



**UPPER IOWA**  
UNIVERSITY

## COURSE SYLLABUS

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[EDU] [142] [Version] – [Human Growth, Development, and Guidance]

**Self-Paced Course - Web Based Format Option**

Session begins on the 1<sup>st</sup> day of enrollment month and ends on the last day of the 6<sup>th</sup> month

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### Instructor Information

**Instructor Name:** [Dr. Gina Kuker]

**Contact Information:** For questions, comments, or concerns please contact the Self-Paced Degree Program office:

Telephone: 563-425-5200 or 1-800-553-4150

E-mail: [selfpaced@uiu.edu](mailto:selfpaced@uiu.edu)

Address: Upper Iowa University, PO Box 1857, Fayette, IA 52142

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### Course Description

**Semester Credits:** 3 semester credits

**Catalog Course Description:** This course is a study of the growth and development of humans from conception through late adulthood, with an emphasis on birth to adolescence. This course addresses physical, cognitive, social, and personality development based on age ranges throughout the lifespan. There is a focus on individual differences and a variety of influences on development. This course highlights implications of development and guidance for parents, caregivers, family members, teachers, coaches, community members, and other professionals.

**Prerequisites:** None

**Credit Hours:** As a requirement of HLC Accreditation, all UIU courses, regardless of meeting schedule or instructional mode, follow the Federal Credit Hour Definition. As such, each credit hour earned at UIU is equivalent to a minimum of 45 hours of student engagement.

For more information on how specific instructional modes meet this requirement, please see *UIU's Policy Guidelines for Instructional Time Expectations*: [UIU Policies](#).

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## Course Materials

It is the student's responsibility to make sure she/he has access to all required course materials by the start of the session.

### Required Textbooks

Development Across the Life Span

**Authors:** Feldman, Robert S.

**Edition:** 9TH 20

**Publisher:** Pearson Education

**ISBN-13:** 978-0-13-517297-1

**ISBN-10:** 0-13-517297-7

**Format:** VitalSource eBook

### Recommended Resources

UIU Writing Center

- Email: [writingcenter@uiu.edu](mailto:writingcenter@uiu.edu)
- Phone: (563) 425-5272

UIU Academic Success

- Email: [academicsuccess@uiu.edu](mailto:academicsuccess@uiu.edu)
- Phone: (563) 425-5264

### Ordering Textbooks

Purchase your textbook through the online university bookstore, [BNC Virtual](#), or by phone at (800) 325-3252.

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## Course Outcomes

Upon completion of this course, students will ...

- Recognize age ranges throughout the lifespan (prenatal period, infancy, preschool years, middle childhood, adolescence, early adulthood, middle adulthood, and late adulthood).
- Discuss physical, cognitive, social, and personality development specific to each age range throughout the lifespan (prenatal period, infancy, preschool years, middle childhood, adolescence, early adulthood, middle adulthood, and late adulthood).
- Describe the impact of individual differences and influences on development.
- Relate different theoretical perspectives (psychodynamic, behavioral, cognitive, humanistic, contextual) to development throughout the lifespan.
- Apply understanding of development throughout the lifespan as it relates to self and others through reflection, personal experience, and interviews.
- Identify implications of development using the lens of current and/or future roles (sibling, parent, caregiver, family member, teacher, coach, professional, and/or community member).
- General Education Outcome: Students will be able to apply scientific methodology to problems or investigations in social science.

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## Program Student Learning Outcomes

Teacher Education SLOs: For this course, TEP SLO #1 and #7 will specifically be assessed.

1) **CONSIDERS CONTEXTUAL FACTORS** The teacher uses information about the learning-teaching context and student individual differences to set learning outcomes and plan instruction and assessment.

2) **IDENTIFIES LEARNING OUTCOMES** The teacher sets significant, challenging, varied and appropriate learning outcomes.

3) **ESTABLISHES ASSESSMENT PLAN** The teacher uses multiple assessment modes and approaches aligned with learning outcomes to assess student learning before, during, and after instruction.

4) **CREATES DESIGN FOR INSTRUCTION** The teacher designs instruction for specific learning outcomes, student characteristics and needs, and learning contexts.

5) **MAKES INSTRUCTIONAL DECISIONS** The teacher uses ongoing analysis of student learning to make instructional decisions.

6) **ANALYZES STUDENT LEARNING** The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

7) **REFLECTS AND EVALUATES PROFESSIONAL PRACTICES** The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

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## General Education Assessment

Upper Iowa University General Education program is guided by the Peacock Pillars and promotes foundational learning in multiple disciplines. The four Peacock Pillars (demonstrate

technological literacy, exercise critical thinking across disciplines, communicate effectively, and engage as members of a diverse community) are student learning outcomes achieved by all Upper Iowa University graduates, and represent critical skills necessary for meaningful participation in society. The Pillars assessed by this course are indicated below:

Demonstrate technological literacy

Exercise critical thinking across disciplines

Communicate effectively

Engage as members of a diverse community

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## Course Requirements and Grading Criteria

### Course Requirements

1. Review the **entire** course syllabus before beginning the course. Be sure you understand the course procedures and objectives. Procedures do change, so please review **ALL** requirements and policies even if this is not your first course including, but not limited to, administrative withdrawal. Your course status will be affected if policies are not followed.
2. Students who develop a regular time schedule and set goals for unit completion are most successful in completing courses within a specific timeframe.
3. The feedback you receive from the instructor of your work is **critical** to your success on subsequent lessons. These comments allow you to improve and modify the next units if necessary.
4. Assignments are submitted using uiuLearn. Please complete all assignments and modules in order.
5. If the information in your syllabus is not clear or if units are not graded within a reasonable period of time, please contact your instructor using uiuLearn's email tool, if that doesn't work contact the Self-Paced Program office. We would like the opportunity to address concerns, however, we may not know unless we hear from YOU!
6. ALWAYS keep a copy of your completed work when submitting it for grading.

## Participation

Students should work through the units learning content, in order, at their own pace. Students should review any instructor feedback to ensure assignment completion and quality meets necessary standard.

## Assessment(s)

Assignments #1-4, Reflections #1-4, Preschool Interview and Reflection, Middle Childhood OR Adolescence Interview and Reflection, Late Adulthood Interview and Reflection, Quizzes (6), Final Quiz, and Presentation.

## Grading Criteria

Activity	Points
Assignment (4 at 15 points each)	60
Reflection (4 at 10 points each)	40
Quizzes (6 total)	210
Interviews (3 at 24 points each)	72
Presentation	40
Final Quiz	40

## Grading Scale

Letter Grade	Percent	Letter Grade	Percent	Letter Grade	Percent
A	100-93	B-	81-80	D+	68-69
A-	92-90	C+	79-78	D	64-67
B+	89-88	C	77-72	D-	60-63
B	87-82	C-	71-72	F	59-0

## Grades and Feedback

This syllabus contains all assignments necessary for completing your self-paced course. Submit your completed assignments via uiuLearn.

If you need academic assistance with the course, please feel free to contact the Self-Paced Degree Program office.

To protect the integrity of the final assessment/exam, you only receive your final grade on the exam; you do not receive any feedback on the answers to the exam questions. The answers

to the questions on the exam are not shared with students. Please remember to stay academically honest.

## Turnitin

Turnitin is a tool for both teachers and students to ensure academic integrity by checking the originality of submitted papers to avoid issues of plagiarism and academic dishonesty. Students should be aware that Turnitin scans submitted work and compares it to ALL other sources on file.

## Extension Policy

Students will be allowed to request an extension and receive an 'X' (extension grade) at the end of their original six-month enrollment period if:

- A minimum of one assignment has been received for grading per guidelines **AND**
- All course units and exams are not completed and submitted **OR**
- A course withdrawal has not been initiated.

Note: The fee for a self-paced extension is \$99 per course. The request for an extension must be submitted no earlier than one month before the end of the course and no later than a week before the end of the course.

### Extension grade details

- When the extension is granted and an "X" grade is issued, the student will receive a four-month enrollment period to complete the course.
- Students do not have the option to withdraw from a course after the initial six-month enrollment period.
- An 'X' grade posted to the student's official record will be replaced with a final letter grade; however, the extension will remain on the official transcript as a notation.
- If the course is not completed by the end of the extension period, the instructor will assign a final grade (A-F) based on work completed in relation to the total course requirements.
- If credit is not earned by the end of the extension period, students can re-

enroll and repeat the entire course for credit.

Note: Students are not reported as enrolled during the extension period and are not eligible for student loan deferment. No more than one extension will be granted.

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## Course Schedule

### Unit 1

Readings	Assignments/Quizzes
Chapter One	Assignment #1
Chapter Two	Reflection #1
Chapter Three	Quiz #1 (Chapters 2 and 3)

### Unit 2

Readings	Assignments/Quizzes
Chapter Four	Assignment #2
Chapter Five	Reflection #2
Chapter Six	Quiz #2 (Chapters 4, 5, and 6)

### Unit 3

Readings	Assignments/Quizzes
Chapter 7	Assignment #3
Chapter 8	Reflection #3
	Quiz #3 (Chapters 7 and 8)

### Unit 4

Readings	Interviews/Quizzes
Chapter 9	Preschool Interview and Reflection
Chapter 10	Quiz #4 (Chapters 9 and 10)

### Unit 5

Readings	Assignments/Quizzes
Chapter 11	Assignment #4
Chapter 12	Reflection #4
	Quizzes (Chapters 11 and 12)

### Unit 6

Readings	Interviews/Quizzes
Chapter 13	Middle Childhood OR Adolescent Interview
Chapter 14	Quiz #6 (Chapters 13, 14, 15, and 16)
Chapter 15	
Chapter 16	

## Unit 7

Readings	Interviews
Chapter 17	Late Adulthood Interview
Chapter 18	
Chapter 19	

## Unit 8

Readings	Presentation/Quizzes
Completed!	Presentation
	Final Quiz (Chapters 17, 18, and 20)

## Course Expectations

### Late Work

Late work is not accepted without obtaining an official extension ('X' grade) from the University. See the syllabus policy on Extensions for details.

### Professional Writing and Speaking Guidelines

Communications in class and online should follow the Student Conduct and Discipline, Respect for the University Environment, and Code of Student Responsibility in the [Student Handbook](#) (pg. 20 and 21). Respect the opinions of others using appropriate language and communications.

## University Policies

### Withdrawal (W)

If a student decides to withdraw from a course before the end of an enrollment period, the student's charges, financial aid, tuition assistance, and/or veteran benefits could be affected.



All students should consult with the Business Office and Financial Aid Office to understand the financial impact of withdrawing prior to initiating the withdrawal process.

Tuition adjustments are independent from academic and financial aid deadlines. Upon receiving a request for withdrawal, using the number of lessons submitted as compared to the total due, a refund of tuition is made according to the following guideline.

On or before the first day of the enrollment period\* 100%

After the first lesson through 10% of the enrollment period 90%

After the first 10% through the first 25% of the enrollment period 50%

After the first 25% of the enrollment period 0%

\*Enrollment is measured by the number of assignments to be submitted during a six-month period of time, as determined by the University, during which semester credits are earned toward graduation. The refund/repayments shall be calculated using the percentages noted above as determined using the number of assignments completed and the number of assignments yet to be submitted.

For example, if a student submitted 2 of 17 assignments, they completed 11.76% of the class assignments. The student would be refunded 50% of the tuition cost.

For students from Wisconsin, Maryland, Georgia, Oregon, or Arizona, state laws apply. For students enrolled through the [cpacredits.com](https://cpacredits.com) program, no refund is allowed after the first two weeks.

Students who withdraw from a course prior to submitting the first assignment, or who are administratively withdrawn for non-submission of assignments, will be charged an administrative fee of \$99.

Course withdrawal may impact financial aid eligibility. A financial aid counselor is available to discuss this decision.

Upper Iowa University is required to use a pro rata schedule to determine the amount of Title IV aid the student has earned at the time of withdrawal. If financial aid funds have been released to the student because of a credit balance on the student's account at Upper Iowa University, the student may be required to repay some or all of the amount released to the

student. This policy is subject to federal regulations. Contact the Financial Aid Office for details.

Withdrawing from a course in progress may result in significant student account charges. Consult with the Business Office before withdrawing. For more information on financial aid implications, go to [uiu.edu/financialaid](http://uiu.edu/financialaid).

### **Administrative Withdrawal (AW)**

A grade of AW (administrative withdrawal) is recorded for any course from which a student is administratively withdrawn. **At least one complete assignment/unit must be received and verified by the instructor within the first 60 days of the enrollment period or the student will be administratively withdrawn from the course.** Students who are administratively withdrawn for non-submission of assignments, will be charged an administrative fee of \$99. Non-Attendance (NA): Never attended grades are not applicable to the Self-Paced Degree Program.

### **Academic Accommodations**

It is the policy of Upper Iowa University to ensure equal access to educational and co-curricular activities to students with disabilities as mandated by the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act of 1973. A student seeking accommodations should contact the Director of Student Accessibility Services as early in the session as possible. In order to receive accommodations, students are required to disclose their disability to the Director by completing an application for services that can be found on the Student Accessibility Webpage. In addition to the application packet, the student is required to submit supporting documentation. Submit these to the Student Accessibility Services Office either in person or by email/Fax. A brief interview, in-person, by phone or virtually, with the Director will confirm or deny the accommodations requested. The Student Accessibility Services Office will email accommodation letters to the appropriate professor, the student, and the student's advisor. Additionally, students should work cooperatively with their instructors throughout the session to make sure that their accommodations are appropriate and effective.

Upper Iowa University (UIU) provides closed captioning/transcriptions in acknowledgment of the Americans Disability Act, Rehabilitation Act, and various state laws. The information

displayed is computer generated and not reviewed before being published. UIU makes no representations or warranties and expressly disclaims any responsibility or liability with respect to any errors or omissions in, or the accuracy, reliability, timeliness, or completeness of, any information that appears in a closed caption or transcript.

Contact the Director at (563) 425-5949, [accessibility@uiu.edu](mailto:accessibility@uiu.edu) or stop by the office on the 2nd floor of the Student Center, Office of Student Life, Room 229.

**Emergency Directives:** (Fire, Natural Disaster, Threat on campus, etc.)

In accordance with Upper Iowa University's emergency management plan, any student that requires assistance in the event of an emergency (Fire, natural disaster, threat on campus) is responsible for notifying their instructor of the need for assistance. (Evacuation, and/or indoor safety protocols) This information will be held confidential and only needed in the unlikely event that there is an emergency.

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## Copyright Statement

In recognition of the Copyright Law of the United States (Title 17, United States Code), Upper Iowa University reminds both faculty members and learners that a willful infringement of the law may result in disciplinary action. The University library has available materials discussing the "fair use" concept, along with criteria and guidelines for reproduction and use of copyrighted materials.

**This syllabus is subject to change.**

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