COURSE TITLE: Human Growth and Development  
COURSE NUMBER: DEP 2004

COURSE DESCRIPTION (with prerequisites):
A course in which bio-physical, cognitive and psychosocial development throughout the life span (from conception to death) will be considered, as well as problems specific to each stage. This course is required for pre-nursing students. The course carries division elective credit only. Prerequisite: PSY 2012. Completion of DEP 2102 is strongly recommended as preparation for this course. 3 semester hours credit.

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EFFECTIVE ACADEMIC YEAR: 2018-19

REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

GRADING POLICY:
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:
A – 90 – 100  
B – 80 – 89  
C – 70 – 79  
D – 60 – 69  
F – 59 or less
The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

**ATTENDANCE AND WITHDRAWAL POLICIES:**
Chipola College expects regular attendance of all students, and all instructors record attendance daily. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

**MAKE-UP POLICY:**
Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

**ACADEMIC HONOR CODE POLICY:**
Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

**STUDENTS WITH DISABILITIES POLICY:**
Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

**NOTICE OF EQUAL ACCESS/EQUAL OPPORTUNITY AND NONDISCRIMINATION:**
Chipola College does not discriminate against any persons, employees, students, applicants or others affiliated with the college with regard to race, color, religion, ethnicity, national origin, age, veteran’s status, disability, gender, genetic information, marital status, pregnancy or any other protected class under applicable federal and state laws, in any college program, activity or employment.

Wendy Pippen, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183A, 850-718-2269, pippenw@chipola.edu.
LIBRARY AND ON-LINE REFERENCE MATERIALS:
The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at www.chipola.edu/library. If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

TECHNOLOGY RESOURCES:
The college’s learning management system is Canvas. Classes become available on Canvas on the first day of the semester. It is the student’s responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. The Technology Center, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website.

FREE TUTORING RESOURCES:
The Academic Center for Excellence (ACE) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, Chipola College has contracted Smarthinking, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. and weekends. Smarthinking can be accessed through Canvas.

ELECTRONIC DEVICE USAGE STATEMENT:
Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:
SS-1 Identify theories and research that behavioral scientists use to explain and investigate behaviors and social trends.
SS-2 Use appropriate social, historical, and psychological methods to analyze contemporary issues in public policy.
SS-3 Identify behavioral, historical, social, political, and economic issues from the global perspective.
SS-4 Describe the social, behavioral, historical, political, and economic sciences as inter-related disciplines.
SS-5 Explore and explain the personal, social, and historical implications of technology.
SS-6 Identify ways to promote understanding of differences and commonalities within diverse cultures.

**LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS**

<table>
<thead>
<tr>
<th>COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR DEP 2004</th>
<th>DISCIPLINE-SPECIFIC GENERAL EDUCATION COMPETENCIES</th>
<th>ASSESSMENT METHODS FOR COURSE LEVEL STUDENT LEARNING OUTCOMES</th>
<th>LEARNING ARTIFACTS FOR AA PROGRAM ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To identify the main theoretical influences of human development</td>
<td>SS-1, SS-2, SS-3, SS-4</td>
<td>Q, DE, UT, F</td>
<td>Written reports. Copy of exams. Copy of quizzes. Oral Presentations.</td>
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<tr>
<td>• Understand the scientific methods and designs used in the study of human development</td>
<td>SS-1, SS-2, SS-3, SS-4, SS-5, SS-6</td>
<td>Q, DE, UT, F</td>
<td></td>
</tr>
<tr>
<td>• Identify biological, psychological, and social factors that shape an individual’s development</td>
<td>SS-1, SS-2, SS-3, SS-4, SS-5, SS-6</td>
<td>Q, DE, UT, F</td>
<td></td>
</tr>
<tr>
<td>• To explore the major developmental stages: infancy, childhood, adolescence, and adulthood</td>
<td>SS-1, SS-2, SS-3, SS-4, SS-5, SS-6</td>
<td>Q, DE, UT, F</td>
<td></td>
</tr>
<tr>
<td>• Understand the developmental changes that occur within each stage throughout the lifespan.</td>
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</tbody>
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**Assessment Codes**

| T = Tests | RPT = Report/Presentation | Proj. = Projects | BO = Behavioral Observation |
| Pre/Post = Pre- and Post-Tests | SP = Skills Performance |  | |
| OT = Objective Tests | SD = Skills Demonstration | Exp. = Experiments | Clin. = Clinicals |
| UT = Unit Tests | W = Writing Assignments | Cap. Proj. = Capstone Project | CS = Case Study |
| Q = Quizzes | E = Essays | Cap. Course = Capstone Course | CP = Case Plan |
| F = Final Examination | DE = Documented Essays | Prac. = Practicum | Port. = Portfolio |
| CF = Cumulative Final | RP = Research papers | Intern. = Internship | Obs. = Teacher Observation |
| EX = Departmental Exam | J = Jury | H = Homework | Sk. Check = Skills Check-off |
| SE = Nat’l or State Standardized Exam | R = Recital | PS = Problem Solving | Curriculum Frameworks |
| | | DB = Discussion Board | JP = Judged |
| | | | Performance/Exhibition |

**MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:**

1. Read all assigned materials.
2. Attend and participate in class discussions.
3. Complete study guides and notes from class discussions and lectures.
4. All courses taught under the auspices of the Social and Behavioral Sciences will include an oral component, oral presentations and or classroom discussions.
5. Chapters are as follow:
   - Chapter 1: History, Theories and Methods
   - Chapter 2: Heredity and Prenatal Development
   - Chapter 3: Birth and Newborn Baby: In the New World
   - Chapter 4: Infancy: Physical Development
   - Chapter 5: Infancy: Cognitive Development
   - Chapter 6: Infancy: Social and Emotional Development
   - Chapter 7: Early Childhood: Physical and Cognitive Development
   - Chapter 8: Early Childhood: Social and Emotional Development
   - Chapter 9: Middle Childhood: Physical and Cognitive Development
   - Chapter 10: Middle Childhood: Social and Emotional Development
   - Chapter 11: Adolescence: Physical and Cognitive Development
Chapter 12: Adolescence: Social and Emotional Development
Chapter 13: Early Adulthood: Physical and Cognitive Development
Chapter 14: Early Adulthood: Social and Emotional Development
Chapter 15: Middle Adulthood: Physical and Cognitive Development
Chapter 16: Middle Adulthood: Social and Emotional Development
Chapter 17: Late Adulthood: Physical and Cognitive Development
Chapter 18: Late Adulthood: Social and Emotional Development
Chapter 19: Life’s Final Chapter

ASSIGNMENT AND/OR COURSE OUTLINE

See your Instructor First Day Handout for individual instructor assignment schedule.