PVAMU Course Syllabus

COURSE TITLE: CNSL 5143 Human Growth and Development-Spring 2013		
Course Prefix: CNSL	Course Number: 5143	Section Number: Z02

Department of	Educational Leadership and Counseling	College of	Education

Instructor Name:	Dr. William Kritsonis
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	Prairie View, TX 77446	

Office Hours:	(North Houston Center) 2:30 PM – 7:30 PM (W); 1:30 PM – 5:30 PM & 8:20 – 9:20 PM (TH) Contact Dr. Kritsonis for Specific Appointment Times
Virtual Office Hours:	Anytime by appointment

Course Configuration:	eCourse - Internet
Course Location:	

Class Meeting Days & Times:	Internet
Course Abbreviation and Number:	CNSL 5143
Catalog Description:	This course is a study of the growth and development of the individual through the lifespan. This course examines the nature and needs of individuals at all developmental levels. Emphasis is placed on psychological, sociological and physiological approaches. Also included are such areas as human behavior (normal and abnormal), personality and learning theory. Theory and research are the cornerstones of the field of human development. These components are helping us understand and alleviate many pressing problems faced by children and adults in today's world.

Prerequisites:	Admission to Master's Program and CNSL 5093 Statistics
Co-requisites:	1) All students are required to have email accounts and internet access for this course. Students that do not have internet access will NOT be allowed to participate in this course. 2) This course will be conducted using Moodle/eCourse courseware. Students will need a working knowledge of Moodle/eCourse to retrieve materials related to the course and to engage in group discussions and postings.
Required Text:	**REQUIRED TEXT** Berk, L. E. (2010). *Development through the lifespan* (5th ed.) Boston, MA: Allyn and Bacon. ISBN-10: 0205687938 | ISBN-13: 9780205687930 **iREAD TEXT** Johnson, S. (2010). *The present, the gift for changing times*. New York, NY: Crown Publishing Group. ISBN# 978-0-307-719546

Recommended Text:	None
House Bill 2504:	House Bill 2504 does allow students the choice not to purchase the class textbook(s). Students have the choice of using alternative methods to access textbook information (internet websites, books on reserved at the library, etc). Students are required and held accountability to complete all assignments as noted in the syllabus.

	Access to Learning Resources:	PVAMU Library: phone: (936) 261-1500; web: http://www.tamu.edu/pvamu/library/ University Bookstore: phone: (936) 261-1990; web: https://www.bkstr.com/Home/10001-10734-1?demoKey=d

Course Goals or Overview:

a. To acquaint students with the interdisciplinary approach to the study of human growth, development and behavior.
b. To assist students in learning the basic principles of human development, its processes and outcomes.
c. To review the major theories of human development and explain human growth and development with specific emphasis on physical, intellectual, social and personality development.
d. To present genetic and environmental contributions to growth and development.
e. To present and discuss information related to developmental tasks facing individuals at each stage of growth and development.
f. To focus on physical, intellectual, social and emotional development throughout the lifespan.
g. To assist students to develop an increased awareness of individual differences in patterns of development.

Course Objectives/Accrediting Body: NCATE, CACREP, TExES

Standards Met: TExES

TExES: Domain I: UNDERSTANDING LEARNERS; DOMAIN II—PLANNING AND IMPLEMENTING THE DEVELOPMENTAL GUIDANCE AND COUNSELING PROGRAM; DOMAIN III—COLLABORATION, CONSULTATION, AND PROFESSIONALISM

At the end of this course, the student will

		Alignment with Academic Program		Alignment with Core Curriculum
1	Describe the role of research in educational improvement.	Applies relevant research findings to inform the practice of counseling.		Applies relevant research findings to inform the practice of counseling.
2	Define terms and concepts commonly utilized in educational research.	No CACREP Standard		No CACREP Standard
3	Identify research terms and concepts when reading various types of educational research.	Applies knowledge of assessment-related issues (e.g., validity, reliability, bias, confidentiality, ethics).		Applies knowledge of assessment-related issues (e.g., validity, reliability, bias, confidentiality, ethics).
4	Identify appropriate statistical procedures and tests to use for different hypotheses.	Applies knowledge of assessment-related issues (e.g., validity, reliability, bias, confidentiality, ethics).		Applies knowledge of assessment-related issues (e.g., validity, reliability, bias, confidentiality, ethics).
5	Interpret meanings of statistical information found in articles.	Knows how to interpret assessment results and to use information from varied sources to assess accurately students' strengths and needs		Knows how to interpret assessment results and to use information from varied sources to assess accurately students' strengths and needs
6	Demonstrate skill in writing in the format of the American Psychological Association.	No CACREP Standard		No CACREP Standard
7	Demonstrate how to utilize effectively the library and its	No CACREP Standard		No CACREP Standard

	resources as part of the research process.			
8	Identify the different research designs used in educational research.	Analyzes and uses data to enhance school counseling programs.		Analyzes and uses data to enhance school counseling programs.
9	Identify and describe the major threats to internal and external validity of findings.	Understands how to critically evaluate research relevant to the practice of school counseling.		Understands how to critically evaluate research relevant to the practice of school counseling.
10	Identify and describe the major sections and subsections of a research report.	No CACREP Standard		No CACREP Standard
11	Demonstrate knowledge of how to evaluate research reports using the scientific method.	Knows how to use counseling-related research techniques and practices to address student needs		Knows how to use counseling-related research techniques and practices to address student needs
12	Demonstrate knowledge of the major steps involved in conducting a research study.	No CACREP Standard		No CACREP Standard
13	Identify ethical and legal considerations involved in conducting and reporting educational research.	Standard 1: FOUNDATIONS *B. Skills and Practices*		Standard 1: FOUNDATIONS *B. Skills and Practices*
14	DOMAIN I—UNDERSTANDING STUDENTS	*Competency 001* Human Development *Competency 002* Student Diversity *Competency 003* Factors Affecting Students		*Competency 001* Human Development *Competency 002* Student Diversity *Competency 003* Factors Affecting Students
	DOMAIN II—PLANNING AND IMPLEMENTING THE DEVELOPMENTAL GUIDANCE AND COUNSELING PROGRAM	*Competency 004* Program Management *Competency 005* Developmental Guidance Program *Competency 006* Counseling *Competency 007* Assessment		*Competency 004* Program Management *Competency 005* Developmental Guidance Program *Competency 006* Counseling *Competency 007* Assessment

	DOMAIN III—COLLABORATION, CONSULTATION, AND PROFESSIONALISM	*Competency 008* Collaboration with Families *Competency 009* Collaboration with Others in the School and Community *Competency 010* Professionalism		*Competency 008* Collaboration with Families *Competency 009* Collaboration with Others in the School and Community *Competency 010* Professionalism

COURSE OUTCOMES

Course Learning Outcomes	Competencies (T, R, I)		
	T Competency is taught	R Competency is reinforced	I Competency is utilized/ integrated
Understand the importance of research in advancing the counseling profession.	T		
Demonstrate an understanding of research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research.	T		I
Demonstrate an understanding of statistical methods used in conducting research and program evaluation.	T	R	
Demonstrate an understanding of ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies according to the American Counseling Association and the institution's Institutional Research Board.	T		

Course Schedule (Adjustments to Occur as Needed)

Date	Chapter/Contents	Assignments
Week 1	**Getting to Know You** Post your picture and personal introduction before the end of the week. Reply to two of your classmates' introduction before the end of the week.	Familiarize yourself with eCourse, complete your postings about yourself and respond to two of your classmates, read Chapters 1 & 2
Week 2	Chapter 1: History, Theory, and Research Strategies Chapter 2: Biological and Environmental Foundations	Read Chapters 3 & 4, respond to DQ, work on action assignments, and iRead paper
Week 3	Chapter 3: Prenatal Development, Birth, and the Newborn Baby Chapter 4: Physical Development in Infancy and Toddlerhood	**Complete Pre-Test** Read Chapters 5 & 6, respond to DQ, work on action assignments, and iRead paper
Week 4	Chapter 5: Cognitive Development in Infancy and Toddlerhood Chapter 6: Emotional and Social Development in Infancy and Toddlerhood	Read 7 & 8, respond to DQ, work on action assignments, and iRead paper
Week 5	Chapter 7: Physical and Cognitive Development in Early Childhood	Read Chapters 9 & 10, respond to DQ, work on action assignments,

	Chapter 8: Emotional and Social Development in Early Childhood	and iRead paper
Week 6	Behavioral Observation	**Due: Action Assignment 6.1**
Week 7	Chapter 9: Physical and Cognitive Development in Middle Childhood Chapter 10: Emotional and Social Development in Middle Childhood	Read Chapters 11 & 12, respond to DQ, work on action assignments, and iRead paper
Week 8	Chapter 11: Physical and Cognitive Development in Adolescence Chapter 12: Emotional and Social Development in Adolescence	Read Chapters 13 & 14, respond to DQ, work on action assignments, and iRead paper
Week 9	SPRING BREAK	
Week 10	Work and Love Interview	**Due: Action Assignment 10.1**
Week 11	Chapter 13: Physical and Cognitive Development in Early Adulthood Chapter 14: Emotional and Social Development in Early Adulthood	Read Chapters 15 & 16, respond to DQ, work on action assignments, and iRead paper
Week 12	Chapter 15: Physical and Cognitive Development in Middle Adulthood Chapter 16: Emotional and Social Development in Middle Adulthood	Read Chapters 17 & 18, respond to DQ, work on action assignments, and iRead paper
Week 13	Chapter 17: Physical and Cognitive Development in Late Adulthood Chapter 18: Emotional and Social Development in Late Adulthood	Read Chapter 19, respond to DQ, work on action assignments, and iRead paper
Week 14	Chapter 19: Death, Dying, and Bereavement	**Due: iRead paper**
Week 15	Euthanasia Debate	**Complete Post-Test** **Due: Action Assignment 15.1**
Week 16	Final Exam	**Due: Personal Growth and Development**

Learning Strategies
This course will be conducted as a post-graduate on-line seminar blending individual, small group and large group discussion activities using multiple avenues of information gathering and communication. The development of the course is based on the notion that learning is something people do and knowledge is gained by doing; not something passively received. As such, each candidate must be able and willing to devote attention to assignments and activities and share information and ideas.

Discussion Questions Your responses to DQs should be at least 150 words with APA in-text citations and a properly formatted reference list. Respond to one post from a peer.

Week 2
Chapter 1: History, Theory, and Research Strategies Chapter 2: Biological and Environmental Foundations **DQ**: Explain the age-old nature–nurture controversy and indicate the stance of psychoanalytic theory, behaviorism, and cognitive-developmental theory on this issue. **DQ**: Explain how both affluence and poverty can negatively affect development. Respond with a 150 word reply that includes APA in-text citations and a properly formatted reference list.

Week 3
Chapter 3: Prenatal Development, Birth, and the Newborn Baby Chapter 4: Physical Development in Infancy and Toddlerhood **DQ:** Describe in detail the three stages of childbirth and the five states of arousal in newborn babies.

Week 4
Chapter 5: Cognitive Development in Infancy and Toddlerhood
Chapter 6: Emotional and Social Development in Infancy and Toddlerhood
DQ: Explain the core knowledge perspective of cognitive development, noting research that both supports and challenges its assumptions.
DQ: Describe three temperamental styles identified by Thomas and Chess, and compare Thomas and Chess's model with that of Rothbart
Week 5
Chapter 7: Physical and Cognitive Development in Early Childhood
Chapter 8: Emotional and Social Development in Early Childhood
DQ: Discuss three educational principles derived from Piaget's theory that continue to have a major impact on both teacher training and classroom practices, especially during early childhood.
DQ: What is the most successful child-rearing style? Describe the characteristics of the approach and explain why it is effective
Week 7
Chapter 9: Physical and Cognitive Development in Middle Childhood
Chapter 10: Emotional and Social Development in Middle Childhood
DQ: What memory strategies do children use to store and retain information? Provide examples of each strategy.
DQ: Discuss three gender identity self-evaluations, and explain how they affect adjustment.
Week 8
Chapter 11: Physical and Cognitive Development in Adolescence
Chapter 12: Emotional and Social Development in Adolescence
DQ: Describe the impact of puberty on parent–child interaction and the adaptive value of this change in adolescents' relationships with their parents.
DQ: Discuss Kohlberg's six stages of moral understanding.
Week 11
Chapter 13: Physical and Cognitive Development in Early Adulthood
Chapter 14: Emotional and Social Development in Early Adulthood
DQ: Why are death rates for all causes higher in the United States than in other industrialized nations? What is the role of SES in this? Why are SES disparities in health and mortality larger in the United States than in other industrialized nations?
DQ: Mark and Frank are a gay couple who celebrated their commitment to each other in a civil union. They are interested in becoming parents, but are concerned that their children will be stigmatized because of their sexual orientation. What information can you give them based on research about the adjustment of children with homosexual parents?
Week 12
Chapter 15: Physical and Cognitive Development in Middle Adulthood
Chapter 16: Emotional and Social Development in Middle Adulthood
DQ: Describe crystallized and fluid intelligence. How does aging affect each type of intelligence?
DQ: Name the "big five" personality traits, and give characteristics of individuals who are high or low in each trait.
Week 13
Chapter 17: Physical and Cognitive Development in Late Adulthood
Chapter 18: Emotional and Social Development in Late Adulthood

DQ: Define average life expectancy and average healthy life expectancy. Discuss factors that influence each.

DQ: Discuss the final psychological conflict of Erikson's theory, including characteristics associated with each outcome.

Week 14

Chapter 19: Death, Dying, and Bereavement

DQ: Family members often find letting go very difficult. What are some suggestions you can offer to help them communicate with a dying family member?

DQ: Describe three things that you learned from this course experience. Things may refer to theories, concepts, or research knowledge; how you would apply course content and experiences to your world of work or practice; or how the course has impacted your professional identity development.

Course Requirements & Evaluation Methods

This course will utilize a variety of the following instruments to determine student grades and proficiency of the learning outcomes for the course.

> **Exams** – written tests designed to measure knowledge of presented course material
> **Exercises** – written and action assignments designed to supplement and reinforce course material
> **Projects** – web development assignments designed to measure ability to apply presented course material
> **Class Participation** – participation in class discussion

Grading Matrix

Assignment/Assessment	Value	Total Points
1. **Pre and Post Test** **Due: Pre-Test-Week 3 Post-Test-Week 15**	0	0
2. **Discussion Questions** Discussion Questions may be posted on each chapter. Students should be prepared to participate in the Discussion Board for each chapter; You will respond to each question supported with researched citations from scholarly reviewed resources. You will also be required to respond to at least one classmate's response. All of this is to be completed on the Discussion Board (FORUM) in eCourse. **Due at the end of each week as scheduled.**	15 pts each question X 19 questions = 285 pts	285
3. **Action Assignment 6.1 Behavioral Observation** This activity requires that students select subjects between the ages of 4-7 years old (ages 5-6 would be ideas) and perform a "structured observation" (see attached outline) of the subjects behavior (always with parental permission). Students should access and determine the cognitive and moral developmental stage, including perspective taking stage of the subjects. The theories of Piaget, Kohlberg, and Selman should be used to summarize the raw data and identify the developmental stage of the subject. Support your decision to identity a developmental stage with the raw data collected. Students should include a section that relates to student learning, What did I learn as a result of completing this activity? Summarize your final 5-6 page paper in APA style and form using in-text citations and a properly formatted reference list. The confidentiality of the subjects should be maintained and no last names used in the summary. Post your summary of your observation in the Assignment area of eCourses. Use the following headings in your write-up of this activity: Introduction, Piagetian Tasks, Moral Development, Perspective Taking, Learning Experience, and Summary. **Due: Week 6**	10 pts X each section (6) = 60 pts	60

4.Action Assignment 10.1 Work and Love Interview Work and love in early adulthood are different for men and women. Prepare an interview with both a young adult man and a young adult woman. Ask for their views on topics such as love, cohabitation, divorce, marriage, working women, extramarital affairs, child-rearing practices, and any other topic of interest to your two subjects. Cover all topics in your interview. Summarize the findings from your interviews. Include a section on your learning experiences for this activity. Post your summary of the interview in the Assignment area of eCourses. Use the following headings in your write-up of this activity: Introduction-characteristics of the couple, Verbatim of the Interview-Questions and Answers, Summary, and Learning Reflection. Post your summary of the interview in the Assignment area of eCourses. **Due: Week 10**	10 pts X 4 sections=40 pts	40
5. iRead Reflection Paper The research paper should be 4 pages. Make certain to thoroughly discuss the iRead book, being sure to incorporate your reflective thoughts. The paper should have a clear beginning, middle, and end. The information should be compelling and demonstrate an understanding of the book and how its contents relate to you. The reflection paper should be written with organized thought and contain no spelling or grammatical errors. It should be written according to APA (6th edition) guidelines with citations and a reference page and double-spaced. Plagiarism will not be tolerated so please make sure to cite and reference all research appropriately. **Due: Week 14**	25 pts	25

6. Action Assignment 15.1 Euthanasia Debate
Take one side of the euthanasia debate. Specifically, should physicians help terminally ill patients commit suicide or give them lethal injections if they request them? Outline at least four reasons why you support or disagree with the many facets of this issue. (Be sure to reference in APA style, 6th edition, including in-text citations and a reference list.). Post in the Assignment Area of eCourse.
 	
Assignment Outline: Should physicians help terminally ill patients commit suicide or give them lethal injections if they request them?
   I. Introduction
   II. Support or Disagree
     A.Point 1
     B.Point 2
     C.Point 3
     D.Point4
   III.Summary
   IV.Learning Reflections
   References
Due: Week 15
	10 pts X 4 sections = 40 pts	40

7. Study Time (CertifyTeacher) The Whitlowe R. College of Education has purchased TExES practice materials and exams for students seeking State Certification. These materials and exams are located in the Educator Preparation Lab on the third floor (room 332) in Delco. You are required to devote 5 hours per week studying for the certification exam utilizing the study material on the website CertifyTeacher. You must provide, on a weekly basis, an electronic copy as documentation of your study time to Dr. Kritsonis. At the end of your session, you will either save your session in pdf format on your flash drive or print out a copy of your session that you will scan to your computer, save, and then email to Dr. Kritsonis. Email it titled with your name and date of session. You will lose your points for the week for this assignment if not submitted by the 5:00 PM deadline. (wakritsonis@pvamu.edu) **Due: Sunday by 5:00 PM**	5 HRS/ pts each week X 15 weeks = 75 pts	75

8. Final: Personal Growth and Development This is a reflective paper that details autobiographical information relative to your growth and development from the prenatal period through early adulthood (middle adulthood if appropriate). Please cite specific examples of your development through each stage. Minimum length is three pages, 1 inch margins, double-spaced, with size 12 Roman Times font. Please proof for spelling, grammar, and clarity. This is a culmination activity. **Due: Week 16**	25 pts	25
TOTAL POINTS	**550**	**550**

Grade Determination:
A= 496-550 pts
B= 441-495 pts
C= 386-440 pts
D= 331-385 pts
F= 330 pts & below

Course Procedures

Submission of Assignments:
Assignments will allow students to have a variety of opportunities to gain knowledge about human growth and development. Written assignments must be typed using 1.0 margins and size 12 pitch Roman Times font, and are due on the dates indicated on the class schedule. Please use APA guidelines (6th edition, double spaced that includes citations and references). A lower grade (25%) will result when an assignment is turned in late. NO MAKE-UP Work. Allowed only in cases of emergency – documentation will be required.

Formatting Documents:
Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, ensure you use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

All research papers are to follow APA guidelines, using the Publication Manual of the American Psychological Association, Sixth Edition.

Exam Policy:
Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).

Professional Organizations, Resources, and Journals

Professional Organizations
American Counseling Association (ACA--http://www.counseling.org/
American Mental Health Association--http://wwwamhca.org/
American Psychological Association (AP)-- http://www.apa.org/
American Psychotherapy Association--http://www.americanpsychotherapy.com/index.php
American School Counselors Association
Association for Counselor Education and Supervision--http://www.schoolcounselor.org
Association of Multicultural Counseling and Development-- http://www.bgsu.edu/colleges/edhd/programs/AMCD
Houston LPC Association-- http://www.houstonlpcassociation.org/
National Alliance on Mental Illness (NAM)-- http://www.texaspsyc.org/
National Board for certified counselor-- http://www.nbc.org/
Psychologists Acting with Conscience Together (PsyACT)--http://www.psyact.org/
Psychologists for Social Responsibility (PsySR)--http://www.psysr.org/
Society for the Study of Peace, Conflict and Violence (Division 48, Peace Psychology, of APA)-
   http://www.apa.org/about/division/div48.html
Texas Counseling Association (TCA)-- http://www.txca.org/tca/Default.asp
Texas License Professional Counselor (LPC)--http://www.dshs.state.tx.us/counselor/default.shtm
Texas Psychological Association (TPA)-- http://www.texaspsyc.org/
The Jung Center, Houston, Texas--http://www.cgjunghouston.org/

Books and Articles

Adams, G. R., et.al. (Eds.). (1992). Adolescent identify formation. Park, CA: Sage.

Bandura, A. (1986). Social foundations of thought and action. Englewood Cliffs, NJ: Prentice-Hall.

Bem, S. (1993). The lens of gender. New Haven, CT: Yale University Press.

Binstock, R.H., & George, L.K. (Eds.) (1996). Handbook of aging and the social sciences (4th ed.) San Diego: Academic Press.

Birren, J.E., & Schaie, K.W. (Eds.) (1996). Handbook of the psychology of aging (4th ed.). San Diego: Academic Press.

Bower, T.G.R. (1995). The rational infant: Learning in infancy. New York: W.H. Freeman.

Bowlby, J. (1969). Attachment and love. Vol. 1: Attachment. New York: Basic Books.

Brim, O. G. Jr., & Kagen, J. (1980). Constancy and change in human development. Cambridge, MA: Harvard University Press.

Bronfenbrenner, U. (1979). The ecology of human development. Cambridge, MA: Harvard University Press.

Case, R. (1991). Stages in the development of the young child's first sense of self. [Special issue: The development of self: The first three years.] Developmental Review, 11, 210-230.

Chinen, A. B. (1992). Once upon a midlife: Classic stories and mythic tales to illuminate the middle years. New York: G.P. Putnam's Sons.

Cohen, G. (Ed.). (1987). Social change and the life course. London, UK: Tavistock Publications.

Crockett, L.J., & Crouter, A.C. (1995). Pathways through adolescence: Individual development in relation to social contests. Hillsdale, NJ: Erlbaum.

Csikszentmihalyi, M., Rathunde, K., Whalen, S., & Wong, M. (1993). Talented teenagers: The roots of success and failure. New York: Cambridge University Press.

Dannon, W. (Ed.). (1989). Child development today and tomorrow. San Francisco: Jossey-Bass.

DeLoache, J. S. (1994). Current readings in child development (2nd ed.). Boston, MA: Allyn and Bacon.

Doress-Worters, P.B., & Siegal, D.L. (1994). The new ourselves growing older. New York: Simon & Schuster.

Erikson, J.M. (1997). The life cycle completed (Extended version) Erik H. Erikson. Developmental Review, 8. New York: W.A. Norton.

Erickson, E. (1982). The life cycle completed: A review. New York: W.W. Norton.

Feldman, S.S., & Elliott, G.R. (Eds.). (1993). At the threshold: The developing adolescent. Cambridge, MA: Harvard University Press.

Flavell, J. (1973). The developmental psychology of Jean Piaget. New York: Van Nostrand Reinhold.

Fowler, J. (1981). Stages of faith: The psychology of human development and the guest for meaning. (Reprint 1994). San Francisco: Harper and Row.

Garbarino, J. & Abramowitz, R. H. (1992). Children and families in the social environment. New York: Aldine.

Gardner, H. (1999, February). Who owns intelligence? The Atlantic Monthly, pp. 67-76.

Gilligan, C. (1993). In a different voice. Psychological theory and women's development. Cambridge, MA: Harvard University Press.

Ginsburg, H., & Opper, S. (1979). Piaget's theory of intellectual development (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Gotib, I.H., & Weaton, B. (Eds.) (1997). Stress and adversity over the life course: Trajectories and turning points. Boston, MA: Cambridge University Press.

Gross, J.J., Carstensen, L.L., Pasupathi, M.J., Skorpen, C.G., & Hsu, A.Y. (1997, December). Emotion and aging: Experience, emotion, and control. Psychology and Aging, 12 (4), 590-599.

Herzog, A.R., Franks, M.M., Markus, H.R., & Holmberg, D. (1998, June). Activities and well being in older age: Effects of self-concept and educational attainment. Psychology and Aging, 13 (2), 179-185.

Hetherington, E.M., & Blechman, E.A. (Eds.). (1996). Stress, coping and resiliency in children and families. Hillsdale, NJ: Erlbaum.

Hunter, S., & Sundel, M. (1989). Mid-life myths. Newbury Park, CA: Sage.

Jung, C. G. (1976). The stages of life. (R.F.C. Hull, Trans.). In J. Campbell, The portable Jung. New York, Penguin.

Kohlberg, L. (1984). The psychology of moral development. New York: Harper and Row.

Kurtines, W. M., Azmitia, M., & Gewirtz, J. L. (Eds.). (1992). The role of values in psychology and human development. New York: Wiley.

Last, C. G. (Ed.). (1993). Anxiety across the lifespan: A developmental perspective. New York: Springer.

Larson, R., & Richards, M.Y. (1994). The divergent realities: The emotional lives of mothers, fathers, and adolescents. New York: Basic Books.

Levinson, D.J. (1996). The seasons of a woman's life. New York: Ballantine Books.

Lovinger, J. (1987). Paradigms of personality. New York: W.H. Freeman.

Markus, H.R., & Herzog, A.R. (1991). The role of the self-concept in aging. Annual Review of Gerontology and Geriatrics, 11, 111-143.

McCluskey, K. A. (1984). Life-span developmental psychology: Historical and generational effects. Orlando, FL: Academic Press.

Merriam, S. B., & Clark, C. M. (1991). Lifelines: Patterns of work, love and learning in adulthood. San Francisco: Jossey-Bass.

Mussen, P. H., Conger, J. J., & Kagan, J. (1996). Child development and personality (Rev. ed.). New York: Harper & Row.

Newman, B. M., & Newman, P. R. (1995). Development through life: A psychological approach (6th ed.). Pacific Grove, CA: Brooks/Cole.

Permutter, M., & Hall, E. (1992). Adult development and aging. New York: Wiley.

Rice, P.F. (1996). The adolescent: Development, relationships and culture (8th ed.). Boston, MA: Allyn & Bacon.

Schiff, H.S. (1996). How did I become my parent's parent? New York: Viking.

Schulz, R., & Heckhausen, J. (1996). A life span model of successful aging. American Psychologist, 51 (7), 702-714.

Schulz, R., & Ewen, R.B. (1993). Adult development and aging: Myths and emerging realities (2nd ed.). New York: Macmillian.

Schaie, K.W., & Willis, S.L (1996). Adult development and aging (4th ed.). NY: Harper Collins.

Seifert, J. L., & Hoffnung, R. J. (1994). Child and adolescent development (3rd ed.). Boston, MA: Houghton Mifflin Company.

Shaffer, D.R. (1996). Developmental psychology: Childhood and adolescence (4th ed.). Pacific Grove, CA: Brooks/Cole.

Shapiro, J.L. (1993). The measure of a man. New York: Delacourt Press.

Siegler, R. (1991). Children's thinking (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Steinberg, L. (1996). Adolescence (4th ed.). Boston, MA: McGraw Hill.

Tannen, D. (1990). You just don't understand: Men and women in conversation. New York: William Morrow and Company.

Tryphon, A., & Voneche, J. (Eds.). (1996). Piaget-Vygotsky: The social genesis of thought. Hillsdale, NJ: Erlbaum.

Van Hasselt, V.B., & Hersen, M. (Ed.). (1992). Handbook of social development: A lifespan perspective. New York: Plenum

Online Resources
The Jean Piaget Society
The National Academy for Child Development
Early Childhood Quarterly Journal
Adolescence: Biological, Social, and Emotional Changes
MacArthur Foundation Research Network on Successful Mid-life Development
NIH Resource Directory for Older People

Web Pages
Children's Action Alliance
Children's Defense Fund
The Future of Children
American Psychological Association
American Psychological Society

E-FOLD-P (CONCEPTUAL FRAMEWORK)
## Educator as Facilitator of Learning for Diverse Populations

5.0 To prepare beginning administrators as problem solvers, critical thinkers and decision makers.

6.0 To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions.

7.0 To provide beginning administrators with an awareness of human diversity, a knowledge of the importance and skills needed for effective community and parental involvement.

8.0 To prepare beginning administrators to be reflect and continual learners with knowledge and value of self appraisal techniques and goal setting for a strong personal commitment.
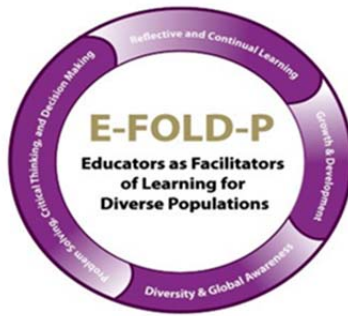
Closing the Loop

The Whitlowe R. Green College of Education is the leader of assessment, alignment and accountability. We totally embrace the concept demonstrated in the University's SACS Reaffirmation – Closing the Loop. All educators should utilize this model when ascertaining what their candidates know, knowledge as to whether or not candidates are capable of facilitating academic understanding through transference and definitively proving that candidates possess the outcomes expressed by the course.
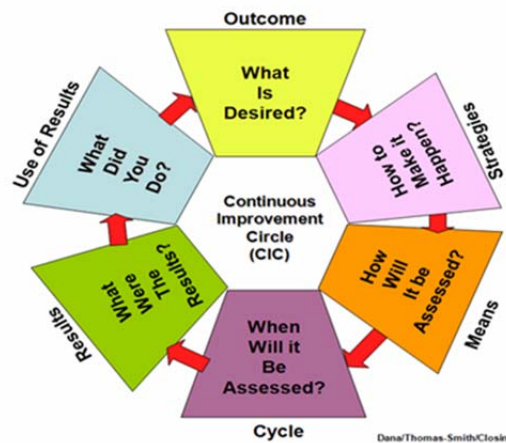
McKinney-Vento Act (Federal Law) 2011

The McKinney-Vento program for Pre-K–16 is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 USC 11431 et seq.). The program was originally authorized in 1987 and, most recently, reauthorized by the No Child Left Behind Act of 2001.

The program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, State educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. Homeless children and youth should have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. States, school districts, colleges and universities are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

TExES Practice Materials and Exams

The Whitlowe R. Green College of Education has purchased TExES practice materials and exams for students seeking State Certification. These materials and exams are located in the Educator Preparation Lab on the third floor (room 332) in Delco. The lab will be open from 8:00 am to 9:00 pm Monday through Friday and 8:00 am to

4:00 pm on Saturday. Students are strongly encouraged to visit the lab to review materials and take the practice exams to increase their success on the TExES. You have to take this electronic exam to get permission to take the TExES.

Certification Students ONLY

All students pursuing Principal and School Counselor certification are required to make contact with the Office of Teacher Certification and have on file with that office a deficiency plan. Please submit to the course instructor a copy of your deficiency plan before the end of the semester. If you do not have one please contact the office below.

<div align="center">
Whitlowe R. Green College of Education
Office of Teacher Education
Delco Bldg., Room 302
P. O. Box 519; Mail Stop 2425
Prairie View, Texas 77446-0519
Tel: (936) 261-3605
</div>

All students pursuing Principal and School Counselor certification are required to devote 5 hours per week studying for the certification exam utilizing the study material on the website CertifyTeacher. Students must provide on a weekly basis an electronic copy to their course instructor verifying the study time.

<div align="center">
www.certifyteacher.com
</div>

TRUE OUTCOMES
True Outcomes was a tool used by the University for Assessment Purposes. Currently, PVAMU is transitioning from it to another assessment tool for students. Artifacts that will be uploaded will be announced during the course of the semester.

eCourses (Moodle)
Moodle is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments will be considered an "artifact" (an item of coursework that serves as evidence that course objectives are met) and will be loaded into eCourses. The assignment(s) to be used as artifacts will be identified by your instructor during the course of the semester.

Students are required to complete an electronic portfolio (e-portfolio) in order to complete their program. This document can be used for future employment and/or educational endeavors.

University Rules and Procedures

Disability statement (See Student Handbook):
Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.

4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook):
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:
Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process:
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Two "C" Rule:
Please Note: Continual matriculation at PVAMU requires that no more than two C's shall be earned in a graduate degree program. Any grade earned below a C means automatic dismissal from the graduate program.

NOTE: No grade of "C" or below will be accepted toward certification.

TEA ID Number Requirements and Process:
Prairie View A&M University, County-District # 237501, received an Oversight visit by the Texas Education Agency (TEA), Division of Educator Standards during the academic year 2011-2012. This visit was to comply with the Texas Administrative Code (TAC) 229.6(a) the continuing approval of an educator preparation program.

State Ethics Law:
Texas Educators' Code of Ethics-TAC 247.2

Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:
- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- Participants should have a basic proficiency of the following computer skills:
  - Sending and receiving email
  - A working knowledge of the Internet

- •Proficiency in Microsoft Word
- •Proficiency in the Acrobat PDF Reader
- •Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette): Students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282.

Communication Expectations and Standards:
All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send **ALL** email anytime via eCourses that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following my receipt of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

Submission of Assignments:
Assignments, Papers, Exercises, and Projects will distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

Discussion Requirement:
Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board and Chats.

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion AND eCourse email area daily to keep abreast of discussions and other important information. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

NOTICE OF EQUAL OPPORTUNITY

Prairie View A&M University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Name: *Renee R. Williams*
Title: *Equal Opportunity Compliance Officer/Title IX Coordinator*
Institution: *Prairie View A&M University*
Office of Student Affairs & Institutional Relations
Address: *P.O. Box 519: MS 1107*
A.I. Thomas Building, St 013
Prairie View, Texas 77446

Telephone*:* *936-261-2123*
Fax*:* *936-261-2138*
Email: rrwilliams@pvamu.edu

Individuals requesting a disability accommodation should contact:
Name: Dr. Kay Norman Title: Administrator for Diagnostic Testing and Disability Services Institution: Prairie View A&M University Email: kfnorman@pvamu.edu

Important Dates: Academic Calendar – Spring 2013

January 9, Wednesday New Student Orientation

January 10 - 11, Thursday – Friday Regular Registration for Returning Students

January 12, Saturday Regular Registration for Graduate Students (UG students if advised and issued alternate pin)

January 14, Monday Instruction Begins Late Registration and Drop/Add Begins

January 18, Friday Late Registration, Add Courses, Change Major/Certification or any Matriculation Change Ends for Undergraduate Students – Student Web Registration Access Closed

January 19, Saturday Late Registration, Add Courses, Change Major/Certification or any Matriculation Change Ends for Graduate Students – Student Web Registration Access Closed

January 21, Monday Dr. Martin Luther King Jr. Day (University Closed)

January 24, Thursday General Student Assembly-All Students Attend

January 30, Wednesday 12th Class Day (Census Date) Last Day to Withdraw from Course(s) without Academic Record Late Deadline to apply for Spring 2013 graduation

January 31, Thursday Withdrawal from courses with Academic record ("W") Begins

February 11, Monday 20th Class Day

March 7 – 9, Thursday – Saturday Mid-Semester Examination Period

March 11 - 16, Monday – Saturday Spring Break

March 12, Tuesday Mid-Semester Grades Due

March 15, Friday Spring Break (University Closed)

March 18, Monday Instruction Resumes

March 27, Wednesday Founders Day/Honors Convocation

March 29 - 30, Friday - Saturday Good Friday/Easter (Student Holiday)

April 1, Monday Withdrawal from Course(s) with Academic record ("W") Ends

April 9, Tuesday Priority Registration Begins for Summer/Fall 2013

April 12, Friday Graduation Application Deadline for SUMMER 2013 AND FALL 2013

April 29-30, Monday-Tuesday Course Review Day [Classes must convene and instructors will prepare students for Final Exams]

April 30, Tuesday Last Class Day for Spring Semester Last Day to Withdraw from the University (From All Courses) for the Spring 2013 Semester

May 1 - 7, Wednesday-Tuesday Final Examination Period

May 7, Tuesday Final Grades due for Graduating Candidates

May 11, Saturday Commencement

May 14, Tuesday Final Grades Due for All Other Students

The Academic Calendar for Prairie View A&M University is subject to change.

Texas Administrative Code

TITLE 19 **EDUCATION**

PART 7 **STATE BOARD FOR EDUCATOR CERTIFICATION**

CHAPTER 247 **EDUCATORS' CODE OF ETHICS**

RULE §247.2 **Code of Ethics and Standard Practices for Texas Educators**

a) Statement of Purpose. The Texas educator shall comply with standard practices and ethical conduct toward candidates, 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. 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.

b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.
(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from candidates, parents of candidates, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, or parents of candidates.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when candidates are present.

(2) Ethical Conduct toward Professional Colleagues.
(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal or personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct toward Candidates.
(A) Standard 3.1. The educator shall not reveal confidential information concerning candidates unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

      (i) The nature, purpose, timing, and amount of the communication;

      (ii) The subject matter of the communication;

      (iii) Whether the communication was made openly or the educator attempted to conceal the communication;

      (iv) Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

      (v) Whether the communication was sexually explicit; and

      (vi) Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.