

CIED 5397 01

FALL 2018

Human Growth & Development Across the Lifespan

College of Education – Department of Curriculum and Instruction

*Required Course for the Master of Education in Curriculum and Instruction in the
College of Education*

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Location: Online

Duration: Jan 17, 2018 – March 9, 2018

Office hours: Face to face - Tuesday, Wednesday, and Thursday 10 a.m. to 1:00 p.m. Meetings can be held via Skype, telephone or Zoom as well.

Course description/objectives

This course is designed to relate theory and research to present concerns and problems of teachers through the study of physiological, psychological and social interrelationships. A review of theory and current research concerning the growth and development of the individual through the lifespan, specifically childhood through adulthood will be emphasized as it pertains to teaching and learning.

IDEA Objectives

This course focuses on these major objectives as assessed by the IDEA course evaluation system.

Essential – Gain factual knowledge such as terminology, classifications and methods

Essential - Learn fundamental principles, generalizations, and theories.

Textbook

For this class selected readings will be loaded onto Blackboard for instructional purposes.

Course format & content

We will have a series of Skype sessions where the required readings will be discussed in a seminar format. Class members will be assigned to lead the discussions. Each session will be worth 10 points that can only be earned through participation. There will be written final exam worth 100 points.

Course requirements

This course is designed for classroom teachers of all subjects and grade levels. In support of the objectives of the class, we will emphasize learning how to learn. There are two key components that must be met to succeed in this class. Attend and have meaningful participation in the Skype sessions and pass the final exam.

Please read the following Q & A

1. *How do I know whether I'm ready for an online class?*

A body of research is emerging that indicates several personal attributes are related to academic success with an online environment. Those attributes include self-motivation, self-discipline, and time management. In short, to succeed in an online course you must take responsibility to be a self-directed learner.

2. *What other resources do I need?*

Time! Online classes are especially attractive to students who are busy with work and family. But because the workload is the same for online and on-campus sections of this course, you must be able to carve out uninterrupted study time every week. Extensive reading and writing are requirements for success. And they take time.

3. *What about technology requirements?*

You need your own computer – not one you use at the office, at a computer lab, or at a friend's house. You need reliable, high speed Internet access – not Wi-Fi at Starbuck's. You need a Webcam and headset. You need a Skype account, the latest version (free). You need technical proficiency in Microsoft Office Suite (especially Word).

4. *How do I get started?*

First, read the syllabus to get an overview of the course goals and requirements. Then browse around the course site to become familiar with all the features of Blackboard and locate your sources for help (DELTA). DELTA personnel are the people you will need to talk to when you have issues with technology.

5. *How is the course set up?*

Study the Calendar document to get an overview of the work flow. Since this is essentially a skill-building course, you will see that there are things to do each week of

the course. Do not fall behind in your work. The course site is set up in online Modules. This syllabus outlines the expectations, your required reading, and assignments. There is an online final examination.

6. *When are assignments due?*

All assignments will be due by midnight of the noted submission date. **All assignments must be completed and submitted to be eligible to pass this class. Failure to submit an assignment will result in receiving an F for the course.**

7. *What about the final exam?*

The exam will be open book, online, and timed. Once you start the exam, you must complete it.

8. *How do I complete the other assignments?*

Look in Course Documents. In this syllabus you will find (1) a detailed description of the assignment, (2) the rubric I will use to grade your assignment. In addition, I will post examples on the course site, when needed, for you to compare your work. While these are good examples, they are not models. That is, they are not perfect. Instead, look at them to stimulate your own thinking about how to complete the assignment.

9. *How do I get answers to my other questions?*

Post any course-related questions to the Virtual Office – I will check it daily. Email me with any personal, private questions or problems. **Contact DELTA helpdesk for technology questions. Please note – problems with technology will not constitute an excuse for submitting late work!**

Late Assignment Policy

All assignments are due by midnight on the assigned date. If an assignment is 24 hours late, 50% of the points for that assignment are lost. If the assignment is more than 24 hours over due, only 1 point can be earned.

Modules

Calendar

Grading scale

A – 160 – 144

B – 143 – 124

C – 123 – 112

F – 111 or less

- Academic Dishonesty policy

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#)

1. GENERAL

The subject of academic honesty is addressed in paragraph 5.3, Chapter VI, of the *Rules and Regulations*, Board of Regents, The Texas State University System, and Sam Houston State University *Student Guidelines* published by the Office of Student Life to wit:

5.3 Academic Honesty. The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

5.31 The University and its official representatives, acting in accordance with Subsection

5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion, and the abuse of resource materials.

"Cheating" includes the following and similar actions:

(1) Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs.

(2) Using, during a test, materials not authorized by the person giving the test.

(3) Collaborating, without authorization, with another student during an examination or in preparing academic work.

(4) Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.

(5) Substituting for another student, permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.

(6) Bribing another person to obtain an unadministered test or information about an unadministered test.

(7) Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.

5.32 "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea into one's own work offered for credit.

5.33 "Collusion" means the unauthorized collaboration with another person in preparing work offered for credit.

5.34 "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

5.35 "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

2. PROCEDURES IN CASES OF ALLEGED ACADEMIC DISHONESTY

2.01 Procedures for discipline due to academic dishonesty shall be the same as in disciplinary actions specified in The Texas State University System *Rules and Regulations* and Sam Houston State University *Student Guidelines* except that all academic dishonesty actions shall be first considered and reviewed by the faculty member teaching the class. The faculty member may impose failure or reduction of a grade in a test or the course, and/or performing additional academic work not required of other students in the course. If the faculty member believes that additional disciplinary action is necessary, as in the case of flagrant or repeated violations, the case may be referred to the Dean of Student Life or a designated appointee for further action. If the student involved does not accept the decision of the faculty member, the student may appeal to the chair of the appropriate academic department/school, seeking reversal of the faculty member's decision.

2.02 If the student does not accept the decision of the chair of the academic department/school, he/she may appeal to the appropriate academic dean. The chair of the academic department/school may also refer the case directly to the academic dean if the case so warrants.

- Student Absences on Religious Holy Days:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see:

http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf

- Students with Disabilities Policy:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you

register with the Counseling Center . For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/811006.pdf



NCATE Accreditation

The National Council for Accreditation of Teacher Education (NCATE), the largest accreditation body in the United States, is officially recognized by the U.S. Department of Education and highly acclaimed as an accrediting body for institutions that prepare educators for professional roles in schools. NCATE's mission is to provide accountability and improvement in educator preparation through a standards-based assessment. NCATE accreditation adds value to your education as a program of high quality in the educational community.

"NCATE standards are based on the belief that all children can and should learn, (NCATE, 2008)." The effectiveness of the College or Unit is measured based on the standards, which are institutional guidelines that ensure knowledge, skills, and professional dispositions educators need to facilitate P-12 learning.

The NCATE website is source for additional information accessed as follows:

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

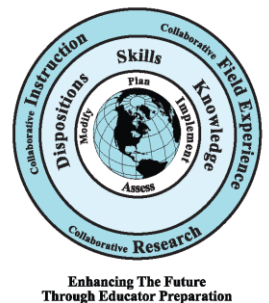
The Conceptual Framework and Model

The COE Conceptual Framework establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners.

The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are:

Knowledge Base (CF1)

Technological Learning Environment (CF2)



Communication (CF3)

Assessment (CF4)

Effective Field Experience with Diverse Learners (CF5)

Web link on *Educator Preparation Services* site for **Conceptual Framework**:

http://www.shsu.edu/~edu_edprep/

SHSU Dispositions and Diversity Proficiencies

1. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)
2. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF1)
3. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)
4. Practices ethical behavior and intellectual honesty. (CF 3)
5. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)
6. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)
7. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)
8. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)
9. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)
10. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2)

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated during the initial and advanced program in prescribed courses. (*Please provide additional information for the candidate if the DDP is administered during your course.*)