

Approval Chart for Curriculum Changes

A = Approve I = Information Item¹ R = Advise & Respond²

Course Number SPED 374 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Remove cross listing between SPED 374 and PSYC 374. Maintain the current course name for SPED 374 -- Emotional and Behavioral Disorders

SPED 374 Emotional and Behavioral Disorders in Children is cross-listed with PSYC 374, which has recently had the course name changed to Abnormal Psychology. The new name is not appropriate for SPED 374, a course focused on educational and not clinical contexts. In addition, these two courses have functioned as two very different courses for some time, addressing different learning outcomes. We propose separating these two courses, no longer cross listing them. This will allow both departments to address the learning outcomes specific to the discipline. I have attached the syllabus for each course to demonstrate the difference between these courses.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³						
		Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD
Change to a Course								
1.	Title (description unchanged)	A	A	A		I		I
2.	Description (not affecting content)	A	A	A		I		I
3.	Course term(s)	A	I	A		I		I
4.	Content (substantive change)	A	A	A		I		A
5.	Number of hours (lecture, lab, contact)	A	A	A		A		A
6.	Course number within the hundred	A	A	I		I		I
7.	Course number beyond the hundred	A	A	A		A		A
8.	Prerequisites	A	A	A		I		I
9.	Course fee(s)	A	--	A		--		A
10.	From U to G or G to U	A	A	A		A		A
11.	Cross list with another department: U or G level	A	A	A		A		A
12.	Department of record	A	A	A		A		A
13.	Open or close a course	A	A	A		A		A
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A		A		A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major — Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major — Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor — Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor — Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree — Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree — Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R		A		A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R		A		–	A	–
3.	Degree – Discontinue (proposed by the Provost)	A	R	R		A		A	A	I

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COUNCIL ³										
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

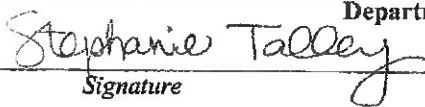
⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

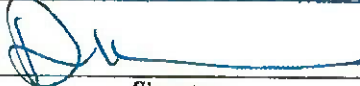
⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	4-27-2020 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	4-28-2020 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	4-28-2020 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
 Chair's signature	4-28-2020 Approval date
_____ Signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

PSYC 374 Emotional and Behavioral Disorders in Children
Department of Psychology, Abilene Christian University
Mondays 6:00-8:30, Fall 2019

Instructor: Scott Perkins, Ph.D.

Office: 131 McKenzie Building

Phones: 325.674.2280 (ACU)

325.370.4851 (cell)

Email: perkinss@acu.edu

Graduate Assistants: Simon Saleem

Sfs18a@acu.edu

Location: 15 McKenzie Building

Office hours (email for appointment):

M 11:00-12:00 PM

T 10:00-2:00 PM

W 11:00-1:00 PM

Stephanie Orozco

sro13a@acu.edu

University Mission

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

Course Content and Objectives

Catalog Description: A study of social and emotional problems in children and adolescents including intervention and prevention strategies. Same as SPED 374.

Course Objectives include:

1. To become familiar with the characteristics of children with emotional and behavioral disorders.
2. To develop an understanding of how different cultures and theories conceptualize child and adolescent behavior.
3. To increase knowledge of appropriate prevention and intervention strategies.
4. To enhance skills of presentation, writing, and professionalism.

Text and other Readings

Mash, E.J., & Wolfe, D.A. (2019). *Abnormal child psychology*. 7th edition. Belmont, CA: Wadsworth, Cengage Learning (available from publisher in hardback, loose-leaf, and digital formats). Other Readings as assigned.

Christian Perspective in Psychology.

The psychology faculty at ACU views psychology as a scientific and applied profession through which one may provide service to the local community as well as the community of faith. Excellence in research and clinical practice are a part of the Christian commitment which students are challenged to share.

Course Policies and Expectations of Students

ATTENDANCE AND PARTICIPATION: You are expected to attend all classes. Attendance will be taken and will be considered in assigning final course grade. One excused absence is allowed. Please notify me in advance if you will be missing class. In excess of one absence, your attendance grade will be proportionally reduced. More than four absences will result in failing the class.

Although punctuality is important, I would rather that you come late than not come at all. With that in mind, please enter and exit quietly, if you arrive after class has begun or if you must leave prior to the end of class. Do not leave early without notifying me in advance of your need and reason for doing so.

Students are expected to participate in all class discussions. This will require the student to be prepared for class by reading assigned materials ahead of time.

Please note that all cell phones and other personal communication devices must be turned off during class time or set to "silent". Additionally, other distractions such as talking to other students during class/lecture will lead to the student(s) being redirected, or in the extreme case, asked to leave class.

LATE POLICY: *All assignments must be turned in on the date they are due. Assignments that are not turned in on the due date will be docked one letter grade (10%) for each class period they are late.*

Disability

The Disability Services Office (a function of Alpha Academic Services) facilitates disability accommodations in cooperation with instructors. In order to receive these accommodations, you must be registered with the Disability Services Office and you must complete a specific request for accommodations. To register with the Disability Services Office, you must provide current and complete documentation of your disability. To request accommodations, complete the Application for Disability Accommodations in the next week (form is available online at http://www.acu.edu/academics/trio/alpha/documents/9_DS_Application_2006.pdf from Alpha Academic Services). You must discuss your need with each professor, obtain his or her signature on the form, and return a copy of the form to the Disability Accommodations Coordinator. You will then be given specific directions as to how accommodations will be facilitated.

Academic Honesty

Because the vast majority of students are impeccably honest in their school work, I as a faculty member must accept responsibility to take measures to protect you, an honest student, from students who would take advantage of you and obtain grades by fraudulent or deceptive means. The measures taken to provide protection for you are sometimes seen by honest students as inconvenient or insulting by implying that you would try to cheat. Please understand that the efforts to prevent cheating in this class are made out of respect and obligation to you as an honest person, not as an insult. Your cooperation will reduce the inconvenience and encourage the person who is tempted to cheat to do his or her work honestly.

Academic dishonesty takes many forms:

- T including giving or receiving answers during a quiz or exam
- T viewing the answers of nearby classmates
- T possession of or access to test items before the test is given, regardless of who obtained them or how they were obtained
- T deception in getting an excused absence to obtain the undeserved opportunity to complete or make up work
- T plagiarism or other methods which present the work of another as one's own
- T deception or sabotage which places a fellow student at a disadvantage
- T any other method which improves one's grade by any means other than study and skillful performances on quizzes and other assignments.

T

Persons who cheat will be disciplined according to the University policy. A grade in this or any other class is not worth the sacrifice of your integrity and sense of self-worth.

ACU's Statement on Academic Integrity

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full Policy is available for review at the student life website:

http://www.acu.edu/campusoffices/studentlife/judicial/For%20Students/Academic_Integrity_P.html.

ACADEMIC HONESTY

Honesty in completing assignments is essential to the mission of the university. Cheating, plagiarism, or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. The specific disciplinary process for academic dishonesty is found in the office of student life.

Grading

Course grades will be determined by a combination of quizzes (35%), group presentations (20%), individual research writing (25%), final exam/reflection (10%), and attendance/participation (10%).

- A. *Quizzes (35%).* Reading Quizzes over an assigned chapter from the text will be given at the beginning of class. The purpose of quizzes is to ensure preparation for class. Final quiz grades will be determined by a sum total of correct answers (points earned) across all quizzes. Missed quizzes must be made up at the end of class the week following the absence. At my discretion, alternative make up for any remaining missed quizzes may be given on Dead Day.
- B. *Group Presentations (20%):* A 20 minute presentation will be completed in groups of three or four. These presentations should provide a detailed explanation of a specific disorder or condition of childhood above and beyond the information provided in the text book. Videos, other media, and class activities are strongly encouraged. A fact sheet, handout, or digital resource on your topic should be prepared for your classmates. This resource should, at a minimum, include a description of the disorder or problem, resources for more information, and a list of references/sources in APA format. Group presentation grades will be determined by quality of the presentation (25%), content (25%), quality of the provided resource (25%), and individual ratings of group contribution (25%).
- C. *Written summary/reaction papers on research articles (25%).* You will be responsible for a selecting, reading, and writing about a minimum of five articles on a single topic of your interest and choosing from the professional psychological literature (a published study in a journal). Summary/reaction papers will be 1-2 pages in length and must be typed. Format for these papers will include your information (name, class, and a full APA-reference entry) and two paragraphs of text (one summary, one reaction/critique). You should first summarize the study, describing the research question, design, findings, and implications. Secondly, you should critique the study in terms of quality of writing (presentation, etc.) and brainstorm ways in which you might follow up on the authors' findings. I am interested in encouraging you to think carefully and deeply about what you are reading, seeing relationships among variables and noting questions about human behavior, including thinking about how you might attempt to answer some of those questions with organized research or logical argument.

- D. Summary/reaction papers/presentations will be graded primarily on the basis of the amount of effort and thoughtfulness apparent from their content. A habit of reading and thinking about the professional literature is an essential component of your development and I promise to encourage you to develop such a habit.
- E. *Final Exam (Reflection writing, 10%)*: For your final exam, you will write about your experience in this course and with the various topics in Abnormal Child Psychology. Be prepared to discuss how these topics and issues will be useful to you in career and personal settings.
- F. *Attendance/Participation (10%)*

Course Calendar

Note: Changes and adjustments will be made as necessary and announced in class

Date	Topic	READINGS	ASSIGNMENTS DUE
August 26	Course Overview and Syllabus		
September 2	Introduction; Abnormality among Children and Adolescents	Chapter 1	Reading Quiz <i>Form Presentation Groups</i>
September 9	Theories of Causality	Chapter 2	Reading Quiz
September 16	Psychopathology Research	Chapter 3	Reading Quiz <i>Select Presentation Topics</i>
September 23	Assessment, Diagnosis, and Treatment	Chapter 4	Reading Quiz <i>Select Focused Group Topic</i>
September 30	Intellectual Disability	Chapter 5	Reading Quiz <i>Group 1 Presentation</i>
October 7	Autism Spectrum Disorders; Childhood-Onset Schizophrenia	Chapter 6	Reading Quiz <i>Group 2 Presentation</i>
October 14	Communication & Learning Disorders	Chapter 7	Reading Quiz <i>Group 3 Presentation</i>
October 21	Attention-Deficit/Hyperactivity Disorders (ADHD)	Chapter 8	Reading Quiz <i>Group 4 Presentation</i>
October 28	Conduct Disorders	Chapter 9	Reading Quiz <i>Group 5 Presentation</i> <i>Individual Research Topics</i>
November 4	Mood Disorders	Chapter 10	Reading Quiz <i>Group 6 Presentation</i>
November 11	Anxiety Disorders	Chapter 11	Reading Quiz <i>Group 7 Presentation</i>
November 18	Trauma and Stress-Related Disorders	Chapter 12	Reading Quiz <i>Group 8 Presentation</i>
November 25	Health-Related and Substance Use Disorders	Chapter 13	Reading Quiz <i>Group 9 Presentation</i>
December 2	Eating and Related Disorders	Chapter 14	Reading Quiz <i>Group 10 Presentation</i> <i>Research assignment due</i>
December 9	<i>Final Exam</i>		<i>Course & personal reflections</i>

Course Syllabus
SPED 374
EMOTIONAL AND BEHAVIORAL DISORDERS OF CHILDREN

FALL 2019
T/TH 12-1:20
JENN ROGERS, M.Ed.
INSTRUCTOR
jlb00w@acu.edu

Supplemental Texts:

Newcomer, P. L. (2011). *Emotional and Behavioral Disorders Theory and Practice*. (4th Ed.). Austin, TX: Pro-ed.

Steege, M. W. & Watson, T. S. (2009). *Conducting School-Based Functional Behavioral Assessments*. (2nd Ed.) NY: Guilford Press.

American Psychological Association (2009) *Publication Manual of the American Psychological Association*, 6th Edition.

Colvin, G. (2009). *Managing Noncompliance and Defiance in the Classroom: A Road Map for Teachers, Specialists, and Behavior Support Teams*. Thousand Oaks, CA: Corwin.

Crone, D. A., Hawken, L. S., & Horner, R. H. (2010) *Responding to Problem Behavior in Schools: The Behavior Education Program*. (2nd Edition). NY: Guilford.

Crone, D. A. & Horner, R. H. (2003). *Building Positive Behavior Support Systems in Schools: Functional Behavior Assessment*. NY: Guilford Press.

O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R. Storey, K., Newton, J. S. (1997). *Functional Assessment and program Development for Problem Behavior: A Practical Handbook*. Pacific Grove, CA: Brooks/Cole Publishing

Mission Statements

The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world.

The mission of the College of Education and Human Services is to equip students for global ministry through exemplary practice and service in education and human services.

The mission of the Teacher Education Department is to prepare exemplary, committed educators for service in diverse and multicultural communities for the glory of God.

Philosophy of Teaching

It is important for future teachers to be actively involved in their own process of learning. The student

through current research, presentations, cooperative learning, discussion, technology tools, and guest speakers will engage in an active learning experience. It is imperative for future educators to have successful strategies and a theoretical framework to access when working with children who have emotional and behavioral disorders.

The classroom at any level should have the dynamics of a learning community. The instructor and students must work together to create a cooperative and safe learning environment. The most fascinating aspect of classroom communities is the feeling of partnership. The instructor and students should feel like a group of learners working together towards the same goal. While the instructor assumes the role of facilitator, the students should feel ownership over their own learning experience. Responsibility for learning rests in the hands of the student.

Modeling is a key component to the education process. Learning with students is not a weakness, nor does it show incompetence. Students of all ages enjoy seeing teachers enthusiastic about a subject and about learning.

Teaching is a vocational calling and ministry. Teaching allows me to be a servant leader. I strive to provide genuine care and empathy to each student who enters the classroom. As Jesus said to his disciples in the New Testament, "You know that those who are regarded as rulers of the Gentiles lord it over them, and their high officials exercise authority over them. Not so with you. Instead, whoever wants to become great among you must be your servant, and whoever wants to be first must be slave to all" (Mark 10:42-44 New International Version). I am deeply humbled by the opportunity to teach and be called a teacher.

Course Description:

This course will provide prospective teachers with information to assess and manage students with emotional and behavioral disorders. Principles and procedures included in the course content include reinforcement, extinction, punishment, differential reinforcement, establishing operations, discriminative stimuli, generalization, prompting, shaping, and fading. Classical conditioning, conditioned reinforcement, schedules of reinforcement, reliability, validity, data collection methods, and conducting Manifestation Determination Reviews (MDR) and Functional Behavior Assessments (FBA) will also be emphasized.

Course Audience/Prerequisites:

The course prerequisites are: Admission to Teacher Education Program; and the following courses: EDUC 211 and 371.

Course Objectives:

After completing this course, students will have demonstrated a thorough knowledge and comprehension of emotional and behavioral disorders of children and the principles and procedures of behavior modification. In addition, students will demonstrate the ability to analyze and modify inappropriate behaviors and evaluate intervention programs.

Competencies/CEC Knowledge and Skills:

CEC Standard/Competency	CEC Knowledge & Skill
- CEC Standard 1: Foundations - The student will examine the educational terminology, definitions of, and models of deviance regarding individuals with EBD. BD1K1 - The student will integrate foundations and issues related to knowledge and practice in EBD with their philosophy and practice of Special Education. BD1K2 - The student will review and incorporate the legal, judicial, and educational systems serving individuals with EBD including the principles of normalization and the concept of least restrictive environment (LRE). BD1K3 - The student will implement the theory of reinforcement techniques in serving individuals with EBD. BD1K4 - CEC Standard 2: Development and Characteristics of Learners - The student will examine the etiology and diagnosis related to various theoretical approaches in the field of EBD including: - Physical development, disability, and health impairments & EBD. BD1K6 - Social Characteristics of individuals with EBD. BD1K5 - Overrepresentation issues of EBD. BD2K1 - CEC Standard 3: Individual Learning Differences - The student will review the impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development. BD2K2 - CEC Standard 4: Instructional Strategies - The student will examine the advantages and limitations of instructional strategies and practices for teaching individuals with EBD including prevention and intervention strategies. BD2K3 - The student will examine strategies for integrating student-initiated learning experiences into ongoing instruction for individuals with EBD. BD2K4 - CEC Standard 5: Learning Environments & Social Interactions - The student will inspect the advantages and disadvantages of placement options and the continuum of services for individuals with EBD including: - Functional/modified learning environments to manage behavior. CC3K2 - The student will examine the development of an environment that encourages self-advocacy and increased independence and uses problem solving and conflict resolution skills. BD4K2 - The student will examine the importance of classroom routines and the use of least intensive behavior management strategies consistent with the needs of individuals with EBD. BD4K4 - CEC Standard 6: Language - The student will examine the ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding. BD4K5 - CEC Standard 7: Instructional Planning - The student will review model programs that have been effective for individuals with EBD across age range. BD5K1 - The student will examine and implement the use of functional assessments to develop intervention plans, which includes the implementation of reinforcement systems and modifications for individuals and groups for individuals with EBD. BD5K2 - CEC Standard 8: Assessment - The student will synthesize policies and procedures involved in screening, diagnosis, and placement of individuals with EBD including academic and social behaviors. CC5S5	- BD1K1 - BD1K2 - BD1K3 - BD1K4 - BD1K6 - BD1K5 - BD2K1 - BD2K2 - BD2K3 - BD2K4 - CC3K2 - BD4K2 - BD4K4 - BD4K5 - BD5K1 - BD5K2 - CC5S5 - CC5S9 - BD5S2 - CC5S11 - CC5S12 - BD5S1 - CC6K3 - BD7K1 - CC7S4 - BD7S1 - BD7S2 - BD8K2 - BD8K3

- The student will demonstrate the ability to assess appropriate and problematic social behaviors of individuals with EBD. BD8S2
- CEC Standard 9: Professional and Ethical Practice
 - The student will investigate organizations and publications relevant to the field of EBD. BD9K1
- CEC Standard 10: Collaboration
 - The student will examine the collaborative and consultative roles of the special education teacher in the program of individuals with EBD. BD10K3

Course Requirements and Evaluations:

Evaluation Activities:

Evaluation Activities will be taken from the following sources:

- Information presented by instructor/colleagues in class
- Readings as assigned by instructor

Students are expected to read and study the course reading material.

Group Presentation Activity:

Your group will select one of the categories listed below from the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition

- Disorders Usually First Diagnosed in Infancy, Childhood, or Adolescence.
- Schizophrenia and Other Psychotic Disorders
- Mood Disorders
- Anxiety Disorders
- Impulse-Control Disorders Not Elsewhere Classified
- Personality Disorders

Your presentation should be at least 15 minutes in length but not more than 30 minutes

Case Study Activities:

There are case study activities to be completed both in class and on your final exam (part two).

Video and Blog Activities:

You will view and reflect over videos about the following emotional and behavioral disorders.

- ADHD
- Anxiety Disorders
- Conduct Disorders
- Mood Disorders
- Autism
- Dyslexia and Learning Disorders

FBA/BSP Activity:

You will participate in conducting a Functional Behavior Assessment (FBA) and develop a Behavior Support Plan (BSP) from your findings during the FBA.

Integrating Faith and Learning:

There will be a variety of activities that will allow the class to interact in integrating faith and learning.

Quizzes and Class Discussions

You will be required to read selected articles and online sources in this course. When a reading is assigned, there may be a quiz about that chapter, article, or assigned reading at the beginning of the next class period. The quizzes are not designed to be difficult; however, they are designed to evaluate who is reading the material. Reading the assignments should sufficiently prepare you for all quizzes and/or class activities and discussions. We have many meaningful and purposeful discussions about the assigned readings. You are required to read and study the textbook or articles in order to be sufficiently prepared.

Assignment Submission Standards

Specific requirements and assessment criteria will be provided to you when the assignment is given. Assignments will be accepted when submitted in the required format. If an assignment does not meet the minimum criteria (minimum length, number of citations, etc.) or is not submitted in the required format, it will be considered incomplete and will be returned to the student ungraded. In order to qualify for a grade, the assignment must be resubmitted and will be considered late. At this point, the late work policy outlined below will apply. It is expected that the student will take care of spelling and grammar in all written assignments and utilize APA format for all citations and references. Assignments submitted with excessive errors in spelling and grammar will also be returned ungraded to the student. The assignment must be resubmitted and will be assessed the late penalty. The student will have ONE WEEK to resubmit the assignment if it is returned for any of the reasons described above. ALL course assignments must be submitted in order to qualify for an A or B in the course. Failure to submit ALL assignments will result in a C being the highest grade possible.

Assignment format: Typed, 1- inch margins, 12 point font, Times New Roman, double spaced

OR

Specified format given during introduction of an assignment

The ACU Writing Center, located in the new Learning Commons, welcomes all students who would like free assistance with their writing. Trained and experienced tutors will provide feedback for any writing assignment at any stage of the writing process--from planning and drafting to revising and editing. Hours of operation are posted at www.acu.edu/writingcenter. Please call 674-4833 for more information

Grading Scale

92-100 A

83-91 B

74-82 C

68-73 D

Below 68 is failing

Late Work

Assignments are due in Canvas at the **TIME AND DATE LISTED IN CANVAS**. Late work will affect the letter grade. Late assignments will receive an automatic deduction of 10 percent from the final grade earned on the assignment. Late assignments will not be accepted after one week from the original due date and will be recorded in the gradebook as a zero.

Attendance Policy

You are expected to attend class each time we meet. If it is necessary to miss class, you need to contact the instructor via email or phone. No distinctions will be made between excused and unexcused absences. For the purposes of this course, attendance is more than physical presence. Credit will only be given for meaningful attendance, meaning that you are attending to the task at hand. Absences will be assigned for behaviors including, but not limited to, texting, sleeping, or disruptive talking. Meaningful attendance requires that you come to class prepared by completing and bringing reading material and assignments in order to actively participate and share in class discussions, activities and reflections. Three tardies or early dismissals will equal one absence. More than 2 absences will lower the final grade by 5 points for each additional absence. In special situations, exceptions may be granted. More than 6 absences will result in being dropped from the course.

In class assignments, including exams and quizzes, which are missed due to absences not approved by the university, may not be made up, except in extreme cases as approved by the instructor.

Note: The only absences that will not receive a penalty in the attendance portion of your grade are those that are a part of university pre-approved events.

Incomplete Policy

An incomplete may be granted if a teacher candidate has not met the requirements of the course due to extreme situations outside the candidate's control. An incomplete is not given when a student has simply been negligent toward class requirements. An "I" can only be assigned if the candidate has completed at least 75% of the course in good standing. If a student knows early in the semester that life has presented a significant challenge, it is recommended that a conference be scheduled with the course instructor to assess whether it will be in the candidate's best interest to withdraw from the course and take the course at a later time. An "I" is removed by the completion of the necessary work within the next long term or time approved in writing by the instructor, otherwise the "I" will become an "F" on the student's record. It is also important to understand that an "I" calculates as an "F" in the GPA until it is completed. This may impact a candidate's admission status and/or eligibility for financial aid. For these reasons, the teacher candidate must carefully evaluate whether an "I" is the best option. If it is determined that an "I" is the best option, an Incomplete Policy Contract will be signed by the candidate and the instructor and be filed in the Admission and Candidacy File in the Certification Office. The contract form is included in the Teacher Education Department Forms and Rubrics section of the Teacher Education Handbook.

Academic Integrity Policy

Violations of academic integrity and other forms of cheating, as defined in the Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent. Violations will be addressed as described in the policy. The Policy is available to review at the Provost's web site, <http://www.acu.edu/campusoffices/provost> and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life, and the department education.

ADA Compliance Statement

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667.

Contact Information

Phone Numbers:

674-2120 (office)

370-2070 (cell)

If you text me, please tell me who it is within the text message. Please use text for emergency only.

Email: ***This is the best way to get in touch with me.***

jlbo0w@acu.edu

Office Hours

See Canvas for listed office hours.

From: **Richard Beck Jr.** <beckr@acu.edu>
Date: Thu, Apr 30, 2020 at 11:38 AM
Subject: Re: PSYC 374
To: Dana Kennamer <dana.kennamer@acu.edu>

To the ACU Academic Councils and Administration,

The Department of Psychology supports removing the cross listing of SPED 374 with PSYC 374.

For the Department of Psychology,
Richard Beck, Chair

On Wed, Apr 29, 2020 at 8:35 AM Dana Kennamer <dana.kennamer@acu.edu> wrote:
Richard,

I am taking the proposal to discontinue the cross listing of PSYC 374 and SPED 374 to UUAC next week. I have been asked to include a statement from you that you support this proposal.

I have attached the council document below.

Dana

Dana Kennamer, Ph.D.
Associate Dean, College of Education and Human Services
Professor and Chair of Teacher Education
Abilene Christian University
Abilene, TX 79699
(325) 674-2112