North Central State College

MASTER SYLLABUS	2026-2027

A. Academic Division: Liberal Arts

B. Discipline: Psychology

C. Course Number and Title: PSYC2010 Human Growth and Development

D. Assistant Dean: Laura Irmer, MFA, MA

E. Credit Hours: 3

F. Prerequisites: PSYC1010

G. Last Course/Curriculum Revision Date: Spring 2025 Origin date: 11/13/2010

H. Textbook(s) Title:

Open Education Resources (available for download or view)
Lifespan Development

- Authors: Lumen Learning
- Copyright Year: 2019
- Edition: n/a
- ISBN: n/a (Digital)
- OER Link: https://courses.lumenlearning.com/wm-lifespandevelopment/

I. Workbook(s) and/or Lab Manual: None

J. Course Description: This course presents an overview of the total lifespan of human growth and development from conception through death. Application of the scientific method to study physical/neurological, socio/emotional, and cognitive development across the lifespan.
Please note outcomes are written to ODHE standards using ODHE language. Ohio Articulation Number 0SS048. This course also meets the requirements for Ohio Transfer 36 - Social and Behavioral Sciences TMSBS.

K. College-Wide Learning Outcomes:

College-Wide Learning Outcome	Assessments - - How it is met & When it is met All listed assignments are graded
Communication – Written	
Communication – Speech	
Intercultural Knowledge and Competence	
Critical Thinking	
Information Literacy	
Computation	

L. Course Outcomes and Assessment Methods:

Upon successful completion of this course, the student shall:

Outcomes	Assessments – How it is met & When it is met
1. Explain the biological, cognitive, cultural, environmental, and social factors that influence development throughout the lifespan.	Regularly throughout the term through writing assignments (reflection and/or application writings) and through quizzes or exams.
2. Evaluate current and past research in the study of the lifespan guided by theories within developmental psychology.	Research overview information assessed through quizzes or exams at the beginning of the term. Research examples provided throughout the course as different stages of development are explored. Subsequent research aspects may be assessed through writing assignments and/or quizzes or exams.
3. Apply developmental psychology principles to daily life throughout the lifespan.	Regularly throughout the term through writing assignments (reflection and/or application writings).
4. Distinguish myths and misconceptions from research evidence regarding human development throughout the lifespan.	Research overview information provided at the beginning of the term, including challenges and limitations to lifespan research. Assessed through discussion prompts and/or quizzes or exams.
5. Describe methodological approaches used to study human development across the lifespan.	At the beginning of the term through quizzes or exams. Subsequent course assignments will integrate methodological approach aspects through application of course content. Assessed through writing assignments, course assignments, and/or quizzes and exams.
6. Assess and critically analyze theories, research methodology and findings (outcomes), and applications developed by developmental psychologists and made available through academic and non-academic sources throughout the lifespan.	Throughout the term through discussion questions and/or writing assignments (reflections and/or application writings). Peer reviewed journal article assignment at the end of the term.
7. Core Knowledge: Students will be able to explain the primary terminology, concepts, and findings of lifespan development.	Regularly throughout the term by writing assignments, course assignments, and/or quizzes and exams.
8. Theory: Students will be able to explain the primary theoretical approaches used in lifespan development.	Main theories of development are introduced at the beginning of the term and subsequently applied to different stages of development (when applicable). Assessed through writing assignments, course assignments, and/or quizzes and exams.
9. Methodology: Students will be able to explain the primary quantitative and qualitative research methods used in lifespan development.	Research overview information assessed through quizzes or exams at the beginning of the term. Research examples provided throughout the course as different stages of development are explored. Subsequent research aspects may be assessed through writing assignments and/or quizzes or exams.

Outcomes	Assessments – How it is met & When it is met
10. Values: Students will be able to explain the primary ethical issues raised by the practice and findings of lifespan development.	Research method exploration notes ethical components related to lifespan development. These are noted at the beginning of the term and assessed through quizzes or exams. Questions on ethical components are addressed in subsequent development stage information and connection to some prior research examples. Assessment of these ethical aspects through writing assignments and/or quizzes and exams.
11. Evidence: Students will be able to explain the range of relevant information sources in lifespan development.	Through research exploration at the beginning of the term and subsequent course content and examples throughout the course. Assessed through writing assignments, course assignments, and/or quizzes and exams.

M. Recommended Grading Scale:

NUMERIC	GRADE	POINTS	DEFINITION
93–100	A	4.00	Superior
90–92	A-	3.67	Superior
87–89	B+	3.33	Above Average
83–86	B	3.00	Above Average
80–82	B-	2.67	Above Average
77–79	C+	2.33	Average
73–76	C	2.00	Average
70-72	C-	1.67	Average
67–69	D+	1.33	Below Average
63-66	D	1.00	Below Average
60-62	D-	0.67	Below Average
00--59	F	0.00	Failure

N. College Procedures/Policies:

North Central State College believes that every student is a valued and equal member of the community.* Every student brings different experiences to the College, and all are important in enriching academic life and developing greater understanding and appreciation of one another. Therefore, NC State College creates an inclusive culture in which students feel comfortable sharing their experiences. Discrimination and prejudice have no place on the campus, and the College takes any complaint in this regard seriously. Students encountering aspects of the instruction that result in barriers to their sense of being included and respected should contact the instructor, assistant dean, or dean without fear of reprisal.

* *Inclusive of race, color, religion, gender, gender identity or expression, national origin (ancestry), military status (past, present or future), disability, age (40 years or older), status as a parent during pregnancy and immediately after the birth of a child, status as a parent of a young child, status as a foster parent, genetic information, or sexual orientation*

Important information regarding College Procedures and Policies can be found on the syllabus supplement located at
https://ncstatecollege.edu/documents/President/PoliciesProcedures/PolicyManual/Final%20PDFs/14-081b.pdf

North Central State College

SYLLABUS ADDENDUM

Academic Division:	Liberal Arts	**Discipline:**	Psychology
Course Coordinator:	Michelle Slattery		
Course Number:	PSYC 2010-921	**Course Title:**	Human Growth and Development
Semester / Session:	Fall 2026: Session B	**Start / End Date:**	10/19/26 – 12/11/26

Instructor Information:

Name:	Michelle Slattery	**Credentials:**	MA in Clinical Psychology, with an emphasis in Marriage and Family Therapy
Phone Number:	419-755-5676	**E-Mail Address:**	mslattery@ncstatecollege.edu
Office Location:	n/a – Contact me to coordinate an on campus meeting location or a Zoom meeting time.		

I. Topical Timeline / Course Calendar (Subject to Change):

Week	Topics	Assignments	Due Dates
1	Course Overview & Module 1 (Lifespan Development)	Course Orientation & Introductory Assignments Introductory DQ - Initial Module 1 Quiz	10/23/26
2	Module 2 (Developmental Theories)	Introductory DQ – Replies Module 2 Writing Assignment Module 2 DQ – Initial & Replies Module 2 Quiz	10/27/26 & 10/30/26
3	Module 3 (Prenatal Development) & Module 4 (Infancy)	Module 3 Quiz Exam #1 Module 4 Writing Assignment Module 4 Quiz	11/3/26 & 11/6/26
4	Module 5 (Early Childhood) & Module 6 (Middle Childhood)	Module 5 Quiz Module 6 Writing Assignment Module 6 Quiz	11/10/26 & 11/13/26
5	Module 7 (Adolescence)	Exam #2 Module 7 DQ – Initial Module 7 Quiz My Development Article Submission Assignment	11/17/26 & 11/20/26
6	Module 7 (Adolescence) & Module 8 (Early Adulthood)	Module 7 DQ – Replies Midterm Self-Assessment Module 8 Quiz Module 8 DQ - Initial	11/24/26
7	Module 8 (Early Adulthood) & Module 9 (Middle Adulthood)	Exam #3 Module 8 DQ - Replies Module 9 Quiz My Development Assignment Module 10 Quiz Module 10 DQ – Initial	12/1/26 & 12/4/26
8	Module 10 (Late Adulthood), Module 11 (Death and Dying) & Course Conclusion	Module 10 DQ – Replies Module 11 Quiz Exam #4 Optional Extra Credit	12/8/26 & 12/11/26

II. Grading and Testing Guidelines (Subject to Change):

1. **Course Readings and Videos**
2. **Course Assignments, Reflections, and Papers -** many course modules have an associated assignment(s) to assist students with understanding and applying course content
3. **Discussion Questions** - class or small group interactions to expand and discuss course material
4. **Module Quizzes** – each module has a corresponding quiz
5. **Exams** – course exams assess students over content from 2-3 modules

Course Grade Calculation Overview (Tentative and Subject to Change):

Activity/Assignment Category:	Quantity:	Course Points:	Percentage:
Course Introductory Activities, Assignments, Reflections, & Papers	8-12	210	30%
Discussion Questions/Discussion Board Posts (DQs) • Introductory DQ = 20 possible points • DQs 2, 3, 4, & 5 = 30 possible points (120 points total)	5	140	20%
Module Quizzes	11	175	25%
Exams	4	175	25%
		700 Possible Pts	

1. Academic Integrity, Plagiarism, Cheating, and AI

a. Many tools and resources exist to help and support students in their academic careers. Your course instructor has included resources to help with your learning and engagement with course content. While it may be beneficial for students to obtain additional information on course content beyond those provided in the course or by North Central State College, **when it comes to submitted coursework and assignments, students are held to and expected to adhere to NCSC Institutional policies and procedures, including the Academic Integrity (Plagiarism, Cheating, and AI) Policy**. Here is a link to the entire policy: https://ncstatecollege.edu/documents/President/PoliciesProcedures/PolicyManual/Final%20PDFs/14-65.pdf

- As noted in this policy:
  The student's work should be the product of the student's own efforts, unless the student clearly indicates otherwise (for example through citations and references). Students should clarify any questions on proper citation with faculty. Academic honesty is an important element of mature, responsible learning. (North Central State College, 2023, 3357:13-14-65 Academic Integrity (Plagiarism, Cheating, and AI) Policy)
- **Thus, all coursework and assignments submitted are to be the student's own work and effort. Any questions about coursework should be directed to your course instructor.** Violations of this policy are handled through the Academic Integrity Procedure which can be found here: https://ncstatecollege.edu/documents/President/PoliciesProcedures/PolicyManual/Final%20PDFs/14-651.pdf

2. **Course Assignments, Reflections, and Papers**

a. Most modules have some type of work associated with it: activity, worksheet, reflection, paper, etc.
b. Assignment information and details are noted in Canvas.
c. These assignments are accepted late with 20% point deductions.
d. Some of these assignments are to be submitted in APA format. There is a module in our Canvas course to assist you with APA format.

3. **Discussion Questions/Discussion Board Posts (DQs)**
   a. **There are TWO due dates associated with discussion questions:**
      - ONE due date for your initial reply to the topic post.
      - ONE due date for your reply posts to initial posts made by others; a minimum of 2 replies to others are needed for DQs.
   b. **Because of the interactive nature of discussion boards, late discussion board posts are deducted by 3 points.** This deduction applies to BOTH initial reply to topic posts and response posts to others. So, if an initial post is late and response posts are late, 6 points will be deducted from your DQ point score.
   c. There is no required length for discussion board posts, although make certain that you **thoroughly** and **thoughtfully** respond to any question or topic presented.
   d. Initial posts to the discussion prompt need to include a source citation (refer to the rubric posted in Canvas).
   e. Students are expected to RESPOND to a minimum of TWO initial posts made by classmates for each discussion topic. Refer to the rubric in Canvas for response post expectations.

4. Module Quizzes
   a. Each course module has a corresponding quiz.
   b. Students can take each quiz twice. DIFFERENT quiz questions will be given on each quiz attempt. Your quiz grade will be the HIGHEST score obtained.
   c. PRIOR arrangements need to be made with the instructor if a student wants to complete the quiz after the noted due date. Students who do not proactively correspond with the instructor about alternate quiz arrangements are subject to a 20% quiz score deduction.

5. Exams
   a. Exams cover 2-3 modules of course content.
   b. PRIOR arrangements need to be made with the instructor if a student wants to complete the exam after the exam due date noted in the course. Students who do not proactively correspond with the instructor to make such arrangements are subject to a 20% exam score deduction.

IV. Examination Policy:

1. Exams and quizzes are to be completed by the assigned due date and time. Should a student have a need to adjust a due date, PRIOR arrangements can be made with the instructor. **Students who do not correspond with the instructor about alternate exam or quiz arrangements are subject to a 20% exam score deduction.**
2. Exams and quizzes are open book/open note. **Please note that exams and quizzes are timed, so you should be familiar with the course material PRIOR to starting these assessments**.
3. Once you begin an exam, you MUST complete it!

V. Class Attendance and Homework Make-Up Policy:

1. Students are required to make posts to discussion boards, complete module assignments, take module quizzes, or course exams, and submit other course assignments by indicated due dates (refer to the Course Calendar), serving as a means of monitoring who is actively "attending" class. Students who do not log into the course and submit the required assignments on a regular basis may be reported for non-attendance.

2. **Late Assignment Point Deductions:**
   a. **Exams** – 20% grade deduction unless prior arrangements are made with the instructor.
   b. **Module Quizzes** – 20% grade deduction unless prior arrangements are made with the instructor.
   c. **Discussion Questions/ Discussion Board Posts (DQs)** – 3 points deducted for late submissions (this applies to Initial Posts and Response Posts separately, as there are TWO due dates noted for all discussion questions.
   d. **Course Assignments, Reflections, and Papers** – 20% grade deduction unless prior arrangements are made with the instructor.

VI. Classroom Expectations:

All students are expected to demonstrate professional behavior and use language appropriate for the classroom learning experience. Behavior in the classroom (this includes online classroom formats) should convey respect for your classmates and the instructor; and foster an atmosphere conducive to learning.

1. **Online Course Conduct: Netiquette, Emoticons and Conveying Feelings in an Online Environment**
   In face-to-face conversations, social signals, facial expression, and body language suggest how participants feel about a topic and discussion. Online course participants generally do not have the luxury of seeing or hearing their classmates directly. Others may interpret your messages and discussion posts differently due to the lack of in-person, face-to-face communication. As a result, online communities have developed tools to assist members in sharing their facial expressions, emotional reactions and other feelings. Please note that many of these techniques may be used in the Canvas Discussion Boards and with Email and Message tools.
2. **Use proper grammar and spelling in your discussion posts, emails, messages and papers.**
   a. You should write in complete sentences, capitalize the first word of every sentence, and utilize proper punctuation. For instance, the word "I" is always capitalized, so don't just type "i".
   b. Note: Canvas has spell check in the Discussion Board to assist with these components.
3. **Things you should NOT do in this online classroom:**
   a. It is not acceptable to use slang (e.g. "sup" or "yo")
   b. Omit all profanity from your online course interactions. Similarly, do not use symbols to represent expletives (*%$!*)
   c. No texting abbreviations - use complete and standard spelling:
      Examples: type out "you" NOT u
      "are" NOT r
      Use "to", "two", or "too" NOT 2
      "later" NOT L8r
      type out "in my opinion" NOT IMO