

PSYC-125: HUMAN DEVELOPMENT

Effective Term

Fall 2025

CC Approval

03/07/2025

AS Approval

03/13/2025

BOT Approval

03/20/2025

COCI Approval

05/09/2025

SECTION A - Course Data Elements

CB04 Credit Status

Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
Psychology (Master's Degree)	

Subject Code

PSYC - Psychology

Course Number

125

Department

Psychology (PSYC)

Division

Social Sciences (SOCS)

Full Course Title

Human Development

Short Title

Human Development

CB03 TOP Code

2001.00 - Psychology, General

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

E - Non-Occupational

Rationale

CCN update.

SECTION B - Course Description

Catalog Course Description

This course provides an overview, from a psychological perspective, of human development from conception through death, including biological and environmental influences. Theories and research of physical, cognitive, personality, and social development are examined, as well as attention to developmental problems.

SECTION C - Conditions on Enrollment**Open Entry/Open Exit**

No

Repeatability

Not Repeatable

Grading Options

Letter Grade or Pass/No Pass

Allow Audit

Yes

Requisites**Advisory Prerequisite(s)**

Completion of PSYC-C1000 with a minimum grade of C.

SECTION D - Course Standards**Is this course variable unit?**

No

Units

3.00

Lecture Hours

54.00

Outside of Class Hours

108

Total Contact Hours

54

Total Student Hours

162

Distance Education Approval**Is this course offered through Distance Education?**

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent
Online with Proctored Exams	Permanent

SECTION E - Course Content**Student Learning Outcomes**

Upon satisfactory completion of the course, students will be able to:

1. Understand the physical, cognitive, emotional, and social domains of development across the human lifespan.
2. Analyze key concepts, theories, and research in developmental psychology.

Course Objectives

Upon satisfactory completion of the course, students will be able to:	
1.	Contrast and compare developmental theories and approaches (including how different theoretical perspectives affect or determine the research and applications that arise from them).
2.	Analyze elements of a scientific approach to understanding human development in a biopsychosocial context.
3.	Identify biological, psychological, and sociocultural influences on lifespan development.
4.	Describe the ways in which psychological principles and research apply to real world problems and issues across the lifespan.
5.	Describe the sequences of physical, social, and cognitive development across the lifespan, using the constructs and conceptual framework provided by psychological perspectives.
6.	Identify and describe the techniques and methods used by developmental psychologists to study human development.
7.	Identify and describe classic and contemporary theories and research in lifespan psychology.
8.	Describe the developing person at different periods of the lifespan.
9.	Identify possible causes or sources of developmental change and reasons for disturbances in the developmental process.

Course Content

1. Introduction
 - a. human development - definitions and controversies in the field (traditional vs. lifespan, continuous vs. discontinuous, nature vs. nurture)
 - b. the scientific method
 - c. approaches to studying change over time
2. Developmental Theories
 - a. Psychodynamic theories
 - b. Learning theories
 - c. Contextual theories (e.g., sociocultural)
 - d. Cognitive theories
 - e. Humanistic theories
3. Genetics
 - a. Genes, chromosomes and genetic transmission
 - b. Genetic and chromosomal disorders
4. Prenatal Development and Birth
 - a. Stages of prenatal development and birth (labor)
 - b. Effects of the environment on prenatal development
 - c. Neonatal testing and competencies
5. Physical, cognitive, and psychosocial development during infancy, early childhood, middle childhood, adolescence, early adulthood, middle adulthood, and late adulthood
6. Death and Dying

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Discussion	Class discussions related to human development
Lecture	Lecture topics in the field of human development

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
 Chat Rooms
 Discussion Boards
 E-mail Communication
 Telephone Conversations
 Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
 Discussions

Group Work

Course design is accessible

Yes

Methods of Evaluation**Methods of Evaluation**

Types	Examples of classroom assessments
Exams/Tests	Final Exam Mid Term Additional assessment information: 1. Multiple choice and short answer quizzes For example, Multiple choice The first identity crisis or dilemma a developing infant encounters according to Erikson is: a. The Id b. Sensorimotor c. Trust vs. mistrust d. Identity vs. role confusion Short answer Describe the main elements of Bowlby's attachment theory including the types of attachment, cross-cultural research on attachment and the connection between attachment quality in infancy and later developmental issues. 2. Midterms: Combination of multiple choice and short answer. For example, Multiple choice The parenting style with the best outcome for children has been shown to be: a. Permissive b. Authoritative c. Authoritarian d. Passive Short answer Describe the criticisms of the Kubler-Ross stages of grief. Define the five different kinds of elder abuse. Which one does not occur with children?

Quizzes

Essays/Papers

Assignments**Reading Assignments**

For example,

1. Read Chapter 1 on philosophies of human development in "Lifespan Development" by Boyd and Bee
2. Read Chapter 3 on theories of development in "Lifespan Development" by Santrock

Writing Assignments

For example,

1. Term Paper and class presentation - Complete a research paper on a developmental problem, issue or delay affecting any point of the lifespan. This may include issues such as autism, teen pregnancy, Alzheimer's, divorce, mid-life career change etc. This topic should correspond to a chapter of the book. Write a 4-5-page paper on the topic (using standard college English, MLA citations and bibliography, and at least two outside resources). Then prepare a 7-minute presentation, including handouts, that will be given to the class that gives the highlights of the paper.
2. Critical thinking questions - Examine how your own religious and/or cultural upbringing informs your understanding and ideas of human development. Reflect on the ideas of Original sin, Locke's blank slate and Rousseau's innate goodness approaches as starting points.

SECTION F - Textbooks and Instructional Materials**Material Type**

Textbook

Author

Santrock, J

Title

Lifespan Development

Edition/Version

17th

Publisher

McGraw-Hill

Year

2019

Material Type

Textbook

Author

Berger, K

Title

The Developing Person Through the Lifespan

Edition/Version

11th

Publisher

Macmillan

Year

2020

Material Type

Textbook

Author

Kuther, T

Title

Lifespan Development: Lives in Context

Edition/Version

2nd

Publisher

Sage

Year

2019

Course Codes (Admin Only)

ASSIST Update

No

CB00 State ID

CCC000233147

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No