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 which is available 8AM – 5 PM, Monday - Friday.
   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 at 936-468-1919.
   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 AM – 5 PM 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.

D. This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

   i. If you have questions about obtaining or registering your LiveText/Watermark account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText/Watermark is activated, if you have technical questions, call ext. 7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

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 (to include Current Events) = 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 (to include Current Events) = 5 @ 25 points = (Total of 125 points) 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

A = 775 – 697
B = 696 – 620
C = 619 – 542
D = 541 – 465
F = 464 and Below

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.

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week:</th>
<th>Dates:</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Possible Points</th>
<th>Earned Points</th>
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<tbody>
<tr>
<td>1 &amp; 2</td>
<td>Jan 21 – Feb 3</td>
<td>Dropbox Assignment 1 Self-Introduction</td>
<td>Feb 3</td>
<td>25</td>
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<tr>
<td>3 &amp; 4</td>
<td>Feb 4 – Feb 17</td>
<td>Discussion 1 Theoretical Frameworks</td>
<td>Feb 17</td>
<td>25</td>
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<tr>
<td>5</td>
<td>Feb 18 – 24</td>
<td>Discussion 2 Your Birth</td>
<td>Feb 24</td>
<td>25</td>
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<tr>
<td>6</td>
<td>Feb 25 – March 3</td>
<td>Exam 1</td>
<td>Feb 28</td>
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Module Two – Early Childhood
Chapters 5 - 10

<table>
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<tr>
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<th>Assignment</th>
<th>Due Date</th>
<th>Possible Points</th>
<th>Earned Points</th>
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<tr>
<td>7</td>
<td>March 4 – 10</td>
<td>Dropbox Assignment 2 Early Childhood</td>
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<td>25</td>
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<tr>
<td>8</td>
<td>March 11 – 17</td>
<td>Exam 2</td>
<td>March 14</td>
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<td>Discussion 3 Sex Differences in Emotional Regulation</td>
<td>March 17</td>
<td>25</td>
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<td>9</td>
<td>March 18 – 23</td>
<td>Spring Break</td>
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<td>10</td>
<td>March 25 - 31</td>
<td>Dropbox Assignment 3 <em>Families and Children</em></td>
<td>March 31</td>
<td>25</td>
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<td>11</td>
<td>April 1 - 7</td>
<td>Discussion 4 <em>Chapter 13</em></td>
<td>April 7</td>
<td>25</td>
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<td>12</td>
<td>April 8 - 14</td>
<td>Discussion 5 <em>Chapter 16</em></td>
<td>April 14</td>
<td>25</td>
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<td>13</td>
<td>April 15 - 21</td>
<td>Exam 3</td>
<td>April 16</td>
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**Module Three – Middle Childhood & Adolescence**  
**Chapters 11 - 16**

| 14 | April 22 - 28 | Discussion 6 *Post formal Thought*                              | April 28   | 25 |
| 15 | April 29 – May 5 | Dropbox Assignment 4 *Adulthood*                             | May 5      | 25 |
| 16 | May 6 - 12    | Dropbox Assignment 5 *Late Adulthood*                          | May 8      | 25 |
| 16 | May 13        | **Final Exam Cumulative**                                      | May 13     | 200|

**Module Four – Emerging Adulthood: Chapters 17 – 19**

**Module Five – Adulthood: Chapters 20 22**

**Module Six – Late Adulthood: Chapters 23 - 25**
VI. Readings: Textbooks:

(Required)

(Recommended)

VII. Course Evaluations (5 bonus point will be given for completion; refer to calendar for due date)

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE 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 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