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.

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

III. Course Assignments, Activities, Instructional Strategies, Use of Technology (rubrics on BRIGHTSPACE):

1. Course Content Quizzes (60%). 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 20% of your grade.

   Important notes on quizzes:
   a. All Quizzes will be taken online via Brightspace. The BRIGHTSPACE 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 (20%):** There will be two general course activities during the semester for which you will receive a grade. Each activity is worth 50 points for a total of 100 points. All Assignments should be typed in APA Style and uploaded in the Brightspace Drop Box or typed in the provided discussion area. 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 (if it is not typed in 12 point font, double spaced, Times New Roman, you will earn zero points). 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. See the course calendar for activity names and due dates.

3. **Video Observation Assignment (20%):** To complete the assignment, you will need to watch the videos on the Observation Videos page. The videos must be watched in the order they are presented. You will write observation notes for the videos. You are to watch videos in the course content which are labeled as videos #1, #2, #3, #4, & #5 and write two paragraphs of observation notes for each video. 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 the video 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 in BRIGHTSPACE by the designated due date. Your notes will be worth 100 points and be worth 20% of your overall grade.

**General Note on Late Assignments:**

**Late assignments will not be accepted.** Examples of these late assignments would be submitting assignments as an attachment via email to the instructor, requesting to submit the assignment after the due date has passed, requesting to redo the assignment after points have already been assigned, and if the assignment was submitted with improper formatting. You should always review the documents that you upload in Dropbox to ensure that they are readable and the appropriate document for the given assignment. Lastly, if you submit an assignment and did not follow all directions correctly, then you automatically receive a zero for the assignment since it is incomplete and you cannot resubmit.

**Use of Technology:**

Please make sure that you have access to a working computer that has an internet connection. You will use BRIGHTSPACE 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 BRIGHTSPACE:**

1. Course notices will be posted on the course homepage and it is the responsibility of each student to review BRIGHTSPACE daily as you will be responsible for any
information disseminated through BRIGHTSPACE. You should check BRIGHTSPACE on a daily basis. Neglecting to check BRIGHTSPACE 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. Most assignments that you will upload to BRIGHTSPACE should be done 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. Microsoft Office is the sole means of acceptable software to be used for uploading relevant documents.

4. The most appropriate browsers to use with BRIGHTSPACE are either Google Chrome or Firefox.

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

- A = 89.5% - 100%
- B = 79.5% - 89.4%
- C = 69.5% - 79.4%
- D = 59.5% - 69.4%
- F = 0% - 59.4%

Assignments & Quizzes Weights:

<table>
<thead>
<tr>
<th>Category</th>
<th>Assignment Name</th>
<th>Points</th>
<th>Weight</th>
<th>SLOs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Content Quizzes</td>
<td>Course Content Quiz 1</td>
<td>100</td>
<td>20%</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td></td>
<td>Course Content Quiz 2</td>
<td>100</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course Content Quiz 3</td>
<td>100</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Course Activities</td>
<td>Activity #1: Introduction Assignment</td>
<td>50</td>
<td></td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td></td>
<td>Activity #2: Temperament Assignment</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DISCUSSION TOTAL</td>
<td>100</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Video Observations</td>
<td>Observation Notes</td>
<td>100</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Note: All assignments are graded on a 0-100 scale (points) but are weighted differently (weight). An explanation of how to determine your grade will be given in class and an excel spreadsheet will be provided in BRIGHTSPACE for you to use to keep track of your standing. BRIGHTSPACE also auto-calculates your weighted grade for you throughout the semester.

V. Tentative Course Outline

NOTE: The course will fully open on the first day of class but has weekly due dates for readings and assignments. In other words, you can work ahead, but you cannot submit late work. All submissions are to be uploaded to the Brightspace Dropbox by 11:59 PM CST on the due date as shown below,
assignments are due on Sundays with the exception of the last week of class - see the calendar below!!
(All times are US Central Time).

<table>
<thead>
<tr>
<th>DATES</th>
<th>MODULE</th>
<th>READINGS</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Module 1: Welcome to TECA 1354</td>
<td>Read the module content, review course syllabus and course outline</td>
<td>Introduction assignment due by June 9th at 11:59 PM CST</td>
</tr>
<tr>
<td>June 3-9</td>
<td>Module 2: Conception, Prenatal Health</td>
<td>Chapter 1 of text and read module content, assigned readings, and watch all associated videos</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Module 3: Birth &amp; The Newborn</td>
<td>Chapter 2 - Read module content, assigned readings, and watch all associated videos</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 3 - Read module content, assigned readings, and watch all associated videos</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Module 4: Exam 1</td>
<td>Exam 1</td>
<td>Exam 1 - covers chapters 1-3. Due by June 16th at 11:59 PM CST</td>
</tr>
<tr>
<td>June 10-16</td>
<td>Module 5: Infancy &amp; Toddlerhood</td>
<td>Chapter 4 - Read module content, assigned readings, and watch all associated videos.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 5 - Read module content, assigned readings, and watch all associated videos</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Chapter 6 - Read module content, assigned readings, and watch all associated videos</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Module 6: Exam 2</td>
<td>Exam 2</td>
<td>Temperament Reflection Dropbox Assignment due by June 23rd at 11:59 PM CST</td>
</tr>
<tr>
<td>June 17-23</td>
<td></td>
<td></td>
<td>Exam 2 covers chapters 4-6 due by June 23rd at 11:59 PM CST</td>
</tr>
<tr>
<td>Week 4</td>
<td>Module 7: Early Childhood</td>
<td>Chapter 7 - Read module content, assigned readings, and watch all associated videos</td>
<td>Video Observation assignment due by June 30th by 11:59 PM CST</td>
</tr>
<tr>
<td>June 24-30</td>
<td></td>
<td>Chapter 8 - Read module content, assigned readings, and watch all associated videos</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 9 - Read module content, assigned readings, and watch all associated videos</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Module 8: Exam 3</td>
<td>Exam 3</td>
<td>Exam 3 covers chapters 7-9 due FRIDAY July 5 at NOON</td>
</tr>
<tr>
<td>June 1- July 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All times are US Central Time.
VI. **Course Readings (Required):**

**Course Readings (Recommended):**
You will be provided a number of readings online to use as extra resources. Some of these readings may be used as extra credit opportunities. If extra credit is offered for readings, it will be announced in class and offered to all students. **Under no circumstances will extra credit be offered on an individual student basis.**

VII. **Course Evaluations:**

“Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, 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 summarized data will not be available to the instructor until after final grades are posted.

On a personal note, I use and appreciate the feedback that you give me in the course evaluations! This feedback helps me to shape my courses and I have adjusted assignments, topics, and the way I give feedback based on these evaluations. You are not required to do them, but I sure do appreciate the constructive critiques of my course! I’ll remind you when the time gets closer to complete it.

VIII. **Student Ethics and Policy**

**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

  HUB Contact Information:
  [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

IX. Other Relevant Course Information:

Acceptable Student Behavior
In an online course, acceptable behavior includes how you interact with your fellow students in online discussion forums and any group work. Language used should always be professional. Remember that your discussion posts are public and viewed by your classmates and myself. You should never post personal information that you would not disclose in a public classroom with 60 other people present. While you are encouraged to share personal experiences as examples for synthesizing class information, it will never be required of you to disclose information that makes you uncomfortable.

When disagreeing with other students in the class, please be professional and refrain from profanity, personal attacks, and slurs. Comments that are offensive in nature will be deleted and you will not receive credit for the offensive post. The professor will notify you if a post is removed due to the nature of the language used.

Class participation
Class participation promotes a valuable learning environment, and is therefore encouraged and expected. Participation includes asking questions (for clarification or better understanding), discussing current or controversial issues related to course content, exploring applications of ideas or concepts, problem solving, and other exchanges of ideas. It is the student’s responsibility (and to his/her benefit) to read the material assigned in the class schedule prior to the assignment to be able to participate effectively in discussion postings and/or activities. Students are encouraged to collaborate with others in the class when studying and/or reviewing material via chat, student-created discussion board postings, in person, or other methods by which they will be successful.

Zoom Office Hours
I conduct my office hours via Zoom, but do try (as much as I can) to make them feel as if we were still in person! I want to see your face and get to visit with you. :) If you came to my physical office for office hours and another student was there, you would wait in the hall until I finished with the person who was already there, and then you would come in and have your time with me. What that means for you now that we are on Zoom is that when you follow the link below and log on to the office hours, you will be put into a "waiting room." You’ll see a message that I will let you in shortly. If there is no student there already, I will immediately let you in. If you have to wait for a few minutes, that means I’m with someone. Don’t worry, I WILL get to you in the order that you entered the waiting room. Even it is past the time for my office hours to end, I’ll get to everyone who logs on! So if you have to wait, please be patient and know that I haven’t forgotten you are there.

HDFS 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.

**CFLE approved program statement:** SFASU’s undergraduate degree in human sciences with a concentration in human development and family studies is a Certified Family Life Educator program ([https://www.ncfr.org/cfle-certification/cfle-approved-programs](https://www.ncfr.org/cfle-certification/cfle-approved-programs)). This means that if you take all the courses offered through our program that are found on the CFLE-Approved Program Checklist, you can apply for your CFLE certification without taking the exam. However, it is important to note that it is the responsibility of the student to ensure that you have taken all the necessary coursework. You will not be eligible for the CFLE certificate without testing if:

a. you transfer hours toward your major at SFA or if you substitute any major coursework.
b. you are not an HDFS concentration student. For example, students getting a BIS degree or minoring in HDFS are not eligible for the certification without testing.

If you have questions, please review the CFLE Credential page of NCFR.org or talk with one of the HDFS faculty members.