology to the listing of General Education selections. This request is being initiated in conjunction with the School of Nursing who asked the Department of Psychology to consider making the application.

I think that you will find that each of the requirements set forth by the academic council have been addressed below. The syllabus is also attached for your review. For the purposes of this application, each part of the criteria will be considered individually in the attached document.

Cherisse Y. Flanagan, MS, LPC
Department of Psychology

Approval Chart for Curriculum Changes

A = Approval I = Information*

Course Number PSYC 232 (Developmental Psychology) or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Please see attached letter and syllabus.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

COUNCIL**

	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A		I			I	I
2.	Description (not affecting content)	A	A	A		I			I	I
3.	Content (substantive change)	A	A	A		I			A	A
4.	Number of hours (lecture, lab, contact)	A	A	A		A			A	A
5.	Course number within the hundred	A	A	I		I			I	I
6.	Course number beyond the hundred	A	A	A		A			A	A
7.	Prerequisites	A	A	A		I			I	I
8.	Course fee(s)	A	--	A		--			A	I
9.	From U to G <i>or</i> G to U	A	A	A		A			A	A
10.	Cross list with another dept: U or G level	A	A	A		A			A	A
11.	Department of record	A	A	A		A			A	A
12.	Open or close a course	A	A	A		A			A	A
13.	New course — See Adams Center for packet. This change includes combining or splitting a course(s).	A	A	A		A			A	A

* Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

** Courses offered only to students seeking teacher certification must go through the Teacher Education Council.

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

Approval Chart for Curriculum Changes

A = Approval I = Information

	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	COUNCIL			Provost	Faculty	President
						UGEC	UUAC	GRAD			
1.	University Requirements — Change in approved course content**	A	A	A		A			A	--	A
2.	University Requirements — Add or drop a required course from the University Requirements chart**	A	A	A		A			A	A	A
3.	University Requirements — Add or drop a course from a menu within the University Requirements**	A	A	A		A			A	--	A
4.	University Requirements — Change hours within a menu on the University Requirements chart**	A	A	A		A			A	A	A
4.	Major — Revision of major ♦ ‡	A	A	A		A			A	--	A
5.	Major — Adopt or change admission requirements	A	A	A		A			A	--	A
6.	Major — Add or discontinue	A	A	A		A			A	A	A
7.	GPA — Revise major or cumulative requirement	A	A	A		A			A	A	A
8.	Minor — Revise course selection	A	A	A		I			I	--	I
	Minor — Add or discontinue	A	A	A		A			A	--	A
9.	Degree — Add or discontinue	A	A	A		A			A	A	A
10.	Any change to a graduate degree program*	A	A	A		A			A	--	A

♦ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

‡ Program or course changes applying to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

* All graduate degree plan changes must go through the Graduate Council.

** Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and corequisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

Note: The Board of Trustees is informed when a major or degree is added or discontinued.

Revised 4-18-12

Approval Chart for Academic Information Changes

	Change to the Catalog	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	General requirements for graduation including course requirements that are common to all majors for all degrees*	--	--	--		A		A	A	A	--
2.	Admission requirements	--	--	--		A		A	A	A	--
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A	--
4.	Requirements for graduating with honors	--	--	--		A		A	A	A	--
5.	Other academic policy changes	--	--	--		A		A	--	A	

* The UUAC approved the clarification that "general requirements for graduation" means the seventeen items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 3-2-11

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)

Signature

Approval date

Signature

Approval date

College Academic Council(s)

Signature

Approval date

Signature

Approval date

Dean(s)

Signature

Approval date

Signature

Approval date

Teacher Education Council

Chair's signature

Approval date

General Education Council

Chair's signature

Approval date

Undergraduate Academic Council

Chair's signature

Approval date

Graduate Council

Chair's signature

Approval date

Provost

Signature

Approval date

Faculty

Chair of faculty senate

Approval date

President

Signature

Approval date

Proposal: Add Developmental Psychology to the General Education selection list.

Disciplines

Developmental Psychology is the science of human constancy and change throughout the lifespan. The field has grown through the combined efforts of scholars from psychology, sociology, anthropology, biology, and neuroscience. Developmental Psychology fits squarely into the social sciences as it involves the study of human functioning at multiple levels including (1) the individual, (2) small groups such as families, (3) institutions such as schools, (4) organizations such as churches, and (5) larger issues of culture and diversity in the larger population.

In order to best address the requirements set forth by the academic council, each part of the criteria will be considered individually.

Definition

a. At the individual level, this course may involve the study of behavioral factors such as cognition, memory, language, perception, personality, emotion, motivation, and others;

At the individual level, Developmental Psychology involves the study of cognition, language development, personality, moral, and emotional functioning across the lifespan. Changes in intellectual abilities including attention, memory, academic, and everyday problem solving are all fundamentally elements of the course. A very specific example is the inclusion of Piaget's stages of cognitive development, which begins when infants construct an understanding of the world by coordinating sensory experiences (e.g. seeing and touching) with physical, motor actions. The final stage of cognitive development is known as Formal Operations, which occurs in adolescence and into adulthood. In this stage, the person is capable of hypothetical and deductive reasoning. Another example in the course is found in the study of language, which begins with the important babbling in infancy, word explosion in toddlerhood, and word finding problems among the aging.

A major assignment in the course is the *My Virtual Child* project, which requires each student to raise their own virtual child. This innovative program first has students complete a biological and psychological profile which is then calculated into the "DNA" of their virtual child. The child is raised through each major developmental stage with the student making important decisions along the way about cognitive strategies, discipline practices, while maneuvering emotional changes. Students encounter developmental and familial challenges as well, such as finding out that their child has a learning disability or that their virtual spouse lost his/her job. A similar assignment is completed later in the semester when students encounter the *My Virtual Life* assignment. In this assignment, they make decisions about their own life as they age virtually. Many of these decisions have cognitive, emotional, and health implications, such as decisions about exercising, smoking, etc.

b. At higher levels of aggregation, this course may involve the study of social variables such as the structure and dynamics of small groups (e.g., couples, families, work groups, etc.); institutions and organizations (e.g., schools, religious organizations, etc.);

communities (defined by geography or common interests); and larger demographic, political, economic, and cultural systems;

At higher levels, Developmental Psychology includes the social study of small groups, institutions, communities, and culture. One of the major theories that is woven throughout the course is Ecological Systems Theory which views the individual as developing within a complex system of relationships affected by multiple, nested layers of the surrounding environment. Ecological systems include (1) the microsystem (relationship between the individual and environment), (2) the mesosystem (connections among immediate settings such as family, school, and church), (3) the ecosystem (bigger social setting such as community, health systems, and extended family), and (4) the macrosystem (laws, values, customs of a person's culture). The ecological systems are addressed at each developmental age.

c. This course may involve the study of the interactions within and between these levels of aggregation, such as the influence of sociocultural factors on cognitive processes and emotional responses or the reciprocal influence between small groups and larger communities;

An excellent example of the way in which this course studies interactions within and between levels of aggregation is the impact of environment on cognitive development. Implications of nature and nurture are studied at each developmental stage. For example, one of the most famous studies in Developmental Psychology is the Romanian orphanage studies where researchers found (among other things) that children whose physical needs were met (nutrition, warmth, safety) still exhibited a *failure to thrive* if they were not touched or held. Longitudinal studies of these children found marked *resilience* and *brain plasticity* as they showed dramatic IQ improvements if adopted into English homes before the age of six months. Later in the course, students learn how cognitive activity, or mental gymnastics, (e.g. reading, studying, doing word puzzles) is positively associated with cognitive stability in older adults.

Further, consideration of questions such as "who should be responsible for rearing young children" are considered from individualistic versus collectivist points of view. Issues of family economic and political policy are discussed with respect to children's healthcare, education, and welfare reforms. Students are also asked to reflect on how to improve systems for serving people in particular settings such as child care settings, funeral homes, and nursing homes.

d. The course may focus on the interpretation of past practices or the history of human functioning over time.

Although a comprehensive study of the history of human functioning over time is beyond the scope of this course, there are many issues that are considered from a historical point of view. For example, in the study of the benefits of breastfeeding infants, discussion includes historical trends along with different cultural norms. Other examples include implications of improved medical practices on childbearing, incidence of cesarean

sections deliveries, and how smoking practices have changed drastically over the years. At other points, the course reflects the grand theories (such as Piaget's Cognitive Stages discussed above) and how current research has changed and adapted the theory over time.

Course Content (see Course Objectives from Syllabus, below)

3. *Course Content Courses that satisfy the requirements in Social Sciences should either:*

- a. Introduce students to a particular discipline within the social sciences, with an emphasis on its basic methods of inquiry, significant research findings, influential theories, key concepts and terminology, and the major topics common to the discipline; or*
- b. Introduce students to a particular period of history with an emphasis on event timelines, historical biographies, and the critical debates associated with their interpretation.*

Developmental Psychology fits criteria A of the Course Content requirements described above. An early section of the course introduces the common methods of scientific inquiry in the field such as systematic observation, longitudinal research, hypotheses testing, clinical methods of study, and ethnographic methods.

Influential theories are not only introduced early, but are woven throughout the course at each developmental stage. Major theories included psychoanalytic perspective, behaviorism and social learning theory, Piaget's cognitive developmental theory, informational processing, ethology and evolutionary developmental psychology, and Vygotsky's sociocultural theory, ecological systems theory, and lifespan perspective.

**Department of Psychology
Abilene Christian University
Developmental Psychology
Spring 2013**

*I praise you, for I am fearfully and wonderfully made
Psalm 139:14*

ACU MISSION STATEMENT

“To educate our students for Christian services and leadership throughout the world.”

INSTRUCTOR Cherisse Y. Flanagan, M.S., L.P.C.
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cyf07a@acu.edu

OFFICE HOURS Monday – 8:30-9:00; 10:00-11:00
Tuesday –9:00-12:00
Wednesday - 8:30-9:00; 10:00-11:00
Friday - 8:30-9:00; 10:00-11:00

***Please note that my office is located in the Psychology Clinic, as such it is always best to call or email for an appointment.*

**GRADUATE
ASSISTANT** Jennifer Peterson, B.S.
jmpl1a@acu.edu

Ms. Peterson will be helping extensively with our course. She has experience guest lecturing Developmental Psychology already and has proven to be an excellent resource. As such, I expect you to treat her with the dignity and respect you would of any instructor. Please address emails regarding absences to her attention, as well as appointments to make-up (excused) tests.

COURSE DESCRIPTION: A survey of the biological, cognitive, moral, and psychosocial development of the individual from conception through death. Students will be challenged to think critically and to integrate different perspectives of developmental theory into their understanding of the human lifecycle.

PRIMARY AUDIENCE: This course is particularly relevant for students pursuing a career serving children, adolescents, adults, and their families. Examples include psychology, education, special education, nursing, medicine, social work, exercise science, and youth ministry. There are no formal prerequisites.

REQUIRED READING/VIEWING:

Berk, L. (2010). *Exploring Lifespan Development, 2E*. Allyn & Bacon

**** Your textbook comes with a Student Access Kit for MyDevelopmentLab. You must register with Pearson to have access to your online quizzes and My Virtual Child. This means that you must purchase from ACU.**

Please note each textbook chapter is available on MyDevelopmentLab. At the end of each chapter is a **Chapter Exam** which is required. There are also pre and post tests, which are very helpful in preparing you for both Chapter Exams and major tests, but are not required.

INTEGRATION OF CHRISTIAN PERSPECTIVES: Christians are called to service. It is my belief that a better understanding of human development throughout the lifespan will assist each of you in your own families and ministries at different times in your life. My intention is that each of you will be challenged and rewarded in your faith development as you incorporate the content of this course into your experiences now and in the future.

COURSE OBJECTIVES:

1. Describe key concepts in biological, cognitive, moral, and psychosocial development in each lifespan period
2. Identify and critically evaluate the approaches of different developmental psychologists
3. Understand, integrate, and apply course knowledge in understanding human behavior
4. Obtain a better understanding of parenting skills and preferences through observation of a parent-child interaction, comparing that to one's own experience as a child, and reflecting on the similarities and differences
5. Apply the aforementioned competencies in reflecting on how to improve systems for serving people in a specific segment or range of development (e.g., a child care setting, respite care services, a nursing home)

EVALUATION METHODS:

The aforementioned competencies will be evaluated through:

5 Examinations (75%,)
Chapter Exams (10%)
My Virtual Child (7.5%)
My Virtual Life (7.5%)

SCALE: A = 90-100
 B = 80-89
 C = 70-79
 D = 60-69
 F = 59 or below

CHAPTER QUIZZES

Due at the beginning of class on the day of a quiz is the Chapter Exam for the assigned chapter. You may use your textbooks. Pre and post-test results cannot be substituted for the Chapter Exam. Your scores will be automatically posted to Blackboard, but I ask that you print and save your results as a "safety-net". You must complete 15 of the 19 chapter exams, EXCLUDING Chapter two (I will not count this chapter). **You may repeat the Chapter Exams until you are happy with your grade.**

MY VIRTUAL CHILD

You and your imaginary partner will raise a “child” on an interactive website from birth to 18 years. You will write a reflection paper analyzing your child’s development in the four periods of infancy, early childhood, middle childhood and adolescence. You’ll get a handout with scoring rubrics for the reports. Reports are turned in as hard copies, no exceptions.

You log on and are told you have a new baby girl or boy. You get to name the child and make choices about how the child will look (hair, eye color and skin tone). You’ll fill out a brief questionnaire about yourself. Your responses will be used to construct a child who somewhat resembles you in terms of personality and cognitive ability profile. Each child shows typical developmental milestones, but also develops along a particular path according to his/her own unique “genetic” profile, the parenting choices you make, and “random” environmental events. We will discuss your children in class, enabling you to see the variety in child development among the group, seek the advice of the other parents about a problem your child is having, or brag about your child (time-honored traditions).

MY VIRTUAL LIFE

You will engage in a similar virtual experience by participating in My Virtual Life. In this experience, you will make decisions about your own life and follow a developmental trajectory based on your decisions. You will write one reflection paper analyzing your virtual development in the four periods of late adolescence/emerging adulthood, young adulthood, middle adulthood and late adulthood. You’ll get a handout with scoring rubrics for the reports. Reports are turned in as hard copies, no exceptions.

EXAMS

Exams will cover material found in the book, on Powerpoint slides, from class discussion, and from concepts presented in case studies. Typically, exams will be multiple-choice. Each test will be worth 100 points. Because of the size of the course, we will not go over your tests in class but you are welcome to schedule an appointment with your Graduate Assistant and go over your test for a period of two weeks following each test. You may retake ONE EXAM on dead-day if you wish to improve your grade.

ATTENDANCE & PARTICIPATION

Your active participation in this course will only enrich your education and understanding of the material. You will have three absences in this course. After three absences, I will begin deducting one point off of your final average. The exception to this is a valid written medical excuse from the Dean’s office or sanctioned school sponsored activities. However, if you have less than three, then you will get bonus points added to your final average (up to three points for no absences).

ATTENTION

Regarding participation: Because this is such a large section, students sometimes behave as if they are invisible. Let me assure you, that is not the case. If you are sleeping, watching movies, scanning your instagram, or otherwise unengaged, it is obvious from your body language. Whispering is especially distracting to me, and disruptive to those around you. I urge you to give

me as your professor, and this course content, your respect and full attention. Please limit use of technology to taking notes or using when I suggest so. I gladly upload my PowerPoints to Blackboard, and your attention is the only thanks I require. Eye contact is wonderful and questions welcomed!

LATE WORK

In the real world, late work is not an option. Part of me caring for you as a student is holding you accountable in a way that will be required of you when you leave ACU. However, if you do turn in work late it will be penalized 10 points for every day it is late.

MAKE-UP POLICY

Make-up exam will be offered during a designated time frame on dead day. If you have a school or medical excuse, you may schedule an appointment with my Graduate Assistant to make-up your exam within one week. I cannot possibly make decisions about authenticity of excuses in this seminar class. Therefore, if you are sick without a doctor's excuse, over-sleep, travel unexpectedly, or just get a better offer, then you are free to make it up - on dead day.

DISABILITY

If you have a documented disability and wish to discuss academic accommodations, please make an appointment with me. In order to receive accommodations, you must be registered with Disability Services and you must complete a specific request for each class in which you need accommodations. Contact Alpha Academic Services for more information.

ACADEMIC INTEGRITY (Excerpt from ACU Faculty Handbook): Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full Policy is available for review at the Provost's office web site (<http://www.acu.edu/campusoffices/provost>) and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education and academic departments.

BLACKBOARD

I will use Blackboard to communicate with you about your assignments and post lecture notes, announcements, assignment details, etc. You will need to check your blackboard regularly. It is your responsibility to inform me in an e-mail if there is a problem with your blackboard grade and double-check that it is changed, if appropriate. I am not responsible for errors that you did not notice.

TENTATIVE COURSE SCHEDULE

	DATES	Reading	Assignments/Due Dates
Week 1	Monday, January 14		Introduction Syllabus, Pearson
	Wednesday, January 16	Chapter 1	Chapter Exam 1 due
	Friday, January 18	NO CLASS	If you are having technical problems, Ms. Peterson will hold office hours in our classroom.
Week 2	Monday, January 21	NO CLASS	Martin Luther King Jr. Day
	Wednesday, January 23	Chapter 2 (brief)	Chapter Exam 2 due
	Friday, January 25	Chapter 3	Chapter Exam 3 due
Week 3	Monday, January 28	Chapter 3	Begin running My virtual Child (0-3 months)
	Wednesday, January 30		EXAM 1 – Chapter 1-3
	Friday, February 1	Chapter 4	Chapter Exam 4 due
Week 4	Monday, February 4	Chapter 4	
	Wednesday, February 6	Chapter 5	Chapter Exam 5 due
	Friday, February 8	Chapter 5	
Week 5	Monday, February 11	Chapter 6	Chapter Exam 6 due
	Wednesday, February 13		EXAM 2: Chapter 4-6
	Friday, February 15 (Sing Song)	Chapter 7	Chapter Exam 7 due
Week 6	Monday, February 18	Chapter 7	
	Wednesday, February 20	Chapter 8	Chapter Exam 8 due (discipline)
	Friday, February 22	Chapter 8	Continue discipline & gender
Week 7	Monday, February 25	Chapter 9	Chapter Exam 9 due Princess & Popstar
	Wednesday, February 27	Chapter 9	Introduce Virtual Child Paper
	Friday, March 1	Chapter 9/10	
Week 8	Monday, March 4	Chapter 10	Chapter Exam 10 due
	Wednesday, March 6	Chapter 10	EXAM 3: Chapters 7-10
	Friday, March 8		
SPRING BREAK	Monday, March 11	RELAX! ENJOY! REJUVINATE!	
	Wednesday, March 13		
	Friday, March 15		
Week 9	Monday, March 18	Chapter 11 Adolescence	Chapter Exam 11 due

Week 10	Wednesday, March 20	Chapter 11	
	Friday, March 22	Chapter 12	Chapter Exam 12 due
	Monday, March 25	Chapter 12	
	Wednesday, March 27	Chapter 13	Chapter Exam 13 due Begin Running Virtual Life
	Friday, March 29	EASTER HOLIDAY	
Week 11	Monday, April 1	Chapter 13	
	Wednesday, April 3	Chapter 14	Chapter Exam 14 due
	Friday, April 5	Chapter 14	
Week 12	Monday, April 8		EXAM 4: Chapters 11-14
	Wednesday, April 10	Chapter 15	Chapter Exam 15 due
	Friday, April 12	Chapter 15	
Week 13	Monday, April 15	Chapter 16	Chapter Exam 16 due
	Wednesday, April 17	Chapter 16	
	Friday, April 19	Chapter 17	Chapter 17 Exam Due
Week 14	Monday, April 22	Chapter 17	
	Wednesday, April 24	Chapter 18	Chapter Exam 18 due
	Friday, April 26	Chapter 18	
Week 15	Monday, April 29	Chapter 19	Chapter Exam 19 due
	Wednesday, May 1	Chapter 19	
	Friday, May 3		Top 10
FINALS WEEK	Monday, May 6	Make-up Tests 1:00-2:15	Make-up Tests/Retakes
	Wednesday, May 8	12:00-1:45 Final Exam	EXAM 5: Chapter 15-19