

Course Changes

Texas A&M University

Departmental Request for a Change in Course

Undergraduate ♦ Graduate ♦ Professional

• Submit original form and attachments •

Form Instructions

- Request submitted by (*Department or Program Name*): Department of Educational Psychology
- Course prefix, number and complete title of course: EPSY 631: Program Evaluation in School and Clinic

Attach a brief supporting statement for changes made to items 3a thru 3d, and 6 below.

- Change requested
 - Prerequisite(s): From: Approval of Instructor and department head To: EPSY 635 or equivalent and approval of instructor
 - Withdrawal (reason): _____
 - Cross-list with: _____

Cross-listed courses require the signature of both department heads.

- Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
 - Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. **Attach a course syllabus.**
- For informational purposes only, please indicate course number if this course will be stacked: _____
 - Complete current course title and current catalog course description: EPSY 631: Program Evaluation in School and Clinic - Learning key evaluation skills: establishing focus with client, posing evaluation questions, data collection techniques, designing for internal validity, data aggregation; scenario practice.

- Complete proposed course title and proposed catalog course description (not to exceed 50 words): EPSY 631: Program Evaluation

- As currently in course inventory:

Prefix			Course #			Title (excluding punctuation)																				
E	P	S	Y	6	3	1	P	R	O	G	E	V	A	L	I	N	S	C	H	/	C	L	I	N		
Lect.	Lab	SCH		CIP and Fund Code						Admin. Unit				FICE Code				Level								
0	3	0	0	0	3	4	2	2	8	0	6	0	0	0	4	0	9	2	0	0	0	3	6	3	2	6

- Change to:

Prefix			Course #			Title (excluding punctuation)																								
E	P	S	Y	6	3	1	P	R	O	G	R	A	M	E	V	A	L													
Lect.	Lab	SCH		CIP and Fund Code						Admin. Unit				Acad. Year				FICE Code												
0	3	0	0	0	3	4	2	2	8	0	6	0	0	0	4	0	9	2	0	1	3	-	1	4	0	0	3	6	3	2

Approval recommended by:

Level 6

Victor Willson, Ph.D. *Victor Willson* APR 5/12
 Department Head or Program Chair (*Type Name & Sign*) Date

George Cunningham, Ph.D. *[Signature]* 04/24/12
 Chair, College Review Committee Date

Victor Willson, Ph.D. *Victor Willson* APR 5/12
 Department Head or Program Chair (*Type Name & Sign*) Date
 (if cross-listed course)

George Cunningham, Ph.D. *[Signature]* 04/24/12
 Dean of College Date

Submitted to Coordinating Board by:

Mark Zoran *[Signature]* 5-15-12
 Chair, GC or UCC Date

Associate Director, Curricular Services

Date _____ Effective Date _____

TEXAS A&M UNIVERSITY
EPSY 631-600
Fall, 2012

Program Evaluation (3)

Instructor: Jorge E. Gonzalez, Ph.D.
Office: 723 Harrington
Phone: 845-2324
Email: jegonzalez@tamu.edu
Class Hours: Thursdays 1:50-4:30
Place: Harrington 714
Office Hours: Thursdays 9:30-12:00

COURSE GOALS:

From Graduate Catalog: Learning of key evaluation skills: establishing focus with client, posing evaluation questions, data collection techniques, designing for internal validity, data aggregation, scenario practice.

Prerequisite: EPSY 635 or equivalent

REQUIRED TEXTS:

Rossie, P. H., Lipsey, M. W., & Freeman, H. E. (2004). *Evaluation: A systematic approach* (7th ed.) Thousand Oaks, CA: Sage Publications.

LEARNING OUTCOMES:

OUTCOME
Discuss the purposes of program evaluation
Be familiar with major varieties of evaluation and research methods used in each
Identify political issues associated with program evaluation
Analyze ethical issues associated with program evaluation
Determine the process for a needs assessment prior to program evaluation
Compare and contrast the different evaluation models
Explain the application contexts for a variety of evaluation models
Relate the design of program evaluation to stakeholder questions

Be familiar with major varieties of evaluation and research methods used in each
Articulate program objectives and action models to be used in process and outcome evaluations
Determine the most appropriate type of evaluation for a program given program stage of development, stakeholder needs for information, and available resources
Select, design and apply appropriate evaluation methods.
Summarize and interpret the data typically gathered for program evaluations
Be familiar with process evaluation methods to monitor fidelity and population served
Discuss the importance of measurement reliability and validity in evaluation and define major methods for their assessment

Websites

- American Evaluation Association (<http://www.eval.org/>)
- National Council on Measurement in Education (<http://www.ncme.org/>)

COURSE REQUIREMENTS

CLASS PARTICIPATION IS KEY

This class is seminar style. Because this class is seminar style, participation is crucial. It is expected that each student will attend all class sessions and meaningfully participate in class discourse, didactic work and other activities. Class meetings will provide each student with the opportunity to learn new information. To obtain the optimal learning from class discussions, each student's willingness to provide comments, feedback and sharing is essential.

Many of the class readings will inform your knowledge of theoretical and key concepts, methods and approaches in the field of evaluation research. Students will be exposed to the theoretical and methodological diversity inherent in current evaluation practices across a number of substantive areas (e.g., social services, education, clinic). The comprehensive range of activities involved in designing, implementing and assessing the utility of programs will be the focus of this course. The skills learned in this course will assist the practitioner in determining the effectiveness for their intended purpose of new and/or existing programs. Please review <http://student-rules.tamu.edu/rule07> for information regarding approved absences.

Class time will also be allocated for working on your program evaluation projects (e.g., interviewing stakeholders, data collection, data summarizing, group meetings)

This course is also designed to familiarize students with current issues and debates in the program evaluation and policy analysis literature and to ensure that students can synthesize and apply knowledge gained throughout the course. To support these outcomes, three assignments are

required: (a) a program evaluation proposal, (b) a program evaluation article summary, and (c) and ethical scenario.

Course Requirements

Assignment (1): Program Evaluation Proposal (45% of grade)

For the program evaluation proposal, you are required to submit a document that includes the framework you would use to evaluate a specific program or project (TBD). **Students will work in groups.** As soon as you have been assigned a program to evaluate, you can begin working on the assignment. The paper should be limited to a maximum of **12 single-spaced pages** when fully completed. This assignment includes the following three components, which will be completed throughout the term:

a. Needs Assessment, Purpose & Goals: The group will submit a short summary of the program evaluation topic and background that will be addressed in the proposal. **(10 points)**

- What is the purpose of the evaluation?
- Why is the program or policy being evaluated? (i.e., needs assessment)
- What is the structure and sociopolitical/economic context of the program being evaluated?
- What are the general goals of the program being evaluated?
- What do you want to accomplish with the evaluation?

b. Evaluation Plan & Implementation: Using the material discussed in class, the group will create plan for the evaluation. The evaluation plan will help guide the design and analysis of the evaluation. **(20 points)**

- Who are the stakeholders?
- What are the evaluation questions?
- What methods will be used to answer the evaluation questions?
- What resources are needed? (i.e., budget, staff, timeline)

c. Data Collection Plan & Reporting Results: The data collection plan (data may or may not collected, but can rather be “proposed”) is closely tied to the questions contained in the “needs assessment and evaluation plan. This assignment will help to “connect” the data with the corresponding evaluation question. The group will propose a data collection plan used to answer each evaluation question. **(15 points)**

- What was evaluated?
- How is the program being assessed?
- What will be the reporting procedures?
- What are the recommendations?
- How will the reported recommendations be implemented?
- How do you plan to assess the evaluation’s effectiveness?

Assignment (2): Program Evaluation Journal Article Summary (25% points)

Each student will select and summarize one program evaluation journal article of their choosing. These articles are related to specific programs and their evaluation models, technical issues, or substantive areas that have appeared in the evaluation literature over the past decade. A three-page summary of an article is required along with a statement of key points, including similarities. Summaries should also include a critique of the appropriateness of the evaluation model or method used. Students must also examine whether the interpretation of findings is accurate and whether recommendations and implications have merit (**Popular program evaluation journals include: *Evaluation Review; American Journal of Evaluation; Evaluation and Program Planning; Educational Evaluation and Program Policy Analysis***). Please see Appendix A for additional information in reviewing journal articles

Assignment (3): Evaluation Briefing (30%)

This activity simulates a common format for presenting the findings and recommendations from the evaluation reports. Each group will develop a short presentation (supported by a PowerPoint or other multimedia presentation software) designed to convey the substantive findings of their evaluation, where appropriate, to their stakeholders. Consider how briefly, clearly, and convincingly convey the 3-to-5 most important items stakeholders should learn from your evaluation report. The presentation will be given in class and evaluated by your peers and professor. If appropriate, it is strongly suggested the presentation be provided to the evaluated program's stakeholders.

GRADING POLICY

Grades will be calculated in the following manner:

Program evaluation proposal	45%	FINAL COURSE GRADE:	
Program evaluation article summary	25%	90-100 points	A
Evaluation briefing	30%	80- 89 points	B
		70-79 points	C
		60- 69 points	D
		<60-	F
	<hr/>		
	100%		

Grades on Assignments

“A” Represents excellent performance. To receive this grade, papers should be professionally written and contain a very high level of content coverage. Presentations and projects should have a breadth and depth of coverage, comprehensiveness, and accuracy that demonstrate considerable

effort and thought on the part of the author. Presentations earning an “A” should be graphically and visually outstanding in addition to containing high-quality content. (91-100)

“B+” For assignments that are highly meritorious on most criteria. “B+” grades indicate a breadth and depth of coverage, even though a few aspects of the assignment may be somewhat weak. (86-90)

“B” Indicates acceptable performance on an assignment and that the content and coverage are appropriate. (80-85)

“F” No credit.

“I” Incomplete

Any students encountering difficulties completing the readings, assignments, and projects required in the course should immediately contact the professor to discuss eligibility for requesting a grade of incomplete (I). To qualify for an incomplete, a student must first request the professor’s approval, who will stipulate the requirements and a timeline to satisfy the course’s requirements. Failure to submit assignments and projects when due will result in an automatic “F” unless an incomplete has been approved and documented by your professor.

Any grade below “B” indicates minimal requirements were not met, and the student may be asked to revise and resubmit the assignment. Students will be allowed one rewrite or resubmission of assignments, at the discretion of the instructor. The highest grade for a rewritten paper or resubmitted project is “B.”

Copyright/Plagiarism

The handouts used in this course are copyrighted. Handouts include all materials generated for this class including, but not limited to self-assessments, exams, lab problems, in-class materials, review sheets, vignettes, and additional problem sets. Because these materials are copyrighted, you do not have the legal right to copy them, unless express permission is granted by the course instructor. A common definition of plagiarism is exemplified in passing off as one’s own the ideas, words, writing etc. that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if granted permission by that person. Plagiarism is one of the most egregious academic violations, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A & M University Student Rules <http://student-rules.tamu.edu> under part I. Academic Rules, No. 20 Scholastic Dishonesty.

ADA

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that

provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit <http://disability.tamu.edu>.

AGGIE HONOR CODE

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements of the processes of the Honor System.

For Additional Information please visit: www.tamu.edu/aggiehonor/

TOLERANCE STATEMENT

The faculty of the College of Education and Human Development value and respect diversity and the uniqueness of each individual. The faculty affirms its dedication to non-discrimination in our teaching, programs, and services on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, ethnic or national origin, veteran status, or disability. The College of Education and Human Development at Texas A & M University is open an open and affirming organization that does not tolerate discrimination, vandalism, violence or hate crimes. We insist that appropriate action be taken against those who perpetrate such acts. Further, the College is committed to protecting the welfare, rights and privileges of anyone who is a target of prejudice or bigotry. Our commitment to tolerance, respect, and action to promote and enforce these values embraces the entire university community. In the spirit of shared responsibility, each University unit, student organization, and community member is encouraged to help make our campus, and this class, a welcoming place for all. Should you have any concerns related to respect for diversity or feel that you (or an others) are being discriminated against, please contact your departmental Ombudsperson, or the Department Head, or the College Ombudsperson.

INCOMPLETES:

Incompletes are discouraged; however, they will be addressed on a case-by-case basis

COURSE OUTLINE

Session	Topics	Readings	Notes
September 1 Thursday	<ul style="list-style-type: none"> Overview of class. 	Rossi et al., (chapter 1) Holden & Zimmerman (2009) Chapter 2	Overview Syllabus
September 8	<ul style="list-style-type: none"> Overview of program evaluation 		Guiding Principles

Thursday	<ul style="list-style-type: none"> • Background on Evaluation Planning • Tailoring Evaluations 	Rossi et al., (chapter 2)	Presentation
September 15 Thursday	<ul style="list-style-type: none"> • Identifying Issues and Formulating Questions 	Rossi et al., (chapter 3)	
September 22 Thursday	<ul style="list-style-type: none"> • Assessing the Need for a Program 	Rossi et al., (chapter 4) Wyatt-Knowlton & Phillips (2009) Chapter 1	Introduction to Logic Models
September 29 Thursday	<ul style="list-style-type: none"> • Expressing and Assessing Program Theory • Planning for an Education Evaluation 	Rossi et al., (chapter 5) Wyatt-Knowlton & Phillips (2009) Chapter 2	Theory of Change Models
October 6 Thursday	<ul style="list-style-type: none"> • Assessing and Monitoring Program Process 	Rossi et al., (chapter 6) Wyatt-Knowlton & Phillips (2009) Chapter 3	Program Logic Models
October 13 Thursday	<ul style="list-style-type: none"> • Measuring and Monitoring Program Outcomes 	Rossi et al., (chapter 7) Marshall (2009)	
October 20 Thursday	<ul style="list-style-type: none"> • Assessing Program Impact: Randomized Field Experiments • Planning for a service program evaluation 	Rossi et al. (chapter 8) Millery (2009)	
October 27 Thursday	<ul style="list-style-type: none"> • Assessing Program Impact: Alternative Designs • Case Study: Developing a collaborative evaluation plan for a new community-based program 	Rossi et al. (chapter 9) Reischl & Franzen (2009)	
November 3 Thursday	<ul style="list-style-type: none"> • Detecting, Interpreting, and Analyzing Program Effects 	Rossi et al., (chapter 10)	
November 10 Thursday	<ul style="list-style-type: none"> • Measuring Efficiency • Ethics and program evaluation 	Rossi et al. (chapter 11) Rallis, Rossman & Gajada (2007)	
November 17 Thursday	<ul style="list-style-type: none"> • The Social Context of Evaluation • Program Evaluation Planning: Overview and Analysis 	Rossie et al., (chapter 12) Zimmerman & Holden (2009) Chapter 7	
November 24 Thursday	Thanksgiving Break	No Class	No Class
December 1 Thursday	<ul style="list-style-type: none"> • Class Presentations 	Class Presentations	
December 8 Thursday	<ul style="list-style-type: none"> • Class Presentations 	Class Presentations	

Suggested Supplementary Readings

- Bickman, L. (1987). *Using program theory in evaluation (New Directions in Program Evaluation, no. 33)*. San Francisco: Jossey-Bass.
- Chelinsky, F., & Shadish, W. R. (Eds.) (1997). *Evaluation for the 21st century: A handbook*. Thousand Oaks, CA: Sage.
- Chen, H. T. S. (1992). *Theory driven evaluations*. Thousand Oaks, CA: Sage.
- Greene, J. C. & Caracelli, V. J. (1997). *Advances in mixed-method evaluation: The challenges and benefits of integrating diverse paradigms (New Directions in Program Evaluation, no. 74)*. San Francisco, CA: Jossey-Bass.
- Guba, E. G., & Lincoln, Y. S. (1989). *Fourth generation evaluation*. Newbury Park, CA: Sage.
- Newman, D. L., & Brown, R. D. (1996). *Applied ethics for program evaluation*. Thousand Oaks, CA: Sage.
- Patton, M. Q. (1990). *Qualitative evaluation and research methods*, (2nd. ed). Newbury Park, CA: Sage.
- Patton, M. Q. (1997). *Utilization-focused evaluation: The new century text* (3rd ed.). Thousand Oaks, CA: Sage.
- Rossi, P. H., Freeman, H. E., & Lipsey, M. W. (1999). *Evaluation: A systematic approach* (6th ed.). Thousand Oaks, CA: Sage.
- Scriven, M. (1991). *Evaluation thesaurus* (4th ed.). Newbury Park, CA: Sage.
- Shadish, W. R., Cook, T. D., & Leviton, L. C. (1991). *Foundations of program evaluation: theories of practice*. Newbury Park, CA: Sage.
- Wholey, J. S., Hatry, H. P., & Newcomer, K. E. (1994). *Handbook of practical program evaluation*. San Francisco: Jossey-Bass.

Appendix A

Reviewing Journal Articles

This appendix offers an outline of the issues and areas of inquiry to consider when reviewing and critiquing journal articles. Please note that these are only suggested guidelines. Students are not expected to address every point.

Introduction

- What is the stated purpose of the study?
- Does the literature review provide a context, background, and direction? Does it support the need for the study? Is the review adequate; if not, what seems to be missing?
- Is a theoretical framework presented? Is it appropriate? Can you think of a different or additional theoretical perspective that might have been useful?
- How does study intend to contribute to knowledge about the field of study?
- What are the research questions, hypotheses, and objectives? If there is a hypothesis, is it directional? What were the independent and dependent variables? Is there a connection between the literature review and the research questions, hypotheses, and objectives?

Research Design

- Is the study descriptive, causal-comparative, or correlational? Longitudinal? Crosssectional? Qualitative? Quantitative?
- How well is this design suited to the research question or hypothesis? Is the design modified in response to any constraints? Are there threats to the internal validity of the research design?
- Is this an evaluation study? If so, was the model used appropriately?
- Is it a formative or summative evaluation?

Sampling

- Describe the characteristics of the population studied.
- Identify sampling procedures (e.g., simple random sampling), and explain why it was selected. Indicate the size of the sample and explain why the size is sufficient.
- Was a probability sampling method used? Was it representative of the population?
- What was the sample size? Was it sufficient?
- What was the response/participation rate? How did those who responded or participated differ from those who did not? How was this addressed?

Measures

- What measures were utilized? Were the variables operationalized as needed?
- What instruments were used? How were they developed? What did they measure? Were any standardized instruments used?
- Were the instruments valid, reliable, and appropriate? Describe any reliability and validity tests that were conducted? Was this sufficient?
- What other type of tests would you have recommended?

Data Analysis Procedures

- What kind of data analysis was conducted? What statistical analysis was conducted?
- Were the statistics appropriate for the type of questions and the variables being used?
- What were the units of analysis? Were they appropriate?

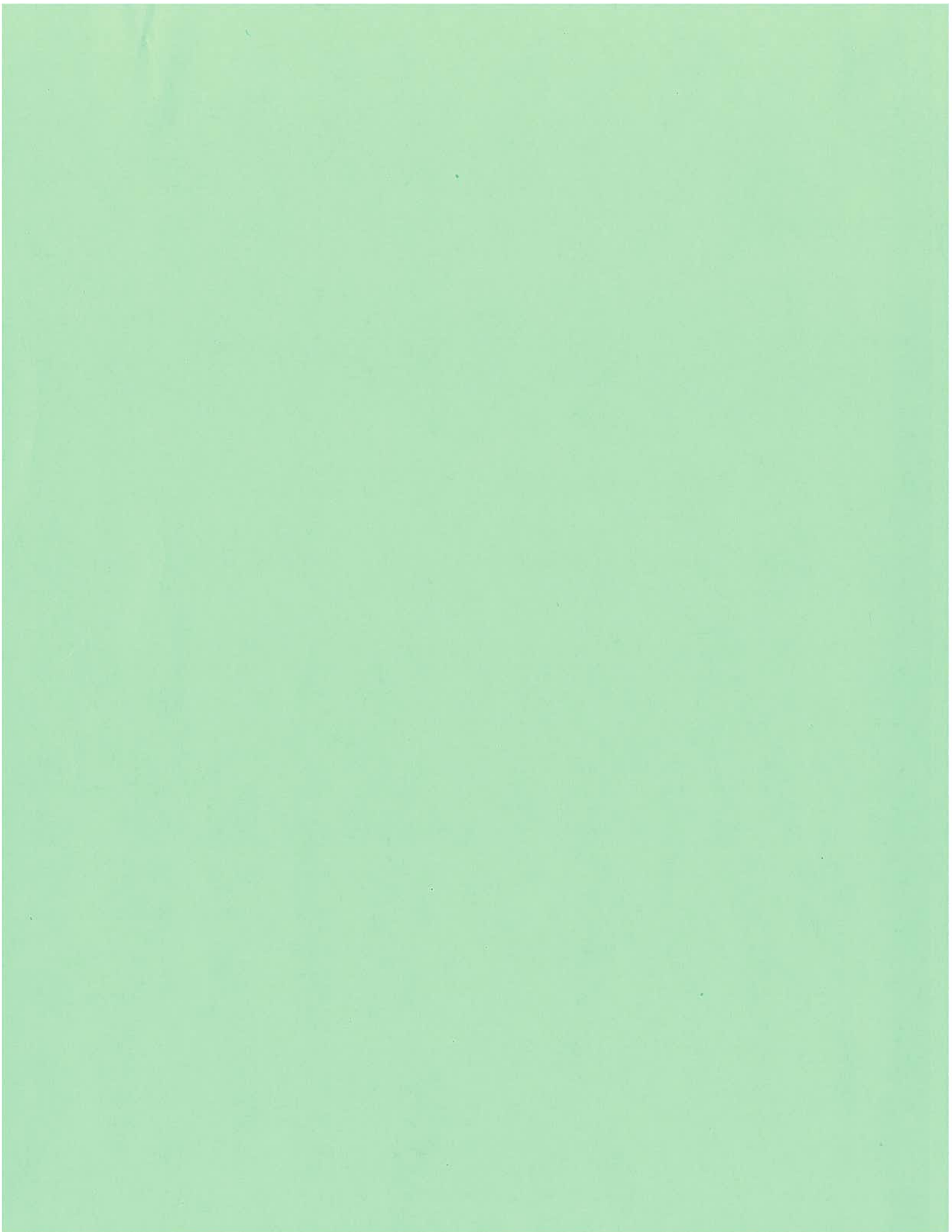
- Was the information discussed and described clearly and accurately? Describe the information presented in each of the figures and tables (e.g., in each, select two numbers and discuss what they represent).
- Were any statements made that are open to the ecological fallacy or that suggest reductionist reasoning?
- What were the findings? Do you think the conclusions are valid and reliable?
- Were any causal assertions made or implied in the hypotheses or in subsequent discussion? What approach was used to demonstrate the existence of causal effects?
Were all four criteria for establishing causal relationships addressed?
- Were any variables controlled to reduce the risk of spurious relationships? Should any other variables have been measured and controlled? How satisfied are you with the internal validity of the conclusions?
- Was the information presented in the figures and tables clear and was it discussed in the text?

Findings

- What were the study findings? Were they discussed and described clearly and accurately? Were explanations proposed for any anticipated and unanticipated findings? Were the results substantively important? Were conclusions well grounded in the findings? Was any light shed on the theoretical framework used?
- Are any other interpretations possible? Was any further research recommended? What might you recommend? Are there any questions you feel were not addressed or addressed adequately?
- Were there any confounding variables? If so, how might the research design have been improved to reduce interference from confounding variables?
- Was any further research recommended? What might you recommend? What additional research questions and hypotheses are suggested by the study's results? Did the study yield additional insights?
- Was the study conducted in an objective fashion? Is there any evidence of bias? Are there limitations to the generalizability (i.e., external validity) of the findings?

Ethics and Human Subjects Review

- Did the study seem consistent with current ethical standards? Did it pose any threats to research participants? Were any steps taken to minimize these threats?
- How was cooperation of research participants obtained? Was there informed consent?
- If you were on a Human Subjects Review Committee, what kind of information would you want to know about this study's design and methodology?
- Do you consider this a "good" study? Imagine that you are reviewing this piece as a potential publication. Consider whether you would accept this paper. Why, or why not? Consider whether the findings contribute to our knowledge in the field. Would you recommend that the paper be revised and subsequently reconsidered?
- If it is the latter, what should be revised?



EPSY 647: Lifespan Development

Fall 2012

Thursdays 12:40pm – 3:30pm

Instructor: Dr. Jeffrey Liew

Office: 722 Harrington Tower

Phone: (979) 845-1239

Email: Jeffrey.Liew@tamu.edu

Office Hours: Thursdays 3:30 – 5:30pm, or by appointment.

Note: Please do not email me at ELearning Vista. Email me directly using above email address.

Required Textbook: Essentials of Life-Span Development (2nd Edition) by John Santrock

Note: There may be a few supplemental readings during the semester that will be emailed to you as a PDF.

Course Description: Issues and models of studying lifespan development; research and theory of lifespan development; comprehensive and current foundation of lifespan development.

Prerequisites: Graduate Classification; Approval of Department Head

Course Expectations and Objectives

--What I expect from you

You are responsible for readings of the assigned chapters from the textbook and any assigned supplemental readings. Except for the first class, readings should be done before you come to class for that week. Each week, I will highlight or discuss in depth specific topics or themes. However, I will not reiterate everything in your readings or textbook. There are no exams for this course. You earn your grades through (1) reading text and supplemental materials each week, (2) actively participating in class discussions, (3) actively participating in online activities, (4) writing a final paper, and (5) presenting a brief summary of your final paper in class. Keeping in mind of learners' diverse learning styles, I will incorporate multiple methods of learning including the use of multi-media or inviting students to share personal experiences that are relevant to course topics to facilitate everyone's learning. Learning is a *collaborative process* and we will create a learning environment where we can be enriched by one another's perspectives, backgrounds, and experiences. Please contact me if you anticipate missing significant numbers of classes this semester, because your grade may suffer due to missing the in-class participation points (2 points each week). Please refer to student rule 7 at <http://student-rules.tamu.edu/rule07> for information regarding attendance.

--What you should expect from me

For my part, if you are willing and able to invest time and effort in the course work, I am happy to do what I can to assist and facilitate learning. I will also do my best to provide you with a comprehensive and up-to-date foundation of lifespan development. Lifespan development is an extremely broad topic. Therefore, I will aim to cover what is typically considered "essential" information on this topic. My main goal is to stimulate your intellectual curiosity about Human Development, and to provide you with the basic knowledge and background so you could then apply it in your professional work or in your everyday lives.

Grading Criteria: A = 100-90; B = 89-80; C = 79-70

In-class Participation	(0, 1, or 2 pts weekly)	maximum = 28 pts.
On-line Participation	(0, 1, or 2 pts weekly)	maximum = 28 pts.
Final Paper		maximum = 22 pts.
Class Presentation		maximum = 22 pts.

In regards to **on-line participation** points, "0" is assigned for no participation; "1" is assigned for posting and reading of at least 50% of others' postings; "2" is assigned for posting and reading of at least 75% of others' postings.

Outline of Course Domains and Topics

<u>Week</u>	<u>ASSIGNED READINGS and TOPICS</u>
1	Course Introduction and Overview
2	(Chapter 1) Introduction: Theories of Human Development
3	(Chapter 2) Biological Beginnings: Prenatal Development and Birth
4	(Chapters 3 & 4) Infancy
5	(Chapters 5 & 6) Early Childhood
6	(Chapters 7 & 8) Late Childhood
7	(Chapters 9 & 10) Adolescence
8	(Chapters 11 & 12) Early Adulthood
9	(Chapters 13 & 14) Middle Adulthood
10	(Chapters 15 & 16) Late Adulthood
11	(Chapter 17) Death & Grieving
12	Articles on Personality (Caspi & Roberts, 2001) and on Attachment (Dykas & Cassidy, 2011)
13	Thanksgiving Holiday (No Class)
14 2009)	Articles on Autobiographic Memories (Berntsen & Ruben, 2002) and Meaning of Life (Steger, Oishi, & Kashdan,
15	Final presentations (<i>Final Papers Due</i>)

Guidelines for Final Paper & Presentation

You must email me at jeffrey.liew@tamu.edu your final paper (in Word document) by 5pm on the final class meeting. For all late papers, 2 points will be deducted for each day that it is late (including days on a weekend) as late papers can be sent via email.

Structure & Content of Your Final Paper

Your final paper must not exceed 15 pages (not including the reference page), so present your ideas concisely. For your final paper you will discuss your own personality, and how it has developed from infancy, childhood, adolescence, and adulthood. You will gather “data” by interviewing your family members and close friends who know you well (especially those who have known you since infancy or early childhood). You will document carefully where and how you collected your data (including the relations and possible biases or errors from your sources of data). In addition, you will attempt to address issues of personality stability or change and possible correlates or reasons for why there is such stability or change (e.g., issues related to nature and nurture). You must provide evidence from previous research studies (a minimum of 5 research articles) that support your findings of stability or change and possible reasons. Synthesize and integrate previous research into the interpretation and discussion of your data that you’ve collected on your own personality development across your life.

Your paper will be graded on how well you present and organize your ideas in each of the sections below:

- **Introduction and Methods/Procedures (6 pts)** – Clear description of how you collected your data
- **Data and Results (6 pts)** – What information you collected
- **Integration, Synthesis, and Conclusion (10 pts)** – How do your data and results fit in with what previous research studies say about personality development, personality stability, or personality change? What are potential explanations (based on previous theories and research) for stability or change that you found in your own personality development?
- **Reference** list of the research articles you cited in your paper

Maximum total points earned for final paper = 22 points

Class Presentation of your final paper will be graded on a similar 22 point rubric. Points are assigned according to how effectively you communicate the main points of your final paper to your peers and to me. Your presentation **must not exceed 10 minutes** with additional 5 minutes at the end of your presentation for questions for discussion from peers or me.



Guidelines for Online Participation (ELearning)

To log on, visit: <http://elearning.tamu.edu>

Each week, you are expected to post at least 1 question or comment for each of the assigned course readings. So if you have 2 readings assignments for a given week, you are expected to post at least 2 questions and/or comments for that week. Postings must be made **no later than 9pm of each Tuesday**. This gives you at least 1 full day to review everyone's postings, and you are expected to read everyone's postings prior to coming to class.

Toolbar: One way to access Discussions in WebCT Vista is through the **toolbar** region of the home page - similar to accessing Assignments.

To post a message in a topic on the discussion board click on the name of the topic you want to post in. If there are no messages, you will see the following screen:

Messages

Create Message

Introductions

There are currently no messages in this view.

Create Message

To create a message, in a topic click on *Create Message*.

Create Message

*Subject:

HTML Creator: On / Off

Message:

Use HTML | Insert equation:

* Required field

You will need to include a subject at the least and you can add a message. If you want to include links or any formatting you can use the HTML Creator, by clicking On. You can also include your own HTML coding; if you do this make sure you select the Use HTML box. You can include an image and an attachment with your post. When you are done creating your message, click on Post.

Messages

[Edit Settings](#) | [Set Release Criteria](#) | [View Drafts](#)

[Edit Paging](#)

Introductions

Display:

<input type="checkbox"/>	<u>Subject</u>	<u>Messages</u>	<u>Author</u>	<u>Date</u>	<u>Actions</u> ?	
<input type="checkbox"/>	Assessments		Blackburn, Rhonda	May 18, 2004 1:15 PM		
<input checked="" type="checkbox"/>	<input type="button" value="Delete"/>	<input type="button" value="Mark as Read"/>	<input type="button" value="Mark as Unread"/>	<input type="button" value="Create Printable View"/>		
	<input type="text" value="Move to:"/>	<input type="button" value="v"/>	<input type="button" value="right arrow"/>	<input type="text" value="Copy to:"/>	<input type="button" value="v"/>	<input type="button" value="right arrow"/>

When you look at a topic with message you will see the screen above. You will see the message subject and who authored it. You will also see when the message was posted. As the instructor you can also delete any posts.

Tolerance Statement

The faculty of the College of Education and Human Development value and respect diversity and the uniqueness of each individual. The faculty affirms its dedication to non-discrimination in our teaching, programs, and services on the basis of race, color, religion, gender, age sexual orientation, domestic partner status, ethnic or national origin, veteran status, or disability. The College of Education and Human Development at Texas A & M University is an open and affirming organization that does not tolerate discrimination, vandalism, and violence or hate crimes. We insist that appropriate action be taken against those who perpetrate such acts. Further, the College is committed to protecting the welfare, rights, and privileges of anyone who is a target of prejudice or bigotry. Our commitment to tolerance, respect, and action to promote and enforce these values embraces the entire university community. In the spirit of shared responsibility, each University unit, student organization, and community member is encouraged to help make our campus, and this class, a welcoming place for all. Should you have any concerns related to respect for diversity or feel that you (or any others) are being discriminated against, please contact your departmental Ombudsperson, or the Department Head, or the College Ombudsperson.

The Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit <http://disability.tamu.edu>.

Students with Special Needs

Any students who could require assistance in the event of a necessary evacuation of the building in which this class is taught are asked to notify the instructor so that individuals can be identified to assist him/her during an evacuation.

SCHOLASTIC DISHONESTY

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the current issue of the Texas A & M University Student rules, under the section, "Scholastic Dishonesty".

Academic Integrity Statement

"An Aggie does not lie, cheat, or steal or tolerate those who do." Since this credo is inflexible in an absolute sense, students need to understand how to abide by the spirit of the statement are referred to the Honor Council Rules and Procedures on the web, <http://www.tamu.edu/aggiehonor>

SOME JOURNALS IN CHILD AND ADOLESCENT DEVELOPMENT

Child Development, Developmental Psychology, Infant Behavior and Development, Child Abuse and Neglect, Journal of Adolescent Research, Journal of Experimental Child Psychology, Exceptional Children, Journal of Child Psychology and Psychiatry, American Psychologist, Young Children, Journal of Early Adolescence, Adolescence, Journal of Clinical Child and Adolescent Psychology