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.

Course Justification: “Human Growth, Development & Aging in Family Context” (3 credits). Students in this course receive an understanding of Human growth and aging, which prepares them for careers advocating for and helping life span human development and aging process. To gain an understanding of general human development and aging in Gerontology by using a biopsychosocial framework to examine the historical, cultural, biological, physiological, psychological, and social aspects of human development and aging. Emphasis is given to the changes that are associated with human development and aging and the resulting dynamic interactions between older people and their environment. 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, and quizzes.

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, use of Technology:

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.

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. There are tentatively 450 required points for the course.

Tentative: A=405-450, B=360-404, C=315-359, D=270-314, F=0-269.

Course Points are earned through:
1. There will be 3 non-cumulative, multiple-choice exams on information relevant to our textbook and lectures administered via D2L. Exams will cover material from the textbook and D2L Modules as outlined in the Course Schedule. Each exam will have 50 questions and will be worth 100 points per each, for a total of 300 points. Please check the course schedule for due dates and exam availability. Students must have a working computer and internet access, and need to log in promptly to take the exam. Please call the D2L help line at 936-468-1919 for technical assistance M-F 8:00-5:00. Outside of these hours, contact a D2L technician (non-SFA staff) via the home-page “LiveChat” feature. Technical difficulties will not be valid excuses for missing/not finishing exams/ quizzes. Avoid waiting until the last moment to take the exam/quiz. 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 3 class days or a grade of zero will be recorded.

2. Writing Assignments: (1) There are three writing assignments. All Assignments should be typed in APA Style and uploaded on D2L Drop Box. Each Assignment has 30 points. Total: 150 points. All assignments and discussion must be typed in 12 font, Double space, Times New Roman and page numbers in the upper right corner if there are 2 or more pages (if it is not typed in 12 fonts, Double Space, Times New Roman, you will earn zero points). Handwritten assignments in any part are non-acceptable. Having problems with the computer and/or failing to view the assignment are unacceptable reasons for failing to complete an assignment on the due date. You need to use wired computer for exams and discussions. I will not open your zip file and you will earn zero for zip file (Your file should be word file). Do not request to turn in an assignment late for any of these reasons. I will not accept any assignment under my office door and through e mail.

VI. Readings: Textbooks:

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 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

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Class meeting schedule</th>
<th>To Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1:</strong> 10/23-10/29</td>
<td>Getting Started: <strong>Syllabus, Course Brightspace, Textbook, Assignment/Exams check</strong></td>
</tr>
</tbody>
</table>
| **Week 2:** 10/30-11/5 | **Readings:** Ch.17: Emerging Adulthood: **Biosocial Development**  
Ch. 18: Emerging Adulthood **Cognitive Development**  
Ch.19: Emerging Adulthood **Psychosocial Development** |
| **Week 3:** 11/6-11/12 | **Exam 1 Due: 11/12, 9PM**  
Chapters 17, 18, 19, Online via D2L, 50 questions, 100 points  
**Assignment 1 due: 11/12, 9pm** |
| **Week 4:** 11/13-11/19 | **Readings:** Ch.20: Adulthood: **Biosocial Development**  
Ch. 21: Adulthood **Cognitive Development**  
Ch.22: Adulthood : **Psychosocial Development**  
**Exam 2 Due:11/19, 9pm**  
Chapters 20. 21, 22, Online via D2L, 50 questions, 100points  
**Assignment 2 Due: 11/19th, 9pm** |
| **Week 5:** 11/27-12/3 | **Readings:** Ch. 23: Late Adulthood **Biosocial Development**  
Ch. 24: Late Adulthood **Cognitive Development**  
Ch. 25: Late Adulthood: **Psychosocial Development** |
### Week 6:
12/4-12/11

- **Final Exam (Ch. 23, 24, 25), Due 12/11, 9pm**
  Online via D2L, 50 questions, 100 points
- **Assignment 3 Due: 12/11, 9pm**

### Week 7:
12/12-12/15

- **Grading Week**

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**Writing Assignment Rubric**

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Poor</th>
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<tbody>
<tr>
<td>Substantial and specific content addressing questions demonstrating strong development in a well organized format.</td>
<td>Sufficiently developed content addressing questions with adequate explanation or development.</td>
<td>Limited content addressing questions with inadequate explanation or development.</td>
<td>Inconsistent application of APA format in reference list, with many errors.</td>
</tr>
<tr>
<td>45-50</td>
<td>40-44</td>
<td>35-39</td>
<td>Under 34</td>
</tr>
</tbody>
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