Human Sciences
HMS 203.503/HDFS 2302.503 – Human Growth and Development
Fall 2019

Instructor: Jennifer Newquist, Ph.D., CFLE
Course Time and Location: Online
Office: EDAN 133
Office Phone: (936) 468-1082
Mail: Only through D2L Mail
Office Hours: Mondays 1-3pm, Tuesdays 9-11am, Thursdays 11am-12pm

Course Time and Location: Online
Credits: 3

I. Course Description

This course centers on the developmental study of lifespan development; birth through death. Content includes an overview of the grand theories of development, parenting styles and discipline methods, and sequences of physical, cognitive, and social and emotional development. Environmental and social factors that influence development in all domains including prenatal development, birth, and physical growth and development through the lifespan are addressed.

Course Justification: (3 credits). Students will receive extensive course content information via online content modules equivalent to 150 minutes per week for 15 weeks. Students in the course will have weekly readings from the course textbook and content modules. In addition to weekly readings, students will participate in a variety of activities which may include: discussions, assignments, and exams. For every hour a student spends engaging with the course content, they spend at least two hours completing associated activities and assessments.

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
• Learners will identify social and cultural influences affecting family life.
• Learners will recognize healthy and unhealthy characteristics pertaining to family relationships.
• Learners will apply appropriate practices based on theories of human growth and development to individuals and families.
• Learners will apply strategies based on the child’s age/stage of development to promote effective developmental outcomes.
• Learners will demonstrate professional behaviors that are reflective of ethical standards and practice.
• Learners will develop culturally competent educational materials and learning experiences.

Certification Competencies

Educator Standards for Family & Consumer Science Composite 6-12:

Course content in HMS 203 emphasizes the following TExES Standards:

TExES Standard III:

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 service.

These standards are approved by the Texas Education Agency for teachers desiring certification in the Family and Consumer Science Composite 6-12. For additional information on the standards, please visit: https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

Student Learning Outcomes:

Upon successful completion of this course, students will be able to:

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

III. Course Assignments, Activities, Instructional Strategies, Use of Technology:
HMS 203 is a D2L enhanced course. Information notices will be posted on the course home page. Home page includes tools for class assignments, discussion board questions, and grades. Students may contact the instructor and/or other students by clicking in the mail tool and selecting individual’s name or click on class instructor’s name or all instructors to send mail.

2. Course content is delivered via class lectures and discussions, assigned textbook readings, assignments and discussion board questions directly relevant to the course content. **Students should check the homepage on a regular basis for notices, mail, and assignments.**

3. **Students should check their grade points at least once a week.** Any discrepancies in points must be resolved within one week after assignment grades have been posted otherwise the posted grade points are considered final and will not be reviewed at a later date.

**IV. Evaluation and Assessments (Grading):**

The course is graded on a letter grade basis (A-F). Final grade will be determined by a percentage of total required points for the course. A=90-100%; B=80-89%; C= 70-79%; D=60-69%; F=0-59%. 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. Experiencing problems with the computer and/or printer or failing to view the assignment are unacceptable reasons for failing to complete an assignment by the due date. Do not request to submit an assignment late for any of these reasons.

Course points are earned through:

- **Exams- 300 points (3 x 100 points).** Students will take a total of 3 exams relating to course content throughout the semester. Exams will consist of approximately 50 questions worth 2 points each. Questions may consist of, but are not limited to: multiple choice, matching, and true/false. Students will have 75 minutes to complete the exam. Each question must be answered before proceeding to the next question. It will not be possible to move backward and review previous questions. Students should call 936-468-1919 for technical help between 8:00 a.m. and 5:00 p.m. The exams will be taken via D2L/Brightspace.

  **Students must contact the professor prior to the exam date if rescheduling is necessary for a compelling reason with documentation.** Students should notify the instructor as soon as possible, preferably more than a week prior to the regularly scheduled exam date. Missing the scheduled exam date means that a student will earn a zero for the given exam.

- **Online assignments (80 points 8x10points)-** Throughout the semester, students will participate in online Dropbox and Discussion assignments related to course content including theory, obesity, personality, and retirement during the semester. These assignments cannot be made up if missed.

- **Child Development Interview (40 points)-** Students will interview an educator that is currently teaching in grades K-12. This interview is designed to aid the student in learning how child development is crucial to being an educator.
### V. Tentative Course Outline/Calendar:

**All due dates in Central time zone**

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<thead>
<tr>
<th>Dates</th>
<th>Content/Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Getting Started Module</td>
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<tr>
<td>Jan 15-17</td>
<td><strong>MLK Day-No Class</strong></td>
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<td>Mon Jan 20</td>
<td>Chapter 1: Theory and Research</td>
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<td>Week 2</td>
<td>Student Introduction due</td>
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<tr>
<td>Jan 20-24</td>
<td>Wed 1/22 at 11pm</td>
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<td>Hot Topic in Child Development Assignment due Fri 1/24 at 11pm</td>
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<td>Week 3</td>
<td>Chapter 2: Foundations of Development</td>
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<td>Jan 27-31</td>
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<td>Week 4</td>
<td>Chapter 3: Prenatal, Birth, Newborn</td>
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<td>Feb 3-7</td>
<td>Teratogens Assignment</td>
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<td>due Fri 2/7 at 11pm</td>
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<td>Week 5</td>
<td>Chapters 4, 5, 6</td>
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<td>Feb 10-14</td>
<td>Infancy and Toddlerhood</td>
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<td>Child Development Interview</td>
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<td>due Fri 2/14 at 11pm</td>
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<td>Week 6</td>
<td>Chapters 4, 5, 6</td>
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<td>Feb 17-21</td>
<td>Infancy and Toddlerhood</td>
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<td>Week 7</td>
<td>Chapters 7 and 8: Early Childhood</td>
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<td>Feb 24-28</td>
<td>Exam 1 (Ch 1-6)</td>
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<td>due Fri 2/28 at 11pm</td>
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<td>Week 8</td>
<td>Chapters 9 and 10</td>
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<td>Mar 2-6</td>
<td>Middle Childhood</td>
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<td>Childhood Obesity Discussion</td>
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<td>due Fri 3/6 at 11pm</td>
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<td>Mar 9-13</td>
<td>SPRING BREAK</td>
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<td>Week 9</td>
<td>Chapters 11 and 12</td>
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<td>Mar 16-20</td>
<td>Adolescence</td>
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<td>Depression and Suicide Assignment</td>
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<td>Week 10</td>
<td>Child and Adult Protective Services</td>
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<td>Mar 23-27</td>
<td>Protective Services Assignment</td>
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<td>due Fri 3/27 at 11pm</td>
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<td>Week 11</td>
<td>Chapters 13 and 14</td>
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<td>Mar 30-Apr 3</td>
<td>Early Adulthood</td>
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<td>Exam 2 (Ch 7-12 and Protective Services)</td>
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**VI. Readings:**

**Required:**


**VII. Course Evaluations:**

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 Other Policy Information: These policies are 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.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 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, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- 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 one’s own. Examples of plagiarism include, but are not limited to:
submitting an assignment as one's own work when it is at least partly the work of another person;
submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

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.

Student Code of Conduct: Policy 10.4
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. 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 policy 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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, 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.texas.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.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.