I. Course Description:
This course examines the inter-relationships among the young child, the home, the school, and the community, with a particular emphasis on parent involvement in schools.

Course Justification:
Infant Growth and Development (3 credits). Students in this course receive an understanding of infant growth and development, which prepares them for careers advocating for and helping infant growth, children, and their family members. Students in this course typically seek employment in settings where they work with children, along with their family members. To gain an understanding of infant and children by using a bio-psycho-social framework to examine the historical, cultural, biological, physiological, psychological, and social aspects of infant and child development. Emphasis is given to the changes that are associated with infant and children and the resulting dynamic interactions between parents and their environment. Students in the course will engage in a variety of assignments which can include, but are not limited to, course content exams, in-class or online discussions, academic papers, and quizzes.

II. Intended Learning Outcomes/Goals/Objectives:
This course supports the vision, mission, and core values of the College of Education which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The 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 Department of Human Sciences, and 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
1. Learners will identify social & cultural influences affecting family life and children.
2. Learners will recognize healthy and unhealthy characteristics pertaining to family relationships and children.
3. Learners will apply appropriate practices based on theories of human growth and development to individuals and families.
4. Learners will apply strategies based on the child’s age/stage of development to promote effective developmental outcomes.
5. Learners will develop culturally-competent educational materials and learning experiences.
6. Learners will demonstrate professional behaviors that are reflective of ethical standards and practice.

**Student Learning Outcomes**

Upon successful completion of the course, students will:

1. Understand theoretical growth and development (Erikson, Piaget, Freud, Skinner, and Bandura).
2. Understand the principles of development that apply to the prenatal and infancy periods.
3. Understand environmental, social, and cultural factors that influence the development of the individual during the prenatal and infancy years.
4. Identify issues that confront parents and caregivers in working with infants.
5. Assess developmental changes that occur during the prenatal and infancy years.
6. Understand assessment tools which are appropriate for infants.
7. Have a knowledge base of developmentally appropriate activities for infants which a parent or caregiver could utilize.
8. Understand appropriate interaction techniques for use with infants.

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

1. HMS 443-501 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 e-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 grad 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. There are tentatively 450 required points for the course.

Tentative: **A**=405-450, **B**=360-404, **C**=315-359, **D**=270-314, **F**=0-269.

Course Points are earned through:

1. There will be 3 non-cumulative, multiple-choice exams on information relevant to our textbook and lectures administered via D2L. Exams will cover material from the textbook and D2L Modules as outlined in the Course Schedule. Each exam will have 50 questions and will be worth **100 points per each**, for a total of **300 points**. Please check the course schedule for due dates and exam availability. Students must have a working computer and internet access, and need to log in promptly to take the exam. Please call the D2L help line.
at 936-468-1919 for technical assistance M-F 8:00-5:00. Outside of these hours, contact a D2L technician (non-SFA staff) via the home-page “LiveChat” feature. Technical difficulties will not be valid excuses for missing/not finishing exams/ quizzes. Avoid waiting until the last moment to take the exam/quiz.

Students must contact the instructor prior to the exam date if rescheduling is necessary for a compelling reason. All exams must be made up within 3 class days or a grade of zero will be recorded.

2. Assignments: There are five assignments. All Assignments should be typed in APA Style and uploaded on D2L Drop Box. Each Assignment has 30points. Total: 150 points. All assignments and discussion must be typed in 12 fonts, Double space, Times New Roman and page numbers in the upper right corner if there are 2 or more pages (if it is not typed in 12 fonts, Double Space, Times New Roman, you will earn zero points). Handwritten assignments in any part are non- acceptable. Having problems with the computer and/ or failing to view the assignment are unacceptable reasons for failing to complete an assignment on the due date. You need to use wired computer for exams and discussions. I will not open your zip file and you will earn zero for zip file (Your file should be word file). Do not request to turn in an assignment late for any of these reasons. I will not accept any assignment under my office door and through e mail.

Make Up Schedule:
I expect that students will take exams on the day that they are given. All students who missed any exam before the final will be required to take the makeup exam for that particular exam on assigned date by the faculty during class time. Any absence on an exam day requires written documentation (doctor’s note, sanctioned school function, etc) and I reserve the right not to permit you to take a makeup. If an exam is missed, you must contact the instructor within three days. It is your responsibility to provide me with documentation noting your absence and to notify me that you need to take a makeup exam on the day reserved (assigned date). If you have an excuse that is documented and have been verified by me and do miss the exam, all make up exams will be held on the last day of class assigned date in this classroom during the scheduled class time. In addition, students will not be permitted to make up more than one exam on this day. If you fail to make up a missed exam after assigned date you will receive a zero on the exam. No makeup exam will be given for the final.

V. Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>Class meeting schedule</th>
<th>To Do</th>
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<tbody>
<tr>
<td>Week 1: 8/26-9/1</td>
<td>Getting Started:</td>
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<tr>
<td></td>
<td>Syllabus, Observation Place</td>
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<tr>
<td>Week</td>
<td>Dates</td>
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<tr>
<td>Week 2</td>
<td>9/3-9/8</td>
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<tr>
<td>Week 3</td>
<td>9/9-9/15</td>
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</table>
| Week 4 | 9/16-9/22| Ch. 3: Heredity and Environment  
  *Assignment 1 Due: 9/22, 9pm*                                 |
| Week 5 | 9/23-9/29| Ch. 4: Prenatal Development and Birth                         |
| Week 6 | 9/30-10/6| Exams 1 Due: 10/6, 9PM                                        
  *Chapters 1-4, Online via D2L,*                                |
| Week 7 | 10/7-10/13| Ch. 5: The First Two Years: Biosocial Development              |
| Week 8 | 10/14-10/20| Ch. 6: The First Two Years: Cognitive Development             
  *Assignment 2 Due: 10/20, 9pm*                                |
| Week 9 | 10/21-10/27| Ch. 7: The First Two Years: Psychosocial Development          |
| Week 10| 10/28-11/3| Assignment 3 Due: 11/3, 9pm                                    |
| Week 11| 11/4-11/10| Exams 2 Due: 11/10, 9pm                                       
  *Chapters 5-7, Online via D2L*}
Week 12:  
11/11-11/17  
Ch. 8: Continued: Early Childhood: Biosocial Development  
Assignment 4 Due: 11/17, 9pm

Week 13:  
11/18-11/24  
Ch. 9: Early Childhood: Cognitive Development

Week 14:  
11/25-12/1  
Thanksgiving

Week 15:  
12/2-12/8  
Ch. 10: Early Childhood: Psychosocial Development  
Assignment 5 Due: 12/8, 9pm

Week 16:  
12/6-12/10  
Final Exam (Ch. 8-10) Due 12/10 9pm  
Online via D2L

VI. Readings

Required Textbooks:  

VII. Course Evaluations:  
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: Course and program improvement, planning, and accreditation, and instruction evaluation purposes. As you evaluate this course, please be thoughtful and accurate in completing the evaluation. In the 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:  
Students with Disabilities: 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, 468-3004/468-1004 (TDD) 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. Location: Human Services Building, room 325. Phone: (936) 468-3004.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:**

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; the completed information form is due _________________. 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.

Provide one of the following primary ID documents: passport, driver’s 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. 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.

**IX. Other Relevant Course Information**

**Attendance Policy:**

On-line Attendance in class is expected. You are expected to check D2L every day for the entire period. If you need to be absent, please notify the instructor in advance. You are responsible
for course information whether you are in attendance or not. **Missed exams, assignment, discussion, grade can only be made up if your absence is excused.** Absences are excused only when documentation of illness, loss of family member, significant family emergence, athletic involvement, or religious holiday is presented to the instructor within 1 week of the absence. Please let me know immediately if chronic health problems (mental or physical) or a personal emergency threaten to interfere with your regular attendance and required work for this class.

**Zero-tolerance attendance policy:**
Students must check course schedule thoroughly, unless excused at the discretion of the professor. It is your responsibility to make sure every assignment, discussion, and exams. Cuts, work conflicts, vacations, and appointments that can be rescheduled are examples of unacceptable excuses. Documentation is recommended even for too numerous excused absences or for persistent tardiness.

**Forms of Academic Misconduct:**
1. Cheating: Using unauthorized noted or study aids, allowing another party to do one's work exam and turning in that work exam as one's own; submitting the same or similar work in more than one course without permission from the course instructor; deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on the assignments or examinations.
2. Aid of academic dishonesty: Intentionally facilitating any act of academic dishonesty. Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: Falsification of creation of data, research, or resources, or altering a graded work without the prior consent of the course instructor.
4. Plagiarism: Portrayal of another's work or ideas as one's own. Examples include unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or from the Internet and submitting them as one's own work also constitutes essays plagiarism. You will earn Zero for each assignment, discussion, any other materials for grade if it is considered as Plagiarism.
5. Lying: Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.
6. Bribery: Providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.
7. Threat: An attempt to intimidate a student, staff, or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code Violation.

**Non-academic Misconduct:**
The university respects the rights of instructors to teach and of students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with these rights will not be tolerated; examples include
- interfering with the instructor's ability to conduct the class
- causing inability of other students to profit from the instructional program, or
• any interference with the rights of others. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures.

Ongoing behaviors or single behaviors considered distracting (e.g., coming late to class performing a repetitive act that is annoying, sleeping or reading a newspaper in class, etc.) will be addressed by the faculty member initially either generally or individually. Cases in which such annoying behavior becomes excessive and the student refuses to respond to the faculty member's efforts can be referred to the Dean of Students. In the case of serious disruptive behavior in a classroom the instructor may first request compliance from the student and if it is not received, an instructor has the authority to ask the student to leave the classroom. If the student fails to leave after being directed to do so, assistance may be obtained from other university personnel, including University Police Department. An individual engaging in such disruptive behavior is subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures to determine if the student should be allowed to return to the classroom.

**Assignment Rubric**

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substantial and specific content addressing questions demonstrating strong development in a well organized format.</td>
<td>Sufficiently developed content addressing questions with adequate explanation or development.</td>
<td>Limited content addressing questions with inadequate explanation or development.</td>
<td>Inconsistent application of APA format in reference list, with many errors.</td>
</tr>
<tr>
<td>28-30</td>
<td>27-20</td>
<td>19-15</td>
<td>Under 14</td>
</tr>
</tbody>
</table>