I. Course Description:

An in-depth study of developmental changes during the middle childhood and adolescent years. Content includes physical growth and maturation, cognitive development processes and social relationships with family and peers.

Check with faculty to address any curriculum changes that have taken place such as a prerequisite or course description change.

II. Intended Learning Outcomes/Goals/Objectives:

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development.

In the College of Education at Stephen F. Austin State University, we value and are committed to:

- Academic excellence through critical, reflective and creative thinking
- Life-long learning
- Collaboration and shared decision making
- Openness to new ideas, culturally diverse people and innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community

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 develop culturally-competent educational materials and learning experiences.
6. Learners will demonstrate professional behaviors that are reflective of ethical standards and practice.

Student Learning Outcomes

1. Describe developmental changes in the physical, cognitive, and social/emotional domains.

2. Articulate family influences on development.

3. Examine peer relations, friendship development, and peer acceptance.

4. Examine social issues such as drug use, sexual activity, adolescent pregnancy and parenthood, juvenile delinquency and the subsequent influence on human development.

5. Identify the processes involved in the quest for self-identity, self-esteem, and identity statuses.


Family Life Educator Certification:

Course content in HMS 340 emphasizes the following Family Life Educator Content Areas (1, 2, 3, 5, & 7) identified by the National Council on Family Relations:

1. Families and Individuals in Family Context
   An understanding of families and their relationships to other institutions, such as the educational, governmental, religious, and occupational institutions in society.

2. Internal Dynamics of Families
   An understanding of family strengths and weaknesses and how family members relate to each other.

3. Human Growth and Development Across the Lifespan
   An understanding of the developmental changes of individuals in families across the lifespan (including prenatal, infancy, early and middle childhood, adolescence, adult, and aging) to meet their changing needs.

5. Interpersonal Relationships
   An understanding of the development and maintenance of interpersonal relationships.

7. Parent Education and Guidance
   An understanding of how parents teach, guide, and influence children and adolescents as well as the changing nature, dynamics and needs of the parent child relationship across the lifespan.

*Notes from HMS 340 should be retained to review for the CFLE exam.*

Teacher Certification:

The course prepares students seeking certification in Family Consumer Sciences to meet TExES Standard III – Human Development, Education, and Services: The family and consumer sciences teacher understands human growth and development, parent/guardian/educator roles and responsibilities, and career opportunities in human development, education, and services.
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. HMS 340 is an online course. Students are expected to have daily access to a computer to stay current with course assignments, exams, and course information. Students who have technical difficulties accessing course homepage, assignments, or exams should call Student Assistance at 468-1919. Assistance is available Monday-Friday, 8:00 a.m. – 5:00 p.m.

2. Information notices and all assignments and discussion questions notices will be posted on the course home page. Home page includes tools for class assignments, discussion board questions, exams, class list, drop box, and grades which will be posted in D2L. All exams will be accessible online. Students may also contact the instructor and/or other students via D2L mail tool.

3. Course content is delivered via D2L Management System which includes instructor chapter notes, assignments, exams, and discussion board questions directly relevant to the course content. Students are responsible for reading assigned chapters in the textbook, and completing all posted assignments and discussion questions.

IV. Evaluation and Assessments (Grading):

The course is graded on a letter grade basis (A-F). There are tentatively 500 required points for the course. Final grade will be determined by a percentage of total required points for the course. A=450-500 points; B=400-449 points; C=350-399 points; D=300-349 points; F=.0-299 points. If necessary, revised required course points will be posted before final examination time period.

Students are responsible for all assignments and notices posted on the home page, and all messages sent to students via e-mail. Having problems with the computer and/or printer or failing to view the assignment are unacceptable reasons for failing to complete an assignment on the due date. Do not request to turn in an assignment late for any of these reasons.

Course Points are earned through:

1. Scores on exams = 300 Points. There will be 3 exams during the semester: Midterm Exam, Exam II, and Final Exam. Each exam = 100 points. Students must contact the instructor prior to the exam date if rescheduling is necessary for a compelling reason. All exams must be made up within 2 class days or a grade of zero will be recorded. All exams will be taken online via D2L Management System. Exam will be accessible from 7:00 a.m. -9:00 p.m. Students will have 65 minutes to complete the exam after logon.

There will be 50 multiple choice questions and each question must be answered before proceeding to the next question and it will not be possible to move backward and review previous questions. Exams are not intended to be open-book exams. Students should call 936-468-1919 for technical help between 8:00 a.m. and 5:00 p.m.

3. Discussion Board = 100 Points. Discussion questions will relate to course content and assigned readings. Students must post responses directly to the discussion board by due date/time for credit. No credit will be given for responses sent through e-mail or posted incorrectly to the Students’ Talk Board.
**Note: Response to Discussion # 1 will signify that the student has attended and participated in the class. A student who does not show participation will be dropped from financial aid for the course.**

4. **Class Assignments = 100 Points.** Class assignments related to course content will be posted during the semester. Assignments will pertain to the course content, such as citing references in APA format, theoretical frameworks, moral reasoning, and brain development. Students must submit assignments as directed by due dates for credit.

V. **Tentative Course Outline/Calendar:**

Schedule and Assigned Readings. Please Read Chapter Notes as a Guide to Reading the Chapter and Study Tips.

**Weeks of:**

Jan. 15 - 28 Introduction to the course.
- The Science of Human Development/Scientific Method
- The Life-Span Perspective/Ethical Principles for Research in Human Development.
  (Ch. 1)

Jan. 29 – Feb 11 Theories of Development
- Review of Grand Theories/Newer Theories
- Facts and Norms
  (Ch.2)

Feb 12 - Feb. 25 Biosocial Development in Middle Childhood.
- Physical Growth, Activities, and Health Problems
- Brain Development, and Children with Special Needs.
  (Ch. 11)

Feb 26 – March 6 Cognitive Development in Middle Childhood
- Building on Piaget’s and Vygotsky’s Theories
- Language Development, Teaching and Learning
  (Ch. 12)

March 8 Midterm Exam- Chapters 1, 2, and 11. (Exam will be accessible from 4:00 a.m-9:00 p.m.) ***Chapter 12 will be covered on Exam II. Exams are not intended to be open-book exams.***

March 29 - 28 Psychosocial Development in Middle Childhood
- Families and Children, Children’s Friendships, Bully Behavior
- Children’s Moral Reasoning
  (Ch. 13)

March 29 – April 11 Biosocial Development in Adolescence
Growth and Development, Puberty, and Nutrition
Brain Development and Sexual Maturation
(Ch. 14)

April 12  Exam II – Chapters 12, 13, and 14. (Exam will be accessible from 4:00 a.m -9:00 p.m.) Exams are not intended to be open-book exams.

April 13 - 26  Cognitive Development in Adolescence
Logic and Egocentrism, Formal Operational Thought
Hypothetical-Deductive Reasoning, Technology and Cognition
(Ch. 15)

April 27-Mary 11  Psychosocial Development in Adolescence
Identity Formation, Relationships with Parents
Peer Pressure, Depression, Drug Use and Abuse
(Ch. 16)

May 15  Final Exam- Chapters 15, and 16. (Exam will be accessible from 4:00 a.m -9:00 p.m.)

VI. Readings (required)

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 such as course and program improvement, planning, and accreditation, and instruction evaluation purposes. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical.

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies
_____ Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from
attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Student Responsibilities**

It is each student’s responsibility to read the chapters described in the class schedule as assigned. HMS 340 is a fully online course. Course information will be posted online via homepage announcements, assignments, assessments, discussion, email, and grade book. Students are expected to check the homepage daily, respond to announcements and emails, and submit assignments on time. Each student should check their grade points regularly. Any grade point discrepancies must be resolved within one week after assignment grades have been posted, otherwise the posted grade points are considered final. It is the responsibility of each student to read and print the Syllabus which includes the Course Timeline. Assignment due dates and exam dates are non-negotiable. Late work will not be accepted.

In the event of widespread technical difficulty, (i.e., hurricane) due dates for assignments and exam deadlines will be adjusted. Each student should have a back-up plan for submitting assignments and taking exams on or before the due date in case of individual technical difficulty. Individual computer problems and inability to access the Internet is not an excuse for missed or late assignments or missed exams. Students are advised to not wait until the last few minutes to submit assignment or log on to take exams. Submit assignments and log on to exams early enough that you can implement a backup plan if necessary.

**Students with Disabilities**—To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468-3004/ (936) 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information refer to: [www.sfasu.edu/disabilityservices](http://www.sfasu.edu/disabilityservices).

**Academic Integrity:**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (2) incorporating the
words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academicintegrity.asp

Stephen F. Austin State University considers academic dishonesty a completely unacceptable mode of conduct and, therefore, it will not be tolerated in any form. Students involved in academic dishonesty will receive a zero on the first assignment discovered to be falsified in any way. If an additional instance of cheating in any form is discovered, the student has chosen to receive an F in the course. Additional discipline may include suspension or expulsion from the University. (See Academic Integrity A-9.1)

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical
experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/<http://www.texes.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

IX. Other Relevant Course Information:
Assignments submitted after the due date will not be accepted and a zero will be recorded for that assignment. It is important to plan ahead and set your calendar reminders, and make any necessary arrangements to be able to take exams during the scheduled time periods.