

**CHD 604 HUMAN GROWTH AND DEVELOPMENT**  
**The University of North Alabama**  
**Fall 2013**

**Instructor:** Karen Moore Townsend, Ph. D., NCC      **Office:** 414 Stevens Hall  
**Phone:** 256-765-5091      **e-mail:** [kmtownsend@una.edu](mailto:kmtownsend@una.edu)  
**Office Hours:** M 2:30 p.m. – 6:00 p.m.  
   T By appointment  
   W 2:30 p.m. – 6:00 p.m.  
   TR By appointment

\*Additional office hours are available by appointment. *Occasionally, other obligations (i.e., committee meetings) may impose upon stated office hours.*

*Please feel free to contact me with any questions that you may have pertaining to the course. For this course, please use the e-mail associated with this course when e-mailing. Feel free to contact me by phone or in person, as well.*

**Course Description:** An in-depth study of physical, mental, social, and emotional development from conception to death, with emphasis on age-levels generally encountered in school and community settings.

**Referenced Standards:**

AL-SDE 290-3-3-.50 (3)(c)1.(i) – Knowledge of human development and behavior across the life span with special emphasis on pre-school and school age populations.  
AL-SDE 290-3-3-.50 (3)(c)1.(ii) – Knowledge of effects of crises, disasters, and other trauma-causing events on persons of all ages.  
CACREP.2.K.3 - HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:  
CACREP.2.K.3.a - theories of individual and family development and transitions across the life span;  
CACREP.2.K.3.b - theories of learning and personality development;  
CACREP.2.K.3.c - human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;  
CACREP.2.K.3.d - strategies for facilitating optimum development over the life-span;  
CACREP.2.K.3.e - ethical and legal considerations.

**Prerequisites:** None

**Required Text:** Santrock, J. W. (2011). *Life-span Development* (13<sup>th</sup> ed.). New York: McGraw-Hill.

**Instructional Modalities:**

Interaction, discussion, case studies, questioning, reflection activities

### **Student Outcomes, Course Competencies and Objectives:**

After successful completion of this course, students should be able to demonstrate knowledge and understanding of the following:

1. Human development and behavior across the life span with special emphasis on pre-school and school age populations (AL-SDE 290-3-3-.50 (3)(c)1.(i)).
2. The effects of crises, disasters, and other trauma-causing events on persons of all ages (AL-SDE 290-3-3-.50 (3)(c)1.(ii)).
3. Theories of individual and family development and transitions across the life span (CACREP.2.K.3.a; CACREP.2.K.3.b).
4. Human behavior including problems associated with missing stages, not getting what is developmentally needed, and environmental factors that affect both normal and abnormal behavior (CACREP.2.K.3.c).
5. Strategies to facilitate growth in development (CACREP.2.K.3.d).
6. Ethical and legal considerations (CACREP.2.K.3.e).

### **Evaluation**

<b>Course Requirements</b>	<b>Outcomes &amp; Competencies</b>
Midterm exam – 12.5%	Objectives 1, 2, 5, 6
Final exam – 12.5%	Objectives 1, 2, 5, 6
Autobiography – 12.5%	Objectives 4
PowerPoint Presentation – 12.5%	Objectives 3,
Semester Project – 12.5%	Objectives 1, 3, 4
Discussion Postings & Responses – 12.5%	
Quizzes 12.5%	
Student Participation – 12.5%	

### **Grading Scale:**

A= 90% - 100%, B= 80% - 89%, C= 70% - 79%, D= 60% - 69%, F= Below 60%

### **Description of Course Requirements:**

1. Students should complete all assignments for each learning module. Students should refer to the due dates listed on the Course Schedule.
2. There will be 2 examinations—a midterm exam and a final exam. Each exam will be worth 12.5% of the final grade.
3. Each student will write an autobiography, 7 – 8 pages in length. A cover page, not included in the required length, should be attached. The autobiography should relate major events of the student's life at different stages to one or more developmental theory/theories covered in the text and/or other class assignments. No bibliography is required. Correct spelling and grammar are required. The paper should adhere to APA format and should be double spaced using APA approved font. The autobiography should be submitted to the instructor by using the Autobiography Drop Box and should

not be posted for class viewing. The autobiography will count as 12.5% of the final grade.

4. Students will respond to at least 1 discussion question for each learning module. Discussion questions should contain appropriate length to reflect thoughtful response (approximately 100 - 125 words). When posting, the student should use his/her name along with DQ (discussion question) and the module number in the subject line (Ex. Karen Townsend DQ 1). In addition, each week students should read the postings of the other students in the class and then select 1 of the other students' postings to which they will write and post a response (minimum of approximately 25 - 50 words each). Students should keep in mind courtesy, respect, and allowance for individual differences in viewpoints in responses. Students should review their responses before posting to ensure that the intended tone could not be misunderstood. When posting responses to another student, the student should use his/her name along with DQR (discussion question response) and the module number in the subject line. Please note that *your name* should appear in the subject line of a post *by you*. (Ex. If I am responding to a post by Felix the Cat for Module 1, the subject line would have my name, not Felix's, DQR, and the Module number--Karen Townsend DQR 1). The total discussion postings and responses will be worth 12.5% of the final grade.
5. Students will take on-line "quizzes" on the assigned chapters for each module. Each quiz can be found and is to be taken in the Angel module. However, in answering questions on the quizzes, students are encouraged to consult their textbook or other course-related materials, such as the companion website to the text-- <http://www.mhhe.com/santrockld13e>  
Thus, the quizzes are designed to encourage students to seek answers that they may not readily recall. Quizzes will total 12.5% of the final grade.
6. Students will work in teams to create a PowerPoint presentation, 7 – 10 slides, presenting an overview of a developmental theorist/theory. Students will choose from a list provided by the instructor. The PowerPoint should reflect creativity, an understanding of content, as well as practical application for professionals. The PowerPoint should cover 3 main areas: (a) Background information on the theorist and the theory, (b) Key elements of the theory (for example, an explanation of the stages of the theory), (c) Applications for professionals (for example, why is the theory important; how does this theory help various professionals—counselors, teachers, etc.—in serving clients, students, etc.) The PowerPoint should also provide good review, not only for the student designing the presentation, but for others in the class, as well. The PowerPoint presentation is to be posted for others in the class to view. In addition, the team should be prepared to present the PowerPoint at a designated on campus class meeting. The PowerPoint presentation will be worth 12.5% of the final grade.
7. Students will develop an on-going Semester Project, a creative endeavor in which students trace the human lifespan from birth to late adulthood (Modules 3 through 8). However, the means chosen must be such that the project can be shared through Angel in an on-line format. To earn an A on the project, the

student should trace at least 5 theories through the life span and include at least 10 key terms from the content each Module included in the project (Modules 3-8). The project should be neat, attractive, and display creativity. The project must provide correct information. Also, the project should have fewer than 3 misspelled words or grammatical errors. To earn a B on the project, the student should trace at least 3 theories through the life span and include at least 5 key terms from the content of each Module (Modules 3-8). The project should be neat, attractive, and display creativity. The project must provide correct information. Also, the project should have fewer than 5 misspelled words or grammatical errors. A grade of C, D, or F may be given to projects that fail to meet the above criteria. While the project will receive a grade after the completion of the project, additional checkpoints at Module 4 and Module 6 have been established. Check the Course Schedule for these dates. Failure to post proper information at the first or second checkpoint may reduce the grade of the final project by 5 points for each checkpoint for which the project thus far was not successfully submitted. At the final due date the project in its entirety should be submitted for the project grade. Projects will be viewable by other students in this class. Students are encouraged to view the posts of their peers. The Semester Project is worth 12.5 % of the final grade.

8. Student participation is worth 12.5% of the final grade.

Student performance of all course requirements will be evaluated according to the following descriptors:

**Score = A (90 – 100); Descriptor = Exceptional;** Explanation: The student demonstrates *exceptional* understanding and/or skill expected.

**Score = B (80-89); Descriptor = Proficient;** Explanation: The student demonstrates proficient understanding and/or skill expected.

**Score = C (70-79); Descriptor = Basic;** Explanation: The student demonstrates a basic level of understanding and/or skill expected.

**Score = D (60 – 69) or F (below 60);** Descriptor – Unacceptable; Explanation: The candidate does not demonstrate a minimum level of understanding and/or skill expected; unsatisfactory.

**Please note:** For all course requirements part of the grade will be a professional, subjective decision by the instructor.

## **Completion of Course Activities/Assignments**

### **Attendance**

UNA's attendance policy states "Graduate work is based on levels of maturity and seriousness of purpose which assume regular and punctual class attendance. In order to protect academic status, circumstances necessitating extended absences should be the basis for conferral with the appropriate college dean. Each student is directly responsible to the individual professor for absences and for making up work missed. Particular policies and procedures on absences and makeup work are established in writing for each

class, are announced by the professor at the beginning of the term, and for excessive absences, may provide for appropriate penalties including reduction in grades or professor-initiated withdrawal from class. Official written excuses for absences are issued only for absences incurred in connection with university-sponsored activities. For all other types of group or individual absences, including illness, authorization or excuse is the province of the individual professor.” (p.33)

All faculty in the Counselor Education department have adopted the following policy: If a student misses more than four classes, that student will be required to withdraw from the course. If the fifth absence occurs after the withdrawal deadline, the student will receive a failing grade.

Therefore, given the nature of this course as an on-line class, if a student fails to complete the assignments for more than four weeks, he or she will be given the opportunity to withdraw from the class. If the student does not withdraw, he or she will receive a failing grade for the course.

### **Academic Honesty**

Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.

Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor’s purview.
2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.
3. If the student disagrees with the instructor’s proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty

- member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.
4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.

### **Accommodation Statement**

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

### **Emergency Procedures**

Upon hearing the fire/emergency alarm, or when instructed by the building coordinator to do so, students will evacuate the building under the supervision of the faculty and staff. While evacuating, please keep in mind the following:

- Assist persons with physical disabilities, if needed.
- Do not use the elevators.
- Time permitting, close all doors and windows.
- Alert others in the building as you exit.

Faculty, staff and students will stay in a designated assembly area until notified otherwise by authorized personnel, including UNA facilities staff, UNA Police Officers, UNA Administrators, or Fire Department personnel.

**Electronic Devices**

Cell phones and other electronic devices are not permitted in class and should not be visible or audible. If a student needs cell phone access for a personal emergency or on-call work situation, the student may keep the phone visible and in vibrate or silent mode. Permission of the instructor must be obtained prior to class in these situations.

***Assignments submitted for this course shall not contain any portion of materials submitted in another course.***

***Five points may be deducted for each day beyond the due date that late assignments are submitted.***

**Course Content:**

Introduction: Requirements for Course, Objectives, Schedule, Questions, Assignments

Chapter One: Developing a Concept of How Behavior and Responses to Life Events Including Crises, Disasters, and Other Trauma-causing Events, Become Adopted by Individuals; Developmental Stage Models and Theories; Learning Theories; Incremental Models; Multidimensional/Systems Models; Life Span Development, Ethics and Research

Chapters Two, Three, Four, Five, Six, Seven, and Eight: First Three States of Life; Theory and Responses to Individuals; Effects of Heredity and Environment; Neural, Cognitive, Emotional, Individual, and Social Development in Early Years; Impact of Family; Counseling and Professional Implications and Strategies

Chapters Nine, Ten, Eleven, and Twelve: The Middle Childhood Years and Adolescent Years-Cognitive, Physical, Sexual, Individual, Identity, and Moral Development; Social Relationships Including Gender and Peer Relationships, Family Relations, Leisure and Service Learning; Impact of Media; Normal, Abnormal, and Risky Behavior; Social Deviance; Counseling and Professional Implications and Strategies

Chapters Thirteen, Fourteen, Fifteen, and Sixteen: Young and Middle Adulthood and Stages-Physical, Cognitive, Socioemotional, Personality, Vocational, and Career; Leisure; Religion and Meaning; Development and Theories; Change and Transition; Lifespan; Generativity; Counseling and Professional Implications and Strategies

Chapters Seventeen, Eighteen, Nineteen, and Twenty: Later Adult Years and Stages – Management, Coping, Well-being; Work and Retirement; Life Satisfaction; Dealing with Loss, Death, Dying; Counseling and Professional Implications and Strategies

### Referenced Standards, College of Education Conceptual Framework:

UNIVERSITY OF NORTH ALABAMA  
COLLEGE OF EDUCATION

#### CONCEPTUAL FRAMEWORK

*“Engaging Learners,  
Inspiring Leaders,  
Transforming Lives”*



The College of Education’s Conceptual Framework, which is continuously evaluated in an outcome-based system, establishes a shared vision in preparing educators to work effectively in P-12 schools; provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability; and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission:

*“Changing lives. Creating futures.”*

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection.

The UNA College of Education prepares “Knowledgeable Practicing Professionals” who:

- Demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
- Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth;
- Form communities of learners through collaboration, teamwork and research-based approaches;



- Use technology to support assessment, planning and instruction for promoting student learning;
- Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
- Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama's College of Education are knowledgeable, practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all candidates to learn.

**Revised November 2007**

**Signature:** After you have had a chance to read the syllabus and ask any questions (through e-mail, phone, or in person), please go to the Lessons tab in Angel and click on the Drop Box for Syllabus Confirmation icon. Follow the directions given there to submit your Syllabus Confirmation.

I have received the syllabus for CHD 604. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in this syllabus.

Name \_\_\_\_\_

Date \_\_\_\_\_

## CHD 604 Human Growth and Development

Fall 2013

The University of North Alabama

### Course Schedule

The following dates are the due dates for each item listed. Discussion question postings are due at 4:00 p.m. on the due date. Discussion question response postings are due at 4:00 p.m. on the due date. Quizzes, exams, and all other assignments are due at 11:55 p.m. of the due date. Please be aware that the clock you are referring to may be slightly off from the time on the Angel server. Please also realize that some Modules contain more than one chapter (see for example, Module 4). Although there is a due date for the quizzes of the Module, students may opt to take one or more chapter quizzes before the due date.

Please note that regardless of what date the Angel program may show as the due date of an assignment, the correct due date is that shown on this document. There may be times that I may have to open an assignment (say, if a student has a personal emergency). When this happens, it causes the due date for that item to change for the entire class on the Angel program. This is impossible for me to control. Therefore, it is imperative that you regard only the due dates shown on this document as the correct due dates.

#### **Module 1** Introduction to Course

August 26—Module 1 Syllabus Response  
Module 1 Discussion Question

August 28—Module 1 Discussion Question Responses

**ON CAMPUS CLASS MEETING—AUGUST 29, 4:00 p.m.**

## **Module 2 Chapter 1 The Life-span Perspective**

Read Chapter 1 and complete assigned activities (websites, PowerPoints, etc.)

\*September 3—Module 2 Discussion Question

\*Please note that due to Labor Day holiday, the Discussion Question is due on Tuesday. Typically, the Discussion Question will be due on Monday.

September 4—Module 2 Discussion Question Responses  
Module 2 Quiz on Ch. 1

## **AUTOBIOGRAPHY—Due SEPTEMBER 5**

## **Module 3 Chapters 2, 3, 4, 5, 6 Beginnings and Infancy**

Read Chapters 2, 3, 4, 5, 6 and complete assigned activities

September 9—Module 3 Discussion Question

September 11—Module 3 Discussion Question Responses  
Module 3 Quiz on Ch. 2  
Module 3 Quiz on Ch. 3

September 18—  
Module 3 Quiz on Ch. 4  
Module 3 Quiz on Ch. 5  
Module 3 Quiz on Ch. 6

## **Module 4 Chapters 7, 8 Early Childhood**

Read Chapters 7, 8 and complete assigned activities

September 23—Module 4 Discussion Question

September 25—Module 4 Discussion Question Responses  
Module 4 Quiz on Ch. 7  
Module 4 Quiz on Ch. 8

## **CHECKPOINT FOR SEMESTER PROJECT—OCTOBER 1**

## **Module 5 Chapters 9, 10 Middle and Late Childhood**

Read Chapters 9, 10 and complete assigned activities

October 7—Module 5 Discussion Question

October 9—Module 5 Discussion Question Responses  
Module 5 Quiz on Ch. 9  
Module 5 Quiz on Ch. 10

**ON CAMPUS CLASS MEETING FOR MIDTERM EXAM—OCTOBER 16, 4:00 p.m.**

**POWERPOINT PRESENTATIONS DUE—OCTOBER 22**

**ON CAMPUS CLASS MEETING TO VIEW MEMBERS' POWERPOINT PRESENTATIONS—OCTOBER 23, 4:00 p.m.**

**Module 6** Chapters 11, 12 Adolescence

Read Chapters 11, 12 and complete assigned activities

October 28—Module 6 Discussion Question

October 30—Module 6 Discussion Question Responses  
Module 6 Quiz on Ch. 11  
Module 6 Quiz on Ch. 12

**CHECKPOINT FOR SEMESTER PROJECT—NOVEMBER 4**

**Module 7** Chapters 13,14 Early Adulthood

Read Chapters 13, 14 and complete assigned activities

November 11—Module 7 Discussion Question

November 13—Module 7 Discussion Responses  
Module 7 Quiz on Ch. 13  
Module 7 Quiz on Ch. 14

**Module 8** Chapters 15, 16, 17, 18, 19, 20 Middle and Late Adulthood, Endings

Read Chapters 15, 16, 17, 18, 19, 20 and complete assigned activities

November 18—Module 8 Discussion Question

November 20—Module 8 Discussion Responses  
Module 8 Quiz on Ch. 15  
Module 8 Quiz on Ch. 16

Module 8 Quiz on Ch. 17

November 27—

Module 8 Quiz on Ch. 18

Module 8 Quiz on Ch. 19

Module 8 Quiz on Ch. 20

**SEMESTER PROJECTS DUE—DECEMBER 2**

**ON CAMPUS MEETING FOR FINAL EXAM—DECEMBER 4, 4:00 p.m.**

*Please note that this schedule should be considered tentative. As a tentative course schedule, the option exists for the instructor to amend deadlines and/or course activities based on the perceived needs of the students. However, no amendment will be made to increase the class requirements.*