Instructor: Nicole Baker M.S. Ed.
Course Time & Location: ONLINE
Office: Human Services 222
Office Phone: N/A
Office Hours: T 9:00-10:30, R 8:30-9:30 via zoom or in office Human Services 222 by appointment
Credits: 3 credits
Email: bakern@jacks.sfasu.edu
Other Contact Information:

Required Readings:

Course Description:
PCOU 5385 Lifespan Development is an overview of theory and current research concerning the growth and development of individuals over the lifespan. 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. PCOU 5385 Lifespan Development course does not have prerequisites.

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

This is an online course. You will need to visit BRIGHTSPACE by D2L regularly to keep up with assignments, contact the instructor, and receive supplemental information for your success in the course. Classroom activities, homework assignments, other instructional materials, and grades will all be posted in BRIGHTSPACE. The class will meet via zoom on assigned dates for questions concerning posted lectures and assignments. Since this is an online course, missing class is not an excuse for not completing an assignment.

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

Program Learning Outcomes: Program Specific Through the activities in and objectives of PCOU 5385, students will become competent, successful, caring, and enthusiastic counseling professionals dedicated to responsible service, leadership, social justice and continued, lifelong professional and intellectual development in an interconnected global society. Through regular attendance, assignments, and discussions related to the discipline, students will strive for academic excellence through critical, reflective, and creative thinking. Students will also have the opportunity for collaboration and shared decision making. By means of classroom interactions and course content, students will develop openness to new ideas, to culturally diverse people, and to innovation and change. As described in this syllabus, COU 585 follows the mission, vision and core values of the Perkins College of Education and Stephen F. Austin State University, which is aligned with the counseling curriculum, clinical experiences, and assessments.
COUNSELOR EDUCATION PROGRAM: Student Learning Outcomes

Professional Orientation and Ethical Practice (CACREP 2.F.1): Students will be able to articulate the elements related to professional identity including the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served.

Social and Cultural Diversity (CACREP 2.F.2) Students will demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.

Human Growth and Development (CACREP 2.F.2, F.3, F.4) Students are able to demonstrate an understanding of development across the lifespan and the impact on normal and abnormal functioning.

Career Development (CACREP 2.F.4) Students are able to utilize career development theory in the development of individualized and developmentally appropriate career development activities and interventions.

Counseling and Helping Relationships (CACREP 2.F.5) Students are able to demonstrate the skills necessary to engage in an effective and therapeutic helping relationship.

Group Counseling and Group Work (CACREP 2.F.6) Students demonstrate competency in preparing and facilitation of group counseling.

Assessment and Treatment Planning (CACREP 2.F.7) Students demonstrate the ability to identify effective assessment strategies in order to facilitate treatment planning.

Research and Program Evaluation (CACREP 2.F.8) Students will demonstrate an understanding of research methods to inform evidence-based practice.
This course is designed to meet **CACREP, SBEC, and NCATE Standards** as described in the following matrix:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Method of Instruction</th>
<th>Method of Assessment</th>
<th>Standards</th>
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<tbody>
<tr>
<td>Demonstrates knowledge of theories of individual and family development and transitions across the lifespan.</td>
<td>Online module &amp; textbook.</td>
<td>Introspective journals, CACREP 2.F.3.a Theory PP, Discussion SBEC 239.15.b.5,7 Boards, Quizzes, &amp; Final Exam</td>
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<tr>
<td>Demonstrates knowledge of theories of learning.</td>
<td>Online module &amp; textbook.</td>
<td>Introspective journals, CACREP 2.F.3.b Theory PP, Discussion Boards, Quizzes, &amp; Final Exam</td>
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<tr>
<td>Demonstrates knowledge of normal and abnormal personality development.</td>
<td>Online module &amp; textbook.</td>
<td>Introspective journals, CACREP 2.F.3.c of Theory PP, Discussion SBEC 239.15.b.7 Boards, Quizzes, &amp; Final Exam</td>
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<tr>
<td>Demonstrates knowledge of biological, neurological, and physiological factors that affect human development, functioning and behavior.</td>
<td>Online module, textbook, &amp; video.</td>
<td>Discussion Boards, CACREP 2.F.3.e Theory PP, Quizzes, &amp; Final Exam SBEC 239.15.b.7</td>
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<tr>
<td>Additional Intended Learning Outcomes/Goals/Objectives/Standards</td>
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<tr>
<td>Understands systemic and environmental factors that affect human development, functioning, and behavior.</td>
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<td>Online module, textbook, &amp; case studies.</td>
<td>Introspective journals, CACREP 2.F.3.f Theory, Quizzes, &amp; Final Exam</td>
<td>SBEC 239.15.b.5</td>
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<tr>
<td>Understands effects of crisis, disasters, and trauma on diverse individuals across the lifespan.</td>
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<tr>
<td>Online module, textbook, &amp; case studies.</td>
<td>Introspective journals, CACREP 2.F.3.g Discussion Boards, Theory PP, Quizzes, &amp; Final Exam</td>
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<tr>
<td>Develops a general framework for understanding differing abilities and strategies for differentiated Interventions.</td>
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<tr>
<td>Online module, textbook, &amp; case studies.</td>
<td>Theory PP, Quizzes, &amp; Final Exam</td>
<td>CACREP 2.F.3.h</td>
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<td>Effects of the onset, progression, and expected duration of disability on the clients’ holistic functioning (i.e. physical, spiritual, sexual, vocational, social, relational, and recreational).</td>
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<tr>
<td>Online module, textbook, &amp; case studies.</td>
<td>Theory PP</td>
<td>CACREP D.2.m</td>
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<tr>
<td>Identifies ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.</td>
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<tr>
<td>Online module, textbook, &amp; journal articles.</td>
<td>Theory PP &amp; Discussion Boards</td>
<td>CACREP 2.F.3.i SBEC 239.15.b 1,2,3</td>
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<td>Articulates self-care strategies appropriate to the counselor role.</td>
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<tr>
<td>Online module &amp; Theory PP Journal Articles</td>
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<td>CACREP 2.F.1</td>
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Internal, Institutional Standards

The SFA Way:
This course, our faculty, staff, alumni, and students believe in doing things "The SFA Way." We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards. Grounded in the five "Root Principles" below, all of us, as members of the SFA community, strive for personal excellence in everything that we do.

- 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.

- 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 freely express gratitude 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.

- 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.

- 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.

- 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.

This course directly supports the mission and values of the SFASU College of Education -It is the mission of the Stephen F. Austin College of Education “to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.” This statement essentially sums up the intent of this class and our program as a whole. We make every effort to ensure that this class (and all other vision courses) is solidly grounded in the realities of practice. It is intended to be a pragmatic, practical class with maximum emphasis being placed on equipping you to be effective and efficient facilitators of learning for individuals with visual impairments, their families, teachers, as well as caseworkers, and other stakeholders who strive to meet their unique needs.
The Core Values of our College are:
• 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, and
• Service that enriches the community.

This class emphasizes these values in its content, philosophy, and in its assessment of outcomes. We, as instructors, strive to reflect these principles in the teaching of this class and we also have the highest expectations that you, our students, will also demonstrate these values as you develop as leaders in the field of visual impairment. These values are analogous with ethical standards that have developed by the Association for the Education and Rehabilitation of the Blind and Visually Impaired and one intention of this course is to provide you the skills to lead others to embrace these principles.

This course directly supports the mission of the SFASU Department of Human Services
The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students’ personal and professional development.

External Standards: Texas Higher Education Coordinating Board standards

This course supports the Core Objectives established by the Texas Higher Education Coordinating Board:
The core objectives established by the Texas Higher Education Coordinating Board (THECB) are clearly addressed in this course:

Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. FOR THIS COURSE- this is addressed through literature review and selection of research topic and method.

Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication. FOR THIS COURSE- this is addressed though the production of an empirical research paper and in participation in class activities

Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. FOR THIS COURSE- this is addressed though the production of an empirical research paper

Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. FOR THIS COURSE- this is addressed through collaboratively assisting other candidates in the selection and refinement of topics and possibly through the participation in research teams

Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making. FOR THIS COURSE- this is addressed through extensive independent work to produce an empirical research

Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
II. 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. All assignments follow APA 7th Edition format.

Online Weekly Discussion: Students are expected to actively participate and contribute to the learning process within the course (discussion of text/topics, demonstrations, and experiential activities). The initial posts should demonstrate mastery of course readings, fully address all questions asked and use peer reviewed sources to support ideas (the learning modules and websites are not considered peer reviewed sources). Students should cite the text or other peer reviewed sources in your main/initial post. These posts should be substantial in nature and not just one or two sentences. All initial discussion posts are due by Wednesday at 11pm CST.

Response posts need to be substantial and simply stating "I agree" is not considered substantial. Two response posts should be at least one to two paragraphs and should demonstrate that one has read the post and expand upon ideas or ask questions that create additional discussion. Students are expected to respond to a minimum of two peers in a substantial fashion. Please see the grading rubric. Posts made after the week they were due will not receive credit. The response posts are due Sunday 11 pm CST.

Failure to participate in a discussion will count as an absence from the course. Failure to participate in part of a discussion on-time (either main post or response posts) will count as half of an absence. If you have more than two absences from the course, your final grade will be reduced by one letter grade.

Do not edit discussion posts. The policy for this course is that you are expected to post your initial post without reading your peers’ posts. The system is set to not allow you to see other posts until you make your initial post. There is also no way that it can be determined what was posted before or after the deadline if you edit the post. To avoid, issues and the grade of 0 for posts If you forget a reference or want to add to your post, then you can do an addendum. Thus, the policy for this course is that edited posts will receive the grade of 0.

Quizzes (20 points each): Five quizzes will be given throughout the semester. These quizzes are intended to prepare students for the final comprehensive exam.

Introspective Journal (50 each): Students will complete three, four-page journal entries related to major stages of development. The entry can be anecdotes, pictures, stories, and/or remembrances of your own development up to this point. Discuss how each entry illustrates your development in terms of any of the theoretical perspectives in our text. These could include statements, actions, thoughts, feelings, as well as any personal crises, accomplishments, or experiences you have had. The papers must be submitted to both D2L and Livetext by the deadline.

Developmental Interview (100 Points): Students will conduct an interview with an older person (preferably over 65). **You may call or Zoom with your interviewee, particularly if it is in the best practice for health and safety concerns.** This interview will seek to gain information regarding the developmental history of your interviewee. Students will use the information from the interview to analyze the individual’s development from a theoretical perspective. Additional information regarding the assignment will be given in the assignment description. The paper must include a Title and references page and be submitted to both D2L and LiveText by the assigned deadline.
**Theory to Practice (100 Points)**: Each student will create a PowerPoint presentation representing one of the developmental theories discussed this semester. Contact instructor to select a theory by 9/23/2021. Each stage of the theory should be creatively described using any form of media (i.e. film, news, art, etc.). Each student will also create a brief one-page hand out describing their client and important aspects from the PowerPoint. **BE CREATIVE**

**First** - Create a case study of a client that represents the population you are interested in working with as a future counselor. Describe your client's demographics, presenting issues for attending counseling thoroughly.

**Second** - Describe inhibiting behavioral patterns, internal and external influences, and your client's overall needs/wellness from a clinical perspective.

**Third** - With your chosen theory: a.) explain the basic aspects of your theory, b.) how you would apply your assigned theory in understanding your client, and c.) how you will use the theory in working with your client to assist your client in understanding themselves and future clients.

**Final Exam (80 Points)**: A final comprehensive exam will be given at the end of the semester. The exams will consist of multiple choice and True False questions, and an essay section. The exams will require students to apply what they have learned. Students must read the text and lectures to get full points on the exam.

**III. Evaluation and Assessments (Grading)**
Grades will be assigned based upon the quality of each student’s fulfillment of the course requirements. No additional assignments will be given or accepted for “extra credit.” Late assignments will not be accepted unless arrangements are made in advance with the instructor or other extenuating circumstances happened to the student.

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<tr>
<th>Assessments</th>
<th>Grades</th>
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<tr>
<td>Discussions</td>
<td>170</td>
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<tr>
<td>Quizzes</td>
<td>100</td>
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<tr>
<td>Introspective Journals</td>
<td>150</td>
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<tr>
<td>Developmental Interview</td>
<td>100</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>700</strong></td>
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**IV. Readings**

Additional readings are included within the online modules.

**V. Tentative Course Outline/Calendar**

<table>
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<tr>
<th>Course Calendar</th>
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<tr>
<td><strong>Week of</strong></td>
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**Potential for course changes:** All of the above is subject to change depending on course needs and circumstances.

**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 or any technical questions, call 936-468-2395 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.

VI. Course Evaluations:
Part of the academic culture and student responsibility is to engage in the course evaluation process, which provides faculty members with opportunity to receive students’ feedback about points of strengths and areas for improvement. 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. The PCOE faculty body 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. The instructor will be able to view the names of students who complete the survey, all individual ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies
Based on university policy, continuous enrollment in thesis hours is required until the total number of hours has been completed. Consequently, it is important that students enroll in the number of credits that most accurately reflect the anticipated time commitment and task completion. In the Human Services BS program, a minimum of 3 hours to thesis must be committed; however, failure to engage in successful completion of the thesis with an oral defense of the manuscript and submission for review for publication will require enrollment in additional credits thesis until completion. Students who are unable to complete the thesis/dissertation within the 3-credit rule WILL be required to enroll in a number of credits that exceed the total number of program-required credits. When a WH is assigned, the final grade, determined by the Chair of the thesis with contribution from the selected committee, will not be assigned until after the successful Oral Defense and submission of the feedback-based manuscript.

The candidate for the B.S. Human Services degree must pass the Final Thesis Oral Defense, conducted by the student's Examination Committee after each committee member has had time to examine the thesis. Other interested faculty members, students, and members in the community may attend the examination without vote. The thesis and student’s performance on the final oral examination must be approved by a positive vote of at least three-fourths of the voting examiners.

English Proficiency. A candidate for the Master’s degree must be able to use spoken and written English to the satisfaction of the Advisory Committee. The student deficient in such usage must take additional course work or other steps the Advisory Committee recommends.

Application for the BS in Human Services must be filed by the deadline indicated in the current Bulletin. A student must be formally registered at SFA for the semester or summer session in which the degree is conferred.

Attendance: Periodically scheduled contacts and submission of completed required paperwork as determined by Thesis Chair/Instructor are required. Enrolled students should have no less than bi-weekly contact with the Thesis Chair during the semester of enrollment. This contact may be direct meeting during office hours, e-mail communication, providing update, or telephone communication.
In exceptional cases where assignment completion within the 3-semester period is un-avoidable, students are encouraged to submit a letter of request for a leave of absence that indicates an anticipated date of re-enrollment when use of university resources will once again resume.

**Students with Disabilities**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Academic Integrity**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university polity on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

The Thesis Chair and Committee are to serve only as guides in manuscript organization, clarifying research design, analyses, and in raising critical questions about ‘holes’ in the organization, interpretation of data, and reasoning reflected in the manuscript. Although the Chair shall assist in typical editorial feedback for overall manuscript improvement and compliance to APA-style guidelines, the responsibility for attending to issues related to grammar, sentence structure, and paragraph organization resides primarily with students. Students are strongly encouraged to consult with the writing skills center to attend to persisting basic writing skill issues for which faculty are not responsible.

**Withheld Grades Semester Grades Policy (A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which the WH is assigned, or the grade automatically becomes an F.

According to the specifications indicated above, where indicated, a grade of WH will serve as a holding grade until the final grade is assigned about submission of the manuscript and a successful Oral Defense in the presentation of a committee of faculty.

During the semester of the approved oral defense, enrollment in at least one credit of thesis is required.

**Acceptable Student Behavior**
Students’ behaviors 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/office hours/learning environment. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Additional Information Specific to Educator Preparation

**Code of Ethics for the Texas Educator:** The Texas educator shall comply with standard practices 15 and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


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

1. 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, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html.

YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU. For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

VIII. Other Relevant Course Information:

Meeting the requirements as outlined is the student’s avenue for successful completion of the course. No additional assignments will be given or accepted for “extra credit.” Late work is not accepted unless arrangements are made in advance or there is a major extenuating situation.

IX. Grading Rubrics

<table>
<thead>
<tr>
<th>Criteria (10 total points)</th>
<th>0 pts Non-performance</th>
<th>5 pts max Basic</th>
<th>10 pts max Proficient</th>
<th>15 pts max Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates an understanding of key course concepts, correctly. Supports position with applicable knowledge and/or real world experiences.</td>
<td>Does not demonstrate an understanding of key course concepts</td>
<td>Demonstrates a very basic or basic understanding of key course concepts. Applies relevant key course concepts, correctly. References should be used to support ideas.</td>
<td>Collaborates with peers, relating the discussion to relevant course concepts and extending the discussion. Uses appropriate references to support ideas.</td>
<td>Collaborates with peers, relating the discussion to relevant course concepts and extending the discussion. Uses appropriate references to support ideas.</td>
</tr>
<tr>
<td>Collaborates with peers (minimum 2 responses to get full points), relating the discussion to relevant course concepts.</td>
<td>Does not collaborate with peers.</td>
<td>Collaborates with peers, relating the discussion to relevant course concepts. Uses appropriate references to support ideas.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Grading Rubric: Journal Entries

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Inadequate (Below Standard) 12.5 pts</th>
<th>Adequate (Meets Standard) 37.5 pts</th>
<th>Above Average (Exceeds Standard) 50 pts</th>
<th>Exemplary (Far Exceeds Standard) 75 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Writing lacks logical organization. It shows some coherence, but ideas lack unity. Serious errors.</td>
<td>Writing is coherent and logically organized. Some points remain misplaced and stray from the topic. Transitions evident but not used throughout essay.</td>
<td>Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall unity of ideas is present.</td>
<td>Writing shows high degree of attention to logic and reasoning of points. Unity clearly leads the reader to the conclusion and stirs thought regarding the topic.</td>
</tr>
<tr>
<td><strong>Level of Content</strong></td>
<td>Shows some thinking and reasoning but most ideas are underdeveloped and unoriginal.</td>
<td>Content indicates thinking and reasoning applied with original thought on a few ideas.</td>
<td>Content indicates original thinking and develops ideas with sufficient and firm evidence.</td>
<td>Content indicates synthesis of ideas, in-depth analysis and evidence original thought and support for the topic.</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>Main points lack detailed development. Ideas are vague with little evidence of critical thinking.</td>
<td>Main points are present with limited detail and development. Some critical thinking is present.</td>
<td>Main points well developed with quality supporting details and quantity. Critical thinking is woven into points.</td>
<td>Main points well developed with high quality and quantity support. Reveals high degree of critical thinking.</td>
</tr>
<tr>
<td><strong>Grammar &amp; Mechanics</strong></td>
<td>Spelling, punctuation, and grammatical errors create distraction, making reading difficult, fragments, comma splices, run-ons evident. Errors are frequent.</td>
<td>Most spelling, punctuation, and grammar correct allowing reader to progress through essay. Some errors remain.</td>
<td>Essay has few spelling, punctuation, and grammatical errors allowing reader to follow ideas clearly. Very few fragments or run-ons.</td>
<td>Essay is free of distracting spelling, punctuation, and grammatical errors; absent of fragments, comma splices, and run-ons.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>Mostly in elementary form with little or no variety in sentence structure, diction, rhetorical devices, or emphasis.</td>
<td>Approaches college graduate level usage of some variety in sentence patterns, diction, and rhetorical devices.</td>
<td>Attains college graduate level style; tone is appropriate and rhetorical devices used to enhance content; sentence variety used effectively.</td>
<td>Shows outstanding style going beyond usual college graduate level; rhetorical devices and tone used effectively; creative use of sentence structure and coordination</td>
</tr>
</tbody>
</table>
Theory to Practice PowerPoint Grading Rubric

_____ / 5 Received PPT by due date

_____ / 15 Resources / Handouts Submitted

_____ / 20 Met the required slide length (25 slides but no more than 35)

**PowerPoint**

_____ / 5 Name (s) and Title on first slide

_____ / 15 Creativity (Pictures, Videos, etc.)

_____ / 25 PPT – (Content thorough and appropriate; layout; organization; writing mechanics; graphics)

_____ / 15 Includes 5-8 references

**Client Description**

_____ / 20 Client Description (Demographics, presenting issue, diagnosis, etc.)

_____ / 20 Clinical Perspective (Describe inhibiting behaviors, symptoms, internal and external influences, client’s overall needs/ wellness).

**Theory**

_____ / 30 Theory Description (Overview of theory: founder, population, counseling techniques, etc.)

_____ / 30 Theory Application (how would you apply your assigned theory in understanding your client and how you will use the theory in working with your client to assist your client in understanding themselves and future clients?)

_____ / 40 PowerPoint _____ / 60 Client Description _____ / 40 Theory_____ / 60

Total: _____ / 200 points