I. Course Description:
Investigation of the developmental changes of individuals in families from birth to death. Content includes physical, emotional, cognitive, social, moral, and personality development.

II. Intended Learning Outcomes/Goals/Objectives:
This course supports the vision, mission, and core values of the College of Education which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The course enhances student learning in the area of human development and, and aligns with the standards of the National Council on Family Relations and the American Association of Family and Consumer Sciences to promote learning and understanding of human development and family relationships.

Program Learning Outcomes
1. Learners will identify social & cultural influences affecting family life.
2. Learners will recognize healthy and unhealthy characteristics pertaining to family relationships.
3. Learners will apply appropriate practices based on theories of human growth and development to individuals and families.
4. Learners will apply strategies based on the child’s age/stage of development to promote effective developmental outcomes.
5. Learners will demonstrate professional behaviors that are reflective of ethical standards and practice.
6. Learners will develop culturally-competent educational materials and learning experiences.
7. Learners will demonstrate professional behaviors that are reflective of ethical standards and practice.
Student Learning Outcomes:
Upon successful completion of the course, the student will be able to:

1. Describe the grand theories and emerging theories pertaining to human development over the life span.
2. Articulate the primary developmental milestones from infancy through adulthood in the major domains of biosocial, cognitive, emotional, and social development.
3. Identify the major genetic, social, and environmental factors that influence the course of human development throughout the life span.
4. Identify contemporary social issues and explain their impact on human development over the life span.

III. Course Assignments, Activities, Instructional Strategies:

A. Course content is delivered through Six Learning Modules. Each module will outline specific chapter readings and include additional readings from Professional Journals, Secular Magazines, Newspapers, etc.

B. Homepage News - The instructor primarily uses News on the Homepage to communicate with the class. If the instructor receives several e-mails that are similar, the instructor will post to the News and will not answer each e-mail individually.

C. For specific issues related to viewing or submitting an assignment, please contact the D2L Student Help resource at 936-468-1919.
   i. The Course Instructor does not have information on the specifics related to your computer and the assignments. The Student Help resource is available 8 – 5, Monday – Friday.
   ii. It is the student’s responsibility to plan ahead and submit assignments on time. If assistance is needed, it is available Monday – Friday, 8 – 5 at 936-468-1919. If assistance is needed, the instructor will review the times that your request was made and resolved by the Student Help Resource at 936-468-1919. Grades/Points will be determined based on the initiative that the student took to submit the assignment by the due date.

IV. Evaluation and Assessments (Grading): The course is graded on a letter grade basis (A-F). Final grades will be determined by a percentage of total required points for the course. Late work is not accepted.

Course Points are earned through:

A. Module Exams = 3 X 100 = 300 points

B. Cumulative Final Exam = 200 points
C. Discussion Board = 6 @ 25 Points = (Total of 150 points). Students will post discussion responses to the discussion board by due date/time for credit. Refer to the Course Timeline for Due Dates. A Rubric will be used for scoring.

D. Dropbox Assignments = 5 @ 25 points = (Total of 125 points) Students will submit Dropbox Assignments related to the course readings. Refer to the Course Timeline for Due Dates. A Rubric will be used for scoring.

A = \(90 - 100\%\)  
B = \(80 - 89\%\)  
C = \(70 - 79\%\)  
D = \(60 - 69\%\)  
F = \(59\%\) and below

Assignments will be graded and posted within 3 days of the Due Date. Any Discrepancies in the points earned must be addressed within 3 days of the grade posting. Otherwise, the posted grade points are considered final and will not be reviewed at a later date.

As I would tell my 22-year-old son who just finished his third Year at UT Austin.......

“Don’t wait until the last minute to submit assignments. Plan for problems and plan ahead of the deadline!

It is not the professor’s responsibility, or their requirement, to make accommodations for your late submissions no matter the case....... computer issues, weather issues, health issues, etc! Plan ahead!

You are in college and the requirements are set in advance......the only surprises are the ones that you create for yourself!”
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module One – Introduction, Prenatal Development, Heredity</strong>&lt;br&gt;Chapters 1 - 4</td>
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<tr>
<td>1</td>
<td>Dropbox Assignment 1&lt;br&gt;Self-Introduction</td>
<td>January 22</td>
<td>25</td>
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<tr>
<td>2</td>
<td>Discussion 1&lt;br&gt;Theoretical Frameworks</td>
<td>February 8</td>
<td>25</td>
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<tr>
<td>3</td>
<td>Discussion 2&lt;br&gt;Your Birth</td>
<td>February 15</td>
<td>25</td>
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<td>4</td>
<td>Exam 1</td>
<td>March 1</td>
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<td><strong>Module Two – Early Childhood</strong>&lt;br&gt;Chapters 5 - 10</td>
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<td>5</td>
<td>Dropbox Assignment 2</td>
<td>March 8</td>
<td>25</td>
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<tr>
<td>6</td>
<td>Discussion 3&lt;br&gt;Sex Differences in Emotional Regulation</td>
<td>March 22</td>
<td>25</td>
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<td>7</td>
<td>Exam 2</td>
<td>March 29</td>
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<td><strong>Module Three – Middle Childhood &amp; Adolescence</strong>&lt;br&gt;Chapters 11 - 16</td>
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<td>8</td>
<td>Dropbox Assignment 3&lt;br&gt;Families and Children</td>
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<td>9</td>
<td>Discussion 4&lt;br&gt;TBD</td>
<td>April 12</td>
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<td>10</td>
<td>Discussion 5&lt;br&gt;TBD</td>
<td>April 19</td>
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<td>11</td>
<td>Exam 3</td>
<td>April 26</td>
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<td><strong>Module Four – Emerging Adulthood</strong>&lt;br&gt;Chapters 17 - 19</td>
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<td>12</td>
<td>Discussion 6&lt;br&gt;Post formal Thought</td>
<td>May 3</td>
<td>25</td>
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<td><strong>Module Five – Adulthood</strong>&lt;br&gt;Chapters 20 - 22</td>
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<td>14</td>
<td>Dropbox Assignment 4&lt;br&gt;TBD</td>
<td>May 10</td>
<td>25</td>
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<tr>
<td><strong>Module Six – Late Adulthood</strong>&lt;br&gt;Chapters 23 - 25</td>
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<td>15</td>
<td>Dropbox Assignment 5</td>
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<td>16</td>
<td>Final Exam Cumulative</td>
<td>May 14</td>
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VI. Readings: Textbooks:

(Required)

(Recommended)

VII. Course Evaluations: Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: Course and program improvement, planning, and accreditation, and instruction evaluation purposes. As you evaluate this course, please be thoughtful and accurate in completing the evaluation. Instructor will assign 5 extra-credit points for completing the survey.

VIII. Student Ethics and Policy Information:
Abiding by university policy is a responsibility of all university faculty and students. Specific policies may be located at http://www.sfasu.edu/atcofaadvising/176.asp

A. Class Attendance and Excused Absence: Policy 6.7
B. Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
C. Student Academic Dishonesty: Policy 4.1
D. Student Appeals: Policy 6.3
E. Withheld Grades: Policy 5.5
F. Student Code of Conduct: Policy 10.4