Instructor: Lisa Mize, Ph.D.  

Course Time & Location: This is a totally online course. Please note that you will have assignments due on specific days and times of the week.

Office: EDAN 120  

Email: ONLY use D2L and include the COURSE NUMBER in the SUBJECT LINE.

Office Phone: (936) 468-6720  

Credits: 3  

Office Hours:  
Monday 10am – noon  
Tuesday 9 am – noon  
Other times available for appointment

Zoom: Meeting ID: 996 1147 2182  
Passcode: 100108  

Prerequisites: None

Credit Hour Justification: (3 credits). Students will receive extensive course content information via online content modules. Students have significant weekly reading assignments from the course textbook. Students in the course will engage in a variety of assignments which can include, but are not limited to, course content exams, in-class or online discussions, academic papers, presentations, reflection papers or journals, and quizzes. For every hour a student spends engaging with the course content, they spend at least two hours completing associated activities and assessments. Total faculty/student contact is minimum of 2250 minutes.

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/](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, 3.4s, 3.6s, 3.7s, 3.9s, 3.11s).

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

A. 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.

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. 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 e-mails 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 work “hint” of what the topic is about. For example: HDFS 2302– quiz one; HDFS 2302 – hello.

V. 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:
1. Exams- 500 points (5 x 100 points). Students will take a total of 5 exams relating to course content throughout the semester. Exams will consist of 25 - 50 questions worth 2-3 points each to total 100 pts per quiz. Questions may consist of, but are not limited to: multiple choice, matching, and true/false. Students will have 90 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. Chapter Assignments- (4 X 25 = 100 points). Specific discussion assignments will relate to course content and assigned readings. Specific directions will be with each assignment. Refer to timeline for due dates.

3. 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. When e-mailing me, please include the Course Number (HDFS 2302) in the Subject Line with a “hint” of what you are asking or telling me: “HDFS 2302 – quiz 1.”

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

\[
\begin{array}{ccc}
A &=& 540 - 600 \\
B &=& 480 - 539 \\
C &=& 420 - 479 \\
D &=& 360 - 419 \\
F &=& 418 and Below
\end{array}
\]
VI. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
<th>Submit</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week of October 23</td>
<td>Assignment 1: Self-Introduction Discussion by October 30 at 11 PM</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Introduction &amp; Course Overview</td>
<td>Assignment 1: Self-Introduction Discussion by October 30 at 11 PM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History, Theory, Research Strategies (Ch1)</td>
<td>Assignment 1: Self-Introduction Discussion by October 30 at 11 PM</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Week of October 30</td>
<td>Assignment 2 and Quiz 1 due by November 6 @ 11 PM</td>
<td>25</td>
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<tr>
<td></td>
<td>Foundations of Development, Birth &amp; the Newborn (Ch2/3)</td>
<td>Assignment 2 and Quiz 1 due by November 6 @ 11 PM</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Week of November 6</td>
<td>Quiz 2 due by November 13 @ 11 PM</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Infant/Toddler (Ch4, 5, 6)</td>
<td>Quiz 2 due by November 13 @ 11 PM</td>
<td></td>
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<tr>
<td>4</td>
<td>Week of November 13</td>
<td>Assignment 3 and Quiz 3 due by November 27 @ 11 PM</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Early Childhood (Ch7, 8)</td>
<td>Assignment 3 and Quiz 3 due by November 27 @ 11 PM</td>
<td>100</td>
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<tr>
<td></td>
<td>Middle Childhood (Ch9, 10)</td>
<td>Assignment 3 and Quiz 3 due by November 27 @ 11 PM</td>
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<tr>
<td></td>
<td>THANKSGIVING</td>
<td>Assignment 3 and Quiz 3 due by November 27 @ 11 PM</td>
<td></td>
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<tr>
<td>5</td>
<td>Week of November 27</td>
<td>Quiz 4 due by December 4 @ 11 PM</td>
<td>100</td>
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<tr>
<td></td>
<td>Adolescence (Ch11, 12)</td>
<td>Quiz 4 due by December 4 @ 11 PM</td>
<td></td>
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<tr>
<td>6</td>
<td>Week of December 4</td>
<td>Assignment 4 due by FRIDAY, December 8 @ 11 PM</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Early Adulthood (Ch13, 14)</td>
<td>Assignment 4 due by FRIDAY, December 8 @ 11 PM</td>
<td></td>
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<tr>
<td></td>
<td>Middle Adulthood (Ch 15, 16)</td>
<td>Assignment 4 due by FRIDAY, December 8 @ 11 PM</td>
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<tr>
<td></td>
<td>Late Adulthood (Chapter 17, 18)</td>
<td>Assignment 4 due by FRIDAY, December 8 @ 11 PM</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Week of December 11</td>
<td>Quiz 5 Due by December 11 (Chapters 13, 14, 15, 16, 17, 18)</td>
<td>100</td>
</tr>
</tbody>
</table>

Course Grading Scale:

A = 540 - 600  B = 480 - 539  C = 420 - 479
D = 360 - 419  F = 418 and Below

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 e-mails 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 and a “hint”

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 work “hint” of what the topic is about. For example: HDFS 2302 – discussion one; HDFS 2302 – hello.

VII. Readings:


VIII. Course Evaluations (Earn 5 Bonus Points):

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.

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:

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. Student Academic Dishonesty: Policy 4.1

C. Student Appeals: Policy 6.3
D. Withheld Grades: Policy 5.5

E. Academic Integrity (4.1)

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.
F. SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student’s mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services  
www.sfasu.edu/counselingservices  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
www.sfasu.edu/humanservices/139.asp  
Human Services Room 202  
936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline 1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741

X. **Additional Information for Educator Certification:**

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  
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.texas.ets.org/registrationBulletin/<http://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 Melanie Mercer at 936-468-1740 or mmercer@sfasu.edu

XI. Other Important Course Information:

G. E-mailing:
   i. When e-mailing me, please include the Course Number (HMS 2302) in the Subject Line and a “hint” of what you are asking!
   ii. Also, if you have a solution to your issue, please include that in your e-mail.

H. No late assignments are accepted (this includes exams/quizzes)

I. All grade discrepancies must be addressed within 3 days of the grade being posted. Waiting until the end of the semester to address grade issues will result in the original grade being firm and the professor will not revisit the grade issue.

J. Additional times to meet with the instructor are available, please e-mail to make an appointment.

K. A polite, courteous attitude is expected and greatly appreciated

L. For careers working with children and families, you are almost always required to pass a criminal background check in order to be employed. In our degree, you are required to participate in service learning and a practicum that will likely require you to pass a criminal background check. It is the student’s responsibility to pass any required background checks. If you cannot pass a background check for a school related activity that is required for the course, you will not receive any credit for that assignment. In the case of a practicum, you will not be able to pass the course without securing a practicum related to the field of human development and family studies. If you cannot pass a criminal background check (and don’t anticipate your record to be cleared/expunged in the foreseeable future), you should seriously consider if enrollment in this degree program will lead to your career goals.

M. 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. I also do not give extra credit to individual students.