Instructor: Lisa Mize, Ph.D.
Office: EDAN 120
Phone: (936) 468 6720

Classroom: On-line via D2L
E Mail through D2L

Zoom Office Hours:
Tuesday 10-noon or by appointment
Meeting ID: 996 1147 2182
Passcode: 100108

Prerequisite: None  Credit Hours: 3

**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 will receive extensive course content information via online content modules. Students have significant weekly reading assignments from the course OER 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

**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 Eight 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.

***Please note that all your assignments are run through a plagiarism and AI detection program (TurnitIn). While the use of AI is not forbidden in this course, you are expected to paraphrase, rewrite and cite all information you quote from another source (e.g., textbook, websites, ChatGPT). Copying and pasting information from another source, even when you cite them, is unacceptable.

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 520 required points for the course.


Course Points are earned through:
1. There will be 11 non-cumulative exams on information relevant to our OER textbook and lectures administered via D2L. Exams will cover material from the OER textbook and D2L Modules as outlined in the Course Schedule. Each exam will have 30 questions and will be worth 30-50 points per each, for a total of 400 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 936468-1919 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. CASE Study Writing Assignment (120 pts):
   a. Assignment should be typed in APA Style and uploaded on D2L Drop Box by the due date.
   b. If assignment is not typed in 12 fonts, Double Space, Times New Roman, you will earn zero points. Handwritten assignments in any part are non-acceptable.
   c. 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.
   d. I will not open your zip file and you will earn zero for zip file (Your file should be word file).
e. Do not request to turn in an assignment late. I will not accept any assignment under my office door or through email.

VI. Readings: Textbooks:
OER Textbook is uploaded on D2L

VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Institutional Absences (HOP 04-110)

Attendance Policy:
Since it is an on-line course, physical attendance is not expected, but you need to check D2L website every day for the entire period. You are responsible for course information whether you are in attendance or not. Missed exams, assignment, discussion, grade can only be made up if your absence is excused. Absences are excused only when documentation of illness, loss of family member, significant family emergence, athletic involvement, or religious holiday is presented to the instructor within 1 week of the absence. Please let me know immediately if chronic health problems (mental or physical) or a personal emergency threaten to interfere with your regular attendance and required work for this class.

Zero-tolerance attendance policy:
Cuts, work conflicts, vacations, and appointments that can be rescheduled are examples of unacceptable excuses. Documentation is recommended even for too numerous excused absences or for persistent tardiness.

- An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

- Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be
considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

- For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

- More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

- **Class attendance and participation are crucial for successful completion of HDFS 3336.** 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.

The Code of Student Conduct and Academic Integrity (HOP 04-106) 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. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**

- Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

- **Students with Disabilities**
  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, 468-3004 / 468-1004 (TDD) 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

- **Student Wellness and Well-Being**
  SFA values students' overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.
If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

- **Other important course-related policies:**
  ***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

IX: Resources

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFASU Counseling Services • www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet)
• 936-468-2401

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching

Alcohol and Other Drug Education
www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
National Suicide Crisis Prevention: 9-8-8
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

X: Additional Information Specific to Educator Preparation 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](#).

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

- 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.

- 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
  - 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.

- 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 SFA.

- For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

XI. Other Relevant Course Information:

A. E-mailing:
   i. When e-mailing me, please include the Course Number (HDFS 3336) 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.

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

C. 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.

D. Additional times to meet with the instructor are available. Please e-mail to make an appointment.

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

F. 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.

G Course Evaluations:
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: course and program improvement, planning, and accreditation, and instruction evaluation purposes. As you evaluate this course, please be thoughtful and accurate in completing the evaluation. Professor will assign extra-credit points for completing the survey. In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the professor 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 professor until after final grades are posted.
### V. Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>Class meeting schedule</th>
<th>To Do</th>
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<tbody>
<tr>
<td><strong>Week 1:</strong></td>
<td>Getting Started: Review: Syllabus, Course Brightspace, Textbook, Assignment/Exam dates</td>
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<tr>
<td>July 8 - 15</td>
<td>Reading: Module 1: Development and Developmental Theory</td>
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<td>Quiz 1(30 points) and 2(30 points) due: July 15 by 9 PM</td>
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<td>Reading: Module 2-3: Prenatal Development Infancy</td>
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<td>Quiz 3(30 points) and 4(50 points) due: July 15 by 9 PM</td>
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<td>What to do to Prepare for the Case Study Assignment: REVIEW: Review Case Study Assignment and Directions</td>
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<td><strong>Week 2:</strong></td>
<td>Reading: Module 4, 5, 6: Early Childhood Development Middle Childhood Adolescence</td>
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<tr>
<td>July 16 - 22</td>
<td>Quiz 5(40 points), 6(40 points), 7(40 points) due: July 22 by 9 PM</td>
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<td>What to do to Prepare for the Case Study Assignment: CHOOSE which case study and theory you plan to write about FIND articles to support your case study topic and theory</td>
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<td><strong>Week 3:</strong></td>
<td>Reading: Module 7: Adulthood</td>
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<tr>
<td>July 23 - 29</td>
<td>Quiz 8(40 points), 9(30 points), 10(40 points) due: July 29 by 9 PM</td>
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<td>Reading: Module 8: Death &amp; Dying</td>
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<td></td>
<td>Quiz 11 (30 points) due: July 29 by 9 PM</td>
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What to do to Prepare for the Case Study Assignment:
ROUGH DRAFT: Begin to write the case study assignment.
Page 1 = Cover Page
Page 2 = Summary of Theory and articles
Page 3 = How theory, articles relate to your case study
Page 4 = Reference Page with 2 articles listed in APA format

Week 4:
CASE STUDY WRITING ASSIGNMENT DUE: August 5 by 9 PM
July 30 – Aug 5

Writing Assignment Rubric

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<thead>
<tr>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Poor</th>
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<tr>
<td>Substantial and specific content addressing questions demonstrating strong development in a well organized format. 110-120</td>
<td>Sufficiently developed content addressing questions with adequate explanation or development. 90-109</td>
<td>Limited content addressing questions with inadequate explanation or development. 70-89</td>
<td>Inconsistent application of APA format in reference list, with many errors. Under 69</td>
</tr>
</tbody>
</table>