

The University of Texas at El Paso, Educational Psychology and Special Services

EDPC 3300, Developmental Variations (CRN 27016)

Meeting Times: Thursdays, 10:30^{am}– 11:50^{am} in EDUC 108 (in person) and 10:30^{am}– 11:30^{am} (via Zoom)

Instructor: Dr. Gita Upreti

Email: gupreti@utep.edu

Cell (text only): (520) 481-7773 – Make sure to tell me your name and the class you're in.

Office Hours (Zoom, by appointment): After class, Thursdays: 12noon

Contact Protocol: Email preferred for non-emergencies (see “**Decision Tree for Contacting the Professor**” slide in Module A on Blackboard). The exception is if you are reporting a contact tracing emergency, then *please text my cell ASAP*. Free PCR testing (results returned under 48 hours) can be obtained by visiting curative.com and finding a location near you. **These sites rarely have a wait longer than 5 minutes – you need to register online and book ahead.**

Course Description

This course covers typical and atypical trends in development (cognitive, physical, language, social, and personality) from early childhood through late adolescence. Emphasis is placed on applying information about how children develop and learn to the activities involved in classroom teaching. 20 hours of field experience is required.

Required Text: Vaughn, S. Bos, C. Schumm J. (2018). *Teaching Exceptional, Diverse and At Risk Students in the General Education Classroom 7th Edition*. Pearson.

Other Course Materials: Additional readings, videos, and PowerPoints will be posted on Blackboard in each weekly module folder.

Course Objectives

Students will:

1. Identify and apply concepts associated with current theories/theorists in the areas of intellectual, physical, social, language, and emotional development.
2. Acquire strategies to promote learning and social-emotional development for all students in ways that accommodate diverse learning characteristics.
3. Reflect on their understanding of the role of developmental processes in education.

The following activities are required of all sections of this course:

Attendance and Participation: All students are expected to be prepared and to be active participants for each class. Attendance is mandatory, whether in person or via Zoom. This is particularly important as we are in an unusual historical situation, and some people may need to quarantine during the semester. **More than two** unexcused absences can result in you being dropped from the class. Attendance is taken in each class by the instructor. If you need to miss class for any reason, check with a classmate to find out what you missed.

Students who attend all classes and submit all assignments on time will have the option to raise their two lowest grades in the class to perfect scores.

Zoom etiquette: When participating in every-other-week Zoom classes, the following protocol needs to be observed to be counted as “participating” in the class:

1. Your camera should be on – please make sure you have a mobile device or computer with a working camera. This is important as I cannot read your reactions from a blank screen.

2. You should be muted, but know how to unmute quickly, or use the “hand raising” emoji so that your screen goes to the top of the gallery and I can be aware of your raised hand.
3. You should be stationary – seated, standing, or lying down in bed – I don’t care how relaxed you are, in fact, relax away! Get a blanket and curl up on the couch, no problem. I just get very distracted when folks are moving, driving, in the car, or walking around. Pets and children are fine to have around, but know that I’ll be asking them to be a part of the class if they’re hanging out in the frame.
4. Try to engage with what’s happening. I keep Zoom classes short on purpose, and they can be exhausting, so I like to keep things interactive. We are all tired of Zoom, but we have to persevere somehow. Let’s keep it fun. Please.

Background Checks: This course requires 20 hours of field-based observations. Annual background checks are mandatory to conduct observations and volunteer work in public schools. Please obtain a background check as soon as possible. Not having a background check is not a valid excuse for incomplete observations or volunteer work. You can obtain a background check by signing up through the districts in which you’d like to observe. Please note not all school districts are accepting in-person observers currently – make sure to call ahead first and check. Contact information for school districts is in Blackboard in the “Observation Materials” folder on the Home Page.

Quizzes (10 points each, 100 points): Ten quizzes will be given throughout the semester and will cover material from the textbook assigned readings. Quizzes can be accessed via Blackboard and will be posted on the calendar in Blackboard – Quizzes are only open for one week unless otherwise specified. Unless you provide documentation of illness or court appearance, quiz points cannot be made up because of absence. Students who attend all classes will have the option of raising two of their lowest quiz scores to a perfect score. **For-credit quizzes begin 1/27**

Group Presentation on Developmental Theorists (50 points): You will choose one developmental theorist of five to research, and you will present with other members of the class who chose the same theorist, on a specific date (below). Your group will present your ideas and lesson plan during our class exam time on 5/10 from 10:00-12:45pm in EDUC 108. The goal of group presentations is to apply the work of one of several developmental theorists to your understanding of meeting the needs of students with disabilities and synthesize these to present to the class. The instructor will provide you with more information on this presentation, including a rubric for the presentation, through Blackboard. **Group presentations will take place during our class exam time on 5/10 from 10:00-12:45pm in EDUC 108.**

Observation Summaries / Write-Ups 1 and 2 (50 points): A total of two summaries will be due throughout the semester. Each will follow the templates provided on Blackboard which contain questions and guidelines for observations. You will write up your experiences and hand them into the instructor on the due date. **Due dates for the write-ups will be posted on Blackboard** *Additional information for TEA requirements is also mandatory (see the last page of the syllabus).*

Inclusion Binder (100 points): Your final non-team assignment will be to assemble a resource-rich 3-ring binder with ten (10) categories of inclusion strategies corresponding to ten (10) disability classifications. The purpose of this binder is to provide you with evidence-based practices for your future classrooms. The binder will include evidence-based practices in your content area. Information on where to get the necessary contents for your binder will be delivered in class and an assignment checklist will be provided in Blackboard. **The Inclusion Binder must be a physical resource – and is due to me by 5/5/22.**

Extra Credit: Throughout the semester, there may be activities that will qualify as extra credit, including extra observation write-ups and class participation points. The instructor will notify the class as these become available but you may also ask about extra-credit options. **Extra credit work must be turned in by 5/4/22.**

Field Experiences/ Observations (ungraded, but necessary for teacher preparation and certification): 20 hours of field experience or observations (five observations with four hours per session, for example) are required for this course. **The field experience or observations must be conducted in a classroom setting with students with disabilities, either in inclusive or self-contained settings.** *It is important for you to complete these observations at a variety of settings which include different types of disabilities and age groups.* During these 20 hours, it is important for you to get a variety of experiences which include: interviewing the classroom teacher regarding the instruction and other issues, observing the classroom and instruction, and receiving hands-on-experience of working with the students(s). The 20 hours are documented by sign-in sheets which are signed off by the teacher, and handed in to the course instructor at the end of class. Make sure to keep a copy of your sign-in sheet when you turn it in with your final project. **The sign-in sheet (“EDPC 3300 Documentation of Hours Spring 2022”) is available on Blackboard.** *Once you’ve completed all 20 hours of observation, upload the filled out forms as signed PDFs into the dropbox entitled “Upload your observation materials here” in the “Observation Stuff” folder.*
Observation documentation is due by 5/5/22.

You must follow all safety protocols set by the school site such as wearing a mask and keeping a safe distance – this helps protect your safety as well as the safety of children you are observing. Additionally, some sites may require you show proof of a negative covid test 48 hours before each observation.

COVID guidelines from UTEP:

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus. For more information about the current rates, testing, and vaccinations, please visit epstrong.org. Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing. If you cannot find a site to test locally, visit curative.com and register online for a PCR Covid test – I have been getting tested at their sites since April 2020 and they have 1400 slots a day and no wait.

COVID guidelines from Dr. Upreti:

Please wear a mask when we gather indoors – whether or not you are vaccinated. As of January 2022, the Omicron variant has appeared in local schools (my daughter’s school, for one) and hospitals – this version of the virus is much more contagious than it was last year. Breakthrough infections are common. If you cannot wear a mask, you can attend in-person classes via Zoom. If you test positive at any point, or need to quarantine, text me immediately at (520)481-7773 so I can inform the rest of the class if needed. You may need to prove you are Covid-negative to observe in a school – if that is the case, you can get results within 48 hours on a PCR test by getting tested on campus (see above) or visiting this site (curative.com) and registering for a time ahead of time.

Grading Policies

Grading Scale: The grading scale is as follows: **A=90-100%, B=80-90%, C=70-80%, D=60-70% and F= 60% or lower**, based on a total of 300 possible points. We will cover grading scales and grading policies during the first week of class.

Re-submissions: Written work can be re-submitted within a week after it is given back, **as long as the student earned a grade of C or lower on their written work.** All quizzes can be taken twice.

Late Work: Late written work can be submitted *up to two weeks late* but will not be eligible for re-submission.