Instructor Information:

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Course Website: http://www.uta.edu/faculty/leffingwell

Course Information:

Course Title: Advanced Human Growth, Development and Diversity.  
Course Number: EDCO 5340

Semester: Fall 2015  
Course Location and Time: Monday, 5:30-8:20PM, Trimble Hall 23

Catalog Description:

EDCO 5340: Advanced Human Growth, Development & Diversity: This advanced course includes the theories of psychological, cognitive, and biological development, as well as the characteristics and needs of special population including gifted and talented and special education. Also included is research on gender, culture, ethnicity, socio-economic status, intellect, lifestyle, and other issues of relevance for educators and students in today’s schools.
University Mission

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor’s, master’s, doctoral and non-degree continuing education programs.

College of Education and Health Professions Mission

The mission of the UTA College of Education and Health Professions is to develop and deliver an educational program that ensures the highest of teacher, administrator and allied health science preparation and performance and to be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research, and meaningful service. The College is committed to the advancement of teaching and learning in all educational environments, at all levels, and for all students. The collaboratively developed shared vision of the University of Texas at Arlington’s College of Education and Health Professions is based on core values, dispositions, and commitments of:

- Diversity
- Learner Centered
- Collaboration
- Research Based
- Field Experience
- Lifelong Learning
- Excellence
- Technology

Professional Dispositions Guidelines:

The following Professional Dispositions Guidelines are to be followed by all students and candidates in COEHP. The standards referenced are those of the Texas Administrative Code1. Students and candidates are responsible for identifying and following professional standards and policies for their particular state.

A. Professional Demeanor: TAC Standards 1.9, 1.10, 2.1 through 3.9
   - Demonstrates respect and consideration for the thoughts and feelings of others (diverse populations, school personnel, university personnel, PreK-16 students).
     - Demonstrates kindness, fairness, patience, dignity and respect in working with others.
     - Accepts decisions made by institutional authority.
     - Treats others in a just and equitable manner.
   - Maintains composure and self-control.
     - Responds positively to constructive criticism.
     - Follows appropriate channels of communication/authority.
     - Reacts professionally (calm and patient) when under stressful situations.

B. Professional Practices: TAC Standards 1.1 through 3.9
   • Complies with class and program requirements
     o Attends classes, trainings, and field experiences.
     o Arrives on time and remains for the duration.
     o Is prepared, engaged, and meets deadlines.
   • Demonstrates academic integrity and honesty.
   • Maintains appropriate confidentiality at all times.
   • Demonstrates compliance with all laws and regulations.
     o Demonstrates compliance with University policies and Texas Education Agency (TEA)/professional specialty program area standards

C. Professional Appearance: TAC Standards 1.7, 1.10, 2.5
   • Displays personal appearance and/or hygiene appropriate for professional settings.

D. Professional Language/Communication: TAC Standards 1.1, 1.7, 1.9, 1.10, 1.11, 2.1, 2.3 through 2.5, 2.7, 3.1 through 3.6, 3.8, 3.9
   • Uses appropriate and professional language and conduct.
   • Works effectively, collaboratively, and equitably with others.
   • Receives feedback in a positive manner and makes necessary adjustments.
   • Uses electronic and social media appropriately, e.g., texting, Facebook, Linked-In.
   • Follows school and state regulations in electronic contacts made with PreK-12 students, parents, administrators, professors and others professionals.
   • Uses UT Arlington email as official university form of electronic communication and information.
   • Uses respectful electronic communication etiquette in course related materials and correspondence, such as in Blackboard and email.

Textbooks and Materials

Course Rationale and Learning Outcomes
Rationale and Overall Objectives – The primary purpose of this course is to assist school counselors in understanding the psychological, cognitive, biological and developmental factors which influence child and adolescent behavior. In addition, the characteristic and needs of special populations with intellectual, cultural, ethnic, socio-economic, lifestyle and other

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2 Specialty areas as in KINE must access and follow their discipline-specific professional and ethical standards. Non-Texas residents are responsible to follow the guidelines for ethical behavior published by their home state.
differences which are relevant for the counseling of students in schools will be discussed. Further, school counselors need
to describe the basic principles of educational psychology which underlie successful classroom instruction. The overall
objectives for the course are that students will:

- Develop an understanding of the myriad of variables that affect the personal, social and academic behavior of
  students in schools.
- Analyze and utilize the available resources to assist students in need. These include parents, school, and
  community resources.
- Describe the characteristics and counseling needs of school children at every age.
- Describe the characteristics and counseling needs of school populations such as gifted and special education.
- Play a role as advocate and consultant for the utilization of educational practices by both teachers and
  administrators.
- Attend to student issues stemming from inappropriate academic and/or behavioral issues in the classroom.

The candidate will display the following knowledge, skills and/or attitudes:

- Demonstrate the dispositions necessary to help all students.
- Discuss the context of the school, family and community to insure that students have meaningful support
  experiences.
- Demonstrate the skills necessary to insure meaningful counseling experiences for students based on their
  developmental levels.
- Demonstrate the knowledge and skills to facilitate the needs of students with exceptionalities and/or students
  who came from diverse populations.
- Demonstrate practices and dispositions that value counseling of students in a diverse school environment.

University Policies:

1. **Academic honesty and integrity is expected of all students.** This experience demands a high level of scholarly
   behavior and academic honesty on the part of all students. Examples of academic dishonesty include but are not
   limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor
   without obtaining permission from this instructor in advance; (2) turning in another person’s work, in part or in
   whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on
   exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion
   of the instructor, receive a zero on the particular work in question, receive an "F" in the course, and/or be
   brought before a higher level of governance for possible dismissal from the university. Discipline may include
   suspension or expulsion from the University. This is a matter of professional ethics for anyone involved in the
   field of education. According to the UT System Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2,
   Subdivision 3.22: “Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the
   submission for credit of any work or materials that are attributable in whole or part to another person, taking an
   examination for another person, any act designed to give unfair advantage to a student or the attempt to
   commit such acts.”

2. **Americans with Disabilities Act:** The University of Texas at Arlington School of Education does not discriminate
   on the basis of disability in the recruitment and admission of students, the recruitment and employment of
   faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and
   regulations. Copies of this document may be obtained in the Office for Students with Disabilities located in the
University Center, lower level, UTA. The student has the responsibility of informing the course instructor (at the
time beginning of the course) of any disabling condition which will require modification to avoid discrimination.

As a faculty member, I am required by law to provide “reasonable accommodation” to students with disabilities,
so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing
faculty at the beginning of the semester and in providing authorized documentation through designated
administrative channels.

3. **Medical Reimbursement:** University students will be responsible for their own transportation, meals, and health care
while participating in the field-based program. University students bear the burden of any expenses incurred in
conjunction with injuries that may occur during field-based classes/components, internship, and residency. The
university will not reimburse the student for any expenses related to injuries or illness.

4. **Grade grievance:** The student has one calendar year from the date the grade is assigned to initiate the grievance. The
normal channels are to express your concerns in writing first to the course instructor, then to the appropriate
department chair or program director, then to the academic dean, and then to the Provost.

5. **Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no
member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the
benefits of, or be subjected to discrimination under any education program or activity. For more information, visit
www.uta.edu/titleIX.

6. **Academic Integrity:**

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and
honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will
appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the
spirit of the Honor Code.*

7. **Electronic Communication:**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and
events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All
students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional
charge to students for using this account, which remains active even after graduation. Information about activating
and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

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**College of Education and Health Professions Policies:**

**TK-20:**

The College of Education and Health Professions is pleased to announce the adoption of Tk20, a comprehensive data
management system that will provide us with powerful tools to manage our growth and streamline our processes to enable
us to meet your needs more efficiently and effectively. As with other course materials, you will need to subscribe to the
program for a one-time only, non-refundable cost of $100. You may purchase your subscription online from a link provided
on the system’s website or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit http://www.uta.edu/coehp/tk20 for more information. The following is a partial listing of what the Tk20 system will enable you to do:

- Create your course and performance artifacts online, which you will be able to access and use beyond graduation. This will be a great benefit to you as you seek to advance in your education career and build your career portfolio over time.
- Submit forms online, including applications for student teaching and other clinical practice required for teacher or administrator certification, and receive timely notification of placement details sent directly to your Tk20 account.
- Create multimedia portfolios for documenting your work for presentation to faculty and prospective employers that can be exported to CDs or other media.
- Monitor your progress throughout the program and have access to a fully documented record of your program performance, including field experience, practicum, internship, or clinical practice. This is particularly important, given increased use of performance interviews by employers.

On-line tutorials and training materials have been organized to orient you to the Tk20 system and its use.

We appreciate your hard work and dedication toward completing your education in the College of Education and Health Professions at the University of Texas at Arlington!

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AVID:

AVID’s mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

The AVID Teacher Preparation Initiative collaborates with colleges and schools of education to systematically address the needs of teacher candidates enrolled in teacher education programs. AVID supports teacher candidates in their efforts to obtain teacher certification. AVID assists faculty and staff in analyzing existing curriculum and data, identifying barriers and needs, and establishing learning outcomes and assessments. When implemented with fidelity, AVID has the potential to impact the preparation and performance of teacher candidates through consistent support and professional development for faculty and staff.

At UTA, we are working with AVID on the Teacher Preparation Initiative. In particular, we are aligning our courses to include the framework WICOR: Writing, Inquiry, Collaboration, Organization, and Rigor. The syllabus and instruction in this course will involve WICOR as both an instructional and an organizational
tool. We believe this will help you be better prepared to meet the needs of a diverse student population as you leave UTA and pursue your teaching career. In addition to assessment of your participation in the course, we will also be asking for your feedback as we strive to improve this partnership.

**Library Information:**

Gretchen Trkay is the Education Librarian. He can be reached at 817-272-2434, and by email at gtrkay@uta.edu

You will find online databases for Education at:
- [http://libguide.uta.edu/education](http://libguide.uta.edu/education)

**UTA Writing Center:**

Professionally trained tutors offer help with writing projects at any stage of the process at no cost to UTA students. Check out their On-Line Writing Lab at [http://www.uta.edu/owl/](http://www.uta.edu/owl/). You can even submit a rough draft via email and request feedback from a tutor.

**Course Policies:**

**Class Attendance:** Students are expected to be present and on time to each scheduled class due to the volume and significance of material covered.

**Adds and Drops**

Adds and drops may be made during late registration either by SAM, by the Web or in person in the academic department offering the course. Drops may continue in person through the 12th week of class. Students are responsible for adhering to the following regulations concerning adds and drops. These rules apply to regular semesters and to equivalent time limits in summer sessions as noted on the summer session calendar.

- A student may not add a course after the end of late registration.
- No grade is given if a student drops a course before the Census Date of that semester.
- A student may drop a course with a grade of W during the first six weeks of class.
- From the seventh week of class through the 12th week of class, a student may drop a course with a grade of W if passing or a grade of F if failing.
- A student may not drop a course after the 12th week of class.
- The dean of the college or school in which the student is majoring may require a student to drop a course at any time upon the recommendation of the instructor and the concurrence of the department chair.
- Students wanting to drop all courses for which they are enrolled must withdraw from the University.

**Cell Phones**

Cell phones should be turned off or on silent when class begins. If you must take a call, please step into the hall to take the call.

**Late Work/Early Work**

All assignments are expected on time. Work that is submitted after announced due dates must have PRIOR instructor approval if feasible and may have 10 percent of the possible total points deducted from the grade for each class period the paper or project is late. A late assignment will be accepted only if due to unavoidable circumstances.

**Standards for Written Assignments**
All work for this course is to be carefully edited and/or constructed. Content, length, adherence to stated guidelines, and appropriate writing style (grammar, spelling, etc.) will be considered in the overall grading of the paper or project. I am certain that you would expect or desire no less. Points may be deducted for each misspelling or grammatical error.

**Assignments:**

1). Class Participation (10 points)

Class attendance is required and roll will be taken. If you must be absent or tardy, let the instructor know in advance if at all possible. Students are expected to arrive on time and stay for the entire class period. These requirements are in line with the professional attitudes expected in the field of education in both the university and school setting. Late arrivals to class are a disruption to your peers and to the instructor. The participation grade may be calculated as follows:

a) Active and appropriate participation in class activities and discussions is expected and reading assignments for each class should be completed in advance of the class meeting.

b) Students are to complete reflection questions as assigned for the required reading each class period. These questions will be used to facilitate the discussion of the reading assignments.

2). Research Paper:

You will do a survey of contemporary research (2006 to present) on the subject of counseling a particular problem in a particular population (e.g., A.D.H.D., gifted underachievers, test anxiety, etc.) that has meaning to you. Particular emphasis will be placed on the recognition and remediation strategies that research shows to be effective in school environments. The original typed copy will be turned in with copies of the articles. The paper will follow the guidelines of the latest APA Publication Manual. Length: 8-10 typed pages. Sources: Professional refereed journals (e.g., Journal of counseling Psychology, in print or from an electronic database). Each paragraph must be documented. The focus will be on remediation strategies in school counseling. A two page synopsis will be provided to classmates during the oral presentation with the bibliography. A Powerpoint oral presentation is required.

3) DEVELOPMENT REPORT

Students will interview a child at the age level that is appropriate to the counseling level in which they will be counseling (e.g., Elementary, Middle School or High School) to determine her/his developmental level according to Erikson, Piaget and Kohlberg. Students will compile a paper (3-5 pages) that demonstrates the results of their interview. They will share this information with peers.

Content:

I. Description of student
II. Results of determination of developmental stages
III. Conclusion

A note on Plagiarism.

Plagiarism is:

- Using someone else's work in your assignment without appropriate acknowledgement.
- Making slight variations in the language and then failing to give credit to the source.

A good rule of thumb: If it isn’t your statement, thought, idea, or words - **Cite It**

**Grade Calculation:**
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
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<tr>
<td>Research Paper</td>
<td>30%</td>
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<tr>
<td>Development Report</td>
<td>20%</td>
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**Grading Scale:**

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = below 60%
**Tentative Lecture/Topic Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture/Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Aug 31</td>
<td>Introduction &amp; Orientation</td>
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<tr>
<td>Sept 7</td>
<td>Holiday</td>
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<td>Week 2</td>
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<tr>
<td>Sept 14</td>
<td>Age Level Characteristics and Library seminar</td>
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<td>Week 3</td>
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<tr>
<td>Sept 21</td>
<td>Cognitive Development</td>
<td>Chap 2</td>
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<tr>
<td>Week 4</td>
<td>Piaget &amp; Vygotsky</td>
<td>Mod 4,5 &amp;6</td>
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<tr>
<td>Sept 28</td>
<td>The Self, Social and Moral Development</td>
<td>Chap 3</td>
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<tr>
<td>Week 5</td>
<td>Erikson &amp; Kohlberg</td>
<td>Mod 7,8,9</td>
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<td>Oct 5</td>
<td>Learning Differences</td>
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<td>Week 6</td>
<td>Development papers and presentation</td>
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<td>Oct 12</td>
<td>Culture and Diversity</td>
<td>Chap 6</td>
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<td>Week 7</td>
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<td>Mod 17,18,19</td>
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<td>Oct 19</td>
<td>Behavioral Views of Learning and Management</td>
<td>Chap 7</td>
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<td>Week 8</td>
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<td>Mod 20,21</td>
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<td>Oct 26</td>
<td>Test 1</td>
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<tr>
<td>Week 9</td>
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<tr>
<td>Nov 2</td>
<td>Complex Cognitive Processes</td>
<td>Chap 9</td>
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<td>Week 10</td>
<td>Problem Solving</td>
<td>Mod 24,25,26</td>
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<td>Nov 9</td>
<td>Self-Regulated Learning</td>
<td>Chap 12</td>
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<td>Week 11</td>
<td>Social, Cognitive Views of Learning and Motivation, Motivation in Schools</td>
<td>Mod 33,34,35</td>
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<td>Interests &amp; Emotions</td>
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<td>Nov 16</td>
<td>Creating Psychologically Safe Environments</td>
<td>Chap 13</td>
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<td>Week 12</td>
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<td>Mod 36,37</td>
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<tr>
<td>Nov 23</td>
<td>Oral Reports of Research</td>
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<td>Week 13</td>
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<td>Dec 7</td>
<td>Oral Reports of Research Summation</td>
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<td>Week 14</td>
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<td>Dec 14</td>
<td>Final Exam</td>
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<td>Week 16</td>
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Note: The Instructor reserves the right to make adjustments and modifications to this syllabus during the semester as needed. Students will be notified of any and all changes.
American with Disabilities Act (ADA)

If you are a student who requires accommodations in compliance with the ADA, please consult with me at the beginning of the semester. As a faculty member, I am required by law to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform me of the disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation. Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center) which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

Student Support Services

The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Academic Honesty

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. “Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

Commitment to Diversity

In our commitment to the furthering of knowledge and fulfilling our educational mission, the College of Education at the University of Texas at Arlington seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds. We seek to include knowledge and values from many cultures in the curriculum. Dimensions of diversity shall include, but are not limited to, the following: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age.

Conceptual Framework
The conceptual framework of the UT Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the University, PK-12 districts, higher education institutions, and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the premise that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This premise is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values, and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Framework consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners:

- The first core value, Professionalism, represents the contention that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to excel in job performance.

- The second core value, Knowledge, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.

- The third core value, Leadership, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with PK-20 students, curricula, faculty, and other professionals. The additional three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:
  - Research encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.
  - Diversity is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.
  - Technology is emphasized throughout all programs and is used to support and improve content delivery and student learning.

All components lead to the achievement of one goal—the development of informed and responsible Partners for the Future—who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

*Partners for the Future* serves as the theme of the College of Education and Health Professions and epitomizes the Understanding that it takes a village of partners to insure the future of education for all.