Credit Hours: 3 Credits       Prerequisite: None

Credit Hour 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.

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.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

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

This course enhances student learning in the area of human development and serves as one of the foundation courses in the Human Development and Family Studies program in the School of Human Sciences. It also aligns with the standards of the National Council on Family Relations and the National Association for the Education of Young Children to promote learning and understanding of human development and family relationships.

PCOE Diversity Statement

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values to enhance the quality of life in a diverse, global 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.

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. Certification Competencies

Texas Essential Knowledge and Skills for Career and Technical Education. Chapter 130. Subchapter E. Education and Training. 130.62 Human Growth and Development

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

Standard II. Family Studies and Human Services: The family and consumer sciences teacher understands the areas of personal development, relationships, and management of work and family to enhance quality of life across the life span, and understands career opportunities in family studies and human services. (Specific Sub-Standards: 2.1k, 2.1s, 2.2s, 2.4s, 2.14s).

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. (Specific Sub-Standards: 3.2k, 3.3k, 3.1s, 3.2s, 3.3s, 3.4s, 3.6s, 3.7s, 3.9s, 3.11s).

IV. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. HDFS 2302 is an online course. Class attendance and participation are crucial as students are expected to log into the course daily to stay current with course assignments/discussions, exams, and course information. Students who have technical difficulties accessing the course homepage, assignments/discussions, or exams should call SFA’s D2L Support Team at (936) 468-1919. The D2L Support Team is available Monday-Friday, 8:00 a.m. – 5:00 p.m.
2. Information notices for all assignments, discussions, and exams will be posted on the course homepage. The homepage includes tools for class assignments, discussion board questions, exams, 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 email tool.

3. Course content is delivered via D2L/Brightspace, which includes: instructor content notes, assignments, exams and discussion board questions directly relevant to the course content. Students are responsible for reading assigned content and completing all posted assignments, discussion questions, and quizzes by the due dates/times.

V. Evaluation and Assessments (Grading): Total points 450

The course is graded on a letter grade basis (A-F) based on the total points for this course.

A =405-450  
B =360-404  
C =315-359  
D =270-314  
F = 269 and Below

Late work on any assignment will not be accepted unless there is a compelling reason (written documentation must be provided). Experiencing problems with the computer and/or printer, failing to view the assignments/discussions/exams, and submitting assignments via email to professor are unacceptable reasons for failing to complete coursework by the due date/time. Do not request to turn in an assignment/discussion/exam late for any of these reasons. Students should always review any document that is uploaded to the Dropbox to ensure that it is readable and that it is the most appropriate document for the given assignment.

Course Points:

1. **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. For Technical help, students should call 936-468-1919 Monday - Friday between 8:00 a.m. and 5:00 p.m.

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.

2. **Writing Assignments- (3 X 50 = 150 points).** Specific assignments will relate to course content and assigned readings. Refer to timeline for due dates.
**VI. Tentative Course Outline/Calendar:**

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Readings</th>
<th>Submit</th>
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<tbody>
<tr>
<td>1. Week of June 28-July 4th</td>
<td>Introduction &amp; Course Overview, Syllabus, D2L</td>
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<td>Reading Text Book:</td>
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<td></td>
<td>History, Theory, Research Strategies (Ch1) &amp; Foundations of Development (Ch2)</td>
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<td>Birth &amp; the Newborn (Ch3)</td>
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<td>Infant/Toddler (Ch4, 5, 6)</td>
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<td>2. Week of July 6-July 11</td>
<td>Reading Textbook:</td>
<td>Writing Assignment 1</td>
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<td>Early Childhood (Ch7, 8)</td>
<td>Due: July 11, 11pm</td>
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<td>Middle Childhood (Ch9, 10)</td>
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<td></td>
<td>Adolescence (Ch 11, 12)</td>
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<td>3. Week of July 12-July 18</td>
<td><strong>Exam 1 Due:</strong></td>
<td>Exam1 Due: July 18, 11pm</td>
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<td></td>
<td>Ch 1, 2, 3, 4, 5, 6</td>
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<td>4. Week of July 19-July 25</td>
<td>Reading Textbook:</td>
<td>Writing Assignment 2:</td>
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<td>Early Childhood (Ch7, 8)</td>
<td>Due: July 25, 11pm</td>
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<td></td>
<td>Middle Childhood (Ch9, 10)</td>
<td>Exam2 Due: July 25, 11pm</td>
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<td>Adolescence (Ch 11, 12)</td>
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<tr>
<td>5. Week of July 26-August 1</td>
<td>Reading Textbook:</td>
<td>Writing Assignment 3 &amp; Exam 3 Due: August 2nd</td>
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<td>Early Adulthood (Ch13, 14)</td>
<td>11pm</td>
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<td>Middle Adulthood (Ch15, 16)</td>
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<td>Late Adulthood (Ch 17, 18)</td>
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<td>6. Week of August 2-</td>
<td><strong>Final Exam Due:</strong></td>
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**E-Mail:** Email: INCLUDE COURSE NUMBER IN SUBJECT LINE

Only through Brightspace/Desire 2 Learn (D2L) Email tool. To send an email, click Communication Tools in the navigation bar, then select Email. Do not use text format; all emails should include a greeting (instructor’s title and name), proper grammar, correct spelling, and end with your name. Include the course number in the Subject line.

I typically check my e-mail at the beginning of each day (9 AM) and at the end of each day (4PM). I typically do not respond to e-mails after those hours, during the weekend, or holidays. Please plan your e-mail communication with me accordingly. If you e-mail me and
do not receive a response within 24 hours, please e-mail me again…..include the course number and a one to two word “hint” of what the topic is about. For example: HDFS 2302 – discussion one; HDFS 2302 – hello.

VII. Readings (Required):


VIII. Course Evaluations:

Near the conclusion of each semester, the university will send out an electronic course evaluation. 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 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.

IX. Student Ethics and Other Policy Information: These policies may be found at [www.sfasu.edu/policies](http://www.sfasu.edu/policies)

Class Attendance and Excused Absence: Policy 6.7

Daily login to the course is vital for success in this course and is expected from all students. 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. Students missing classes, other than university-sponsored trips, may contact the Office of Student Rights and Responsibilities (OSRR) and request that an absence notification be sent to the instructor(s). The notification is not an excuse, and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student’s instructor(s). Students remain responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory. If participating in university-sponsored events, announcements in mySFA constitute official notification. 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/disabilitieservices/.

**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](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**Additional Information:**

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall
safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&r=1=Y.

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

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s 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/). 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 Martin at 936-468-1740 or snyderke1@sfasu.edu.

X. Other Relevant Course Information:

Class attendance and participation are crucial. Students are responsible for checking the course homepage on a regular basis; recommendation is at least once a day to stay current with all class work and information. All coursework must be completed and submitted by the due date/time for credit. Missed assignments cannot be made up and no extra credit assignments will be given at the end of the semester after the final exam date.