



Course Syllabus

EDU 142 - Human Growth/Develop/Guidance

The session begins on the 1st day of the enrollment month and ends on the last day of the 6th month.

Instructor Information

Instructor Name: Dr. Gina Kuker

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Telephone Number: 563 425 5240

Office Location: ACBE 107

Availability: 9:20-10:40 MTRF, by appointment, and when the door is open!

Course Description

Semester Credits: 3 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. Meets the social science requirement in The Peacock Professional Experience ("general education").

Prerequisites: None

Course Fee: None

Credit Hour Policy: 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](#).

Course Outcomes

- 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.

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.

General Education Assessment

Upper Iowa University is committed to ensuring that all undergraduate students participating in its general education program receive a broad education, while gaining essential professional skills across multiple disciplines. The Peacock Professional Experience provides nine learning outcomes, each of which articulates a specific skill students should gain, and are supported by knowledge provided by the courses students choose to take within the guidelines of the program. The outcome assessed in this course is the last outcome listed under Course Outcomes.

Course Requirements and Grading Criteria

Course Requirements

Assignments (15 points each x 4)

Information about assignments is under Content and the appropriate week in uiuLearn. Each assignment provides one, two, or three options. Students select ONE option to complete. Education majors should select the option noted for “EDU students” as it applies to the teaching profession. Students need to upload each assignment in the appropriate folder in uiuLearn prior to the beginning of class on Friday. If a student does not upload an assignment in uiuLearn by the beginning of class on Friday, the result is zero points. There are no page requirements; however, students should exert the time and effort needed to provide a genuine response. The professor provides grading criteria for each option. Students should include the grading criteria within the assignment. The purpose of the weekly assignments is to assist students in furthering their understanding of course content. Weekly assignments also provide opportunities to apply content to the student’s personal and professional life.

Reflections (10 points each x 4)

Information about reflections is under Content and the appropriate week in uiuLearn. Some reflections require students to answer one question, while others have options. The reflections should demonstrate student understanding of course content as it applies to them personally. Education majors should select the options

and answer questions specifically noted for “EDU students” as they apply to the teaching profession. Students need to upload each reflection in the appropriate folder in uiuLearn prior to the beginning of class on Friday. If a student does not upload a reflection in uiuLearn by the beginning of class on Friday, the result is zero points. Students should think critically about the question(s) posed and be specific in the response. Suggested length of the response is one to one and a half pages typed. See corresponding rubrics in uiuLearn for grading criteria.

Presentations (40 points)

Students identify a topic related to the physical, cognitive, and/or social and personality development of a particular part of the lifespan. As much as possible, the topic needs to be relevant to the future career. For example, an elementary education major might share about a particular school’s approach to bullying prevention. A future coach might share a video shed light on the prevalence of eating disorders among young athletes. Each presentation must meet the following criteria:

- "Present" the presentation
- Create an original presentation, such as PowerPoint
- Make a handout with resources and information
- Emphasis on development and implications of development associated with a particular population (early childhood students, elementary students, adolescents, athletes, etc.)

The professor provides a rubric with specific expectations and grading information.

Interviews and Reflections (24 points each x 3) *Two are Critical Elements for the Course for Teacher Education Students*

Students complete three interviews and write three reflections based on the interviews: one early childhood (ages 3-6), one from middle childhood (6-12) OR adolescence (ages 12-20), and one from late adulthood (ages 60+). You may conduct interviews face-to-face, by phone, or virtually. Upload your typed interviews and reflections in uiuLearn in the appropriate Assignment folder. The professor provides grading criteria within each interview assignment.

Assessments

The course includes four online quizzes and a final exam essay.

Quiz 1: Chapters 2 & 3

Quiz 2: Chapters 4, 5, & 6

Quiz 3: Chapters 7 & 8

Quiz 4: Chapters 9 & 10

Quiz 5: Chapters 11 & 12

Quiz 6: Chapters 13, 14, 15, & 16

FINAL: Chapters 17, 18, & 19

Activity	Points
Assignments	60
Reflections	40
Quizzes (6)	210
Interviews (3)	72
Presentation	40
Final Exam	30

Total

547

Course Policies

Late work is not accepted.

Grading Criteria

Teacher Education students must successfully complete the critical elements in order to receive the grade of C or better regardless of the number of points earned through tests, presentations, and the other assessment activities identified in the course. Successful completion of the critical element means the student earned a “2” or “3” in the Characteristics of Students section of the rubric used for both the Preschool Interview AND Middle Childhood/Adolescent Interview. Teacher Education students have the opportunity to improve their interview assignments to meet the appropriate level of performance. If the Teacher Education student’s work does not meet the appropriate level of performance by the time the professor enters final grades, an appropriate grade for the course (and not an incomplete) will be reported.

Grading Scale

Letter Grade	Points/Percentage
A	93 – 100%
A- (minus)	90 – 92%
B+	87 – 89%
B	83 - 86%
B- (minus)	80 – 82%
C+	77 – 79%
C	73 - 76%
C- (minus)	70 – 72%
D+	67 - 69%
D	63 - 66%
D- (minus)	60 – 62%
F	0 - 59%

Grades and Feedback

After work is submitted, I will try to grade within 48 hours. If I am gone, I will communicate with the class. For example, when I travel abroad with a group of UIU

students for Study Abroad approximately March 6-13, 2026, I will inform the class as to why there will be a delay.

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.

Artificial Intelligence

No Generative AI Usage Permitted

For the duration of this course, the use of Generative AI in assignments is strictly prohibited. Assignments are opportunities for personal growth, critical thinking, and applying your acquired knowledge. Your individual effort and creativity are essential in demonstrating your understanding of the course material. Dependence on AI undermines these objectives and compromises the integrity of the learning process. We appreciate your commitment to academic honesty and dedication to upholding this course's principles by refraining from using Generative AI in your assignments.

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.

Course Schedule

Weeks 1 through 7 are Monday through Sunday; Week 8 is Monday through Thursday.

Unit	Chapter Readings and Class Activities	Assignments and Due Dates
Unit 1	Introductions Syllabus and course requirements Orientation to uiuLearn • Chapter 1: An Introduction to Lifespan Development lecture • Chapter 2: The Start of Life: Prenatal Development lecture • Chapter 3: Birth and the Newborn Infant lecture	• Reflection #1 • Nature vs. nurture • Due in uiuLearn • Assignment #1 (choose one) • Urie Bronfenbrenner's different levels of environment (EDU students) • Prenatal development interview • Birth interview • Due in uiuLearn Quiz #1 over Chapters 2 & 3

Unit	Chapter Readings and Class Activities	Assignments and Due Dates
Unit 2	• Chapter 4: Physical Development in Infancy lecture • Chapter 5: Cognitive Development in Infancy lecture • Chapter 6: Social and Personality Development in Infancy lecture	• Reflection #2 • Infantile amnesia and memory (EDU students) • Breast vs. bottle feeding • Due in uiuLearn • Infant toys (Early childhood students) • Temperament (EDU students) • Due in uiuLearn • Quiz #2 over Chapters 4, 5, & 6 • Due in uiuLearn
Unit 3	Discuss preschool interview assignment • Chapter 7: Physical and Cognitive Development in the Preschool Years lecture • Chapter 8: Social and Personality Development in the Preschool Years lecture	• Reflection #3 • Parenting styles • Due in uiuLearn • Assignment #3 (choose one) • Children and TV (EDU students) • When I was a preschooler • Due in uiuLearn • Quiz #3 over Chapter 7 & 8 • Due in uiuLearn

Unit	Chapter Readings and Class Activities	Assignments and Due Dates
Unit 4	Presentation preparation • Presentation expectations • Chapter 9: Physical and Cognitive Development in Middle Childhood lecture • Chapter 10: Social and Personality Development in Middle Childhood lecture	• Preschool Interview • Typed interview and reflection • Due in uiuLearn • Quiz #4 over Chapters 9 & 10 • Due in uiuLearn
Unit 5	Discuss middle childhood OR adolescent interview assignment • Chapter 11: Physical and Cognitive Development in Adolescence lecture • Chapter 12: Social and Personality Development in Adolescence lecture	• Reflection #4 (choose one) • Article, "Are we raising helpless kids?" • Article, "Digital Media and Teen Mental Health" • Due in uiuLearn • Quiz #5 over Chapters 11 & 12 • Due in UIULearn • Assignment #4 (choose one) • Adolescent interview • Adolescent body image (EDU students) • Due in uiuLearn

Unit	Chapter Readings and Class Activities	Assignments and Due Dates
Unit 6	Discuss late adulthood interview assignment Discuss Presentation expectations and progress Chapter 13: Physical and Cognitive Development in Early Adulthood lecture Chapter 14: Social and Personality Development in Early Adulthood lecture Chapter 15: Physical and Cognitive Development in Middle Adulthood lecture Chapter 16: Social and Personality Development in Middle Adulthood lecture	• Middle Childhood OR Adolescent Interview • Typed interview and reflection • Due in uiuLearn Quiz #6 over Chapters 13, 14, 15 & 16 • Due in uiuLearn
Unit 7	Presentation work time Chapter 17: Physical and Cognitive Development in Late Adulthood lecture Chapter 18: Social and Personality Development in Late Adulthood lecture	Late Adulthood Interview • Typed interview and reflection • Due in uiuLearn

For the duration of this course, the use of Generative AI in assignments is strictly prohibited. Assignments are opportunities for personal growth, critical thinking, and applying your acquired knowledge. Your individual effort and creativity are essential in demonstrating your understanding of the course material. Dependence on AI undermines these objectives and compromises the integrity of the learning process. We appreciate your commitment to academic honesty and dedication to upholding this course's principles by refraining from using Generative AI in your assignments.

Late Work

Turning in late assignments is not acceptable. Submit all work on or before the due date. Please do not turn assignments in via email. Submit all assignments in the appropriate assignment folder in uiuLearn.

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](#). 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.

Students who have registered for this course through our partnership are required to follow the withdrawal policy outlined on the partnership website. Please refer to the partnership site for official withdrawal procedures and deadlines.

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 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.

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@uii.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.