

# EVANGEL

U N I V E R S I T Y

A CHRISTIAN LEARNING-CENTERED UNIVERSITY

## Master of Science in Counseling

**COU 632/GAC 633: Psychology of Education**  
**Summer 2017 - 3 credits**

### **University Mission**

*Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally.*

### **Counseling Program Mission Statement:**

*The Evangel University Counseling Program trains graduate students to become professional counselors who integrate their Christian faith while providing holistic and ethical counseling services to diverse individuals and groups across the lifespan.*

**Bible Verse:** *Give instruction to a wise man and he will be still wiser. Teach a righteous man and he will increase his learning. Proverbs 9:9*

**Instructor Name:**

**Phone Number:** 417-865-2815

**Email:**

**Office:**

**Class Time:**

**Location:**

**Office Hours:**

**Teaching Philosophy and Methods:** Learning should be enjoyable, contagious, and life-long. Learning does not have to be difficult even though it can be challenging. I never assume anything about what a student should know, because students of all ages have different educational experiences, interests, and learning preferences. Methods of learning address individual needs but always involves engagement of the learner enhanced by independent and cooperative learning activities.

Varieties of methods used are Outlines of Lectures, PPTs, Webinars, Video Clips, TED-Talks, Cooperative Learning Activities, Peer Reviews, Discussion Boards, Course Commons (Canvas) Learning Management System.

**Course Catalogue Description:** Designed for educators and counselors as practitioners in school settings. Applies psychology to teaching with emphasis on research, theories, and practical applications relating to contemporary issues.

**Required Text(s):**

Slavin, Robert E. (2009). *Educational psychology: theory and practice (9<sup>th</sup> ed.)*. Upper Saddle River, NJ: Pearson Education, Inc.

ISBN 13: 978-0-205-59200-5 or ISBN 10: 0-205-59200-7

Even though there are newer editions, **the 9<sup>th</sup> edition (2009) will be used for Summer 2017 to reduce costs for students.** (The Textbook Companion Website, [www.myeducationlab.com](http://www.myeducationlab.com), is optional to purchase as a supplemental resource)

**Course Objectives:**

<b>2016 CACREP STANDARD</b>	<b>2016 Mo School Counselor Standards</b>	<b>OBJECTIVE</b>	<b>LEARNING EXPERIENCE</b>	<b>ASSESSMENT</b>
<b>2.F.3.b.</b>	<b>1.2</b>	Identify theories of learning that influence academic achievement	Textbook readings and discussion boards	Chapter Quiz; Discussion Board Rubric; Final Exam
<b>2.F.3.f.</b>	<b>1:1</b>	Identify systemic and environmental factors that affect human development, functioning, and behavior	Textbook readings and discussion boards	Chapter Quiz; Discussion Board Rubric; Final Exam; Controversial Issues Paper
<b>2.F.3.h.</b>	<b>1.2</b>	Develop a framework for understanding differing abilities and strategies for differentiated interventions	Textbook readings and discussion boards	Chapter Quiz; Discussion Board Rubric; Best Practice PPT
<b>2.F.3.i.</b>	<b>1.4; 5.1</b>	Identify ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (school aged population)	Textbook readings and discussion boards	Chapter Quiz; Discussion Board Rubric; Final Exam; Controversial Issues
<b>5.G.2.h.</b>		Critically examine the connections between social, familial,	Textbook readings and discussion boards	Discussion Board Rubric; Controversial Issues; Best

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		emotional, and behavior problems and academic achievement		Practice PPT
<b>5.G.2.j.</b>	<b>3.1; 2.2;3.3</b>	Identify qualities and styles of effective leadership in schools	Textbook readings and discussion boards	Chapter Quiz; Discussion Board Rubric; Final Exam; Controversial Issues Paper
<b>5.G.3.c.</b>	<b>1.1;2.2</b>	Connect achievement of students with core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	Textbook readings and discussion boards	Chapter Quiz; Discussion Board Rubric; Final Exam; Best Practice PPT
<b>5.G.3.d.</b>	<b>2.3; 3.1</b>	Research of interventions to promote academic development	Textbook readings; Khan Academy 60 Minute Video and Website Review	Discussion Board Rubric; Best Practice PPT; Khan Academy Paper
<b>5.G.3.h.</b>	<b>2.3;3.1</b>	Increase knowledge to critically examine the connections between social, familial, emotional, and behavioral problems that influence academic achievement	Textbook readings and independent research for Best Practice Assignment	Chapter Quiz; Discussion Board Rubric; Best Practice PPT Peer Review; Controversial Issues Paper
<b>5.G.3.l.</b>	<b>3.3</b>	Identify the best techniques to foster collaboration and teamwork within schools	Textbook readings and selected readings regarding Ron Clark' Methods and Evidence Based Schools	Chapter quiz; Discussion Board Rubric; Ron Clark Reflection Paper

Grades are based on number of points accumulated by completing course requirements. Points accumulated are divided by the total points available in the class. **The instructor retains the right to edit assignments or points to meet objectives of the course. If a student does not turn in an assignment, the student will not be able to receive an A for the course, even if the student has enough points to make an A without the points of the missing assignment.** In other words, it is better to turn in a completed (late) assignment and receive no points than to not turn in an assignment and automatically negate the chance for an A. 10% of total points are deducted for each day overdue.

Points assigned to each assignment are indicated in Course Commons Gradebook and in Assignment Table Below.

Additionally, an “A” for the course may be earned statistically, but the instructor retains the right to determine the final grade based upon demonstrated interpersonal relationships with academic peers and university staff members. **Percentages are not rounded up.**

**Grading Scale:**

<b>A*</b>	<b>94 -100%</b>	<b>B-</b>	<b>80 – 82%</b>
<b>A-</b>	<b>90 – 93%</b>	<b>C+</b>	<b>77 – 79%</b>
<b>B+</b>	<b>87 - 89%</b>	<b>C</b>	<b>73 - 76%</b>
<b>B</b>	<b>83 – 86%</b>	<b>F</b>	<b>Less than 73%</b>

**\*An “A” grade will only be awarded to individuals who earn 94% of total points available plus no more than a single absence.**

<b>Course Assignments:</b> Please see assignment details at the end of the syllabus or Course Commons		
<b>Assignment</b>	<b>Points</b>	<b>% of Grade</b>
Academic Integrity Statement	5	1%
Discussion 1	10	2%
Discussion 2	10	2%
Discussion 3	10	2%
Discussion 4	10	2%
Discussion 5	10	2%
Discussion 6	10	2%
Discussion 7	10	2%
Discussion 8	10	2%
Ch 1 Quiz	21	4%
Ch 2 Quiz	35	7%
Ch 3 Quiz	31	6%
Ch 4 Quiz	28	5%
Ch 5 Quiz	26	5%

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Ch 6 Quiz	30	6%
Ch 7 Quiz	21	4%
Ch 8 Quiz	14	3%
Ch 9 Quiz	22	4%
Ch 10 Quiz	25	5%
Final Assessment	50	9%
Khan Academy 60 Minute Video and Website Review/Reflection Paper	20	4%
What is Ron Clark doing today? Reflection Paper	15	3%
Best Practice PPT	80	15%
Controversial Issues and Clashing Viewpoints	25	5%
<b>Total Points</b>	<b>528</b>	<b>100%</b>

**Tentative Course Schedule:** *All syllabus items are subject to editing modifications in order to improve learning or to reflect the needs of the class; any changes will be announced in advance. Please check COURSE COMMONS for changes and announcements on a regular basis.*

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<i>Date</i>	<i>Lecture/ Activity</i>	<i>Reading</i>	<i>Assignments</i>	<i>Due Date</i>
<b>Week 1</b>	Review syllabus and COURSE COMMONS format. Review General Documents Folder under Modules. Ch. 1 & 2 Power Points Discussion Board #1	“Why Take This Course?”  Chapters 1 & 2	Submit <i>Academic Integrity Statement</i> via DropBox  Discussion Board #1	<b>05/14 @11pm CST</b>
<b>Week 2</b>	Chapter Quizzes 1 & 2 Ch. 3 & 4 Power Points Discussion Board #2	Chapters 3 & 4	Chapter Quizzes 1 & 2 Discussion Board #2	<b>05/21 @11pm CST</b>
<b>Week 3</b>	Chapter Quizzes 3 & 4 Ch. 5 & 6 Power Points Discussion Board #3 Khan Academy Website & Video	Chapters 5 & 6	Chapter Quizzes 3 & 4 Discussion Board #3 Khan Academy Review/Reflection Paper	<b>05/28 @11pm CST</b>
<b>Week 4</b>	Chapter Quizzes 5 & 6 Ch. 7 & 8 Power Points Discussion Board #4	Chapters 7 & 8	Chapter Quizzes 5 & 6 Discussion Board #4 Report, no longer than 2 pages, dbl spaced, on “Ron Clark	<b>06/04 @11pm CST</b>

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			Today,” author of <i>Essential 55</i> and <i>Essential 11</i>	
<b>Week 5</b>	Chapter Quizzes 7 & 8 Ch. 9 & 10 Power Points Discussion Board #5	Chapters 9 & 10	Chapter Quizzes 7 & 8 Discussion Board #5	<b>06/11 @11pm CST</b>
<b>Week 6</b>	Chapter Quizzes 9 & 10 Discussion Board #6		Chapter Quizzes 9 & 10 Discussion Board #6 Power Point Project	<b>06/18 @11pm CST</b>
<b>Week 7</b>	Chapter Quizzes Discussion Board #7 & #8		Chapter Quizzes Discussion Board #7 & #8 Controversial Issue & Clashing Viewpoint Paper	<b>06/25 @11pm CST</b>
<b>Week 8</b>	Final Exam		Final Exam	<b>07/02 @11pm CST</b>

## EU ACADEMIC AND COUNSELING PROGRAM POLICIES

### Academic Integrity Policy

Students are expected to maintain high levels of academic honesty as people of Christ. By virtue of your integrity, you signify that all work submitted is your original work completed by you. Submitting someone else’s work as your own (without proper citations, identifying particular research) is dishonest and is not congruent with a Christian life. Furthermore, the use of published study guides, solution manuals, or test banks not offered by the text’s publisher will be deemed cheating. If you have questions as to the legitimacy of a study resource, consult your course professor. The program faculty and coordinator will handle incidents of academic dishonesty (plagiarism and cheating). If warranted, offenses will be reported to the Academic Affairs and the Student Development divisions. Consequences may include but not limited to grade adjustment, academic probation, withdrawal of candidacy, or dismissal. Please see the Graduate Studies catalog:

<http://web.evangel.edu/apps/mastercatalog/view/view.asp?CatalogID=2&Section=36>

### Attendance Policy

Students are asked to participate in class, volunteer for demonstrations, and come to class fully prepared. As this course only meets once a week, attendance at all sessions is critical. In order to maintain in good standing, a student must attend 75% of the scheduled class time. Students missing more than 3 classes will be dropped from the class. Students who miss class because of illness, participation in authorized co-curricular activities, or for other unavoidable reasons will be given the opportunity to complete missed assignments or the

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equivalent. Students who miss class for other reasons may only make up work at the discretion of the individual instructor as stated in the course syllabus.

### **Disability Accommodations**

Evangel University is committed to the provision of reasonable accommodations for students with disabilities, as defined in Section 504 of the Rehabilitation Act of 1973. If you think you may qualify for accommodations, notify me as soon as possible. You will be required to have appropriate documentation on file with Academic Support in the Center for Student Success (Zimmerman Hall 208).

Note: If you are disabled or are attending college under extenuating circumstances and require special consideration, *it is your obligation to notify your instructor* before the end of the first week of classes. If we do not hear from you, we assume you do not need special consideration. See the following for more

information: <http://web.evangel.edu/community/?p=ASC&i=1437&t>

### **Policy Regarding Electronic Devices In Class**

The use of electronic devices in the classroom is intended to enhance the learning experience for you and your classmates. Any use of technology that substantially degrades the learning environment, distracts you and/or your classmates, promotes dishonesty or illegal activities is prohibited. Be sensitive to this temptation to mentally leave the class using your device. It is recommended that cellular phones be silenced during class.

### **Course Commons (Canvas):**

This course will be conducted through the CANVAS LMS (learning management system) generally referred to as *Course Commons*. All information needed to access and interact with the LMS can be found on the CANVAS login page using the link <https://courses.Evangel.edu>. Course content (example: PPTs, Projects, data, Assignment details, etc.) will be located within modules at the course site. The course calendar will also direct students to the assignments.

**Access to Canvas Before the Class Begins.** Students who have academically registered will have access to CANVAS and this course seven (7) days before the official beginning of the semester. Students have until seven (7) days after the semester begins to complete financial registration. If financial registration is not completed by the seventh day, CANVAS access will be revoked and all submitted work will be lost. When financial registration is then completed, CANVAS access will be granted, again. Make-up work for items lost will be at the discretion of the professor. Please contact the Registrar's office with questions about your registration status: (417) 865-2815 x7203.

**Access to Course Commons After the Class Ends.** At the end of a semester, students will have access to *Course Commons* for seven (7) days after the last official day of class. After the seven (7) days, students will not have access to the course or *Course Commons* until next semester's financial registration is complete. If you have questions about work submitted after course access is withdrawn, please contact the instructor directly.

**Statement Regarding Risks and Benefits of Counselor Education**

Pursuing a graduate education in counseling can facilitate meaningful professional and personal growth opportunities via insight and increased awareness. Nevertheless, material covered in any counseling course, various experiential exercises, assignments, and/or field based experiences, may facilitate intense, negative, and even emotionally overwhelming responses. Consequently, such responses may inhibit the student’s functioning, academic performance, and fit for field work. Students are encouraged to be candid about the impact of such experiences and address any concerns about present functioning with their instructor. If an instructor or staff member (in conjunction with the Program Coordinator) observes evidence of problematic functioning, he/she will bring it to the student’s attention. Students may be advised in one or more of the following directions:

1. Enter personal counseling while remaining in the program and report back to their Academic Advisor or Program Coordinator.
2. Take a leave of absence from the program, with conditions specified by the program.
3. Follow a remediation plan that may include additional coursework or supervisory experiences.
4. Withdraw from the program.

The intent of the above directives is to help students address and resolve psychological material that may impact their future work as mental health care providers. Final determinations for continued progression through the Counseling program will be at the sole discretion of the program faculty and will be made with the utmost care and student’s best interest in mind.

Any decision regarding a student’s matriculation through the program may be appealed by following procedures in the *Student Handbook*.

**Academic Integrity Statement:**  
**Course Expectations**

Please place an X in the first cell by each corresponding statement (gray boxes):

<input type="checkbox"/>	1. Completed course work submitted to COURSE COMMONS represents my own, original work.
<input type="checkbox"/>	2. My course work will be completed without any outside other than from my text book, the COURSE COMMONS help, a tutor approved by my instructor, and/or my professor.
<input type="checkbox"/>	3. My course work does not plagiarize the work of other people. It contains cited sources as necessary.
<input type="checkbox"/>	4. No other person will be with me (watching, commenting, taking notes, or generally near me) while I take course assessments.
<input type="checkbox"/>	5. I will not use other electronic resources except those approved by the professor while taking any portion of an assessment.

	6. I will not search the internet before, while, or after submitting my completed assessment to COURSE COMMONS directly related to this assessment and its information/questions.
	7. I will not email, text message (computer or phone), or talk on the phone while taking an assessment, anything specifically related to an assessment, and any direct communication regarding it. This also includes homework.
	8. I will not allow any other person (except my professor) to see any part of assessment instructions, student materials, COURSE COMMONS exam page, nor my work.
	9. I will not/have not/will not share (through conversation, files, pictures, or directly) any part of an assessment, homework, or quiz (instructions, workbook, content, or topics) with any person (class mate, team mate) except my professor.

I, , do hereby declare that I have read the above statements and will adhere to them.

Signed, .

Fill in the boxes (you may type in them), save this document to your computer, and upload the statement of academic integrity on COURSE COMMONS .

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1. Enter personal counseling while remaining in the program and report back to their Academic Advisor or Program Coordinator.
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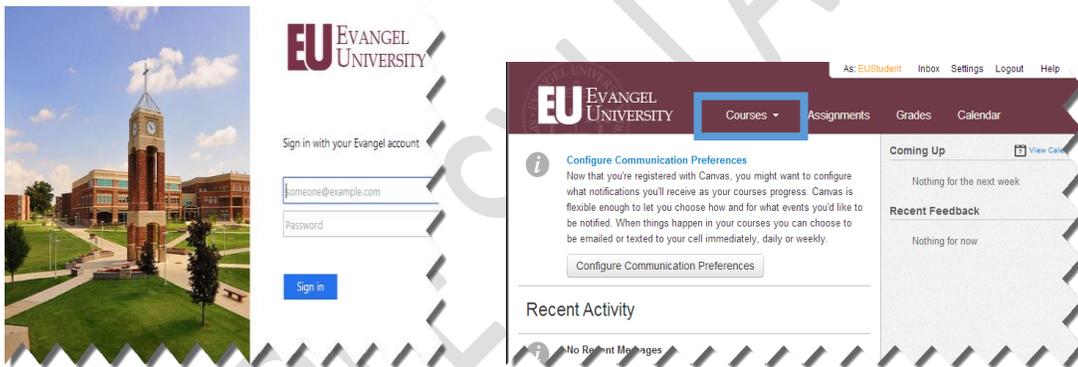
3. Follow a remediation plan that may include additional coursework or supervisory experiences.
4. Withdraw from the program.

The intent of the above directives is to help students address and resolve psychological material that may impact their future work as mental health care providers. Final determinations for continued progression through the clinical mental health program will be at the sole discretion of the program personnel and will be made with the utmost care and student's best interest in mind. Students have the right to appeal any decision under the Student Handbook procedures.

### **EVANGEL'S COURSE COMMONS SYSTEM:**

#### **1. Course Commons**

Login at: <https://courses.evangel.com/>.



**Use your Evangel username and password to login.**

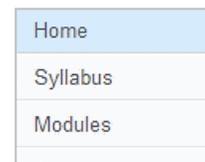
**To access the course, hover over or click Courses at the top of the page after logging in.**

#### **2. Before the class starts:**

- a. Students will have access to Course Commons seven (7) days before the official beginning of the semester. This does not mean all course content will be ready. Release of course content will be the prerogative of the professor.
- b. Students have until seven (7) days after the semester begins to complete financial registration. If financial registration is not completed by the seventh day, course access will be revoked and all submitted work will be lost.

#### **3. Course Content:**

- a. All course content (such as syllabus, modules, course materials, drop-boxes, quizzes, exams, discussions, and grades) are located on the navigation pane on the left hand side of our course. The Navigation Pane may differ from course to course.



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- b. At the end of a semester, students will have limited access to the course through Course Commons. Only access to already submitted work and grades will be available.

### 4. Personal Settings:



- a. After logging into Course Commons, be sure to go to Settings and adjust your personal profile settings.
- b. Add in a profile picture of yourself (Smile!)
- c. Set your notifications; set how you'll be notified (EU email, personal email, text, Facebook, Twitter) and how often.
- d. Need help figuring out how to do all that? Be sure to check the Canvas Help Guides or go here: [Navigating Your Canvas Profile](#)

### 5. Help:



- a. Course Commons Help can be found by clicking the Help button in the upper right corner after logging in. Because the Course Commons is powered by the Canvas Learning Management System, all help guides and helpdesk tickets are through Canvas.
- b. Be sure to look at the Canvas Student Quickstart Guide: [Canvas Student Quickstart Guide](#)

Help
<a href="#">Ask Your Instructor a Question</a> <i>Questions are submitted to your instructor</i>
<a href="#">Search the Canvas Guides</a> <i>Find answers to common questions</i>
<a href="#">Report a Problem</a> <i>If Canvas misbehaves, tell us about it</i>
<a href="#">Ask the Community</a> <i>Get help from a Canvas expert</i>
<a href="#">Request a Feature</a> <i>Have an idea to improve Canvas?</i>

By clicking Help, you'll be able to...

- a. Submit a question directly to your instructor
- b. Access Canvas Help Guides
- c. Submit a Course Commons Helpdesk Ticket

Direct Link - Canvas Help Website: <https://help.instructure.com/home>

### 6. Course Commons Troubleshooting:

- a. Question about a quiz or course content?  
**Contact your instructor, first!**
- b. Technical question about the Course Commons?  
**Click Help and submit a ticket through Report a Problem.**
- c. Can't access Course Commons?  
**Contact the EU IT Helpdesk: 417-865-2815 x8368 (phone) or [helpdesk@evangel.edu](mailto:helpdesk@evangel.edu) (email) or [help.evangel.edu](http://help.evangel.edu) (web)**

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No one would remember the Good Samaritan if he had only had good intentions.

~ *Margaret Thatcher*

The greatest of all miracles is that we need not be tomorrow what we are today, but we can

Improve if we make use of the potential implanted in us by God.

~ *Rabbi Samuel M. Silver*

The mind is like a parachute-

It works only when it is open.

~Unknown

I have held many things in my hands

And I have lost them all.

But whatever I have placed in God's hands,

That I still possess.

~ *Martin Luther*

SAMPLE SYLLABUS