School of Human Sciences  
TECA 1354.501 | Child Growth and Development  
Fall 2023

**Instructor:** Emily Tacquard  
**Course Time & Location:** Online  
**Office:** Virtual Office  
**Zoom Office Hours:** Monday and Thursday 4-5pm  
**Office Phone:** 936-468-4502  
**Credits:** 3  
**Other Contact:** Emily.Tacquard@sfasu.edu  
**Email:** D2L email first, SFA email second  
**Prerequisites:** None

**Email:**  
I will check email Monday – Friday 7-5. I do not always check emails on the weekend, so if you have questions about an assignment please don’t wait until the last minute.

I. **Course Description:**  
Developmental study of the child from conception through age six. Content includes an overview of the grand theories of development, parenting styles and discipline methods, and sequences of physical, intellectual, social and emotional development. Environmental and social factors that influence development in all domains including conception and prenatal development, birth, and physical growth and development through age six are addressed. Prerequisites: None

**Course Justification:**  
Child Development (3 credits): Students will receive course content information via online content modules equivalent to 150 minutes per week for 16 weeks and includes a two-hour final exam. Students in this course receive an understanding of child development, which prepares them for careers advocating for and helping 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 children by using a bio-psycho-social framework to examine the historical, cultural, biological, physiological, psychological, and social aspects of child development. Emphasis is given to the changes that are associated with 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.

**Course Delivery Modality:** The course is offered complete online in an asynchronous form. The course information opens on Wednesday at 12:01am CST and weekly assignments are due Tuesday at 11:30pm CST unless otherwise stated within the course.

**Diversity Statement:** James I. Perkins College of Education Diversity Statement is found at the following link: Diversity Statement

**PCOE Diversity Statement:**  
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect and shared responsibility, faculty, staff and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion and spiritual values in order to enhance the quality of life in a diverse, global community.

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, social justice and continued professional and intellectual development in an interconnected global society.

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 related to the College of Education’s Conceptual Framework (CF) and/or Vision, Mission, Goals, and Core Values (VMGV). It also aligns with the standards of the National Council on Family Relations and the National Association for the Education of Young Children in order to promote learning and understanding of child development and family relationships and the National Council for Family Relations (NCFR) standards in the area of child development.

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:
Upon successful completion of this course, the student will:
- Be able to describe the sequence of development in infants, toddlers, and preschoolers in the major domains of development: physical, cognitive, emotional, and social.
- Be able to identify the major genetic and environmental factors that influence the course of development from conception through age six.
- Be able to describe the attitudes and behaviors of parents that directly influence the development of the young child.
- Be able to identify the diversity of family forms in contemporary society and stages of the family life cycle.
- Be able to identify parenting strategies that modify children’s behaviors so they can adapt to family and social standards.
- Be able to identify and evaluate theories of human development.
- Be able to describe attitudes and behaviors of parents and individuals that directly influence the course of development.

The course prepares students seeking certification in Family & Consumer Sciences to meet TeXeS Standard III: The family and consumer sciences teacher understands human growth and
III. Course Assignments, Activities, Instructional Strategies, Use of Technology (rubrics on D2L):

1. **Course Content Quizzes.** There will be 3 Course Content Quizzes on information relevant to our textbook and lecture. These course content quizzes are like traditional course exams. Each exam is worth 100 points.

   Important notes on quizzes:
   a. **All Quizzes will be taken online via D2L.** The D2L Quiz will open for the full week in which it is assigned. Once you start you have 120 minutes to complete the Quiz.
   b. Students must have computer access and need to log in promptly in order to take the given Quiz. Please call Student Help Line at 468-1919 for technical assistance. Assistance is available M-F, 8:00-5:00 p.m. **NOTE:** if you wait until after 5pm and have technical problems, you may not be able to finish the assignment. Technical difficulties will not be valid excuses for missing/not finishing Quizzes.
   c. Students must contact the instructor prior to the Quiz date if rescheduling is necessary for a compelling reason. Specifically, students should notify the instructor as soon as possible, and preferably more than a week prior to the regularly scheduled Quiz date. Missing the scheduled Quiz date without prior permission from the instructor means that a student will earn a zero for the given Quiz.

2. **Course Activities:** There will be five general course activities throughout the semester for which you will receive a grade. Each activity is worth 20 points for a total of 100 points. All Assignments should be typed in APA Style and uploaded on D2L Drop Box. All assignments and discussion must be typed in 12 font, double spaced, Times New Roman font, and have page numbers in the upper right corner if there are 2 or more pages. All assignments will be uploaded as pdfs. 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. Activities open on Sunday at 11:59 pm CST the week they are assigned. See the course calendar for activity names and due dates.

3. **Video Observation Assignment:**

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 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)

For additional information on meaningful and measurable learning outcomes see the assessment resource page [https://www.sfasu.edu/oie](https://www.sfasu.edu/oie).
In order to complete the assignment, you will need to watch the videos on the Observation Videos page (instead of actual in-person observations in the preschool setting). The videos must be watched in the order they are presented. You will write observation notes for the videos just as if you were going to a location to observe.

You are to watch videos #1, #2, #3, #4, & #5 and write two paragraphs of observation notes for each video.

Use of Technology:
Please make sure that you have access to a working computer that has an internet connection. You will use D2L to submit your assignments, take your quizzes, check your grades, and communicate with both your classmates and myself. Internet access is an essential part of the course.

Important notes about D2L:
1. Course notices will be posted on the course homepage and it is the responsibility of each student to review D2L daily as you will be responsible for any information disseminated through D2L. You should check D2L on a daily basis. Neglecting to check D2L is NOT a valid excuse for not knowing course information.
2. Students should check their grades at least once a week. Any discrepancies in grades must be resolved within one week after assignment grades have been posted. Otherwise, the posted grade is considered final and will not be changed at a later date. I am always happy to discuss ways you can improve your work, even if the one-week limit for a grade change has passed.
3. All assignments uploaded to D2L will be saved as pdfs. But first, you will need to create them using a Word document or PowerPoint. If you do not currently have, or anticipate having, access to Microsoft Office, then please make the appropriate arrangements to secure the appropriate software for use in this course.
4. The most appropriate browsers to use with D2L are either Google Chrome or Firefox.

IV. Evaluation & Assessments (Grading):
The course is graded on a letter grade basis (A-F).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89.9%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79.9%</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69.9%</td>
</tr>
<tr>
<td>F</td>
<td>0% - 59.9%</td>
</tr>
</tbody>
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Assignments & Quizzes:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>5</td>
</tr>
<tr>
<td>Introduction Discussion</td>
<td>5</td>
</tr>
<tr>
<td>Flipgrid for Mother-to-Be</td>
<td>20</td>
</tr>
<tr>
<td>Breastfeeding</td>
<td>20</td>
</tr>
<tr>
<td>Classical and Operant Conditioning</td>
<td>20</td>
</tr>
<tr>
<td>Social and Emotional Development</td>
<td>20</td>
</tr>
<tr>
<td>5 Tips for Safety and Health</td>
<td>20</td>
</tr>
<tr>
<td>Video Observation Notes</td>
<td>100</td>
</tr>
</tbody>
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### V. Tentative Course Outline

Dates may change at the discretion of the instructor. Should a date change be required, it will be announced in the course news or on the discussion board. All times listed are Central Standard Time.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>MODULE</th>
<th>Content</th>
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</table>
| Aug. 28 – Sept. 3 | Welcome to TECA 1354 | • Read the module content, review course syllabus and course outline  
  • Introduction assignment due Sept. 3 by 11:59 pm  
  • Syllabus Quiz due Sept. 3 by 11:59 pm |
| Sept. 4 – 10       | Chapter 1        | • Read module content, assigned readings, and watch all associated videos |
| Sept. 11 – 17      | Chapter 2        | • Read module content, assigned readings, and watch all associated videos  
  • Mother-to-be Flip-grid due Sept. 17 by 11:59 pm |
| Sept. 18 – 24      | Chapter 3        | • Read module content, assigned readings, and watch all associated videos |
| Sept. 25 – Oct. 1  | Exam 1           | • Exam 1 covers chapters 1-3 due Oct. 1 by 11:59 pm                      |
| Oct. 2 – 8         | Chapter 4        | • Read module content, assigned readings, and watch all associated videos  
  • Breastfeeding assignment due Oct. 8 by 11:59 pm |
| Oct. 9 – 15        | Chapter 5        | • Read module content, assigned readings, and watch all associated videos  
  • Classical and Operant Conditioning assignment due Oct. 15 by 11:59 pm |
| Oct. 16 – 22       | Chapter 6        | • Read module content, assigned readings, and watch all associated videos  
  • Social and Emotional Development assignment due Oct. 22 by 11:59 pm |
| Oct. 23 – 29       | Exam 2           | • Exam 2 covers chapters 4-6 due Oct. 29 by 11:59 pm                     
  • Bonus: Start, Stop, Continue assignment: due Oct. 29 by 11:59 pm |
| Oct. 30 – Nov. 5   | Chapter 7        | • Read module content, assigned readings, and watch all associated videos |
VI. Course Readings (Required):
2. Some lectures may require additional 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.

Course evaluations may be used for extra credit at the discretion of the instructor. If the opportunity for extra credit is offered, it will always be offered to the entire class and never on an individual basis.

VIII. Student Ethics and Other Policy Information:

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/](http://www.sfasu.edu/disabilityservices/)

**Academic Integrity: Policy 4.1**

*The Code of Student Conduct and Academic Integrity* outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.
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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

Student Code of Conduct: Policy 10.4
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm. 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 Early Alert Program at SFA.

SFASU values students' mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

IV. Student Ethics and Policy
Important course related policies:

Course Grades (Including WH), Policy 5.5
Final Course Grade Appeals by Students, Policy 6.3
Academic Accommodation for Students with Disabilities, Policy 6.1
Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6
Class Attendance, Policy 6.7

Code of Student Conduct and Academic Integrity, Policy 10.4

***Other SFA Policy Information

X: Resources

On-campus Resources:

SFASU Counseling Services • www.sfasu.edu/counselingservices

Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

SFASU Human Services Counseling Clinic • www.sfasu.edu/humanservices/139.asp

Human Services Room 202 • 936-468-1041

Crisis Resources:

Burke 24-hour crisis line 1(800) 392-8343

Suicide Prevention Lifeline 1(800) 273-TALK (8255)

Crisis Text Line: Text HELLO to 741-741

Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter's ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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 Early Alert Program at SFA.

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 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 http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). 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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

Other Relevant Course Information:
Background Check Statement:
For careers working with children and families, you are almost always required to pass a criminal background check in order to be employed. In our degree, you are required to participate in service learning and a practicum that will likely require you to pass a criminal background check. It is the student’s responsibility to pass any required background checks. If you cannot pass a background check for a school related activity that is required for the course, you will not receive any credit for that assignment. In the case of a practicum, you will not be able to pass the course without securing a practicum related to the field of human development and family studies. If you cannot pass a criminal background check (and don’t anticipate your record to be cleared/expunged in the foreseeable future), you should seriously consider if enrollment in this degree program will lead to your career goals.