

Stephen F. Austin State University
 Perkins College of Education
 Department of Human Services
 EPS 585.020: Advanced Human Growth and Development
 Fall 2019

Instructor: Daniel McCleary, Ph.D., LSSP, NCSP, Licensed Psychologist
Course Time & Location: W 4:30-7:00 HST 319
Office: Human Services 215
Office Hours: W: 8:45-10:45; 3:00-4:30
R: 3:00-4:30
Office Phone: (936) 468-3940
Credits: 3
Other Contact Information: NA
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Prerequisites:

I. Course Description:

This course examines current research related to emotional, social and mental development. The major intent of the course is to relate theory and research to present concerns of those who work in the helping professions. Theoretical models related to the cognitive, physiological, psychological, and social development of humans throughout the lifespan are applied to present day situations.

EPS 585 "Advanced Human Growth and Development" (3 credits) typically meets once each week (Wednesday) in 150-minute segments for 16 weeks. Students have significant weekly reading assignments and course assignments (see section III). These activities average at a minimum, six hours of work each week to prepare outside of classroom hours.

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

All students must adhere to the SFA Way:

1. The Principle of Respect:

Lumberjacks command respect and treat others with respect. They are considerate of others and tolerant of differences. They demonstrate respect for those around them by avoiding the use of offensive or profane language. They do not threaten or harm anyone and deal peacefully and civilly with conflict.

2. The Principle of Caring:

Lumberjacks think of the needs of others and seek to improve the quality of life of those around them. They are compassionate, empathic and kind. They respond with humility to those they have helped and express gratitude freely to those who help them. Lumberjacks prepare themselves to become leaders in their communities and workplaces. They dedicate themselves to excellence in their chosen field of study and to using what they learn in the service of others.

3. The Principle of Responsibility:

Lumberjacks do what is right. They persevere in times of adversity. Through self-control and self-discipline, they strive to do their best. Lumberjacks challenge each other to exceed expectations. They are active learners both inside and outside of the classroom. They are reliable; they do what they say they will do. Lumberjacks hold themselves accountable for their decisions.

4. The Principle of Unity:

Lumberjacks are loyal to their friends, family, university, state and country. Lumberjacks stand together against any adversary. They recognize that though we are very different from one another, we are united by the Lumberjack Spirit. Lumberjacks seek to understand the people and world around them. When one lumberjack fails, all fail. When one lumberjack succeeds, all succeed.

5. The Principle of Integrity:

Lumberjacks have the courage to do what is right, even when it is hard or unpopular. They respond to each situation with steadfast values that are not subject to change based on the actions of others. They seek opportunities to practice effective and ethical leadership. Lumberjacks are honest; they do not

deceive, cheat or steal. Lumberjacks stand up for those who cannot stand up for themselves. As lifelong learners, lumberjacks are committed to continuously improving themselves.

General/EEO:

The mission of the Perkins 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.

In the Perkins College of Education, we value and are committed to:

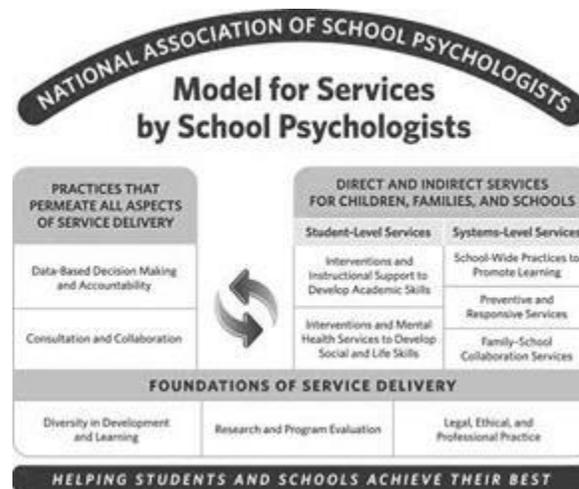
- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community

The goals of this course are closely aligned to those of the College of Education (COE). As a step in the process of preparing students to make meaningful contributions in an interconnected global society, the knowledge obtained in this course will enable students to develop the requisite knowledge, skills, and dispositions necessary in the field of school psychology. In addition, students enrolled in this course will use the principles and procedures learned throughout the course in an applied manner.

The Master of Arts program in School Psychology at Stephen F. Austin State University is dedicated to producing ethical, responsible, and competent school psychologists who employ scientific knowledge and methods of problem solving. The program's philosophy of education holds that one learns best by engaging in practice. The mission of our program is to apply behavioral science knowledge and methods to the assessment and treatment of learning, behavior, and psychosocial problems in regular and special education populations in the public schools.

Throughout the course, students are expected to develop critical thinking, communication, personal responsibility, social responsibility, teamwork, and empirical and quantitative skills. Assigned readings, experiences, papers, presentation, and participation are designed to foster these core values.

Intended Learning Outcomes/Goals/Objectives: NASP Training and Practice Domains:



1. **Domain 1: Data-Based Decision Making and Accountability.** School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
2. **Domain 2: Consultation and Collaboration.** School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.
3. **Domain 3: Interventions and Instructional Support to Develop Academic Skills.** School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.
4. **Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills.** School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.
5. **Domain 5: School-Wide Practices to Promote Learning.** School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.
6. **Domain 6: Preventive and Responsive Services.** School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.
7. **Domain 7: Family–School Collaboration Services.** School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.
8. **Domain 8: Diversity in Development and Learning.** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.
9. **Domain 9: Research and Program Evaluation.** School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.
10. **Domain 10: Legal, Ethical, and Professional Practice.** School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical,

legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

While all domains of NASP are included to some degree within the course, domains 3, 4, 7, 8, and 9 are the primarily represented in this course.

Program Learning Outcomes (PLO): Program Specific

1. Data-Based Decision Making and Accountability. School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
2. Consultation and Collaboration. School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.
3. Interventions and Instructional Support to Develop Academic Skills. School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.
4. Interventions and Mental Health Services to Develop Social and Life Skills. School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.
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6. Preventive and Responsive Services. School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.
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9. Research and Program Evaluation. School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.
10. Legal, Ethical, and Professional Practice. School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

Student Learning Outcomes (SLO): Course Specific

1. Demonstrate knowledge of the main techniques and research designs used in developmental research. [PLO-1, 3, 4, 9; NASP-1, 3, 4, 9]
2. Demonstrate knowledge of individual and family development and transitions across the lifespan. [PLO-3, 4, 7, 8; NASP-3, 4, 7, 8]
3. Demonstrate knowledge of theories of learning and personality development, including current understanding of neurobiological behavior. [PLO-3, 4, 7; NASP-3, 4, 7]

4. Demonstrate knowledge of the effects of crises, disasters, and other trauma-causing events on persons of all ages. [PLO-3, 4, 6; NASP-3, 4, 6]
5. Demonstrate knowledge of theories and models of individual, cultural, couple, family, and community resilience. [PLO-3, 4, 7, 8; NASP-3, 4, 7, 8]
6. Demonstrate knowledge of a general framework for understanding exceptional abilities and strategies for differentiated interventions. [PLO-3, 4, 8; NASP-3, 4, 8]
7. Demonstrate knowledge of human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. [PLO-4, 7, 8; NASP-4, 7, 8]
8. Demonstrate knowledge of theories for facilitating optimal development and wellness over the lifespan. [PLO-3, 4, 7, 8, 9; NASP-3, 4, 7, 8, 9]

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

Grades will be assigned based on the quality of each student's fulfillment of the following requirements.

1. **Syllabus Agreement Form (Pass/Fail):** As per Human Services department guidelines, students must complete and return the attached syllabus agreement form. This form must be received before the end of the first class. Questions and concerns regarding the syllabus agreement form must be brought to the attention of the instructor immediately.
2. **Participation (100 points/15%):** Students are required to actively participate in discussion each week. Active participation includes providing valuable input to others such as relating real life experiences to course content. Active participation *excludes* working on other projects or interests. For example, if a student is observed working on other projects or "surfing" the internet on a laptop/tablet or checking a personal electronic device that student shall *expect* a participation grade reduction. At the conclusion of each class period, students will record the participation grade they believe they earned for that period on the Student Participation Evaluation Form. The instructor will review each student's self-reported grade and adjust the grade if appropriate. The student's self-reported grade is not a guarantee that is the grade that will be used for the class period. Failure to turn in the participation form at the end of class will result in a participation grade of 0. At the end of the semester, 10 class periods will be randomly selected to count towards the final participation grade. No credit will be given for absences. More than two absences will result in a full letter grade reduction.
3. **Quizzes (100 points/15%):** Eleven quizzes will be given during the semester. Each quiz is worth 10 points. Each quiz will cover content assigned for the day the quiz is given. The lowest quiz grade will be dropped.
4. **Introspective Paper (50 points/7%):** Each student will complete a 5-7 page APA style paper related to each stage of Erikson's psychosocial theory of development. The paper can be comprised of anecdotes, stories, and/or remembrances of his/her own development up to this point. These could include things the student said, did, thought, felt, as well as any personal crises, accomplishments, or experiences. For stages of development not yet reached, the student shall predict his/her future and how each *stage*, *crisis*, and *virtue* is met. In addition, each student will include a 2-3 page analysis of the same life events from the perspective of another theorist. Students may choose Piaget, Vygotsky, Bronfenbrenner, or Bandura as their additional theorist. This paper is due at the beginning of the designated class period (see calendar).
5. **Theoretical Discussion (100 points/15%):** Students will be responsible for presenting material, *asking discussion questions*, and *moderating course discussion* on a developmental theory assigned in class. *All students* are expected to be *active participants and come prepared to discuss and provide commentary*. In addition, each *moderator* will include a review of at least 2 related peer-reviewed research articles published within the last 15 years. Moderators will be graded on their ability to understand and facilitate the information about the specific topic. *Cultural*

influences according to the developmental theory and/or relevance of the theory to a multitude of cultures must be incorporated in the presentation. All materials prepared for the presentation must be submitted to the instructor, to post on D2L, at least 2 hours prior to the presentation class period. If incorrect information is provided in the prepared materials and not corrected within 24 hours, 5 points will be lost per each additional 24 hour period until the materials are corrected and submitted. Presentations shall be within 30-40 minutes.

- 6. Research Paper (100 points/15%):** Each student will write a 6-8 page APA style paper on a biological, cultural, developmental, and social influences on behavior and mental health with an emphasis on how behavioral and emotional influences impact learning and life skills. The literature review must be described in the Method section (i.e., description of data-collection method). . At least 8 peer-reviewed journal articles must be included in the paper. Some topic starters are provided below. Students may not select the same topic. This paper is due at the beginning of the designated class period (see calendar).
- a. **Intelligence:** Nature vs Nurture (e.g., development of intelligence, cultural bias in intelligence testing, efficacy of brain training programs such as Lumosity)
 - b. **Aggressive Behavior:** Physiologically-Based or Environmentally-Based (subheadings under this topic might be aggression and violence on TV, aggression and video-game playing, etc.)
 - c. **Gender-related Behavior:** Nature vs. Nurture (focus on a narrow area such as gender roles, differences in cognitive abilities, academic performance, or vocational choices among adolescents).
 - d. **Substance Abuse:** Physiologically or Environmentally Based (applied to infants through adolescents, e.g., what does the literature say about the future of infants born to addicted mothers?)
 - e. **Eating Disorders (e.g., bulimia or anorexia, or overeating):** Genetic or Environmental (treatment choices and paradigms, e.g., behavioral vs. psychodynamic)
 - f. **Parent/child Relationships:** Training issues such as corporal punishment versus response cost or time-out.

- 7. Exams (100 points each/15% each):** There will be 2 exams in this course. Exams will cover all material assigned and discussed in class.

Students will be provided an opportunity to review all graded content during the next class or by appointment (end of course exam). If a student desires to go over an item in depth, the student may arrange a session with the instructor outside of class. A student wishing to appeal the scoring of a missed item may submit an appeal of the missed item by e-mail to the instructor prior to the class period proceeding review of the exam grade. The appeal shall state support for the student's choice, citing passages from the required texts that clearly and logically support the student's choice. The instructor will provide feedback via e-mail.

- 8. Professionalism (Pass/Fail)** Students will be evaluated based on their ability to exhibit professionalism once this semester.

Students will be evaluated each semester on Professional Dispositions by each faculty member. Students who receive low evaluations on professional and ethical behavior on the dispositions assessment will be placed on a Plan of Improvement. Students will be required to meet objectives designed by their faculty members in order to maintain their status in the School Psychology Program. Failure to meet objectives in the Plan of Improvement may result in termination from the program, practicum, or internship placement.

Students will be provided an opportunity to review all graded content. If a student desires to go over an item in depth, the student may arrange a session with the instructor outside of class. A student wishing to appeal the scoring of a missed item may submit an appeal of the missed item by e-mail to the instructor

prior to the class period proceeding reviewing the assignment grade. The appeal shall state support for the student's choice, citing passages from the required texts that clearly and logically support the student's choice. The instructor will provide feedback via e-mail.

*All assignments are expected to be completed by the date stated on the calendar. Late work at the graduate level is considered unacceptable. If there are extenuating circumstances, late assignments may be accepted if **you** contact the professor **prior** to the date the assignment is due. Failure to communicate with the professor prior to the due date will result in a grade of zero. If the late assignment is accepted, ten points will be deducted for every day the assignment is late.*

In addition to failure to earn points for the assignment, failure to complete any assignment will result in one full letter grade reduction for the entire course.

IV. Evaluation and Assessments (Grading):

Grading Policy

1. Syllabus Agreement Form	Pass/Fail
2. Participation	100 points
3. Quizzes	100 points
4. Introspective Paper	50 points
5. Theoretical Discussion	100 points
6. Research Paper	100 points
7. Mid-semester Exam	100 points
8. Final Exam	100 points
9. Professionalism	Pass/Fail
	650 points

Grades

A = 90-100%	(585-650 points)
B = 80-89%	(520-584 points)
C = 70-79%	(455-519 points)
D = 60-69%	(390-454 points)
F = 59 or below	(0-389 points)

Attendance: If a student fails to attend more than 2 class periods without prior approval from the instructor that students grade will reflect one full letter grade reduction.

Posting Grades

Grades will be posted on D2L after everyone has completed the assignment. Student performance cannot be reported or discussed on the phone or through email.

V. Tentative Course Outline/Calendar:

Objectives/Learning Outcomes	Activities	Performance Assessment	Standards
Demonstrate knowledge of the main techniques and research designs used in developmental research.	Class discussion and activities	-Participation -Quizzes -Theoretical Discussion -Research paper -Exams	[PLO-3, 4, 9; NASP-3, 4, 9]

Demonstrate knowledge of individual and family development and transitions across the lifespan.	Class discussion and activities	-Participation -Quizzes -Introspective paper -Research paper -Theoretical Discussion -Exams	[PLO-3, 4, 7, 8; NASP-3, 4, 7, 8]
Demonstrate knowledge of theories of learning and personality development, including current understanding of neurobiological behavior.	Class discussion and activities	-Participation -Quizzes -Introspective paper -Research paper -Theoretical Discussion -Exams	[PLO-3, 4, 7; NASP-3, 4, 7]
Demonstrate knowledge of the effects of crises, disasters, and other trauma-causing events on persons of all ages.	Class discussion and activities	-Participation -Quizzes -Introspective paper -Theoretical Discussion -Exams	[PLO-3, 4, 6; NASP-3, 4, 6]
Demonstrate knowledge of theories and models of individual, cultural, couple, family, and community resilience.	Class discussion and activities	-Participation -Quizzes -Introspective paper -Research paper -Theoretical Discussion -Exams	[PLO-3, 4, 7, 8; NASP-3, 4, 7, 8]
Demonstrate knowledge of a general framework for understanding exceptional abilities and strategies for differentiated interventions.	Class discussion and activities	-Participation -Quizzes -Research paper -Theoretical Discussion -Exams	[PLO-3, 4, 8; NASP-3, 4, 8]
Demonstrate knowledge of human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.	Class discussion and activities	-Participation -Quizzes -Introspective paper -Research paper -Theoretical Discussion -Exams	[PLO-4, 7, 8; NASP-4, 7, 8]
Demonstrate knowledge of theories for facilitating optimal development and wellness over the lifespan.	Class discussion and activities	-Participation -Quizzes -Introspective paper -Research paper -Theoretical Discussion -Exams	[PLO-3, 4, 7, 8, 9; NASP-3, 4, 7, 8, 9]

Core Curriculum Objectives	Course Assignments
Critical Thinking (creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information)	-Participation -Quizzes -Introspective Paper -Theoretical Discussion -Research Paper -Exams
Communication (effective development, interpretation and expression of ideas through written, oral, and visual communication)	-Participation -Introspective Paper -Theoretical Discussion -Research Paper -Professionalism
Empirical and Quantitative Skills (manipulation and analysis of numerical data or observable facts resulting in informed conclusions)	-Participation -Quizzes -Introspective Paper -Theoretical Discussion -Research Paper -Exams
Teamwork (ability to consider different points of view and to work effectively with others to support a shared purpose or goal)	-Participation -Quizzes -Professionalism
Personal Responsibility (ability to connect choices, actions, and consequences to ethical decision-making)	-Syllabus Agreement Form -Participation -Quizzes -Introspective Paper -Theoretical Discussion -Research Paper -Exams -Professionalism
Social Responsibility (intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities)	-Participation -Introspective Paper -Theoretical Discussion -Research Paper -Professionalism

Tentative Course Schedule and Other Important Dates

Week	Date	Topic	Required Reading	Exam/Assignment
1	8/28	Course Introduction/Syllabus APA Style Stages (pp. 8-20)	Syllabus APA Manual B&B	<i>Syllabus Agreement Form</i> <u>Presentation schedule</u>
2	9/4	A Cultural Approach to HD Genetics and Prenatal Development BP in Primary Prevention in Diverse Schools	Arnett Ch. 1 Arnett Ch. 2 F3	Quiz 1 <u>Research paper topics due</u>
3	9/11	Birth and the Newborn Child Freud and Erikson BP in Nondiscriminatory Assessment	Arnett Ch. 3 Miller Ch. 3 F5	Quiz 2 <i>Student discussion</i>
4	9/18	Infancy Toddlerhood Vygotsky (pp. 105-112) BP in Assessment of English Language Learners	Arnett Ch. 4 Arnett Ch. 5 B&B F6	Quiz 3
5	9/25	Early Childhood Piaget/Theory of Mind (pp. 92-90) Parenting Styles (pp. 180-190; 375-382) Vygotsky and Sociocultural BP in School-Based Services for Immigrant Children	Arnett Ch. 6 B&B B&B Miller Ch. 4 F8	Quiz 4 <i>Student discussion</i>
6	10/2	Middle Childhood Technology (pp. 208-211) Piaget Piaget Piaget (pp. 81-86; 95-99; 204-208; 340-346; 416-417) BP in Conducting Assessments via School Interpreters	Arnett Ch. 7 B&B Miller Ch. 2 Webb (1980) B&B F9	Quiz 5 <i>Student discussion</i>
7	10/9			EXAM <u>Professionalism</u>
8	10/16	Adolescence Suicide and Risk Taking (p. 401 & 403) Kohlberg Moral Development Moral Development (pp. 256-265) BP in Working w/Children from Economically Disadvant	Arnett Ch. 8 B&B Thomas Ch. 14 B&B F10	Quiz 6 Research paper due*
9	10/23	TASP		
10	10/30	Emerging Adulthood Social Learning Theory BP in in Working w/Children Living in Foster Care	Arnett Ch. 9 Miller Ch. 6 F13	Quiz 7 <i>Student discussion</i>
11	11/6	Young Adulthood Biological Approaches BP in Service to Children in Military Families	Arnett Ch. 10 Miller Ch. 5 F14	Quiz 8 <i>Student discussion</i>
12	11/13	Middle Adulthood Gibson's Ecological Theory of Perceptual Development BP in Supporting Students Who Are LGBTQ	Arnett Ch. 11 Miller Ch. 8 F15	Quiz 9 <i>Student discussion</i>
13	11/20	Thanksgiving		
14	11/27	Late Adulthood Information Processing Information Processing (pp.211-213) BP in Working with LGBT Parents & Their Families	Arnett Ch. 12 Miller Ch. 7 B&B F16	Quiz 10 <i>Student discussion</i> Introspective paper due*
15	12/4	Death and Afterlife Beliefs BP in SP' Services for Juvenile Offenders	Arnett Ch. 13 F17	Quiz 11
16	12/11			Final EXAM

*All papers are to be submitted in APA format through Desire2Learn and in class. All papers are due at the start of the designated class period.

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

- American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.
- Arnett, J. J. (2015). *Human development: A cultural approach* (2nd ed.). Upper Saddle River, NJ: Pearson Education, INC.
- Broderick, P. C., & Blewitt, P. (2015). *The life span: Human development for helping professionals* (4th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Harrison, P. L., & Thomas, A. (Eds.). (2014). *Best practices in school psychology: Foundations*. Bethesda, MD: NASP.
- Miller, P. H. (2016). *Theories of developmental psychology* (6th ed.). New York, NY: Worth Publishers.
- Murray, T. R. (2005). Kohlberg's moral development model. In T. R. Murray (Ed.), *Comparing theories of child development* (6th Edition) (pp. 428-445). Belmont, CA: Cengage.
- Webb, P. K. (1980). Piaget: Implications for teaching. *Theory into Practice*, 19, 93-97.

Additional reading assignments may be assigned during class.

LiveText/Watermark Statement:

This course uses the LiveText/Watermark 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. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText/Watermark is activated, if you have technical questions, call ext. 7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

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 <http://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, 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.

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 (see the Student Conduct Code, policy D-34.1). 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 prohibition 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 <https://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. Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at [https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y).

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, drivers 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 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 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

The instructor reserves the right to change the syllabus as necessary. You are responsible for maintaining accurate records, including any changes to the syllabus. In addition, you are responsible for all information presented during class, regardless of whether or not you attended class.

Research Points

Every student may earn 4 research points (R-Points) by participating in departmental research projects. For every 30 minutes of research participation, students earn 1 R-Point (2 hours of participation will get you 4 R points). Students must sign up for R-Points through the Department of Human Services SONA Systems Software <https://sfasuhumanservices.sona-systems.com/Default.aspx?ReturnUrl=%2f>. Any student with an objection to participating in psychological research is encouraged to see the instructor as soon as possible to obtain instructions for alternate projects. R-Points must be completed by the first day of dead week (the week of the semester before finals).

Student Participation Evaluation Form

EPS 585

Evaluation of my class participation

Name: _____

Participation will be evaluated in two aspects: Preparation for Class and Whole Class Interaction. You may earn 10 points per class. See syllabus for detailed information.

Criteria	Points
<i>Preparation for Class</i>	
I read carefully, look up unfamiliar vocabulary, and make annotations in my text. I review my notes from prior classes and make connections. I develop my own ideas about the text.	5
I read the texts, look up unfamiliar vocabulary, and prepare for discussion.	4
I read the texts.	3
I did not read all of the required texts.	2
I did not read any of the required texts.	0

Criteria	Points
<i>Interaction: Whole Class Work</i>	
I contribute my <i>own</i> ideas and respond to my peers <i>and</i> the instructor's comments throughout the class period; however, I do not <i>dominate</i> the class discussion. My speech maintains a sense of <i>professionalism</i> .	5
I participate and listen to the instructor and others most of the time.	3.5
I participate occasionally, but I am interested. I use <i>crass</i> language.	2
I do not usually participate in class discussions.	1

Date	Student Total
8/28	PC: ___ + WCW: ___ = ___ //
9/4	PC: ___ + WCW: ___ = ___ //
9/11	PC: ___ + WCW: ___ = ___ //
9/18	PC: ___ + WCW: ___ = ___ //
9/25	PC: ___ + WCW: ___ = ___ //
10/2	PC: ___ + WCW: ___ = ___ //
10/16	PC: ___ + WCW: ___ = ___ //
10/30	PC: ___ + WCW: ___ = ___ //
11/6	PC: ___ + WCW: ___ = ___ //
11/13	PC: ___ + WCW: ___ = ___ //
11/20	PC: ___ + WCW: ___ = ___ //
12/4	PC: ___ + WCW: ___ = ___ //

Theoretical Discussion Rubric

Category	Scoring Criteria	Total Points	Score
Organization (20 points)	Additional material (at least 2 research articles within the past 15 yrs) selected for the presentation was appropriate to the topic and relevant background information was provided.	10	
	Presenter had a clear understanding of the material presented and provided current research on the topic.	10	
Content (50 points)	<u>Introduction</u> is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	5	
	Technical terms are well-defined in language a reasonable person could understand (e.g., a parent at an ARD meeting).	5	
	Presentation actively engaged the audience and fostered discussion from several participants.	20	
	Presentation (i.e., <u>activities, discussion questions</u>) was appropriate and helpful to the audience. For example, presenter prepared discussion questions, provided a demonstration , and elicited “take-away” points from the audience.	20	
	There is an obvious <u>conclusion</u> summarizing the presentation.	5	
Presentation (30 points)	Presentation materials were submitted 2 hours prior to class period.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	5	
	Length of presentation is meets the assigned time limit (30-40 minutes).	5	
	Information was well communicated and maintained a sense of <u>professionalism</u> (e.g., speaker maintains good eye contact with the audience, is appropriately animated, and uses appropriate language and visuals).	10	
Score	Total Points	100	

Area of Reinforcement:

Area of Refinement:

Research Paper

- Paper adheres to the APA Style Manual (10 points) _____
- At least 8 peer-reviewed journal articles are cited (10 points) _____
- Paper presents research on a current topic in developmental psychology, exploring biological, cultural, developmental, and social influences (20 points) _____
- Explanation of how behavioral and emotional influences impact learning and life skills are addressed (10 points) _____
- A systematic literature review (data-collection) was conducted and the method was adequately described (20 points) _____
- Results from the literature review are appropriately evaluated (15 points) _____
- The discussion section is supported by the research base (15 points) _____
- Other (page length, grammar, spelling, etc) _____

Professional Dispositions

Name: _____ Rater: _____

Please rate your student on the questionnaire provided. Use the following scale:

1 = Poor. Fails to meet expectations. Consistently performs poorly and needs improvement. A specific plan and period of time should be established to improve performance. If improvement is not made, then the candidate's suitability for this field of work should be evaluated.

2 = Below Standard. Performance is below average. A student whose performance consistently falls in this range requires improvement to function effectively in a professional environment.

3 = Standard. Most students will possess skills and judgment sufficient to meet professional demands in this area, and a large proportion will remain in this range. The performance of students in this range meets normal expectations.

4 = Above Standard. Performance and judgment of students in this category is decidedly better than average. Shows sensitivity, judgment, and skill beyond what is normally expected or displayed by peers.

5 = Outstanding. Performance is recognizably and decidedly better than that of a large proportion of other students.

N = Not Observed. This rating should be used when the activity in question is not part of class or placement expectations or the rater has not had the opportunity to observe or rate the student on the item.

Acceptable performance on these professional work characteristics is an important component of our students' evaluation. Please review each item carefully.

1. Respect for Human Diversity

- | | |
|---|-------------|
| a. Student is sensitive to racial issues. | 1 2 3 4 5 N |
| b. Student is sensitive to cultural issues. | 1 2 3 4 5 N |
| c. Student is sensitive to the needs of all learners. | 1 2 3 4 5 N |
| d. Student is sensitive to people of all sexual orientations. | 1 2 3 4 5 N |
| e. Student professionally encourages inclusion in school settings. | 1 2 3 4 5 N |
| f. Student is aware of the challenges that diversity issues may pose in the schools | 1 2 3 4 5 N |

2. Effective Communication Skills

- | | |
|---|-------------|
| a. Student's written work is free of spelling errors. | 1 2 3 4 5 N |
| b. Student's written work is free of grammatical errors. | 1 2 3 4 5 N |
| c. Student's spoken language is free of grammatical errors. | 1 2 3 4 5 N |
| d. Student can clearly express ideas in writing. | 1 2 3 4 5 N |
| e. Student can clearly express ideas verbally. | 1 2 3 4 5 N |
| f. Student can explain complex ideas in simple language. | 1 2 3 4 5 N |
| g. Student expresses him/herself using professional language. | 1 2 3 4 5 N |

3. Effective Interpersonal Relations

- | | |
|---|-------------|
| a. Student demonstrates understanding of others' points of view. | 1 2 3 4 5 N |
| b. Student is empathetic of others. | 1 2 3 4 5 N |
| c. Student is supportive of others. | 1 2 3 4 5 N |
| d. Student resolves conflict situations in a professional manner. | 1 2 3 4 5 N |
| e. Student approaches others for assistance when needed. | 1 2 3 4 5 N |

4. Ethical Responsibility

- | | |
|--|-------------|
| a. Student demonstrated knowledge of ethical guidelines of the profession. | 1 2 3 4 5 N |
| b. Student can apply ethical guidelines to situations within practice. | 1 2 3 4 5 N |
| c. Student does not exceed areas of competence in professional practice. | 1 2 3 4 5 N |

5. Self-Awareness, Self-Evaluation, and Self-Reflection

- | | | | | | | |
|--|---|---|---|---|---|---|
| a. Student adapted to the academic demands of the program. | 1 | 2 | 3 | 4 | 5 | N |
| b. Student is aware of the potential impact of personal values and beliefs on clients, peers, and faculty. | 1 | 2 | 3 | 4 | 5 | N |
| c. Student independently identifies problem situations. | 1 | 2 | 3 | 4 | 5 | N |
| d. Student engages in problem solving to address problem situations. | 1 | 2 | 3 | 4 | 5 | N |
| e. Student has adapted to the emotional demands of the program. | 1 | 2 | 3 | 4 | 5 | N |

6. Initiative and Dependability

- | | | | | | | |
|---|---|---|---|---|---|---|
| a. Student is organized. | 1 | 2 | 3 | 4 | 5 | N |
| b. Student meets important deadlines. | 1 | 2 | 3 | 4 | 5 | N |
| c. Student anticipates the needs of students/clients. | 1 | 2 | 3 | 4 | 5 | N |

7. Openness to Processes of Training and Instruction

- | | | | | | | |
|---|---|---|---|---|---|---|
| a. Student welcomes performance feedback. | 1 | 2 | 3 | 4 | 5 | N |
| b. Student receives feedback in a thoughtful and reflective manner. | 1 | 2 | 3 | 4 | 5 | N |
| c. Student actively seeks to resolve issues raised by trainers. | 1 | 2 | 3 | 4 | 5 | N |

The questions below should be completed only if applicable.

8. Resolution of Issues or Problems that Interfere with Professional Development

- | | | | | | | |
|---|---|---|---|---|---|---|
| a. Student responded professionally to negative feedback or reprimand. | 1 | 2 | 3 | 4 | 5 | N |
| b. Student successfully completed a remediation plan. | 1 | 2 | 3 | 4 | 5 | N |
| c. Student sought out assistance in dealing with a critical professional issue. | 1 | 2 | 3 | 4 | 5 | N |
| d. Student entered and completed therapy to resolve issues or problems. | 1 | 2 | 3 | 4 | 5 | N |

Do you have any comments about this student that you would like to add?

SYLLABUS AGREEMENT FORM

I acknowledge that I have received and reviewed the course syllabus for EPS 585, Fall 2019. My class meets on _____ (days) at _____ (time) in room _____.

I have read the syllabus and understand the classroom policies, instructor expectations, and rules (e.g., technology and text requirements, grading system, attendance policy, academic integrity policy, assignment responsibilities, test policies, etc) as stated in the syllabus for this course.

If I have any questions or concerns, I will contact the instructor for further explanation. I understand that I am responsible for completing all homework assignments, quizzes/in-class assignments, and written projects by the due dates outlined in the syllabus.

I agree to be prepared for and attend class each day.

Printed Name

Signed

Date