I. Course Description:

The adult development and aging course provides students with a comprehensive understanding of the process of aging and senior adults. This course reflects the multi-disciplinary field of gerontology, which includes the historical, cultural, biological, physiological, psychological, and social aspects of aging. This course focuses on typical changes, support needs and outcomes experienced by adults and their family members as they age, and the quality of their relationships across the life course. Students in this course receive an understanding of aging, which prepares them for careers advocating for and helping older adults and their family members. Students in this course typically seek employment in settings where they work with mid-life to older adults, along with their family members. To gain an understanding of family Gerontology by using a bio-psycho-social framework to examine the historical, cultural, biological, physiological, psychological, and social aspects of aging. Emphasis is given to the changes that are associated with aging and the resulting dynamic interactions between older people and their environment.

II. Student Learning Outcomes/Goals/Objectives:

Upon successful completion of the course, the student will:
1. Become familiar with some of the key scientists influencing our understanding of the aging process.
2. Understand how integrating the sciences of biology, psychology, sociology, and economics can lead to a broader understanding of the aging process.
3. See the issues of caregiving, case management, chronic disease self-management, home modification, long term care regulations, the range of policy programs designed to support an aging society, the range of entrepreneurial ventures that are filling in the gap between needs and demands.
4. Understand how scientific theories are developed tested, and the limits of macro level theory in understanding micro level interactions.

**Program Learning Outcomes**
1. Learners will identify aging affecting family life.
2. Learners will apply appropriate individual and family plan based on aging and caregiving to aging older adults in family life.
3. Learners will develop culturally-competent educational materials and learning experiences.
4. Learners will demonstrate professional behaviors that are reflective of ethical standards and practice.

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

HDFS 5386 Adult Development and Aging 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 e-mail. 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 daily basis for notices, mail, and assignments. 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.

There are tentatively 520 required points for the course. Tentative: A=520-478; B=477-436; C=435-394; D=393-352; F=0-351. The total number of required points may be adjusted at the end of the semester.

**Course Points are earned through:**

1. There will be three exams during the semester: **Midterm Exam, Exam II, and Final Exam.** Each exam = 100 points. Total: 300 points. All exams will be taken online via D2L during regularly scheduled class time. Students must have computer access and need to log in promptly in order to take the exam. Please call Student Help Line at 468-1919 for technical assistance. Assistance is available M-F, 8:00-5:00 p.m. 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. **Chapter Writing Assignments** = There are **three writing assignments.** All Assignments should be typed in APA Style and uploaded on D2L Drop Box. Each Assignment has 40 points. Total 120 points. All assignments must be typed in 12 fonts, 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/discussion 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. 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.

3. **HDFS 5386 Interview with a Retired Person Assignment (100 points)**

This assignment provides you with the opportunity to interview someone in your vicinity who is:
- Retired and aged 65 or older.
- Willing to share their life experiences related to work, family, and valuable life lessons for young people.
- Here are the instructions for the assignment:

(1) Prepare for a Zoom interview, a video interview, or just a voice interview with the retiree and then upload it to the designated Dropbox.

(2) Your interview should cover the following points:

* Introduce the interviewee (you can use a fake name) and provide information about their age and the date of their retirement.
* Discuss the positive aspects of retirement.
* Explore the challenges or downsides of retirement.
* Inquire about any significant life changes the retiree has experienced.
* Encourage them to reflect on their overall life and what they think about it in retirement.
* Ask if they have any valuable life lessons they'd like to share with young people.

(3) Your video should be at least 20-30 minutes long and should incorporate all the elements mentioned above.

(4) This assignment is worth 100 points, and it must be completed and submitted at the beginning of the semester. Please prepare the interview assignment early.

**Course Evaluations:**
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the PCOE. 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.

**Student Ethics and Other Policy Information: Found at** [https://www.sfasu.edu/policies](https://www.sfasu.edu/policies)
Attendance is mandatory. Being present each class day for this course means that you earn 5 points. Not being present on any given class lecture day means you earned -5 points. Please also review roman numeral IV of this syllabus.
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.

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, 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 (see the Student Conduct Code,
policy D-34.1). 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 prohibition 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.

**Forms of Academic Misconduct:**

1. Cheating: Using unauthorized noted or study aids, allowing another party to do
one's work exam and turning in that work exam as one's own; submitting the same or similar
work in more than one course without permission from the course instructors; deception in
which a student misrepresents that he/she has mastered information on an academic exercise
that he/she has not mastered; giving or receiving aid unauthorized by the instructor on the
assignments or examinations.

2. Aid of academic dishonesty: Intentionally facilitating any act of academic dishonesty.
Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: Falsification of creation of data, research, or resources, or altering a graded
work without the prior consent of the course instructor.

4. Plagiarism: Portrayal of another's work or ideas as one's own. Examples include
unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's
own in work submitted for credit. Failure to identify information or essays from the Internet
and submitting them as one's own work also constitutes plagiarism. You will earn Zero for
each assignment, discussion, any other materials for grade if it is considered as Plagiarism.

5. Lying: Deliberate falsification with the intent to deceive in written or verbal form as
it applies to an academic submission.

6. Bribery: Providing, offering or taking rewards in exchange for a grade, an assignment, or the
aid of academic dishonesty.

7. Threat: An attempt to intimidate a student, staff, or faculty member for the purpose of
receiving an unearned grade or in an effort to prevent reporting of an Honor Code violation.

8. If students will not follow any of these rules, instructor will ask the student to leave the
classroom. It is students’ responsibility to upload appropriate files on D2L (Faculty cannot open
the ZIP Files, Mac files, and cannot use any other technology). If the file is not appropriate, you
will earn zero point for it. Please don’t ask to upload your file again. If you upload the wrong file
on due date and ask to upload good file, I will not accept it. Please don’t tell me that it is not late
or it is technical issue or others. During the exam, students need to use wired, stable computer.
Please don’t ask if there is technical issue during the exam, computer, and power issue.

**Required Textbook:** Adulthood & Aging, By Marion G. Mason, Pearson.
Interview with a Retired Person 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>90-100</td>
<td>80-89</td>
<td>60-79</td>
<td>Under 59</td>
</tr>
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HDFS 5386  Summer 2024 Tentative Course Timeline:

<table>
<thead>
<tr>
<th>Week</th>
<th>Things to do: Due date</th>
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</thead>
<tbody>
<tr>
<td>July 8- July 14</td>
<td>Introduction for course: Syllabus, Textbook, D2L Check Reading Textbook (Ch. 1-5)</td>
</tr>
<tr>
<td>July 15-July 21</td>
<td>Exam 1 (Ch. 1-4) &amp; Writing Assignment 1 (Ch. 1-5), Due date: July 21, 9pm</td>
</tr>
<tr>
<td>July 22-July 28</td>
<td>Exam 2 (Ch. 6-10) &amp; Writing Assignment 2 (Ch. 6-10), Due date: July 28, 9pm</td>
</tr>
<tr>
<td>July 29- August 4</td>
<td>Exam 3 (Ch. 11-14) &amp; Writing Assignment 3 (Ch. 11-14), Due date: August 4, 9pm</td>
</tr>
<tr>
<td>August 5-7</td>
<td>Grading Period</td>
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</tbody>
</table>

*Interview with a Retired Person Assignment (100 pts) Due: 8/4, 9pm*