

EDHS 3320 Human Growth and Development — Fall 2026

**College of Education and Human Development
Department of Counseling, Health & Kinesiology**

Course Information

Instructor: Dr. Denetria Brooks-James, DSW, LCSW-S

Meeting Day & Time: Mondays and Wednesdays, Synchronous 11:00 a.m. – 12:15 p.m.

Email: djames@tamusa.edu

Office Hours: By appointment in-office or online

Office Location: Classroom Hall, Room 214O

Required Textbook

Lifespan Development ISBN: 9780826182784

Course Description

This course explores human growth and development across the lifespan using a topical approach. Students will examine physical, cognitive, and psychosocial development from conception through late adulthood, with attention to the biological, environmental, and cultural factors that shape human experience.

Student Learning Outcomes

At the successful completion of this course:

1. Describe major physical, cognitive, and psychosocial developmental processes that occur across the lifespan, from conception through late adulthood.
2. Apply major theories and concepts of human development to understand developmental experiences, behaviors, and transitions at different stages of life.
3. Analyze how biological, environmental, social, and cultural factors interact to influence human growth, development, and individual differences across the lifespan.
4. Evaluate developmental challenges, protective factors, and sources of resilience across different life stages and connect this knowledge to real-world situations involving individuals, families, and communities.

Course Assignment Grading Scale

The assignments for this course have been developed to estimate the progressive acquisition of learning and provide evidence of student learning outcomes. Descriptions of the assignments and their related submission portals are provided within your Blackboard learning environment.

Overview of Assignments	Related Points (%)
Syllabus Quiz	5%
Discussion Posts (4)	20%
Article Review Paper	15%
Human Development Through Film: Lifespan Development Analysis	25%
Midterm Examination	15%
Final Examination	20%
TOTAL	100 (100%)

Table: Overview of Assignments and Related Points (percent).

Final Grade Allocation Criteria

Total Points Earned	Related Letter Grade
90–100	A
80–89	B
70–79	C
60–69	D
Below 60	F

Table: Final Grade Allocation Criteria.

Description of Course Assignments

All assignments are due on Fridays by midnight central standard time and submitted online via Blackboard, unless otherwise noted. Questions should be asked ahead of the due date either during class, office hours, or via email.

Attendance

Since this is a Human Services course, your attendance is measured by engagement with each other, and the course material. Blackboard analytics provides a generous monitor of clicks, session duration and other insights to help faculty determine student interaction with the learning material. While attendance does not serve as a grade in this course, it is taken to meet University

reporting standards.

Discussion Video Chats Format: (20% of total grade)

You will have 4 discussion post assignments in this course. You will be provided with all pertinent information in the Module in Blackboard regarding the discussion assignment. Please note that you will have your initial response due but Friday and your reply/response to at least one fellow learner's post due by the following Sunday.

Article Review (15% of total grade)

You will use the library databases and archives to identify and review a topic that discusses a historical issue within behavioral health. In your paper, you will describe a primary source or article dated from 1950 or before, and the associated ethical, legal, and cultural implications. Choose a topic that reflects your personal interests. This paper should be a maximum of five paragraphs (three to five sentences each) and should follow this format:

- Paragraph 1: Introduction of the primary source or article including a brief 1–2 sentence summary along with 3–5 sentences about the background/history of the topic and rationale for your selection.
- Paragraph 2: Identification and description of methods used to acquire, preserve, and understand the primary source or article.
- Paragraph 3: Review of the key findings and how those align (or don't) with modern practices.
- Paragraph 4: Identification of how this primary source or article can influence the future.
- Paragraph 5: Your key learning takeaways and benefits from this assignment.

Your submitted document should include an APA-formatted title page, main text, and reference page (this includes within-text citations and a reference page citing the article selected, as well as any other unoriginal material you cite). This assignment is due by 11:59 p.m. on the assigned date and is worth 15% toward your overall course grade.

Human Development Through Film Lifespan Development Analysis (25% of total grade)

Purpose

Behavioral health practices have been shaped by historical events, social attitudes, scientific developments, public policy, cultural beliefs, advocacy movements, and changing definitions of mental illness and wellness. Understanding this history allows human services professionals to recognize how past practices continue to influence today's behavioral health systems.

For this assignment, you will select one significant historical issue, event, movement, policy, landmark case, or population-related development in behavioral health or human services and analyze its historical significance, social justice implications, cultural impact, and continuing influence on behavioral health practice.

This assignment is not simply to report what happened. You are expected to critically analyze why it happened, who was affected, how culture and social attitudes influenced the issue, and what behavioral health professionals can learn from this history today.

Details for the assignment can be found in your Blackboard course.

This assignment is due by 11:59 p.m. CST on Sunday 11/22/26 and submitted via Blackboard..

Mid-Term Examination (15% of total grade)

Your midterm examination will consist of multiple-choice and true/false (2 points each) items from chapters 1-10 of your textbook, in-class lecture material, and slides. This exam will be open for one (1) week, via Blackboard. The exam is worth 20 (20%) points toward your overall

Final Examination (20% of total grade)

Your final examination will consist of 30 multiple-choice (2 points each) and 4 short answer (10 points each) items from chapters 11-17 of your textbook, in-class lecture material, and slides and is worth 25 (25%) points toward your overall course grade.

LATE WORK PENALTY (EXAMS NOT INCLUDED):

1 DAY = 11 POINTS DEDUCTED; MAX = B

2 DAYS= 30 POINTS DEDUCTED; MAX = PASSING

AFTER 2 DAYS = WORK WILL NOT BE ACCEPTED, ZERO POINTS

Course Policies and Procedures

Class Policies

A student has the right to expect competent, well-organized instruction for the full number of clock hours allotted for a course; to sufficient written assignments graded fairly and with reasonable promptness to show the student's academic standing in the course at least before mid-semester; to have ample opportunity to confer with the instructor at published office hours and to review graded written work; to freedom from ridicule, discrimination, harassment, or accusations in the presence of other students or faculty members; and to an avenue for appealing to higher academic authority in case of alleged unfairness by an instructor.

Class Attendance

A vital part of every student's education is regular attendance at class meetings. Any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses. Excessive absences (2 or more) will result in a grade letter deduction from your final grade for each absence. Three (3) absences will result in an automatic drop from the course. Please email before class if you will be out. Two tardies

(entering 15 minutes or later after class begins, or leaving 15 minutes or more before class ends) will count as one absence.

Absences for Religious Holidays

The university will allow students who are absent from classes for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence, if the student has notified the instructor no later than the fifteenth day after the first day of the semester.

Cheating and Plagiarism

Students are expected to do their own course work. Simple cases of first offense cheating or plagiarism may be handled by the instructor after consultation with the department chair. For more serious cases, a report should be made by the instructor via the department chair and college dean to the provost for disciplinary action. Expulsion from the University is a normal penalty for such offenses. Plagiarism is a serious violation of academic integrity and may ultimately lead to the student's expulsion from the program and/or revocation of a degree. Please review the Student Handbook for a complete description of the process.

Incompletes

The spirit of the "Incomplete" is to give a student an opportunity to complete a course after the end of the semester. An Incomplete will only be considered under specific circumstances: (1) 70% of the class has been completed and the student is passing with a "C" or better; (2) the circumstance for which the "I" is requested is supported with documentation; (3) the student has been attending class on a regular basis. Incompletes are not to be used to remedy excessive absences. When a professor agrees to grant an "I", a contract between the student and professor outlining a specific timeline for completion will be generated. All "I"s will automatically revert to an "F" after one year.

Dropping a Course

Each student is responsible for knowing the drop date for any given semester. Professors are not responsible, under any circumstances, for "dropping" a student from a course. Please be aware that if you do not formally drop a course and fail to fulfill the academic requirements, the professor will submit the earned grade.

Support for APA 7th Edition Writing & Citing

- The A&M-SA Library houses print copies of the APA Publication Manual, 7th Edition (2020) for in-library use.
- Much of the essential content from the print manual is available online. See the APA's 7th Edition Style and Grammar Guidelines page for links to explanations and examples.
- For additional resources, see the Library's Basics of APA Guide at https://libguides.tamusa.edu/academic_tools/basic_apa, contact the A&M-SA Writing Center at (210) 784-1332, or contact Education Librarian Kimberly Grotewold at kimberly.grotewold@tamusa.edu or (210) 784-1519.

Course Schedule

Chapter assignments correspond to the dates below.

Week	Date(s)	Topics and Assignments
1	8/24–8/30	Introduction to Course; Review Objectives, Materials, & Schedule Assignment(s): Syllabus Quiz - DUE 8/30/26 by 11:59 PM
2	8/31 – 9/6	Chapter 1: Lifespan in Context Chapter 2: The Roots of Lifespan Developmental Theories Assignment: Read Chapter 1 & 2 Text and PowerPoint Discussion Post #1 – Initial Post Due 9/4/26 by 11:59 PM. Reply Post Due 9/6/26 by 11:5PM
3	9/7–9/13	Chapter 3: Cultural and Contextual Development Models Assignment: Read Chapter 3 Text and PowerPoint
4	9/14–9/20	Chapter 4: Cultural and Contextual Factors of Infancy Through Early Childhood Assignment: DUE 9/20/26: Mid-Term Examination (opens on 9/7/26)
5	9/21–9/27	Chapter 5: Developmental Theories of Infancy Through Early Childhood Assignment: Read Chapter 5 Text and PowerPoint
6	9/28–10/4	Chapter 6: Cultural and Contextual Factors of Middle Childhood Through Adolescence Assignment: Read Chapter 6 Text and PowerPoint Discussion Post #3 – Initial Post Due 10/2/26 by 11:59 PM. Reply Post Due 10/4/26 by 11:5PM
7	10/5–10/11	Chapter 7: Developmental Theories of Middle Childhood Through Adolescence Assignment: Read Chapter 7 Text and PowerPoint
8	10/12 – 10/18	Chapter 8: Cultural and Contextual Factors of Emerging Adulthood Through Early Adulthood Assignment: Read Chapter 8 Text and PowerPoint Discussion Post #4 – Initial Post Due 10/16/26 by 11:59 PM. Reply Post Due 10/18/26 by 11:5PM
9	10/19 – 10/25	Chapter 9: Developmental Theories of Emerging Adulthood Through Early Adulthood Assignment: Read Chapter 9 Text and PowerPoint
10	10/26 – 11/1	Chapter 10: Cultural and Contextual Factors of Middle Adulthood Assignment: Read Chapter 10 Text and PowerPoint
11	11/2 – 11/8	Chapter 11: Developmental Theories of Middle Adulthood Assignment: Read Chapter 11 Text and PowerPoint Article Review Due: Sunday 11/8/26 by 11:59PM

Week	Date(s)	Topics and Assignments
12	11/9 – 11/15	Chapter 12: Cultural and Contextual Factors of Late Adulthood Through End of Life Assignment: Read Chapter 12 Text and PowerPoint
13	11/16 – 11/22	Chapter 13: Developmental Theories of Late Adulthood Through End of Life Assignment: Read Chapter 13 Text and PowerPoint Historical Behavioral Health & Social Justice Analysis Paper Due: 11/22/26 by 11:59PM
14	11/23 – 11/29	Course Review and Wrap-up Assignment: Study for Final Exam
15	11/30 – 12/6	Assignment: Study for Final Exam
16	12/7 – 12/13	Final Exam

Table: Course Schedule by Date Range and Chapter.

Texas A&M University San Antonio Important Policies and Resources

University Email Policy and Course Communications

All correspondence between professors and students must occur via university email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamusa.edu or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again.

Academic Accommodations for Individuals with Disabilities

Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the website, or email dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their academic accommodation with Disability Support Services and their instructors as soon as possible.

Academic Learning Center

The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform accessible via Blackboard. You can contact the Academic Learning Center by emailing

tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Current tutoring hours for the ALC:

Day of the Week	Appointments Available	Walk-in Tutoring (no appointment needed)
Monday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Tuesday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Wednesday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Thursday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Friday	8:00 AM – 5:00 PM	11:00 AM – 4:00 PM

Table: Academic Learning Center Tutoring Hours.

Counseling/Mental Health Resources

As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120. All mental health services provided by the SCC are free and confidential (as the law allows). The SCC provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. Crisis support is available 24/7 by dialing 988 or calling the SCC at 210-784-1331 (after hours, select option '2'). The TELUS Student Support App also provides a variety of mental health resources including support for in-the-moment distress, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing

Emergency Preparedness

JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, registered students, staff, and faculty will have the option to receive a text message or email with instructions and updates. To register or update your information, visit <https://tamusa.bbcportal.com>. Download the SafeZone App for emergencies or call (210) 784-1911. Non-Emergency: (210) 784-1900.

Financial Aid and Verification of Attendance

According to federal regulation 34 CFR 668.21, a student can only receive Title IV funds based on eligibility criteria which include class attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note

that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Jaguar Writing, Language, and Digital Composing Center (WLDCC)

The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Language tutors support students enrolled in Spanish courses. Digital studio tutors support students working on digital projects. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments through JagWire under the Student Services tab. The Writing Center can also be reached at writingcenter@tamusa.edu.

Meeting Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to submit a CARE report for support. Furthermore, please notify the professor if you are comfortable in doing so. The General's Store is a food pantry available on campus as well.

Military Affairs

Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or contact military.va@tamusa.edu or (210) 784-1397.

Religious Observances

Texas A&M University-San Antonio recognizes the wide variety of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Students may make up any examination, study, or course work requirements missed due to a religious observance, provided they notify their instructors before the end of the second week of classes.

The Six-Drop Rule

Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination

Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. A&M-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or gender expression. Individuals who believe they have experienced harassment or discrimination are encouraged to contact the appropriate offices within their respective units.

If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, domestic or dating violence, or stalking, help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted in navigating campus life, accessing health and counseling services, and providing academic and housing accommodations. If you wish to speak to a confidential employee, contact the Student Counseling Center at (210) 784-1331.

Pregnant/Parenting Students

Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide reasonable accommodation for pregnant students as it would for a student with a temporary medical condition. Pregnant/parenting students are encouraged to contact the Title IX Coordinator (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities

The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or procedure that in any way abridges the rights of freedom of speech, expression, petition, and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the university, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual

orientation, genetic information, or veteran status in accordance with applicable federal and state laws.

3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

5. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and the administration.
6. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
7. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire university community.
8. A student has the responsibility to recognize the University's obligation to provide an environment for learning.
9. A student has the responsibility to check their university email for any updates or official university notifications.
10. We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. For more information, please review the Student Code of Conduct or visit the resources available in the OSRR website

Artificial Intelligence Policy

Use of artificial intelligence (AI) tools, including ChatGPT, is permitted in this course for students who wish to use them. To adhere to our scholarly values, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Note: Guidance for how to cite AI-generators, like ChatGPT, can be found at <https://apastyle.apa.org/blog/how-to-cite-chatgpt>