



THE UNIVERSITY OF TEXAS AT EL PASO

College of Education
Educational Psychology and Special Services

**EDPC 5317, Section 01 Online
Human Growth and Development**

Note: This syllabus may be subject to revision with notification

Contact Information

Instructor: Dr. Sarah Peterson
Office: College of Education Room 708
Contact E-mail: We will be using Blackboard email for our primary means of communication; please check your Blackboard email regularly
UTEP E-mail: sepeterson@utep.edu. Use this email in the event that Blackboard is down
Office Hours: To be determined
Office Phone: (915) 747-7639

Course Description

Descriptive analysis of the typical patterns of human physical, social, emotional, moral, intellectual, cognitive, and personality growth and development.

Course Rationale

Professional counselors and educators need to acquire knowledge on the process of human growth and development and thereby understand and appreciate how various internal and external factors can influence this process. This foundational knowledge will help you understand later concepts and dynamics that you will learn in other courses and will help you ultimately to better serve your clients as school, agency, rehabilitation, or marriage and family counselors.

Course Structure

This course uses a variety of online assignments and activities that will help you understand and apply course material. This course utilizes on-line class discussions, multiple-choice exams, experiential learning groups, written assignments, videos, PowerPoint, Blackboard e-mail, course readings, and contextual and cultural materials/experiences that students bring to the online class.

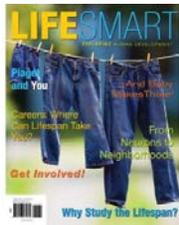
Course Objectives/Student Competencies

Objective	CACREP Standard	TEXES School Counselor	Learning Activity	Outcome Measure
Goal: Section II F. 3. The goal is for students to understand human development and factors that influence development across the lifespan.				
Objective 1. Understand the major theories relevant to human growth and development and be able to apply them to individuals and families	F 3 a	Domain I: Competency 1.1	Classroom lectures, reading, case study activities, discussions (classroom and/or online environments)	Graded exercises; quizzes, mid-term and final exams; group development paper; online discussions
Objective 2. Understand the different stages of human growth and development across the lifespan	F 3a, e	Domain I: Competency 1.1	Classroom lectures, reading, case study activities, discussing (classroom and/or online environments)	Graded exercises; quizzes, mid-term and final exams; group development paper; online discussions
Objective 3. Understand normal physical, cognitive, social, emotional, moral, and personality development	F 3c	Domain I: Competency 1.1		Graded exercises; quizzes, mid[term and final exams; group development paper; online discussions

Objective 4. Understand theories of learning as they apply to lifespan development	F 3b	Domain I: Competency 1.5 Domain I: Competency 3.1, 3.3		Graded exercises; quizzes, mid-term and final exams; group development paper; online discussions
Objective 5. Understand factors that affect human development, functioning, and behavior including individual, biological, neurological, physiological, systemic, spiritual, and environmental factors	F 3e	Domain I: Competency 1.3 Domain I: Competency 3.1, 3.3		Graded exercises; quizzes, mid-term and final exams; group development paper; online discussions
Objective 6. Develop awareness and understanding of one's own personal growth and development		Domain I: Competency 001		

Required/Recommended Course Materials

Required Textbook:

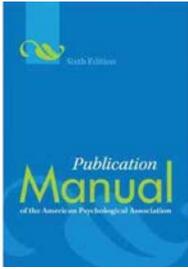


Fiore, L. B. (2011). *LifeSmart: Exploring human development, 1st ed.* New York, NY: McGraw Hill.

ISBN: 978-0077468712 You can purchase a hard copy of this textbook from the UTEP bookstore or online sources such as Amazon. It is also available at a lower price through McGraw Hill Connect as an **e-book** when you sign up for Connect at:

http://connect.mcgraw-hill.com/class/s_peterson_section_1

Regardless of which version of the text you choose, you must sign up for McGraw Hill Connect because this is where you will complete many of the learning exercises and take exams.

Recommended supplemental textbook:

American Psychological Association. (2009). *Publication manual of the American Psychological Association, 6th ed.* Washington DC: American Psychological Association

ISBN-13: 978-1433805615

This is the publication style you will use throughout your education and your career in counseling and related fields. The purchase of this text is optional but strongly recommended, as you will be held to the writing standards therein and you will need it for other classes. You are required to use APA style for all papers submitted in this class.

Required Videos:

Two movies to be determined can be purchased or rented from locations such as Blockbuster or similar venues or they can be rented through online sites such as www.netflix.com. They can also be purchased through such venues as amazon.com. It is recommended you watch them several times and take copious notes as you will need to refer to your notes for the assignments associated with the movies.

Online Course Navigation

This course will be accessed through UTEP **Blackboard Learn** and the **McGraw Hill Connect Website**. Please look at *Course Calendar* at the end of this syllabus for a calendar of all assignments and due dates. There are firm due dates for all assignments and activities that must be met. **No late assignments are accepted unless prior arrangements have been made with the instructor before the due date/time or in cases of extreme emergency.**

Web Site for McGraw Hill Connect

Go to the following web address and click the “Register now” button:

This is a unique address for:

Human Growth and Development EDPC 5317

Some of the assignments for this class will be completed on the McGraw Hill Connect website. Click on the web link above. Click on either “*How to register with an access code,*” or “*How to buy access online.*” If you wish to have a hard copy of the textbook, purchase the book with the ISBN# above, then you will also get access to McGraw Hill Connect. If you want to purchase the e-book, it also comes with access to McGraw Hill Connect. See the syllabus for the assignments that are located on McGraw Hill Connect vs. those that are located on Blackboard.

If you have trouble with registration for McGraw Hill Connect, please contact McGraw Hill Connects Customer Support at <http://mpss.mhhe.com/> or call 800-331-5094.

You will need to create an account with McGraw Hill Connect to access material from this site. Click on the “Register Now” icon to create your account. Once you have an account, log in. When you come to the home page for the course, click on the icon that says “*Summer 2013.*” This will take you to the page that contains the learning exercises you will need to complete. Note that at the top of the page there is a notice that asks you to turn off your pop up blocker. You may not be able to view the learning exercises if you do not turn this off. Just below that notice you will see “*Troubleshoot before starting your work. We can check your computer and provide simple fixes.*” If you cannot access the learning exercises, this may be a good way to troubleshoot what might be wrong.

After clicking on the “*Summer 2014*” icon, you will then come to a page that lists exercises such as “*Scientific Method,*” “*Designing an Experiment,*” and “*Chapter 1: Lifespan Development.*” These are the learning exercises you will complete through the McGraw Hill website. Click on the exercise link that you need and it will take you to the learning exercise. Most exercises consist of: (a) a video you will watch and then answer questions from what you’ve viewed; or (b) games you will play to test your knowledge of the concepts. Each exercise has points assigned to it based on difficulty level and/or length of time needed to complete the learning exercise. These point totals are listed under the **Course Calendar** where assignments are listed for each week. The link you see that has an icon of a person’s head with a red brain entitled “**Chapter 1: Lifespan Development: An Introduction**” is where you access the Learn Smart Study Modules, one for each chapter. In these modules you will find a practice exam for each chapter to help you prepare for the mid-term and final exam, as well as certification and licensure exams. These practice exams are not worth any points, but are highly recommended as a preparation tool for your exams.

Note that from the assignment page you may also access the E-book by clicking on the LifeSmart icon on the right side next to the picture of the textbook. You can also access the E-book from the Library tab at the top of the page. You do not need a hard copy of the text in order to complete this course and you can access the E-book from anywhere you have computer and Internet access. You can also access the E-book if you bought a hard copy of the book.

My contact information is also on this page along with a link to my Blackboard e-mail address. There is a link to download the syllabus as well. When you complete each learning exercise it will automatically be submitted through the website so once you complete it you will be done. If you have difficulty, please contact McGraw Hill at 800-331-5094. They respond more quickly to phone calls than e-mails. They will give you an incident number. E-mail me that you have had a problem and send me the incident number. Then send me their communication with you about how they resolved the problem. If the error is McGraw Hill’s, you will get full points for the assignment. If the error was yours, you will only get the points that you earned. You need to present proof that the error was McGraw Hill’s in order to get full points, hence it is very important to forward me the communication you get from them.

UTEP Blackboard

You can access Blackboard by logging in to www.my.utep.edu. Once you log in on the home page, click on the Blackboard link and look for the Human Growth and Development class.

Once you enter the class site, on the left of the page you will see a series of tabs you can click on, which include “*Course Content*,” “*Announcements*” “*Getting Started*,” “*Syllabus*,” “*Discussions*,” “*Mail*,” “*Roster*,” “*Web Links*,” “*Technical Support*,” *McGraw – Hill*.”

Course Content: Under this link you will access the weekly learning modules for the course as well as other materials for the course. Check this often as this content may grow over the course of the semester if I find relevant materials that I think will help you master the course content.

Announcements: This is where I will send you information during the course, if needed. This tab will have a green asterisk within it if there is an announcement waiting for you. Click on the tab to receive it.

Getting Started: This link contains information on how to set your browser to best view the course. It also gives you the software requirements you will need, plus links on how to download the free software you will need. This page also contains some helpful links such as “*How to be Successful in an Online Class*,” “*Learning Resources*,” among others. ***You are responsible for having a computer that can access the online material.*** If yours does not, the UTEP library, the UTEP computer lab, and your local public library will likely have the software needed to access the online content.

Syllabus: A copy of the syllabus is accessible here. If there are any changes to the syllabus during the semester I will send you an announcement of the change through the announcement tab and I will also post a new copy of the syllabus that reflects these changes. (I will also post a new copy of the syllabus on the McGraw Hill Website). Changes are not likely, but I do reserve the right to make changes to address the changing needs of students and the class. Also, in most cases, I will e-mail each of you a new syllabus through your Blackboard e-mail. ***You are responsible for using the most recent version of the syllabus.***

Discussion: If you have any questions on the course material, first post your question on the discussion board in Blackboard in the section “*Questions Addressed to the Class*.” If it is a question that only I can answer, put it in the section entitled “*Questions for the Professor*.”

Blackboard E-Mail: This is an internal e-mail through Blackboard that will be our primary means of communication. You can contact me or other students in the class via this e-mail. This is by far the best way to contact me because all of our correspondence will be documented and your message won’t get lost in my regular UTEP email. In the event that Blackboard is down you may also contact me through the regular UTEP e-mail: sepeter@utep.edu.

McGraw-Hill: This will allow you to link directly to McGraw-Hill to complete the learning exercises and access the Learn Smart study modules.

Roster: This will give you a list of all students who are taking this class.

Web Links: I will post links to resources on the Internet that may be of help or of interest to you. Check this often during the semester to view new material. In addition, please pay close attention to the websites recommended in the syllabus in regard to APA style. You **MUST** use APA style for every paper you submit for this class.

Technical Support: This link has information on how to reach UTEP technical support if you are having difficulty with Blackboard. Please see the customer support info under McGraw Hill in this syllabus or go to the link on the McGraw Hill website if you need assistance with McGraw Hill Connect. UTEP personnel will not be able to help you with the McGraw Hill website, only Blackboard. If you have a problem with Blackboard, call the UTEP Help Desk at

UTEP HELP DESK

Telephone and Walk-in Support available

Monday-Friday 7AM-8PM

Saturdays 9AM-1PM

Sundays 12PM - 4PM

Telephone: On-Campus extension 4357 (Help) Off-Campus [915-747-5257](tel:915-747-5257)

Email: helpdesk@utep.edu

Location: Library Room 300

If you go to their website at <http://admin.utep.edu/Default.aspx?tabid=63402> you can do a live chat with them. The instructions are the same, if you have a problem with Blackboard, contact UTEP and forward your correspondence with them to me. If the problem is with Blackboard, you will get full points for the assignment. If the problem is on your end, you will get the points you earned. **Do not wait until the last minute to submit an assignment in case you run into technical difficulties. You may need to access another computer to finish your assignment via the local library. Procrastination is not an accepted excuse.**

Student Evaluation

Note: No late assignments will be accepted unless prior arrangements have been made with the instructor. It is YOUR responsibility to honor assignment deadlines. Because this is an online class you can work on your own time schedule and work around your other obligations and most emergencies. Exceptions may be made in extreme emergencies. You know the due dates from the beginning of the semester so procrastination is not an excuse. I strongly recommend that you submit assignments early in case of unexpected problems with technology.

McGraw Hill Learning Exercises and Videos

Some modules have exercises and videos that must be completed through McGraw Hill Connect (see course calendar). Exercises are worth varying points.

Blackboard Exercises

Some modules have exercises that will be completed on Blackboard. Check your course calendar for clear guidelines on what assignments are on which sites.

Blackboard Discussion Groups for Film

Groups will use their group discussion board to discuss the assigned film. After specific theories and domains are discussed the group will apply them to the designated character. I will review each group's discussion after the date it is due and give feedback regarding your discussion. These discussions are practice sessions to prepare your group to write the group paper on the character in the assigned film. Ultimately, these exercises will help you assess a real client's development in order to tailor counseling interventions that fit the client's developmental level. Use the terms and concepts of the theory to frame your discussion. Your discussions will be graded using the rubric below. Total points available for all such discussions in the class is 100 points total. Students will be graded on the quality of their contributions to the discussions and knowledge of the theories.

Rubric for Contributions to the Blackboard Discussions				
(F) 59 and less	(D) 60 - 69	(C) 70 - 79	(B) 80 - 89	(A) 90 - 100
Student never makes contributions to the discussion or provides feedback on others' contribution; demonstrates no knowledge of theory.	Student rarely makes timely contributions to the discussion or provides feedback on others' contributions; demonstrates little knowledge of theory.	Student sometimes makes timely contributions to the discussion and provides feedback on others' contributions; demonstrates basic knowledge of theory.	Student usually makes timely contributions to the discussion and provides thoughtful feedback on others' contributions; demonstrates good knowledge of theory.	Student always makes timely contributions to the discussion and provides insightful feedback on others' contributions; demonstrates extensive knowledge of theory.

McGraw Hill Learn Smart Study Modules (optional but highly recommended)

Although optional, I strongly recommend that you take advantage of the Learn Smart Study Modules on the McGraw Hill Connect website to help you study for the mid-term and final exam for this class. The Learn Smart Study Modules are practice exams that will also help you learn the material you will need to be successful on your school counseling certification exam (TExES) for school counselors and the licensure exam (NCE) for community counselors.

Exams

There will be two multiple choice exams, 75 questions each, one mid-term and one final. Each exam is worth 750 points or 10 points per question. You will have two hours to complete the exam through Blackboard. Once you begin the exam you cannot stop the clock so plan to complete the exam in one sitting. Make sure you have a two hour block of uninterrupted time to commit to the exam. It is an open book/open note exam, but *students who study diligently for the exams are much more likely to do well on them*. Most of the questions ask you to apply information and concepts to a case scenario. Very few questions just ask you to identify terms. At the graduate level in the counseling profession, you must know how to apply the theories or concepts to a client. The mid-term exam is on chapters 1-6. The final exam is over chapters 7-13.

Experiential Learning Group Paper (1000 points)

You will be assigned to groups of approximately 5 students who will meet online through the discussion board to work on this paper. You can use the online collaboration tools available to you through Blackboard to simultaneously access and contribute to this paper. You are all expected to contribute equally to this assignment. Each group member will rate all other group members on their contributions, contact with the group, meeting group deadlines, etc. *Your peer evaluations will be taken into consideration as a part of your grade on this paper*. Each group member will be evaluated on his/her individual work, not on the group's work, so if you don't carry your weight as a group member, it will only be your grade that is affected. Conversely, if you do a great job, but other group members don't, your grade won't be affected by their substandard work.

Your group members will need to individually view the designated movie. You can purchase or rent it through a local movie rental establishment (e.g. Blockbuster), or you can rent it through Netflix for a nominal fee. Go to www.netflix.com. This assignment asks you to integrate the knowledge you have gained from this course and assess an individual on major areas of human growth and development. It is also a forum to develop your critical thinking skills. The paper should be 15-20 pages long (but content is more important than length), written in APA style, demonstrate a critical analysis of human growth and development as applied to the designated movie character, and should be professionally written (see grading rubric below for specific grading criteria). Each section of the paper should also cite at least three professional sources from outside this class to supplement your knowledge of human growth and development. These sources should come from professional books, journals or websites ending in .org., .gov., or .edu. *Sites ending in .com are not reliable and are not acceptable sources for this paper.*

Your paper should include the following areas of development. Thorough understanding of the theories and content of Human Growth and Development are essential in order to earn a high grade.

Physical: Assess the physical development of the character. Find the applicable areas in your text and course work (and from outside sources) to fully describe this area of development. Note things such as height, weight (e.g., is character below average, average, or above average, height/weight proportionate). Note if character has any physical disabilities or any

physical deformities. What are your observations about his/her motor skills (e.g., fine and gross). Does he/she have any physical mobility issues? *If there are no disabilities or deformities you must state that fact.* In your discussion, compare your observations to the developmental characteristics presented in the textbook and course content. How does the character compare to or differ from what is considered “normal” in each of these developmental categories for this age group? Be thorough! Development of your thoughts and ideas is more important than page length. Cite the sources of your information. This is NOT an opinion paper. Base your assessment on facts and cite your sources according to APA style.

Cognitive (Use **Piaget** and any other cognitive theorist you wish to discuss): Gather evidence from the movie for the character’s cognitive development. At what cognitive developmental level do you assess him/her (e.g., sensorimotor, preoperational, concrete operational, formal operational, or post-formal operational)? Give at least four correct, in depth examples/ reasons for why you think he/she is at this level of cognitive development. Provide at least two correct in depth reasons as to why he/she is not in the stage before or after the stage you have chosen. **Note: Use the concepts related to the theory to present your findings (e.g., if you are talking about the preoperational level, discuss such concepts as conservation, reversibility, assimilation/accommodation, animism, realism and so forth).** Does he/she have any obvious cognitive disabilities, learning disabilities, or perceptual disabilities? *If there are none, state this fact.* In your discussion, compare your observations to the developmental characteristics presented in the textbook and course content. How did he/she compare to or differ from what is considered “normal” in each of these developmental categories? Be thorough! Development of your thoughts and ideas is more important than page length. Cite the sources of your information. This is NOT an opinion paper. Base your assessment on facts and cite your sources according to APA style.

Identity/Personality/Temperament (Use **Erikson** and any other identity/personality/temperament theorists you wish to discuss): At what stage of Erikson’s psychosocial development would you assess the character? Give at least four correct, in depth examples/reasons for why you think he/she is at this level of identity or personality development. Provide at least two correct in depth reasons why he/she is not in the stage before or after the stage you have chosen. What is your assessment regarding progress in the stage you have chosen (e.g., successful or is having difficulties). Give reasons why you believe this. What is his/her temperament style (e.g. easy, difficult, or slow-to-warm-up)? Give examples of why you think so. How do you believe he/she would identify himself/herself? (e.g., Note your ideas about his gender identity, sexual orientation, his ethnic identity etc. Do you think he/she went through a crisis when forming identities or do you think he/she foreclosed on some of them? If so, which ones? [See Identity Statures of James Marcia]. See textbook and course work for specific areas of identity/personality/temperament development that apply to the character. In your discussion, compare your observations to the developmental characteristics presented in the textbook and course content. How did he/she compare to or differ from what is considered “normal” in each of these developmental categories for his age group? Be thorough. Development of your thoughts and ideas is more important than page length. Cite the sources of your information.

This is NOT an opinion paper. Base your assessment on facts and cite your sources according to APA style.

Moral (Use **Kohlberg** and any other moral theorists you wish to discuss): What stage of moral development do you think defines the character according to Kohlberg? Give at least four correct examples/reasons that support your assessment. Provide at least two correct in depth reasons as to why he/she is not in the stage before or after the stage you have chosen. Use the language and concepts of the theory to discuss your findings (see info under Cognitive Development for an example of this). In your discussion, compare your observations to the developmental characteristics presented in the textbook and course content. How did he/she compare to or differ from what is considered “normal” in each of these developmental categories for his age group? Be thorough. Development of your thoughts and ideas is more important than page length. Cite the sources of your information. This is NOT an opinion paper. Base your assessment on facts and cite your sources according to APA style.

Sociocultural (Use **Bronfenbrenner** and any other biopsychosocial theorists you wish to discuss). Describe the character’s microsystems, mesosystem, exosystem, macrosystem, and chronosystem. *You must correctly discuss all five systems.* How have these systems impacted development? For example, how has his/her cultural background impacted him/her? How has the historical period of time in which he/she has lived impacted him/her? Use the language and concepts of the theory to discuss your findings (see info under Cognitive Development for an example of this). How does society view people similar to this character? What laws might apply that impact him/her? In your discussion, compare your observations to the developmental characteristics presented in the textbook and course content. How did he/she compare to or differ from what is considered “normal” in each of these developmental categories for the age group? Be thorough. Development of your thoughts and ideas is more important than page length. Cite the sources of your information. This is NOT an opinion paper. Base your assessment on facts and cite your sources according to APA style.

Rubric for Experiential Learning (Group Assignment)

Criteria	D (600 – 690)	C (700 – 790)	B (800 – 899)	A (900 – 1000)
Understanding of Development (20%)	Demonstrated little to no understanding of area of development for which he/she was responsible	Demonstrated basic understanding of area of development for which he/she was responsible	Demonstrated proficient understanding of area of development for which he/she was responsible	Demonstrated excellent understanding of area of development for which he/she was responsible
Application of Theory to the Character (25%)	Demonstrated little to no application of theory to the character	Demonstrated basic application of theory to the character	Demonstrated proficient application of theory to the character	Demonstrated excellent application of theory to the character
Critical Thinking about Human Growth and Development	Demonstrated little to no critical thinking about issues of human growth and	Demonstrated basic critical thinking about issues of human growth and	Demonstrated proficient critical thinking about issues of human growth	Demonstrated excellent critical thinking about issues of human growth and development as they apply to

(20%)	development as they apply to the character and the theory for which he/ she was responsible.	development as they apply to the character and the theory for which he/ she was responsible.	and development as they apply to the character and the theory for which he/ she was responsible.	the character and the theory for which he/ she was responsible.
Support for Hypotheses and Assessment (25%)	Provided little to no support for hypotheses and assessment of character with references from text, course material, and outside credible sources	Provided basic support for hypotheses and assessment of character with references from text, course material, and outside credible sources	Provided good support for hypotheses and assessment of character with references from text, course material, and outside credible sources	Provided excellent support for hypotheses and assessment of character with references from text, course material, and outside credible sources
Quality of Writing (10%)	Writing contains many grammar and/or syntax errors. Repeated errors interfere with communication of ideas. Vocabulary is inappropriate, vague, or used incorrectly. Professional vocabulary is not used. Ideas borrowed from other sources are not professionally cited	Grammar and syntax are usually correct but errors are present. Professional vocabulary is limited but appropriately used. Most thoughts are expressed formally. Ideas borrowed from other sources are not always professionally cited	Writing is formal and professional using APA style. Communication of ideas is clear and accurate. Language reflects correct usage of a professional vocabulary. Ideas borrowed from other sources are professionally cited.	Paper is professionally written using APA style. Communication of ideas is clear and accurate. Language reflects careful choice of words and distinguished professional vocabulary. Ideas from other sources are professionally cited.

McGraw Hill Assignments	950 pts.
Blackboard Assignments	288 pts
Group Discussion on "I Am Sam"	100 pts
Experiential Learning Group Paper	1000 pts.
Mid-Term exam (75 questions)	750 pts.
<u>Final Exam (75 questions)</u>	<u>750 pts.</u>
Total	3838 pts.

Grading Scale

A =	90% -100%	3454 -3838 points
B =	80% - 89%	3070 -3453 points
C =	70% - 79%	2687 -3069 points
D =	60% - 69%	2303 -2686 points
F =	0% -59%	0 - 2302 points

Note: You must pass this class with a B or better to progress in the counseling and guidance program! This requirement applies to school and community counseling students.

Behavioral Expectations for Students:

Class Participation

All assignments are expected to be completed individually unless directly indicated otherwise (e.g., group paper). In order to meet the objectives outlined for this class, the *active* participation of every student is necessary. You will be expected to participate actively in group activities and post on the discussion board during the semester. Peer evaluations of your contributions *will be included in the calculation of your grade*.

All assignments must be completed and turned in on time. Students are expected to submit all assignments as scheduled. No assignments are accepted past their due date unless prior arrangements have been made with the instructor. Blackboard flags any assignments submitted past the due date and time so make sure you allow yourself plenty of time to submit assignments.

You are expected to read the directions for all assignments and complete the assignment correctly. Just as ignorance of the law does not get you out of a ticket, claimed ignorance of what is expected on assignments will not allow you to redo the assignment. If you have a question, ask me! I check my Blackboard e-mail daily. There are no dumb or silly questions, so please ask if you are confused. **Your assignments will be graded as submitted.** You will not be able to redo them or add things that were forgotten etc. ***Proofread your papers carefully and look at the grading rubrics to make sure you covered the criteria upon which you will be graded.*** Don't allow careless mistakes to lower your grade. Use the UTEP Writing Center located in the library if you need help with APA style or in proofing your papers. This is a free service. You can access this service in person at the UTEP library or online through the library webpage.

I strongly recommend that you check the course site at least three times a week at minimum to keep up. Blackboard email messages will come to your Blackboard, so you will want to check it several times a week. Any announcements sent to the entire class will be made through the announcement feature on Blackboard or through your Blackboard e-mail.

There will be no incompletes offered in this course except in extreme or unusual circumstances. As an online class, you are responsible for getting all assignments finished on time.

Standards for Professional Student Conduct

You have entered a professional program and therefore it is expected that your behavior will be professional at all times. Students are allowed and encouraged to disagree and have differing viewpoints. All appropriate comments are encouraged! Any classrooms, whether face-to-face or online, are not the place for insulting or insensitive comments, attacks, or venting. Disrespect, prejudice, or hurtful language will not be tolerated. Inappropriate comments and behavior will be subject to disciplinary action up to and including receiving a failing grade in the class.

Students are expected to write at the graduate level. Spell check and grammar check can be helpful but they do not correct all errors. It is your responsibility to proof your papers. If you need assistance with proofing your papers, please contact the UTEP Writing Lab (*see under useful websites*). Upon leaving UTEP you will be expected to prepare client reports and case

progress notes. You must write in English at a professional level if you want to be taken seriously in this profession. UTEP has resources available to aid you with professional writing, but it is your responsibility to use those resources.

Academic honesty is expected of all students. Academic dishonesty (including, but not limited to, cheating, plagiarism, and collusion) is considered a violation of the UTEP Handbook of Operating Procedures and will not be tolerated. *Plagiarism* includes: a) failing to cite another's work when you have used that person's ideas; b) copying another's work or just changing a word or two in a passage or phrase (even if you cite it); c) copying another's work without appropriate quotation citation; or d) copying your own work without appropriate citation. These violations constitute plagiarism whether it is intentional or not. Make sure that your paper does not contain plagiarism (APA Style Manual, Chapter 1, 1.10, pp. 15-16). Even with citations, you cannot just copy and paste information from an article into your paper and call it your own work. See APA style manual for proper ways to cite information. *Cheating* may involve copying from another student or giving information to another student, or using unauthorized materials during a quiz or test. *Collusion* involves collaboration with another person to commit any academically dishonest act. Any act of academic dishonesty will be referred to the Dean of Students for review and possible disciplinary action.

The professor will schedule a conference with any student demonstrating (1) signs or symptoms indicative of the possibility of substance intoxication, (2) symptoms or behaviors associated with a significant mental disorder, (3) significant discriminatory verbalizations and/or behaviors related to racial, ethnic, gender, age, or sexual orientation issues, and/or (4) any other resistant, inflammatory, and/or inappropriate behaviors or verbalizations, which could impede his/her or any other student's progress in the course and, which may impair his/her ability to function effectively as a counselor. After considering all options and alternatives, a decision will be made by the professor, who may consult with other departmental faculty and/or the department chair, as to an appropriate course of action to assist the student, to include a determination regarding the student's continued progress in the course and possibly the program. This procedure complies with the Code of Ethics of the American Counseling Association (2005) which requires that "Supervisors (counselor educators) are aware of the limitations of supervisees (students) that might impede performance"; that "Supervisors assist supervisees (students) in securing remedial assistance when needed", that "They recommend dismissal from training programs... when those supervisees (students) are unable to provide competent professional services"; and that "Supervisors (counselor educators) seek consultation and document their decisions to dismiss or refer supervisees for assistance" (Section F.5.b.). **All students enrolled in this course MUST adhere at all times to the 2005 American Counseling Association Code of Ethics.**

Behavioral Expectations for the Professor:

1. I will provide you with clear instructions on class expectations (see detailed information in the syllabus).
2. Unless I notify you otherwise, I will check my Blackboard email daily from Monday through Friday and will make every attempt to respond to you within 24 hours. I usually check email on weekends as well but reserve the right to family time.
3. I will provide graded feedback on your performance in a timely manner, usually within 1-2 weeks.

4. You can stay informed about your graded progress in the class and I will make time to discuss your needs. You can view your grades at any time through Blackboard and McGraw Hill. You are expected to look up your grades on Blackboard and McGraw Hill and compute your own progress in the class. You can figure this for yourself by adding up all of your points and dividing them by the points available to that point. This will give you a percentage (e.g., 85%), which lets you know your grade. I use the standard grading system of 90-100% = A; 80-89% = B; 70-79% = C and so on. Please contact me if you have any questions or believe that your grade is inaccurately recorded.
5. I will consider reasonable and professional suggestions about improvement of the class and class related activities.
6. Even though this is an online class, I am committed to do all I can to ensure your learning and success in this class. It is your responsibility to contact me if you have questions that can be answered via email or to schedule phone or personal conferences.
7. If any changes in the course must be implemented, I will ensure that the class is notified in a timely manner.

Being Successful in an Online Class

Online learning is not a spectator sport. It is everyone's responsibility to participate fully in order to get the most from the experience. Here are some simple rules to follow to ensure your participation and engagement in the learning process:

- **Ask questions:** There are no silly questions! If you have a question, others probably have the same question. If you do not know the answer, someone else will. Post your question on the Discussion Board under "**Questions for the Class,**" or "**Questions for the Professor.**"
- **Support the learning of others:** Offer a fact, article, link, or other item that can help others learn.
- **Be professionally appropriate:** The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior will usually subject to disciplinary action, as well.
- **Be diplomatic:** When sending messages on emotionally charged topics, make sure you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person at the other end.
- **Stay focused:** Stay on topic to increase the efficiency of your learning.
- **Use class resources:** Take advantage of all the resources provided to you to succeed in the class. I have listed several helpful websites that will help you with your writing and APA style.

Effective Electronic Communication: It is important to share a word of caution, so we can become wiser about interpersonal distance learning communications. When communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communications are lost. Consequently, interpreting emotions and innuendos is much more difficult. Only what is written, or drawn, carries the message. Often, excitement can be misinterpreted as anger or insult. It is important that we all keep this in mind as we communicate. Words in print may seem harmless, but they could emotionally injure us when

working at a distance. Hence, it is vitally important that we are conscious of how we communicate while working at a distance.

- For example, avoid the use of caps in your electronic messages, as wording in caps comes across as shouting.

The standard practice ("Netiquette") for participation in networked discussion requires that all participation be focused on the topic at hand and be substantive in nature, not become personalized. (Translation: you may certainly disagree with others, but you must do so respectfully; you may express strong beliefs or emotions, but you may not get so carried away that you lose all perspective on the course itself.)

- More information on Netiquette, the etiquette of Internet communication, can be found at www.albion.com/netiquette.

Time Management: The rule of thumb for time planning for a course is approximately three (3) hours for every credit hour taken. This is a standard figure recommended by American universities. For a 3 credit online course, you should expect to spend:

3 hours of "class" time + 9 hours of study and prep time = 12 hours per week. The exercises on Blackboard and McGraw Hill should not take you any longer than the three hours you would spend in a face-to-face class per week and many will require less time than that. Just as a lecture in a face-to-face class helps clarify concepts and materials, the readings and exercises you will do on McGraw Hill and Blackboard will help do the same. In addition to these, there is one paper and two exams for this class.

Work steadily toward the week's assignments rather than trying to complete all of the coursework in a single sitting. **Do not leave the assignments for the night they are due. This could backfire on you if your computer crashes or freezes or you lose your internet connection.** You are responsible for having a working computer to complete all assignments. Leave yourself plenty of time to go to the library if your computer is not working properly.

Software Requirements:

- Adobe® Reader® is free software that allows everyone from business professionals to home users to easily and reliably view, print, and search PDF files using a variety of platforms and devices.
- Microsoft Office® - This product is available at the UTEP Bookstore for about \$15.00.
- Email tool with file attachment capability. Please use your Blackboard email. In the event that Blackboard is down, you may use your UTEP e-mail account.
 - If you do not have a UTEP e-mail account, please get one immediately. Here is how:
 - Go to <http://newaccount.utep.edu>.

- Create your account (remember that your date of birth is in the form mm/dd/yyyy: two digits for the month, then day, then year).
- After you create your account, you must wait 48 hours, then go back to the site and click on "Check on existing account." Enter your UTEP Student ID Number (e.g. 80XXXXXX) and date of birth, and you will get your login name and password. Please let one of us know if you have any difficulty. You may also call the UTEP HELP desk at 1-915-747-5257.
- The HELP desk hours are given below:

Mon-Fri	7:00am - 8:00pm (Mountain Time)
SAT	9:00am - 1:00pm (Mountain Time)
SUN	CLOSED
- Adobe® Flash® Player is free and can allow for viewing of rich media, such as video or audio, within the course.

Microsoft Word: Please note that newer versions of Microsoft word seem to have a default setting that causes the program to put in an extra space between paragraphs. This is not correct for APA style. APA style is what you will use in this class, in the Counseling and Guidance program, and throughout your career in the social sciences. You will have to manually set your spacing so that it is correct for these purposes. Go to the home screen of your Microsoft Word (note Microsoft Word usually opens in the home screen). About midway across the top of the page you will see some icons that allow you to change various settings. Find the one that says "paragraph" and click on the little box in the right hand corner of that tab. Then find where it says "Spacing." Right below the word "spacing" you'll see where it says "before" and "after" with some drop down boxes. Set both to zero. Often you'll see the number 10 in the "after" box, but this is what sets your program to put in an extra space between paragraphs, which is what we don't want. After you have set both the "before" and "after" to zeros, then find where it says "line spacing" just to the right on the same row. There is a drop down box under this where you can set your line spacing to single space, double space, or multiple space. You should set this to "double space." This should set you up with what you need to have your paper formatted properly for APA style. If you can't figure this out call IT or go to the computer lab on campus for help.

Notice of Safe Assign: This course may utilize third party software that has the ability to automatically detect plagiarism on documents submitted for grading.

Copyright Notice: Many of the materials that are posted within this course are protected by copyright law. These materials are only for the use of students enrolled in this course and only for the purpose of this course. They may not be further retained or disseminated.

Statement for Students with Disabilities: In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Office of Disabled Student Services located at UTEP need to be contacted. If you have a condition which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Disabled Student Services. You may call 915-747-5148 for general

information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability.

Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and Office for Disabled Students at UTEP.

Technical Assistance: UTEP offers complete technical information and help desk support at:
<http://issweb.utep.edu/techsupport/>.

Course Schedule Changes: As course instructor, I reserve the right to adjust the course syllabus or change assignments as needed and I will do so only if it is in your best interest. I will be sure to give you plenty of notice prior to any changes. Remember that our course syllabus and Course Calendar are living documents and can be changed!

Useful Websites:

UTEP Library

<http://libraryweb.utep.edu/>

UTEP Library Online Resources

<http://libraryweb.utep.edu/online/>

UTEP Library Introduction to Research Tutorial

<http://libraryweb.utep.edu/research/>

UTEP Writing Center

<http://academics.utep.edu/writingcenter>

UTEP Library Distance Education Resources

http://libraryweb.utep.edu/services/dist_ed.php

How to Outline a Research Paper

http://faculty.plattsburgh.edu/michael.morales/psy304_research%20paper.html

The Owl at Purdue: Free Writing Help

<http://owl.english.purdue.edu/owl/resource/544/01>

The Basics of APA Style

<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

APA Style Help

<http://www.apastyle.org/apa-style-help.aspx>

Note: All assignments are due by 11:59 pm on the day they are listed due. No exceptions unless prior arrangements have been made with the instructor!