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.

II. **Intended Learning Outcomes/Goals/Objectives:**

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. Additionally, reflecting the core values of PCOE, the course encourages critical thinking, collaboration, openness to new ideas and to culturally diverse people, and service that enriches the community.

The course enhances student learning in the area of child development and serves as one of the foundation courses in the Human Development and Family Studies (HDFS) Program in the Department of Human Sciences, and aligns with the standards of the National Council on Family Relations (NCFR) and the National Association for the Education of Young Children (NAEYC) 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. Be able to describe the sequence of development in infants, toddlers, pre-schoolers, and middle childhood the major domains of development: physical, cognitive, emotional, and social.
2. Be able to identify the major genetic and environmental factors that influence the course of development from conception through age 6.
3. Be able to describe the attitudes and behaviors of parents that directly influence the development of the young child.
4. Be able to identify the diversity of family forms in contemporary society and stages of the family life cycle.
5. Be able to identify parenting strategies that modify children’s behaviors so they can adapt to family and social standards.
6. Be able to identify and evaluate theories of human development.
7. Be able to describe attitudes and behaviors of parents and individuals that directly influence the course of development.

**TEA Educator Standards for Human Development and Family Studies 6-12:**

**Standard I.** The family and consumer sciences teacher integrates the foundation knowledge and skills of family and consumer sciences to prepare students for personal, family, community, and career roles. (sub-standards: 1.1-1.3k)

**Standard II.** The family and consumer sciences teacher understands the areas of personal development, relationships, management of work and family to enhance quality of life across the Farago 9
life span, and understands career opportunities in family studies and human services. (sub-standards: 2.1k, 2.2k, 2.6k, 2.3s, 2.4s-2.9)

**Standard III.** The family and consumer sciences teacher understands human growth and development, parent/guardian/educator roles and responsibilities, and career opportunities in human development, education, and services. (sub-standards: 3.1k-3.10s)

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

**Course Assignments & Activities:**

**Note:** For specific & detailed assignment instructions please check the D2L Course Site.

1. **Syllabus Quiz:** A quiz will be given within the first two weeks of class over the syllabus (available online in D2L "Quizzes" module). Please review the syllabus and take the quiz. Not completing the quiz by the due date will result in being dropped from financial aid. The Syllabus Quiz will be worth 25 points.

2. **Exams:** There will be 3 multiple-choice exams on information relevant to our textbook and lectures. Exams will cover material from the textbook and D2L Modules. Each exam will have 30-40 multiple-choice questions and will be worth 100 points 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.

**Missed Exams (or Quizzes):** Technological difficulties, lack of internet or computer access, failing to check D2L reminders and announcements, inability to access or use D2L, misremembering or mishearing exam deadlines will NOT be considered as valid excuses for missing an exam. Make-up exams are very rarely given, and require proper documentation (e.g., note of hospitalization) before the exam deadline has passed *(in very rare cases, notification within 24 hrs of the missed exam may be accepted)*. It is up to the instructor to determine whether the documentation warrants a make-up exam. If you forget to take an exam, oversleep, or do not have a documented “excuse” for missing an exam, you need to schedule an appointment with me to discuss the matter and your ability to pass the course. In the absence of proper documentation, IF a make-up exam is given (not guaranteed & rarely offered), 30-50% will be deducted from the exam grade.

3. **Writing/Discussion Assignments:** There will be 5 class assignments administered via D2L, accompanying chapters of the textbook and/or Head Start observations. The assignments will either be short-essay Dropbox assignments or will be Discussion assignments. Each Assignment is worth 30 points each, for a total of 150 points. Instructions for the assignments will be provided in D2L at the beginning of a week. Because this is an online class, absolutely no hard-copies will be accepted of any assignment. All assignments need to be submitted within D2L – emailed copies will not be accepted. The purpose of Discussion Board assignments is to reflect thoughtfully and exchange ideas of the academic topics covered in the course. You will benefit from discussions only as much as you put into your posts. Last minute posts that are inaccurate, sloppy, and unclear help no one. You will be required to make Initial Posts and a Response Posts for each Discussion Board assignment. You will be placed in groups of 5-10 people to facilitate discussion and will be expected to be discussing topics throughout the week (not just on Sundays!).

4. **Observation Hours at Instructor Approved Preschool Site:** Additional information will be given in D2L

You will complete preschool classroom observation hours You are required to complete 6 observation hours. This will be worth 120 points (20 points/observation hr). You are required to spread out your observation hours throughout 6 weeks (1hr/week) as your observations are tied to the textbook content. Only 1 hr/week will count
Observation Policies:
You are required to follow all site policies (e.g., Dress Code, sign-in protocol) at all times. If policies are not followed, and you are sent home, you will be asked to re-schedule your observation and/or may receive a zero for the observation. Remember, you are representing You and SFA!

Observation Notes: You will be required to take notes each time you observe in Head Start. You need to write the time and date for each observation and have a minimum of 2 paragraphs of notes for each hour of observation. Your observation notes should be related to the content we are covering in the course (cognitive development, motor development, etc.). You need to cite pages from the textbook for each paragraph and explicitly state how your observation for each day relates to the current course content. Notes need to be legible in order to get credit. You will scan and submit your observation notes by scheduled due date (refer to calendar) in D2L. Your notes will be worth 60 points (10 points X 6 observation hours).
IV. Evaluation and Assessments (Grading):
Establishment of a grading scale is up to each instructor. Remember, your final grade is up to you - you will receive the grade you earn, not necessarily the one you want. A point system will be used to determine the final grade for this course. Standard rounding rules apply (e.g., 89.5% rounded up to an A, 89.4% rounded down to a B). Due to Extra Credit opportunities offered, if you are 1 point away from a grade that is still 1 point away (since your grade reflects Extra Credit already, whether you took advantage of that or not).

Assignments & Points
Exam 1  100
Exam 2  100
Exam 3  100
Writing (5 X 30 pts)  150
Observation Assignment
   Forms/Site Information  25
   Hours (6 X 20)  120
   Notes/Journal (6X10 pts)  60
Total: 655
A = 589 – 655
B = 524 – 588
C = 458 – 523
D = 393 – 457
F = 392 and Below

V. Tentative Course Calendar: Specific date

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Date</th>
<th>Topics</th>
<th>Readings from Book</th>
<th>Activity and Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Jan 21 - 27</td>
<td>Getting Started</td>
<td>Syllabus</td>
<td>Syllabus Quiz</td>
<td>Jan 27 by 11 PM</td>
</tr>
<tr>
<td>Week 2:</td>
<td>Jan 28 – Feb 3</td>
<td>Ch1: History, Theory, and Research in Child Development</td>
<td>Chapter 1</td>
<td>Submit Site Forms</td>
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</tr>
<tr>
<td>Week 3</td>
<td>Feb 4 - 10</td>
<td>Ch 2: Genetic and Environmental Foundations of Development</td>
<td>Chapter 2</td>
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<td></td>
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<tr>
<td>Week 4:</td>
<td>Feb 11 - 17</td>
<td>Ch 3: Prenatal Development</td>
<td>Chapter 3</td>
<td>Assignment #1</td>
<td>Feb 17 by 11 PM</td>
</tr>
<tr>
<td>Week 5:</td>
<td>Feb 18 - 24</td>
<td>Ch 4: Birth and the Newborn Baby</td>
<td>Chapter 4</td>
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<tr>
<td>Week 6:</td>
<td>Feb 25 – March 3</td>
<td>Exam 1</td>
<td>Study for Exam</td>
<td>Exam 1 (Ch 1 - 4)</td>
<td>Feb 28 4 AM – 11 PM</td>
</tr>
<tr>
<td>Week 7:</td>
<td>March 4 - 10</td>
<td>Ch 5: Physical Development in Infancy and Toddlerhood</td>
<td>Chapter 5</td>
<td>Assignment #2</td>
<td>March 10 by 11 PM</td>
</tr>
<tr>
<td>Week 8:</td>
<td>March 11 – 17</td>
<td>Ch 6: Congitive Development in Infancy and Toddlerhood</td>
<td>Chapter 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>March 18 – 24</td>
<td>Spring Break</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Week 10: March 25 - 31
Ch 7: Emotional & Social Development in Infancy and Toddlerhood
Chapter 7
Assignment #3
March 31 by 11 PM

Week 11: April 1 - 7
Ch 8: Physical Development in Early Childhood
Chapter 8
Assignment #4
April 7 by 11 PM

Week 12: April 8 - 14
Exam 2
Study for Exam 2
Exam 2 (Ch 5 – 8)
April 11 4 AM – 11 PM

Week 13: April 15 - 21
Ch9: Cognitive Development in Early Childhood
Chapter 9
Assignment #5
April 21 by 11 PM

Week 14: April 22 - 28
Ch10: Emotional & Social Development in Early Childhood
Ch12: Cognitive Development in Middle Childhood
Chapter 10 & 12
Observation Hours & Documentation Due
April 28 by 11 PM

Week 15: April 29 – May 5
Ch13: Emotional & Social Development in Middle Childhood
Chapter 13

Week 16: May 6 - 12
Dead Week; SFA Course Evaluation Due
May 8
By 11 PM

May 13
Final Exam
4 AM – 11 PM
Final Exam
May 13
4 AM – 11 PM

VI. Readings

Some lectures require online readings. Online links to articles are provided to you in D2L in these cases. 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: 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 (including the first 12 day attendance report) 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. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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;
- 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;
- 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 http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


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

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. 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.

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 Martin at 936-468-1740 or snyderke1@sfasu.edu.**

**IX. Other Relevant Course Information:**
Assignments submitted after the due date will not be accepted and a zero will be recorded for that assignment. It is important to plan ahead and set your calendar reminders, and make any necessary arrangements to be able to take exams during the scheduled time periods.