A. CATALOG DESCRIPTION
1. Credits: 3
2. Hours/Week: 3
3. Prerequisites (Course discipline/number): College level reading and writing
4. Co-requisites (Course discipline/number): None

This course is an introduction to the scientific study of human development. It explores the universal features and individual variations of physical, cognitive, emotional, and social development from conception to death.

B. DATE LAST REVISED (Month, year): September, 2013

C. OUTLINE OF MAJOR CONTENT AREAS:
1. Theory and research in human development
2. Biological and environmental foundations of development
3. Prenatal development, birth, and the newborn baby
4. Infancy and toddlerhood: the first two years
5. Early childhood: two to six years
6. Middle childhood: six to eleven years
7. Adolescence: the transition to adulthood
8. Early adulthood
9. Middle adulthood
10. Late adulthood
11. The end of life

D. LEARNING OUTCOMES (GENERAL): The student will be able to:
1. Demonstrate knowledge of both the sequence of human development and the processes that underlie it.
2. Understand the major theories in the field and the strengths and shortcomings of each.
3. Understand how researchers use the scientific method to study human development.
4. Appreciate the joint contributions of biology and environment to development.

E. LEARNING OUTCOMES (MNTC):
Goal 2/Critical Thinking: The student will be able to:
1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
2. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives, which can give alternative meanings or solutions to given situations or problems.
3. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

Goal 5/History and the Social and Behavioral Sciences: The student will be able to:
1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Use and critique alternative explanatory systems or theories.
3. Develop and communicate alternative explanations or solutions for contemporary social issues.

Goal 7/Human Diversity: The student will be able to:
1. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
2. Analyze their own attitudes, behaviors, concepts, and beliefs regarding diversity, racism, and bigotry.
3. Describe and discuss the experience and contributions (political, social, economic, etc) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
4. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.
F. METHODS FOR EVALUATION OF STUDENT LEARNING:
1. Exams
2. Projects
3. Written homework
4. Papers
5. Group work
6. Presentations
7. Journals
8. Or any other work deemed appropriate by the individual instructor and so indicated in the course syllabus

G. RCTC CORE OUTCOME(S) ADDRESSED:
☒ Communication
☒ Critical Thinking
☒ Global Awareness/Diversity
☐ Civic Responsibility
☐ Personal/Professional Accountability
☐ Aesthetic Response

H. SPECIAL INFORMATION (if any): None