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 completely online in an asynchronous form. The course information opens on Monday at 12:01 am and weekly assignments are due Sunday at 11:59 pm unless otherwise stated within the course.

**Zoom Office Hours:** The professor offers zoom office hours. The times that are posted are hours I will be available. Please e-mail me and I will send you a Zoom link. If you need a time outside of these hours, please send an email and we will work to find a time for both of us.

**Email:** I will be checking email from 8 a.m. on Monday morning through Friday at 12:00 p.m. I do occasionally check emails on the weekend but do not guarantee this. Please look ahead in the course modules and email with questions prior to the weekend.
II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website and can be found here: https://www.sfasu.edu/coe/about/deans-office-statements

This course enhances student learning in the area of child development and serves as one of the foundation courses in the Family Studies 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 develops 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:

Upon successful completion of the course, the student will know:

- 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 development, parent/guardian/educator roles and responsibilities, and career opportunities in human development, education, and service.

**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. (substandards: 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).

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

Use of technology may include: D2L (My Courses), internet assignment/activities/research, and word processing.

1. **Course Content Quizzes.** There will be 3 Course Content Quizzes on information relevant to our textbook and modules. 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:

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. Student will be responsible for uploading assignment to both the D2L dropbox and to Qclassroom.

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 and Assessments (Grading):

The course is graded on a letter grade basis (A-F). The final grade will be determined by a percentage of required points earned. A tentative grading scale is listed below. (The grading scale is subject to change to reflect additional points earned through participation in various in-class activities as assigned by the professor). Grades are based on the following:

The course is graded on a letter grade basis (A-F).

- A = 90% - 100%
- B = 80% - 89.9%
- C = 70 - 79.9%
- D = 60% - 69.9%
- F = 0% - 59.9%

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>
<tr>
<td>3 Exams (3 @ 100 points each)</td>
<td>300</td>
</tr>
</tbody>
</table>

Total Course points 510 points.

A= 459-510, B= 408-458, C= 357-407, D= 306-356, F= 0-305
V. Tentative Course Outline/Calendar:

**Course Calendar - TECA 1354**

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>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 17 – 21</td>
<td>Welcome to TECA 1354</td>
<td>Read the module content, review course syllabus and course outline</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Introduction assignment due Jan. 21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Syllabus Quiz due Jan. 21</td>
</tr>
<tr>
<td>Jan. 22 – 28</td>
<td>Chapter 1</td>
<td>Read module content, assigned readings, and watch all associated videos</td>
</tr>
<tr>
<td>Jan. 29 – Feb. 4</td>
<td>Chapter 2</td>
<td>Read module content, assigned readings, and watch all associated videos</td>
</tr>
<tr>
<td>Feb. 5 – 11</td>
<td>Chapter 2</td>
<td>• Mother-to-be Flip-grid due Feb. 11</td>
</tr>
<tr>
<td>Feb. 12 – 18</td>
<td>Chapter 3</td>
<td>Read module content, assigned readings, and watch all associated videos</td>
</tr>
<tr>
<td>Feb. 19 – 25</td>
<td><strong>Exam 1</strong></td>
<td>• Exam 1 covers chapters 1-3 due Feb. 25</td>
</tr>
<tr>
<td>Feb. 26 – Mar. 3</td>
<td>Chapter 4</td>
<td>Read module content, assigned readings, and watch all associated videos</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Breastfeeding assignment due Mar. 3</td>
</tr>
<tr>
<td>Mar. 4 – 10</td>
<td>Chapter 5</td>
<td>Read module content, assigned readings, and watch all associated videos</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Classical and Operant Conditioning due Mar. 10</td>
</tr>
<tr>
<td>Mar. 11 – 17</td>
<td></td>
<td>Spring Break</td>
</tr>
<tr>
<td>Mar. 18 – 24</td>
<td>Chapter 6</td>
<td>Read module content, assigned readings, and watch all associated videos</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Social and Emotional Development due Mar. 24</td>
</tr>
<tr>
<td>Mar. 25 – 31</td>
<td><strong>Exam 2</strong></td>
<td>• Exam 2 covers chapters 4-6 due Apr. 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Bonus: Start, Stop, Continue due Apr. 1</td>
</tr>
<tr>
<td>Apr. 1 – 7</td>
<td>Chapter 7</td>
<td>• Read module content, assigned readings, and watch all associated videos</td>
</tr>
<tr>
<td>Apr. 8 – 14</td>
<td>Chapter 7</td>
<td>• Top 5 Tips for Protecting Health &amp; Safety due Apr. 14</td>
</tr>
<tr>
<td>Apr. 15 – 21</td>
<td>Video Observations</td>
<td>• Video Observation assignment due Apr. 21</td>
</tr>
<tr>
<td>Apr. 22 – 28</td>
<td>Chapter 8</td>
<td>Read module content, assigned readings, and watch all associated videos</td>
</tr>
<tr>
<td>Apr. 29 – May 5</td>
<td>Chapter 9</td>
<td>Read module content, assigned readings, and watch all associated videos</td>
</tr>
<tr>
<td>May 6 – 10</td>
<td>Exam 3</td>
<td>• Exam 3 covers chapters 7-9 due Friday May 10</td>
</tr>
</tbody>
</table>

All assignments are due Sunday by 11:59 pm CST unless otherwise stated in the calendar. Example: All assignments available “August 22-28” are due August 28th by 11:59 pm.

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

2. Some lectures may require additional online readings. Online links to articles are provided to you in D2L in these cases.

QClassroom Statement: This course uses the QClassroom data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Support emails will come from qclassroom@sfasu.edu.

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: 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 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 Policy

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.

**Professionalism Work Policies:**

**Late Work receives no points.** Under extenuating circumstances such as health reasons, family emergencies, or student participation in approved university-sponsored events are always considered.

- Late work that is approved by the instructor must be turned in no later than one week after the due date.
- Complete all assignments independently unless otherwise stated by the instructor.
- 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.

**AI Statement**

It is expected that all work students submit for this course will be their own. ChatGPT or any other generative artificial intelligence (AI) tools are prohibited at all stages of the work process, including preliminary ones. All student’s work will be run through a system to check for AI usage. Violations of this policy will be considered academic misconduct.

**Institutional Absences (HOP 04-110)**

- An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.
Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**Code of Student Conduct and Academic Integrity**

- The Code of Student Conduct and Academic Integrity (HOP 04-106) 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. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**

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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

- **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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

- **Student Wellness and Well-Being**
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.
If you are experiencing concerns, seeking help, 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.

- **Other important course-related policies:**

  ***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

**IX: Resources**

- **On-campus Resources:**
  - **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
    - [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
    - 936.468.7249
    - dos@sfasu.edu
  - **SFASU Counseling Services** • [www.sfasu.edu/counselingservices](http://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](http://www.sfasu.edu/humanservices/139.asp)
    - Human Services Room 202 • 936-468-1041
  - **The Health and Wellness Hub** “The Hub”
    - Location: corner of E. College and Raguet St.
      - To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
        - Health Services
        - Counseling Services
        - Student Outreach and Support
        - Food Pantry
        - Wellness Coaching
        - Alcohol and Other Drug Education
    - [www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
    - 936.468.4008
    - thehub@sfasu.edu
  - **Crisis Resources:**
    - Burke 24-hour crisis line 1(800) 392-8343
    - National Suicide Crisis Prevention: 9-8-8
    - Suicide Prevention Lifeline 1(800) 273-TALK (8255)
    - Crisis Text Line: Text HELLO to 741-741

**X: Additional Information Specific to Educator Preparation**

- **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.

- Please go to TAC 247.2 – [Code of Ethics and Standard Practices for Texas Educators](#).

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

  - 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.
o 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.

o 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
  ▪ 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.

o 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 SFA.

o For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.