



North Central State College

MASTER SYLLABUS

2025-2026

- A. Academic Division: Liberal Arts
- B. Discipline: Psychology
- C. Course Number and Title: PSYC2010 Human Growth and Development
- D. Assistant Dean: Laura Irmer
- 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 OSS048. 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	Below Average
67–69	D+	1.33	Below Average
63–66	D	1.00	Below Average
60–62	D-	0.67	Poor
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 (PSYC)
Course Coordinator:	Dan McCool		
Course Number:	2010	Course Title:	Human Growth and Development
Semester / Session:	Spring 2026 / Session A	Start / End Date:	01/12/2026 thru 03/06/2026

Instructor Information

Name:	Annmarie Adams	Credentials:	Assistant Professor, Sociology and Psychology Faculty
Phone Number:	(419) 755-5654	E-Mail Address:	aadams@ncstatecollege.edu
Office Location:	On-line	Office Hours:	Monday, Wednesday, and Friday from 10 – 11 am Tuesday and Thursday from 1 – 2 pm

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

Weeks	Topics	Assignments	Due Dates
1	Lifespan Development; Development Theories; Prenatal Development	“Introductions” Discussion Board “Run-Hide-Fight” Safety Video/Quiz Module 1: Lifespan Development Quiz Module 2: Developmental Theories Quiz Module 3: Prenatal Development Quiz “Application Paper” Written Assignment	01/12 – 01/17
2	Review & Exam #1	EXAM #1---Modules 1, 2, & 3	01/18 – 01/24
3	Infancy; Early Childhood; Middle Childhood	Module 4: Infancy Quiz Module 5: Early Childhood Quiz Module 6: Middle Childhood Quiz “Intelligence Type Report” Written Assignment	01/25 – 01/31
4	Review & Exam #2	EXAM #2---Modules 4, 5, & 6	02/01 – 02/07
5	Adolescence; Early Adulthood	Module 7: Adolescence Quiz Module 8: Early Adulthood Quiz “Self-care Talk” Discussion Board 02/13(Fri.) Withdrawal Deadline (Last day to drop with a “W”)	02/08 – 02/14
6	Review & Exam #3	EXAM #3---Modules 7 & 8	02/15 – 02/21

Course Number: _____
Semester / Session: _____

Course Title: _____
Start / End Date: _____

Weeks	Topics	Assignments	Due Dates
7	Middle Adulthood; Late Adulthood Death and Dying	Module 9: Middle Adulthood Quiz Module 10: Late Adulthood Quiz Module 11: Death and Dying Quiz “Professional Journal Review” Written Assignment	02/22 – 02/28
8	Course Review	“Wrap-up” Discussion Board FINAL EXAM---Modules 9, 10, & 11	03/02 – 03/06

II. Grading and Testing Guidelines:

Students will receive grades via Canvas within (10) days of submission. Grading times vary depending on the coursework. Quiz/exam grades are immediate. Written assignments may take up to the full (10) days. This instructor usually has a turn-around time of about (7) days. Since coursework is submitted on Saturday nights, the gradebook is normally updated by the following Saturday.

Final Grade Calculation

Activity	Qty	Points	Percentage
Discussion Boards	3	30	10%
Quizzes	12	159	15%
Exams	4	186	35%
Written Assignments	3	250	40%

Course Assignments:

1. Assigned Readings
2. Discussion Boards
3. Written Assignments – A minimum of (3) written assignments will be given throughout the term. Students shall submit a total of at least (8) pages of written work in this course.
4. Exams – There will be a minimum of (4) exams during the semester. These exams will be of varying format which may include multiple choice, matching, short answer, and/or essay questions and will cover material from the text as well as from class lectures and discussions.

III. Examination Policy:

1. The reasons for which a student will be excused from taking an examination _____
 - a. Hospitalization (with documented verification)
 - b. Death in the immediate family (with documented verification)
 - c. Personal illness or illness in immediate family - (doctor's excuse required).
2. A student who misses an examination for any reason is responsible for _____
 - a. Notifying the instructor as soon as possible
 - b. Providing the appropriate documentation
3. No makeup opportunity will be given for absences of unscheduled quizzes.
 - a. ALL students are given the same number of attempts to complete quizzes
 - b. Extra-credit coursework is not offered/accepted

Course Number: _____
Semester / Session: _____

Course Title: _____
Start / End Date: _____

NOTE:

All quizzes/exams are administered via Canvas. Students receive (3) attempts to complete each quiz/exam to allow for any unforeseen technical difficulties that may arise. The resolution of technical complications is the responsibility of the student and will not be accepted as an excuse for incomplete coursework. Students are responsible for maintaining the necessary materials including computers and internet access. If technical difficulties arise, it is the student's responsibility to seek out the appropriate support before the coursework is due.

Students should attempt to complete the quizzes/exams as soon as possible after they become available/accessible, and not wait until right before they are due, so technical issues can be resolved before the due date. Quiz/exam questions are administered in random order with no back-tracking. There will be module or chapter quizzes, and a comprehensive final exam. Quizzes/exams may not be made up. Students are responsible for making sure their work has been submitted. Quizzes/exams that have not been officially submitted may appear as "in progress" and register as a zero if the student fails to click the "submit" button. It is the student's responsibility to make sure the quizzes/exams are submitted correctly.

IV. Class Attendance and Homework Make-Up Policy:

1. Class attendance is necessary to acquire the knowledge required to _____
 - a. Complete assigned coursework
 - b. Receive a passing final grade
2. Students are responsible for _____
 - a. Ensuring that ALL coursework is completed according to directions
 - b. Submitting ALL coursework according to the scheduled due dates

There is no graded attendance policy; however, there is weekly graded coursework which will count as attendance. Students are encouraged to check in the virtual classroom several times each week. Failure to check in regularly could potentially impact the student's ability to stay apprised and submit work on time. This instructor tries to post a minimum of one announcement per week.

The virtual classroom is available to all students 24/7. Students are given ample time for, and advance notice of all coursework; therefore, make-up work is not permitted. It is important that each student fully understands that make-up work is not permitted in this class. Requests for special chances to make-up work will be denied. In the case of extreme unforeseen and uncontrollable circumstances, such as the death of an immediate family member, student hospitalization, etc. make-up work may be considered only if proper documentation is provided.

Recently, there have been numerous technical "glitches" that occurred at NCSC involving Canvas as well as some which occurred around America involving Microsoft. Sometimes these glitches presented difficulties with accessing the coursework due by the weekly deadlines. If there is an internal situation with Canvas/Microsoft then massive amounts of e-mails will be sent to notify students and staff at the college that the problem exists. So, if the technical problem occurs on Saturday & Sunday, generally when NCSC's Information Technology (IT) Department is not available, then as soon as the problem is resolved I WILL RE-OPEN ALL COURSEWORK that was not able to be completed while Canvas/Microsoft was not properly operating.

HOWEVER, sometimes technical difficulties are the result of student's problems. Classic problems include "locked-out of Canvas/expired password" and "weak (or even NO) Internet/Wi-Fi service". While it is understandable that these situations do occur, it is the student's responsibility to be sure that they can "personally" access Canvas/Microsoft at all times. Therefore, for those students who wait until Friday/Saturday to complete coursework AND are experiencing classic problems then I WILL NOT RE-OPEN ANY COURSEWORK that you were not able to complete, UNLESS you provide a SCREENSHOT that clearly shows the date/time/message that you received when you attempted to access your NCSC's account but was locked-out and/or expired password. I enter (0)s in the gradebook on Wednesday for coursework that shows as "missing" from the previous week, IF you send the appropriate proof then you will be given a 3-day extension to complete the coursework so that I can grade it, if not then the (0)s will remain.

NOTE: For those students who have Internet and/or Wi-Fi connectivity issues then there is no "proof" that you can send because you should be familiar with locations, days and times you will have reliable service to complete coursework by the weekly deadlines. I enter (0)s in the gradebook on Wednesday for coursework that shows as "missing" from the previous week, SINCE you cannot send proof then the (0)s will remain.

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V. Classroom Expectations:

Comments should remain respectful and academic. “Text speak” is not considered college-level writing and is prohibited. Assignments and papers with “text speak” will be graded at the same standard as any other college-level writing and points will be deducted for improper writing skills. Academic honesty and integrity are required. Respect is vital due to the controversial nature of some psychological topics. Disrespect, pejorative, derogatory, or harassing comments toward other students or the instructor will not be tolerated. Students must identify themselves by name and section number in correspondence with the instructor. Failure to do so may result in a delayed or no response.