

Washtenaw Community College Comprehensive Report

PSY 220 Human Development and Learning Effective Term: Winter 2024

Course Cover

College: Humanities, Social and Behavioral Sciences

Division: Humanities, Social and Behavioral Sciences

Department: Behavioral Sciences

Discipline: Psychology

Course Number: 220

Org Number: 11220

Full Course Title: Human Development and Learning

Transcript Title: Human Development & Learning

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: Three Year Review / Assessment Report

Change Information:

Objectives/Evaluation

Rationale: Update syllabus to reflect suggested changes from the Winter 2023 Course assessment.

Proposed Start Semester: Fall 2023

Course Description: In this course, students will explore developmental topics including cognitive, psychological and social development from birth through adolescence. Primary focus is on the role of parents and teachers in fostering learning and development. The topics of readiness to learn, windows of opportunity, brain-based teaching and learning techniques, learning theory, classroom management, and planning and assessment of learning outcomes are addressed.

Course Credit Hours

Variable hours: No

Credits: 4

Lecture Hours: Instructor: 60 Student: 60

Lab: Instructor: 0 Student: 0

Clinical: Instructor: 0 Student: 0

Total Contact Hours: Instructor: 60 Student: 60

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

Requisites

General Education

MACRAO

MACRAO Social Science

General Education Area 5 - Social and Behavioral Science

Assoc in Applied Sci - Area 5

Assoc in Science - Area 5

Assoc in Arts - Area 5

Michigan Transfer Agreement - MTA

MTA Social Science

Request Course Transfer**Proposed For:**

Eastern Michigan University

Ferris State University

Grand Valley State University

Jackson Community College

Kendall School of Design (Ferris)

Lawrence Tech

Michigan State University

Oakland University

University of Detroit - Mercy

University of Michigan

Wayne State University

Western Michigan University

Other :

College for Creative Studies

Central Michigan University

Student Learning Outcomes

1. Recognize theories of human development concepts including theories of Erikson, Piaget, Kohlberg, Bloom's Taxonomy and Vygotsky to age-appropriate pedagogy.

Assessment 1

Assessment Tool: Outcome-related multiple choice questions

Assessment Date: Winter 2026

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Answer key

Standard of success to be used for this assessment: 70% of students will score 70% or better.

Who will score and analyze the data: Departmental faculty

2. Identify the principles and theories of motivation and learning related to behavioral, cognitive, biological (brain-based learning) diverse learning styles and information processing.

Assessment 1

Assessment Tool: Outcome-related multiple choice questions

Assessment Date: Winter 2026

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Answer key

Standard of success to be used for this assessment: 70% of students will score 70% or better.

Who will score and analyze the data: Departmental faculty

3. Develop a sample lesson plan that addresses diverse learning styles.

Assessment 1

Assessment Tool: Outcome-related multiple choice questions

Assessment Date: Winter 2026

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Answer key

Standard of success to be used for this assessment: 70% of the students will score 70% or higher.

Who will score and analyze the data: Departmental faculty

Course Objectives

1. Explain multiple models of developmental changes in physical characteristics, motor behavior, perception, language acquisition and use, cognition, concepts of self and others, culture and role identification, social constructs, personality development, and sexuality development. Identify effective strategies to enhance development.
2. Develop a lesson plan that includes learning styles, multiple intelligences, learning modalities and brain hemispheric preferences.
3. Explain how students' learning is influenced by a variety of factors including home language, ethnic background, cultural values and socioeconomic status.
4. Describe the ways in which students' learning is influenced by their developmental stages, and identify areas of modification in order to best meet the needs of learners.
5. Name and discuss the major components and techniques of classroom planning, lesson plan and rubric design, management and instruction that have been addressed in the study of the teaching/learning process as well as how these general techniques can be modified to address individual differences.
6. Identify the parts of the brain and their function in human learning by labeling a human diagram.
7. Explain and/or identify biological, social and psychological differences in how high testosterone and high estrogen students learn.
8. Describe the developmental consequences of stress on learning.
9. Explain strategies for facilitating and mediating self-awareness, value awareness, teacher-student relationships and motivation.
10. Apply principles and theories of psychology to real-life classroom online, virtual situations.
11. Apply a variety of methods of testing, grading and assessment to develop a lesson plan.
12. Create an assignment for each cognitive level of Bloom's Taxonomy using a children's story.

New Resources for Course

Course Textbooks/Resources

Textbooks

<https://pdx.pressbooks.pub/humandevlopment/>. *Human Development Teaching and Learning Group, Portland State University*, ed. Portland State University Library , 2021

Manuals

Periodicals

Software

Equipment/Facilities

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Cassandra George-Sturges</i>	<i>Faculty Preparer</i>	<i>Jul 27, 2023</i>
Department Chair/Area Director: <i>Starr Burke</i>	<i>Recommend Approval</i>	<i>Jul 28, 2023</i>
Dean: <i>Victor Vega</i>	<i>Recommend Approval</i>	<i>Jul 31, 2023</i>

Curriculum Committee Chair:

Randy Van Wagnen

Recommend Approval

Nov 28, 2023

Assessment Committee Chair:

Jessica Hale

Recommend Approval

Nov 29, 2023

Vice President for Instruction:

Brandon Tucker

Approve

Dec 03, 2023

Washtenaw Community College Comprehensive Report

PSY 220 Human Development and Learning Effective Term: Spring/Summer 2022

Course Cover

College: Humanities, Social and Behavioral Sciences

Division: Humanities, Social and Behavioral Sciences

Department: Behavioral Sciences

Discipline: Psychology

Course Number: 220

Org Number: 11220

Full Course Title: Human Development and Learning

Transcript Title: Human Development & Learning

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: Three Year Review / Assessment Report

Change Information:

Consultation with all departments affected by this course is required.

Outcomes/Assessment

Objectives/Evaluation

Rationale: Update as a result of 2019 assessment report.

Proposed Start Semester: Winter 2022

Course Description: This course covers developmental topics including cognitive, psychological and social development from birth through adolescence. Primary focus is on the role of parents and teachers in fostering learning and development. The topics of readiness to learn, windows of opportunity, brain-based teaching and learning techniques, learning theory, classroom management, and planning and assessment of learning outcomes are addressed.

Course Credit Hours

Variable hours: No

Credits: 4

Lecture Hours: Instructor: 60 Student: 60

Lab: Instructor: 0 Student: 0

Clinical: Instructor: 0 Student: 0

Total Contact Hours: Instructor: 60 Student: 60

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

Requisites

General Education

MACRAO

MACRAO Social Science

General Education Area 5 - Social and Behavioral Science

Assoc in Applied Sci - Area 5

Assoc in Science - Area 5

Assoc in Arts - Area 5

Michigan Transfer Agreement - MTA

MTA Social Science

Request Course Transfer**Proposed For:****Student Learning Outcomes**

1. Recognize theories of human development concepts including theories of Erikson, Piaget, Kohlberg, Bloom's Taxonomy and Vygotsky to age-appropriate pedagogy.

Assessment 1

Assessment Tool: Outcome-related multiple choice questions

Assessment Date: Fall 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Answer key

Standard of success to be used for this assessment: 70% of students will score 70% or better.

Who will score and analyze the data: Departmental faculty

2. Identify the principles and theories of motivation and learning related to behavioral, cognitive, biological (brain-based learning) diverse learning styles and information processing.

Assessment 1

Assessment Tool: Outcome-related multiple choice questions

Assessment Date: Fall 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Answer key

Standard of success to be used for this assessment: 70% of students will score 70% or better.

Who will score and analyze the data: Departmental faculty

3. Develop a sample lesson plan that addresses diverse learning styles.

Assessment 1

Assessment Tool: Lesson plan

Assessment Date: Fall 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: Random sample of 25% of all students with a minimum of one full section

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the students will score 70% or higher.

Who will score and analyze the data: Departmental faculty

Course Objectives

1. Explain multiple models of developmental changes in physical characteristics, motor behavior, perception, language acquisition and use, cognition, concepts of self and others, culture and role

- identification, social constructs, personality development, and sexuality development. Identify effective strategies to enhance development.
2. Develop a lesson plan that includes learning styles, multiple intelligences, learning modalities and brain hemispheric preferences.
 3. Explain how students' learning is influenced by a variety of factors including home language, ethnic background, cultural values and socioeconomic status.
 4. Describe the ways in which students' learning is influenced by their developmental stages, and identify areas of modification in order to best meet the needs of learners.
 5. Name and discuss the major components and techniques of classroom planning, lesson plan and rubric design, management and instruction that have been addressed in the study of the teaching/learning process as well as how these general techniques can be modified to address individual differences.
 6. Identify the parts of the brain and its function in human learning by labeling a human diagram.
 7. Explain and/or identify biological, social and psychological differences in how high testosterone and high estrogen students learn.
 8. Describe the developmental consequences of stress on learning.
 9. Explain strategies for facilitating and mediating self-awareness, value awareness, teacher-student relationships and motivation.
 10. Apply principles and theories of psychology to real-life classroom situations.
 11. Apply a variety of methods of testing, grading and assessment in developing a lesson plan.
 12. Create an assignment for each cognitive level of Bloom's Taxonomy by using a children's story.

New Resources for Course

Course Textbooks/Resources

Textbooks
Manuals
Periodicals
Software

Equipment/Facilities

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Cassandra George-Sturges</i>	<i>Faculty Preparer</i>	<i>Aug 14, 2021</i>
Department Chair/Area Director: <i>Starr Burke</i>	<i>Recommend Approval</i>	<i>Aug 16, 2021</i>
Dean: <i>Scott Britten</i>	<i>Recommend Approval</i>	<i>Aug 19, 2021</i>
Curriculum Committee Chair: <i>Randy Van Wagnen</i>	<i>Recommend Approval</i>	<i>Dec 01, 2021</i>
Assessment Committee Chair: <i>Shawn Deron</i>	<i>Recommend Approval</i>	<i>Dec 01, 2021</i>
Vice President for Instruction: <i>Kimberly Hurns</i>	<i>Approve</i>	<i>Dec 08, 2021</i>

Washtenaw Community College Comprehensive Report

PSY 220 Human Development and Learning

Effective Term: Spring/Summer 2018

Course Cover

Division: Humanities, Social and Behavioral Sciences

Department: Behavioral Sciences

Discipline: Psychology

Course Number: 220

Org Number: 11220

Full Course Title: Human Development and Learning

Transcript Title: Human Development & Learning

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: Course Change

Change Information:

Outcomes/Assessment

Rationale: Update assessment plan

Proposed Start Semester: Spring/Summer 2018

Course Description: This course covers developmental topics including cognitive, psychological and social development from birth through adolescence. Primary focus is on the role of parents and teachers in fostering learning and development. The topics of readiness to learn, windows of opportunity, brain-based teaching and learning techniques, learning theory, classroom management and planning and assessment of learning outcomes are addressed.

Course Credit Hours

Variable hours: No

Credits: 4

Lecture Hours: Instructor: 60 **Student:** 60

Lab: Instructor: 0 **Student:** 0

Clinical: Instructor: 0 **Student:** 0

Total Contact Hours: Instructor: 60 **Student:** 60

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

Requisites

General Education

MACRAO

MACRAO Social Science

General Education Area 5 - Social and Behavioral Science

Assoc in Applied Sci - Area 5

Assoc in Science - Area 5

Assoc in Arts - Area 5

Michigan Transfer Agreement - MTA

MTA Social Science

Request Course Transfer

Proposed For:

Student Learning Outcomes

1. Recognize theories of human development concepts including theories of Erikson, Piaget, Kohlberg, Bloom's Taxonomy and Vygotsky to age appropriate pedagogy.

Assessment 1

Assessment Tool: Multiple choice tests.

Assessment Date: Fall 2017

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections.

Number students to be assessed: Random sample of 50% of the students with a minimum of one full section.

How the assessment will be scored: Answer key.

Standard of success to be used for this assessment: 70% of students will score 70% or better.

Who will score and analyze the data: Departmental faculty.

2. Identify the principles and theories of motivation and learning related to behavioral, cognitive, biological (brain-based learning) diverse learning styles and information processing.

Assessment 1

Assessment Tool: Multiple choice tests.

Assessment Date: Fall 2017

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections.

Number students to be assessed: Random sample of 50% of the students with a minimum of one full section.

How the assessment will be scored: Answer key.

Standard of success to be used for this assessment: 70% of students will score 70% or better.

Who will score and analyze the data: Departmental faculty.

3. Develop a sample lesson plan that addresses diverse learning styles.

Assessment 1

Assessment Tool: Lesson Plan

Assessment Date: Fall 2017

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: Random sample of 25% of all students with a minimum of one

full section

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the students will score 70% or higher

Who will score and analyze the data: Departmental faculty

Course Objectives

1. Explain multiple models of developmental changes in physical characteristics, motor behavior, perception, language acquisition and use, cognition, concepts of self and others, culture and role identification, social constructs, personality development, sexuality development. Identify effective strategies to enhance development.
2. Develop a lesson plan that includes learning styles, multiple intelligences, learning modalities and brain hemispheric preferences.
3. Explain how students' learning is influenced by a variety of factors including home language, ethnic background, cultural values and socioeconomic status.
4. Describe the ways in which students learn is influenced by their developmental stages and identify areas of modification in order to best meet the needs of learners.
5. Name and discuss the major components and techniques of classroom planning, lesson plan and rubric design, management and instruction that have been addressed in the study of the teaching/learning process as well as how these general techniques can be modified to address individual differences.
6. Identify the parts of the brain and its function in human learning by labeling a human diagram.
7. Explain and/or identify biological, social and psychological differences in how males and females learn.
8. Describe the developmental consequences of stress on learning.
9. Explain strategies for facilitating and mediating self-awareness, value awareness, teacher-student relationships and motivation.
10. Apply principles and theories of psychology to real-life classroom situations.
11. Apply a variety of methods of testing, grading and assessment in developing a lesson plan.
12. Create an assignment for each cognitive level of Bloom's Taxonomy by using a children's story.

New Resources for Course

Course Textbooks/Resources

- Textbooks
- Manuals
- Periodicals
- Software

Equipment/Facilities

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Cassandra George-Sturges</i>	<i>Faculty Preparer</i>	<i>May 12, 2017</i>
Department Chair/Area Director: <i>Starr Burke</i>	<i>Recommend Approval</i>	<i>May 16, 2017</i>
Dean: <i>Kristin Good</i>	<i>Recommend Approval</i>	<i>May 16, 2017</i>

Curriculum Committee Chair:

Lisa Veasey

Recommend Approval

Nov 06, 2017

Assessment Committee Chair:

Michelle Garey

Recommend Approval

Nov 07, 2017

Vice President for Instruction:

Kimberly Hurns

Approve

Nov 07, 2017