

Syllabus
PSYC 2200
Human Development
2025

Committee Members:

N/A, Central Community College
Ryan Newton, Metropolitan Community College
Loretta Hauxwell, Mid-Plains Community College
Teresa Bane, Northeast Community College
Joseph Flores, Southeast Community College
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N/A, Little Priest Tribal College
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Facilitator: Jackie Cawiezal

The Institution agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.

 Chief Academic Officer, Central Community College	04/24/2025	Decline
 Chief Academic Officer, Little Priest Tribal College	02/19/2025	Not Offered
 Chief Academic Officer, Metropolitan Community College	02/20/2025	Decline
 Chief Academic Officer, Mid-Plains Community College	02/12/2025	Adopt
 Chief Academic Officer, Nebraska Indian Community College	02/19/2025	Adopt
 Chief Academic Officer, Northeast Community College	02/12/2025	Adopt
 Chief Academic Officer, Southeast Community College	02/19/2025	Adopt
 Chief Academic Officer, Western Nebraska Community College	02/12/2025	Adopt

I. CATALOG DESCRIPTION

PSYC 2200

Human Development

Pre-Requisites/Co-Requisites: PSYC 1810

Credit Hours: 3

Contact Hours: 45

Course Description: This course takes a scientific approach to the study of human development, examining how individuals change and grow from conception to death. It explores key domains of development including biological, cognitive, language, emotional, social, and personality and emphasizes the application of developmental theories to real-world challenges.

II. COURSE OBJECTIVES/COMPETENCIES

Course will:

1. Acquaint students with the foundations of human development, including the influence of both heredity and the environment.
2. Introduce goals, methods, and ethics of developmental psychology research
3. Acquaint students with theoretical perspectives of human development and the implications for development in everyday interactions.
4. Encourage students to understand and appreciate human development across the lifespan to include stability and change.
5. Examine biological, psychosocial, and cognitive development through the lens of different theoretical perspective throughout the lifespan.
6. Develop an awareness and appreciation of individual likenesses and differences among individuals, families, and communities within a cultural context.

III. STUDENT LEARNING OUTCOMES

Students will be able to:

1. Examine the interaction between nature and nurture across the lifespan.
2. Identify methodological approaches in the research of human development.
3. Examine major theoretical perspectives of developmental psychology and describe the role they play in understanding the development of human behavior and mental processes.
4. Demonstrate critical thinking about challenges inherent in a particular developmental stage.
5. Evaluate the relationship between biological, cognitive, and psychosocial development.
6. Relate developmental approaches to knowledge of self, family, culture, and community.

IV. COURSE CONTENT/TOPICAL OUTLINE

(Sequence may vary)

1. Theoretical Perspectives and Research
2. Prenatal Development and Birth
3. Infancy
4. Early Childhood
5. Middle Childhood
6. Adolescence
7. Emerging & Young Adulthood
8. Middle Adulthood
9. Late Adulthood
10. Dying and Death

V. INSTRUCTIONAL MATERIALS

- a. Berger, K. S. (Current Edition). *The Developing Person through the Lifespan*. Worth.
- b. Lumen Learning (Current Edition). *Lifespan Development*
<https://courses.lumenlearning.com/wm-lifespandevelopment>
- c. Newton, R. (Current Edition). *Human growth and development*. <https://pressbooks.pub/mccdevpsych/>
- d. Human Development (Current Edition). *The Human Development Teaching and Learning Group*
<https://open.umn.edu/opentextbooks/textbooks/1084>
- e. Feldman, R. S., (Current Edition). *Development Across the Life Span*, Pearson.
- f. Diane Papalia (latest edition) *Experience Human Development*
- g. Santrock, John W. (Current Edition). *180 Days for Essentials of Lifespan Development*, McGraw Hill
- h. F. Kuther, T. (latest edition) *Lifespan Development: Lives in Context*.

VI. METHODS OF PRESENTATION

Methods of presentation may include a combination of the following:

1. Lectures
2. Small and large group discussions
3. Collaborative projects
4. Research
5. Essays
6. Technology-based instruction
7. Multimedia
8. Field

VII. METHODS OF EVALUATION

Methods of evaluation, although determined by the individual instructor, traditionally include a combination of the following:

1. Attendance and participation
2. Daily assignments
3. Written exams and/or quizzes
4. Presentations
5. Projects
6. Papers (APA format is suggested)
7. Portfolio

VIII. INSTITUTIONAL DEFINED SECTION

To be used at the discretion of each community college as deemed necessary.