



Syllabus
Fall 2026/Spring 2027
2301: Introduction to Human Development

Instructor:

E-Mail:

Office Number:

Office Location:

Office Hours:

Course Description:

A survey of human growth and development across the lifespan, emphasizing major theoretical perspectives, basic research methods, and typical physical, cognitive, emotional, and social developmental patterns from prenatal development through late adulthood. Topics include the influence of heredity, health, family, culture, and environment on development, as well as strategies that support safety and well-being at each life stage. Designed as a lower-division, transferable course aligned with Texas Essential Knowledge and Skills (TEKS) for Human Growth and Development, this course provides a broad academic foundation for students pursuing further study in education, human services, or related fields and does not address teacher certification or classroom-specific instructional competencies.

Required Text:

Papalia and Martorell (2026). Experience Human Development, New York, NY: McGraw Hill.
ISBN10: 1265435820

Course Objectives

1. Analyze major theories and research methods related to human growth and development across the lifespan.
2. Examine physical, cognitive, emotional, and social developmental milestones from prenatal development through late adulthood.

3. Evaluate the influence of family, culture, society, genetics, and environment on human development and behavior.
4. Apply developmentally appropriate strategies that promote health, safety, learning, and positive guidance for children and adolescents, including individuals with special needs.
5. Explore career pathways in education and human services by demonstrating professional communication, ethical practices, and workplace readiness skills.

Student Learning Outcomes:

SLO 1 Dual credit students will describe major stages of human growth and development from prenatal development through late adulthood, including physical, cognitive, emotional, and social changes.

SLO 2 Dual credit students will explain how family, culture, environment, and life experiences influence human development and behavior throughout the lifespan.

SLO 3 Dual credit students will apply safe, healthy, and developmentally appropriate practices when working with children and adolescents in educational or service-learning settings.

Marketable Skills:

1. Dual credit students will demonstrate effective communication and interpersonal skills when working with children, families, and diverse populations in educational and service-learning environments.
2. Dual credit students will demonstrate the ability to analyze human growth and development using research-based theories and developmental milestones across the lifespan.
3. Dual credit students will demonstrate professional and career-readiness skills by applying health, safety, advocacy, and ethical practices relevant to education and careers in human services.

Required TEKS

[TAC 127.310](#)

Human Growth and Development is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. Students use the knowledge and skills gained in this course

to prepare for a career path working with children in an educational or service-learning setting. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development.

(d) Knowledge and skills.

- (1) The student understands historical, theoretical, and research perspectives of human growth and development throughout the lifespan. The student is expected to:
 - (A) explain the role of theories in understanding human development;
 - (B) describe theoretical perspectives regarding influences on human development throughout the lifespan;
 - (C) summarize how historical theories influence modern theories of human development;
 - (D) compare research methods commonly used to study human development; and (E) compare pedagogy and andragogy.
- (2) The student understands the importance of prenatal care in the development of a child. The student is expected to:
 - (A) describe nutritional needs prior to and during pregnancy;
 - (B) explain reasons for medical care and good health practices prior to and during pregnancy;
 - (C) outline stages of prenatal development;
 - (D) discuss the role of genetics in prenatal development; and
 - (E) identify environmental factors affecting development of the fetus.
- (3) The student understands the development of children ages newborn through two years. The student is expected to:
 - (A) analyze the physical, emotional, social, and cognitive development of infants and toddlers;
 - (B) analyze various developmental theories relating to infants and toddlers;
 - (C) investigate the influences of the family and society on the infant and toddler; (D) summarize strategies for optimizing the development of infants and toddlers, including those with special needs;
 - (E) determine techniques that promote the health and safety of infants and toddlers; and
 - (F) determine developmentally appropriate guidance techniques for children in the first two years of life.
- (4) The student understands the development of children ages 3 through 5 years. The student is expected to:
 - (A) analyze the physical, emotional, social, and cognitive development of preschoolers;
 - (B) analyze various developmental theories relating to preschoolers;
 - (C) investigate the influences of the family and society on preschoolers;
 - (D) summarize strategies for optimizing the development of preschoolers, including those with special needs;
 - (E) determine techniques that promote the health and safety of preschoolers; and (F) compare and suggest developmentally appropriate guidance techniques for preschoolers.
- (5) The student understands the development of children ages 6 through 11 years. The student is expected to:

- (A) analyze the physical, emotional, social, and cognitive development of children in the early to middle childhood stage of development;
 - (B) analyze various developmental theories relating to children in the early to middle childhood stage of development;
 - (C) investigate the influences of the family and society on children in the early to middle childhood stage of development;
 - (D) summarize strategies for optimizing the development of children in the early to middle childhood stage of development, including those with special needs;
 - (E) determine techniques that promote the health and safety of children in the early to middle childhood stage of development; and
 - (F) compare and suggest developmentally appropriate guidance techniques for children in the early to middle childhood stage of development.
- (6) The student understands the development of adolescents ages 12 through 19 years. The student is expected to:
- (A) analyze the biological and cognitive development of adolescents;
 - (B) analyze the emotional and social development of adolescents;
 - (C) discuss various theoretical perspectives relevant to adolescent growth and development;
 - (D) investigate the influences of the family and society on adolescents;
 - (E) summarize strategies for optimizing the development of adolescents, including those with special needs;
 - (F) determine techniques that promote the health and safety of adolescents; and (G) compare and suggest developmentally appropriate guidance techniques for adolescents.
- (7) The student understands the importance of care and protection of children and adolescents. The student is expected to:
- (A) determine services provided by agencies that protect the rights of children and adolescents;
 - (B) summarize various resources focusing on the care and protection of children and adolescents;
 - (C) discuss the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents;
 - (D) analyze forms, causes, effects, prevention, and treatment of child abuse;
 - (E) explain the impact of appropriate health care and importance of safety for children and adolescents; and
 - (F) discuss responsibilities of community members, legislation, and public policies related to care and protection of children and adolescents.
- (8) The student understands the development of adults ages 20 through 39 years. The student is expected to:
- (A) analyze various development theories relating to early adults, including biological and cognitive development;
 - (B) analyze various development theories relating to early adults, including emotional, moral, and psychosocial development;

- (C) investigate the influences of society and culture on early adults; and
 - (D) discuss the importance of family, human relationships, and social interaction for early adults.
- (9) The student understands the development of adults ages 40 through 65 years. The student is expected to:
- (A) analyze various development theories relating to middle adults, including biological and cognitive development;
 - (B) analyze various development theories relating to middle adults, including emotional, moral, and psychosocial development;
 - (C) investigate the influences of society and culture on middle adults; and
 - (D) discuss the importance of family, human relationships, and social interaction for middle adults.
- (10) The student understands the development of adults ages 66 years and older. The student is expected to:
- (A) analyze various development theories relating to those within the stage of late adulthood, including biological and cognitive development;
 - (B) analyze various development theories relating to those within the stage of late adulthood, including emotional, moral, and psychosocial development;
 - (C) investigate the influences of society and culture on those within the stage of late adulthood; and
 - (D) discuss the importance of family, human relationships, and social interaction for those within the stage of late adulthood.
- (11) The student explores career opportunities available in education and training and human services. The student is expected to:
- (A) assess personal interests, aptitudes, and abilities as related to the various occupations within education and training and human services;
 - (B) evaluate employment and entrepreneurial opportunities, including education requirements in a field of interest; and
 - (C) identify effective methods for securing part-time or entry-level employment in positions that prepare students for careers in education and training or human services.

Course Format:

This online course invites students into a community of engaged learning. The course consists of 28 modules, with a new module beginning every week in the Blackboard Learning Management System. We expect students to log in daily, participate in the chapter assignments, application-based activities, and concept clips.

Course Assignments:

40%-Chapter Assignments-Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, and 19

5%-Concept Clips-Chapters 1 and 2

30%-Application Based Activities-Chapters 4 (2), 5 (2), 6 (2), 7 (2), 8, 9 (2), 10, 11, 12 (2), 13, 16, 18, and 19

20%-Quest-Chapters 6, 7, 8, 9, 10 (2), 12 (2), (2), 13, 15, 17, 18 (2)

5%-News Flash-Chapter 8

Chapter Assignments

Chapter assignments are adaptive learning exercises that gauge the students understanding of the chapter reading in real-time, highlighting key concepts and prompting students with questions to reinforce readings. There are 18-chapter assignments, each chapter assignment takes approximately 50 minutes to complete.

Concept Clips

Concept clips are embedded multimedia learning tools that use animation, narration, and interactivity to break down complex, often abstract academic theories into short, digestible explanations. They function as visual study aids to reinforce difficult material and improve student comprehension. There are two concept clips, each taking approximately 1 hour to complete.

Application Based Activities

Application based activities (ABA) are interactive activities that engage students in authentic, real-world human development scenarios that promote the application of course concepts and critical thinking skills. Activities are designed to support learning progression from foundational understanding to more complex analysis and application across the lifespan. There are 19 ABA's, each taking approximately 15 minutes to complete.

Quest

Quest is an immersive, first-person human development learning game. Students play as 15 diverse characters ranging in age from 9 months to 80 years, applying psychological theories to real-world scenarios through the eyes of others. Students experience challenges related to diverse cultures, backgrounds, and developmental stages. Additionally, as students analyze real-world behaviors and contexts, they are exposed to intersecting biological, cognitive, and socioemotional processes as well as a range of cultures. Each quest is designed with layered replay ability, offering different students in the same class different experiences. Each Quest game takes approximately 30 minutes to complete.

News Flash

are interactive, multimedia assignments that connect real-world news stories to key course topics and learning objectives. Students read or watch contemporary news reports and answer assessment questions to prove they can link real-life events to academic concepts. There is one News Flash taking approximately 30 minutes to complete.

Late Assignments:

Assignments are due by 11:59 pm Central Standard Time on the due date. The penalty for late assignments is 10% per calendar day late. Weekend days are counted as late days. Assignments that are 10 or more days late will receive a 0.

Grading Policy:

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some, but not all the standards identified for each project or assignment.

- Grading Scale:
 - A. 90-100 points
 - B. 80-89 points
 - C. 70-79 points
 - D. 60-69 points
 - F. 59 points or lower

Points Per Assignment:

Chapter Assignments-Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, and 19

25 points per assignment-total 450 points

Concept Clips-Chapters 1 and 2

30 points per clip- total 60 points

Application Based Activities (ABA)-Chapters 4 (2), 5 (2), 6 (2), 7 (2), 8, 9 (2), 10, 11, 12 (2), 13, 16, 18, and 19

25 points per ABA-total 475 points

Quest-Chapters 6, 7, 8, 9, 10 (2), 12 (2), (2). 13, 15, 17, 18 (2)

30 points per Quest-total 450 points

Overall total-1455 points

SRSU Distance Education Statement:

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Counseling:

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting [Timelycare/SRSU](https://www.timelycare.com/sulross). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

ADA (Americans with Disabilities Act)

SRSU DISABILITY SERVICES:

The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure that students with disabilities have the opportunity for full participation in programs, services, and activities. Students seeking disability services need to contact the Disability Services Coordinator located in Ferguson Hall, room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8203; Fax: 432-837-8724.

<https://www.sulross.edu/counseling-and-accessibility-services/>

Library Information:

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Academic Integrity:

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should not use open AI sources unless permission is expressly given for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Required Student Responsibilities Statement:

Students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

**This course syllabus is intended to be a guide and may be amended at any time.*

Calendar of Assignments and Due Dates

EDUA 2301 Introduction to Human Development Fall 2026 and Spring 2027

Assignment:	Date Due:	Time Due:	TEKS TAC 127.310
Module 1			
Online Participation Policy	Friday, 08-28-26	11:59 pm central	
AI Policy	Friday, 08-28-26	11:59 pm central	
Get Acquainted: Introduce Yourself	Friday, 08-28-26	11:59 pm central	
Module 2			
Chapter 1 Assignment	Friday, 09-04-26	11:59 pm central	(1) (A-C)
Chapter 1 Human Development Concept Clip	Friday, 09-04-26	11:59 pm central	(1) (A-C)
Module 3			
Chapter 2 Assignment	Friday, 09-11-26	11:59 pm central	(1) (D-E)
Chapter 2 Psychological Research Concept Clip	Friday, 09-11-26	11:59 pm central	(1) (D-E)
Module 4			
Chapter 3 Assignment	Friday, 09-18-26	11:59 pm central	(2) (A-E)
Chapter 4 Assignment	Friday, 09-18-26	11:59 pm central	(3) (A-B)
Module 5			
Chapter 4-ABA: Milestones 001: Growth Pattern 2 Weeks-5 Years	Friday, 09-25-26	11:59 pm central	(3) (A-B)
Chapter 4-ABA: Milestones 003: Eating Habits 4-18 months	Friday, 09-25-26	11:59 pm central	(2)(A), (3)(A), (3)
Module 6			
Chapter 5 Assignment	Friday, 10-02-26	11:59 pm central	(3) (A-D)
Chapter 5-ABA: Milestones 023: Schemes and Organization 2 Weeks-10 Months	Friday, 10-02-26	11:59 pm central	(3) (A-B), (3)(D)

Chapter 5-ABA: Milestones 032: Language Development 16-20 Months	Friday, 10-02-26	11:59 pm central	(3) (A), (3)(D)
Module 7			
Chapter 6 Assignment	Friday, 10-09-26	11:59 pm central	(3) (A-F)
Chapter 6-ABA: Milestones 036: Emotional Expression 2 Weeks-3 Years	Friday, 10-09-26	11:59 pm central	(3) (C-F)
Module 8			
Chapter 6- Quest Gabi	Friday, 10-16-26	11:59 pm central	(3) (C-F)
Chapter 6-ABA: Milestones 046: Attachment 2 Weeks-17 Months	Friday, 10-16-26	11:59 pm central	(3) (A),(3)(C-F)
Module 9			
Chapter 7 Assignment	Friday, 10-23-26	11:59 pm central	(4)(A-F)
Chapter 7-ABA: Milestones 054: Scaffolding 18-47 Months	Friday, 10-23-26	11:59 pm central	(4)(B),(4)(D),(4)
Module 10			
Chapter 7-ABA: Milestones 049: Instructions 28-32 Months	10-30-26	11:59 pm central	(4)(D-F)
Chapter 7- Quest Haruki	10-30-26	11:59 pm central	(4)(C-F)
Module 11			
Chapter 8 Assignment	11-06-26	11:59 pm central	(4)(A-F)
Chapter 8-ABA: Milestones 060: Emergence of Friendship 1-4 Years	11-06-26	11:59 pm central	(4)(A), (4)(C), (4)
Module 12			
Chapter 8-Quest Zoe	11-13-26	11:59 pm central	(4)(C-F)
Chapter 8 NewsFlash Teaching Tolerance	11-13-26	11:59 pm central	(4)©, (4)(D)
Module 13			
Chapter 9 Assignment	Friday, 11-20-26	11:59 pm central	(5) (A-B)
Chapter 9-ABA: Milestones 065: Memory Strategies Middle-Last Childhood	Friday, 11-20-26	11:59 pm central	(5) (D-E)

Thanksgiving Break -No Assignments	11-23-26—11-27-26		
Module 14			
Chapter 9-Quest Oliver	Friday, 12-04-26	11:59 pm central	(5) (D-E)
Chapter 9-ABA: Milestones 066: Vocabulary Development Middle- Late Childhood	Friday, 12-04-26	11:59 pm central	(5)(A), (5) (D)
Christmas/Semester Break – No Assignments	12-07-26---01-8-27		
Module 15			
Chapter 10 Assignment	Friday, 01-15-27	11:59 pm central	(5) (A-F)
Chapter 10-ABA: Milestones 072: Emotional Regulation Middle-Late Childhood	Friday, 01-15-27	11:59 pm central	(5) (C-F)
Module 16			
Chapter 10-Quest Abby	Friday, 01-22-27	11:59 pm central	(5)(C-F)
Chapter 10-Quest James	Friday, 01-22-27	11:59 pm central	(5)(C-F)
Module 17			
Chapter 11 Assignment	Friday, 01-29-27	11:59 pm central	(6) (A & C)
Chapter 11-ABA: Milestones 078: Motor Development, Adolescence	Friday, 01-29-27	11:59 pm central	(6)(A), (6) (E-F)
Module 18			
Chapter 12 Assignment	Friday, 02-05-27	11:59 pm central	(6) (B-G)
Chapter 12-ABA: Milestones 101: Dating, Adolescence	Friday, 02-05-27	11:59 pm central	(6) (D-G)
Module 19			
Chapter 12-Quest Rohan	Friday, 02-12-27	11:59 pm central	(6) (D-G)
Chapter 12-ABA: Milestones 098: Conflict with Parents, Adolescence	Friday, 02-12-27	11:59 pm central	(6) (B), (6)(D- G)
Module 20			
Chapter 12-Quest Kate	Friday, 02-19-27	11:59 pm central	(8) (A-B)

Chapter 13-Quest Martinez	Friday, 02-19-27	11:59 pm central	(8) (C-D)
Module 21			
Chapter 13 Assignment	Friday, 02-26-27	11:59 pm central	(8) (B-D)
Chapter 13-ABA: Milestones 104: Perspectives on Body Image, Early Adulthood	Friday, 02-26-27	11:59 pm central	(8) (C-D)
Module 22			
Quest-Felisha	Friday, 03-05-27	11:59 pm central	(8)(A_D)
Quest-James	Friday, 03-05-27	11:59 pm central	(8)(A-D)
Spring Break -No Assignments	03-08-27—03-12-27		
Module 23			
Chapter 15-Quest Allison	Friday, 03-19-27	11:59 pm central	(9) (B-D)
Chapter 15 Assignment	Friday, 03-19-27	11:59 pm central	(9) (B-D)
Easter – No Assignments	03-26-27		
Module 24			
Chapter 16 Assignment	Friday, 04-02-27	11:59 pm central	(9)(A-D)
Chapter 16-ABA: Milestones 111: Perspectives on Emotion, Middle Adulthood	Friday, 04-02-27	11:59 pm central	(9)(B-D)
Module 25			
Chapter 17 Assignment	Friday, 04-09-27	11:59 pm central	(10) (B-D)
Chapter 17-Quest Harvey	Friday, 04-09-27	11:59 pm central	(10) (B-D)
Module 26			
Chapter 18 Assignment	Friday, 04-16-27	11:59 pm central	(10)(A-D)
Chapter 18-ABA: Milestones 113: Perspectives on Sexuality, Late Adulthood	Friday, 04-16-27	11:59 pm central	(10)(B-D)
Module 27			
Chapter 18-Quest Geraldine	Friday, 04-23-27	11:59 pm central	(7) (A-F)
Chapter 18-Quest Emilio	Friday, 04-23-27	11:59 pm central	(7) (B-F)
Module 28			
Chapter 19 Assignment	Friday, 04-30-27	11:59 pm central	(7)(A-F), (11)(A-C)

Chapter 19-ABA: Milestones 116: Perspectives on Death and Dying, Lifespan	Friday, 04-30-27	11:59 pm central	(10)(A-D)
End of Class	Thank You 😊		