Instructor: Jennifer Newquist, Ph.D., CFLE  
Office: EDAN 133  
Office Phone: (936) 468-1082  
Mail: Only through D2L Mail  
Office Hours: Mondays and Wednesdays 9-11am, Fridays 9-10am

Course Time and Location: TR 9:30-11:15am, College of Education Annex (EDAN) 126

Credits: 3

Prerequisites: None

I. Course Description:

This course centers on the developmental study of children from infancy through adolescence. Content includes an overview of the grand theories of development, parenting styles and discipline methods, and sequences of physical, cognitive, and social and emotional development. Environmental and social factors that influence development in all domains including prenatal development, birth, and physical growth and development through adolescence are addressed.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development.

In the College of Education at Stephen F. Austin State University, we value and are committed to:
- Academic excellence through critical, reflective and creative thinking
- Life-long learning
- Collaboration and shared decision making
- Openness to new ideas, culturally diverse people and innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community

This course enhances student learning in the area of child development and serves as one of the foundation courses in the Child and Family Development Program in the School of Human Sciences. It also aligns with the standards of the National Council on Family Relations and the
National Association for the Education of Young Children to promote learning and understanding of child development and family relationships.

Program Learning Outcomes

- Learners will identify social and cultural influences affecting family life.
- Learners will recognize healthy and unhealthy characteristics pertaining to family relationships.
- Learners will apply appropriate practices based on theories of human growth and development to individuals and families.
- Learners will apply strategies based on the child’s age//stage of development to promote effective developmental outcomes.
- Learners will demonstrate professional behaviors that are reflective of ethical standards and practice.
- Learners will develop culturally competent educational materials and learning experiences.

Student Learning Outcomes

- Students will know major biological and environmental factors that influence the course of human development, behavior, and interpersonal relationships from infancy through adolescence.
- Students will collaborate to learn about children’s development beginning in infancy, through adolescence in the major physical, cognitive and psychosocial domains.
- Students will identify and analyze the major theoretical frameworks of human development including theoretical strengths and limitations.
- Students will examine the interface between family diversity and community settings that impact the quality of a child’s experiences in relation to human development.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. HMS 203 is a D2L enhanced course. Information notices will be posted on the course home page. Home page includes tools for class assignments, discussion board questions, and grades. Students may contact the instructor and/or other students by clicking in the mail tool and selecting individual’s name or click on class instructor’s name or all instructors to send mail.

2. Course content is delivered via class lectures and discussions, assigned textbook readings, assignments and discussion board questions directly relevant to the course content. Students should check the homepage on a daily basis for notices, mail, and assignments.

3. Students should check their grade points at least once a week. Any discrepancies in points must be resolved within one week after assignment grades have been posted otherwise the posted grade points are considered final and will not be reviewed at a later date.
IV. Evaluation and Assessments (Grading):

The course is graded on a letter grade basis (A-F). Final grade will be determined by a percentage of total required points for the course.

A=90-100% of required points; B=80-89%; C=70-79%; D=60-69%; F=0-59%.

Course Points:
1. **Exams- 200 points (2 x 100 points).** Students will take a total of 2 exams throughout the course semester. The midterm and final exam will consist of approximately 50 questions worth 2 points each. Questions may consist of, but are not limited to: multiple choice, matching, and true/false. All exams will be taken online via D2L during their individual scheduled days and times. The specific format in terms of actual number of questions etc., may be subject to change—more specific information will be provided closer to the specific day of the given exam.

   **All exams will be taken online via D2L during regularly scheduled class time.** Students will have 75 minutes to complete the exam.

   Students must have computer access and need to log in promptly in order to take the exam. Please call Student Help Line at 468-1919 for technical assistance. Assistance is available M-F, 8:00-5:00 p.m.

   **Students must contact the professor prior to the exam date if rescheduling is necessary for a compelling reason.** Specifically, students should notify professor as soon as possible, preferably more than a week prior to the regularly scheduled exam date. Missing the scheduled exam date means that a student will earn a zero for the given exam.

2. **Current Events Presentation- 100 points.** Students will work in groups to present about current news events (within the past year) related to human development and the education system. Topics will be assigned by the instructor and groups will present on these events throughout the semester. These events need to come from a news website. Some examples of websites include WFAA, KTRE, KHOU, CNN, the New York Times, Time, Education News and Education Week. Students will work together to present a synopsis of the events along with the ramifications to the classroom.

3. **Current Events Evaluation-35 points (5x7 days).** Students will evaluate classmates’ Current Event presentations throughout the semester. Each will receive 5 points for each day students are present and provide written feedback of their classmates’ presentations.

4. **Service Learning Assignment-100 points.** Students will document 5 hours of service learning in a community or school setting that involves direct interaction with children, early childhood age through high school. Students may volunteer in a school setting during normal school hours if it does not disrupt the learning environment.
Examples may include: SFA Gear Up Program, Boys and Girls Club, 4-H, SFA Big Jacks, Helping House here in Nacogdoches, Solid Foundation (an after school mentoring program)

**Students must clarify with the individual community agency/organization whether a given student is required to have a criminal background check or not.** This may be done by specifically inquiring with the volunteer coordinator (or director of program) within the given agency/organization. If necessary, students may submit the results of the background check conducted by the Perkins College of Education.

**Important Dates:**

- **Initial Service Learning Form with Description/Information about the site.** Form should be complete in its entirety with signatures; download from D2L and upload to Dropbox. See timeline for due date.
- **Service Learning Check-In** Students will inform professor of how many volunteer hours completed up to this time period. See timeline for due date.
- **Service Learning Time-Log** (completed in its entirety with signatures; download from D2L and fill out; submit in class). See timeline for due date.
- **Service Learning Reflection Report** (completed in its entirety; download from D2L and fill out then submit to D2L). See timeline for due date.

In order to receive credit for the Service Learning Assignment students must turn in all four assignments. If you do not submit all assignments, ZERO points will be given. Students who turn in all four assignments but do not complete all 5 hours points will be 20% deducted for each hour you are short.

5. **Early Childhood Research Center Observation- 40 points.** Students will tour and make an observation at the Early Childhood Research Center (ECRC). Students will then complete a written assignment related to their observations at the ECRC.

6. **Child Development in the Classroom Interview-40 points.** Students will conduct an interview with a teacher (Grades K-12) to learn about how child development plays a role in the teacher’s classroom. Students will then turn in a written document providing the questions they asked as well as the answers provided by the teacher they interviewed.

7. **Class Assignments- 100-150 points.** Regular, punctual attendance is expected in this class, therefore in class assignments will be given on a regular basis. Assignments will pertain to course content, such as prenatal development, sensory motor development, development of thinking and language skills, parent child relationships, and current news articles related to children and families. **Students must be present in class to turn in assignments unless otherwise specified by the instructor.**

Late work on any assignment will not be accepted unless there is a compelling reason. Having problems with the computer and/or printer or failing to view the assignment are unacceptable
reasons for failing to complete an assignment on the due date. Do not request to turn in an assignment late for any of these reasons.

**Extra Credit. Optional opportunities** to earn extra-credit will be given during the semester. These assignments may not be announced ahead of time and cannot be made up if missed. Students must be in class to turn in any in class extra credit assignments.

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings/Assignments</th>
<th>Points</th>
</tr>
</thead>
</table>
| Aug 28-Sept 1 | Review Syllabus  
Chapter 1                                                   |        |
| Sept 5-8   | Continue Chapter 1                                              |        |
| Sept 11-15 | Chapter 2 and 3                                                  |        |
| **Sept 12**| **Interview with Teacher due to D2L Dropbox at 5pm**          | 40     |
| Sept 18-22 | Chapters 5/8                                                    |        |
| Sept 25-29 | Chapters 6/9                                                    |        |
| **Sept 29**| **Initial Service Learning Form due to D2L Dropbox at 5pm**     |        |
| Oct 2-6    | Chapters 7/10                                                   |        |
| **Oct 3**  | **Observation Visit at ECRC during class time**                 |        |
| Oct 9-13   | Continue Chapter 7/10                                            |        |
|            | Begin Chapter 11                                                 |        |
| **Oct 10** | **ECRC Lab Assignment due to D2L at 5pm**                       | 40     |
| Oct 16-20  | Continue Chapter 11                                              |        |
| **Oct 17** | **Nutrition and Obesity Group**                                  |        |
| Oct 19     | Exam 1 via D2L (Ch 1, 2, 3, 5-10) this will take the place of class | 100    |
| Oct 23-27  | Chapter 12                                                      |        |
| **Oct 24** | **Bilingual Education in Schools Group**                        |        |
|            | **Children with Special Needs Group**                           |        |
| **Oct 26** | **Service Learning Check-in due to D2L at 5pm**                 |        |
| Oct 30-Nov 3 | Continue Chapter 12  
Begin Chapter 13                                           |        |
<p>| <strong>Oct 31</strong> | <strong>Talented and Gifted Education Group</strong>                         |        |
| Nov 6-10   | Chapter 13                                                      |        |
| <strong>Nov 7</strong>  | <strong>Bullying in Schools Group</strong>                                    |        |
| Nov 13-17  | Chapter 14                                                      |        |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 14</td>
<td>Sexual Education in Schools Group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Drug Prevention in Schools Group</td>
<td></td>
</tr>
<tr>
<td>Nov 16</td>
<td>Creating an Adolescent Health Class due at 5pm</td>
<td>This assignment will take the place of class</td>
</tr>
<tr>
<td>Nov 20-24</td>
<td>Thanksgiving Break-No Class</td>
<td></td>
</tr>
<tr>
<td>Nov 27-Dec 1</td>
<td>Chapter 15</td>
<td></td>
</tr>
<tr>
<td>Nov 30</td>
<td>Vocational/CTE Prep in Schools Group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Standardized Testing in Schools Group</td>
<td></td>
</tr>
<tr>
<td>Dec 4-8</td>
<td>Chapter 16</td>
<td></td>
</tr>
<tr>
<td>Dec 5</td>
<td>Mood Disorders in Schools Group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Service Learning Hours and Report due to D2L at 5pm</td>
<td></td>
</tr>
<tr>
<td>Dec 12</td>
<td>Final Exam (Ch 11-16) via D2L (8-10am) this will take the place of class</td>
<td></td>
</tr>
</tbody>
</table>

VI. Readings:

Required:


VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;

2. Instruction evaluation purposes; and

3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.
VIII. Student Ethics and Other Policy Information: These policies are found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**Additional Information:**
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.