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**California State University, Northridge**
**Michael D. Eisner College of Education**
**Department of Educational Psychology and Counseling**
**School Psychology Program**

**EPC 674: Family Development Across the Lifespan (3)**

**Summer 2025**

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**Instructor:** Wilda Laija-Rodriguez, Ph.D., LEP
**Class Meetings:** Thursday 4:00 – 6:45 Hybrid
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**Office Hours:** By appointment

## Michael D. Eisner College of Education Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.

- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.

- We value ethical practice and what it means to become ethical and caring professionals.

- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.

- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.

- We value creative, critical, and reflective thinking and practice.

**Course Description**

This course enables students to use information about family systems and systems ecological theory to help individuals and families reach developmental milestones and effectively transition through stages of individual and family development. Topics covered include family life development and family systems, to include diverse families, parenting, marriage, divorce, step-parenting, among various family systems, grief and specific problems that affect families, such as domestic violence and substance abuse. Health, assets, risk and resiliency, wellness models, and psychosocial developmental processes that include how culture, diversity, gender, religion, socioeconomic opportunities, and access affect individual and family development. Culturally diverse families and the bilingual child and an overview of assessment issues are also covered. Evidenced based strategies to support positive family development and their influences on children's learning, socialization, and mental health and home school collaboration is a focus of this class, as well as empowering parents to be collaborators and social advocates for their children and youth. Accessing community resources and agencies to support families and youth will also be part of the class.

**PROGRAM STUDENT LEARNING OBJECTIVES:**

The internship experience will address all aspects of a comprehensive service delivery model to support NASPs mission in developing quality school psychologists who have competence in their ability to conceptualize development, adjustment, and learning based on culture, language, and other diversity factors to promote positive academic and life outcomes in all areas of service delivery to include the following program goals and student learning outcomes (SLOs):

**CSUN Graduate Program Goal 2. Respect for Human Diversity and Equitable Practices for Diverse Student Populations: Provide a foundation and expectation to understand, respect, and celebrate human diversity and promote effective services, social justice, and social advocacy for all students, school personnel, families, and communities.** *(NASP Domain 8: Equitable Practices for Diverse Student Populations; CCTC SPPE 8)*

*SLO 3: Respect for Human Diversity and Equitable Practices for Diverse Student Populations (NASP Domain 8):* School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBOs in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***Knowledge*** of human diversity, including individual differences, abilities, disabilities, religion, language, culture, cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other diverse characteristics within individuals and families; the effects they have on development, learning, adjustment, and overall outcomes; recognize bias and discrimination and use inclusive language; and ***Practice*** implementation of effective general and special education interventions and/or services in collaboration with others to promote social justice and social advocacy for all students, families, and schools; use this ***knowledge and practice*** to optimize learning, development and social-emotional adjustment to improve academic, mental and

behavioral health outcomes for children, families, schools, and communities. (NASP Domain 8; CCTC SPPE 8)

**Program Goal 5: Consultation and Collaboration: Provide knowledge and skills on promoting family, school, and community collaboration and consultation.**

**SLO 9: Family, School and Community Collaboration:** School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBO(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge, skills, and competence*** of principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools; collaborate with others, design, implement, and evaluate services that respond to culture and context; and facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children. *(NASP Domain 7: Family, School, and Community Collaboration; CCTC SPPE 7)*

**Program Goal 6: Academic, Behavioral, Mental Health and Life Success: Provide knowledge and skills to school psychology candidates on evidenced based academic, behavioral, and social-emotional interventions based on theory, risk and resiliency/developmental assets research, a systems ecological approach, and data based decision making to address individual and systemic factors to improve outcomes for overall school and life success.**

***SLO 11: Mental and Behavioral Health Services and Interventions using Risk and Resiliency Theory/Research and Systems-Ecological Approach:*** School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBO(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge, skills, and competence*** to understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning; and in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health. *(NASP Domain 4: Mental and Behavioral Health Services and Intervention; CCTC SPPE 4)*

Specific Course Objectives

Students will understand:

1.   Understand principles and research related to family systems, strengths, needs, and culture and its implication on children's learning, socialization, and mental health. (CCTC SPPE 7.0; CCTC SPPE 7.2)

2. Evidence based strategies to support family influences on children's learning, socialization, and metal health. ==(CCTC SPPE 7.0)==
3. The roles and relationships of family members with children whose behavior is of concern. ==(CCTC SPPE 7.0)==
4. The stresses impinging from particular family structures, especially on parents and children. ==(CCTC SPPE 7.0)==
5. Types of families, such as single parent family, blended family, teen parent, etc. and the stresses peculiar to each. ==(CCTC SPPE 7.1)==
6. The importance of diversity and being familiar with the family's culture, ethnicity, gender, language issues, community, and of taking these into account in planning assessment and interventions and communicating with parents regarding their learning, development, socialization, and mental health in a cultural context ==(CCTC SPPE 7.3).==
7. Family development and grief counseling.
8. Family influences on pupil cognitive, motivational, and social characteristics that affect classroom performance, social adjustment, and life skills.
9. Understanding Adverse Childhood Experiences (ACEs) and Developmental Assets to increase resilience.
10. The importance of family involvement in education and ways to promote partnerships between parents and educators to improve outcomes for students.
11. Effective methods to develop collaboration between families and schools.
12. Collaborate with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social behavioral outcomes for children.
13. Understand the importance of family school partnerships and collaboration with community agencies to improve pupil outcomes.
14. The importance of facilitating safe and caring school communities
15. The importance of understanding risk factors (such as substance abuse, domestic violence, child abuse, etc.) and understanding the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning.
16. The importance of using the problem-solving model and data based decision making.
17. Issues pertaining to CLD students and issues in the assessment of CLD students.

**Teaching Strategies**

Lectures, presentations, case studies, and discussions will be used. This course will use canvas and zoom.

**This course is composed of two main components:**

1) This course will impart to students understanding of *family development and dynamics and family diversity affecting children and family's development, adjustment, and acculturation; Adverse Childhood Experiences and Developmental Assets to increase resiliency; and will emphasize school-family collaboration.* It will prepare

students, who already possess some competencies in the areas of child development and assessment to be able to assess children's and family development and behavior in interaction with other multi systems in diverse settings and to assist parents and teachers in planning and effectively carrying out prevention and interventions to address resiliency, successful learning, adjustment, coping, and life skills.  It will also help students understand how certain dynamics affect children's development, adjustment, academic achievement, social emotional and behavioral functioning, and life skills.

2) In this course students will begin to understand and conceptualize their work with culturally and linguistically diverse (CLD) students.  It will provide information on language and cultural issues, as well as information pertaining to assessment of CLD students, as a foundation for upcoming fieldwork and assessment classes and experiences.

## Policies and Resources

*Attendance*
>Students manifest their responsibility in the regularity and punctuality of their attendance.  Attendance at each class meeting is mandatory and is included as part of the grade. ***In cases of absence, any scheduled assignments are due to the professor at the beginning of class unless other arrangements have been made prior to that time.*** **More than one absence will result in one grade below that earned.  Two or more absences will result in you needing to retake the class.**

>If you are absent from class, it is your responsibility to check with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments.

>**You are responsible for and may be tested on any and all lecture materials presented in class that are not covered in your readings.**

*Due Dates and Times*
>Due dates are non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing for serious medical necessity.

>**You will be given plenty of time to submit your work.  Please note DUE dates on Canvas.  Late work will not be accepted, unless there is a special circumstance.**

*Requests for Incompletes*
>Incompletes will only be considered in accordance with university policy, which requires that 75% of course be completed prior to unforeseen grave circumstances at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the university's Incomplete Request Form (www.csun.edu/anr/forms/request_incomplete.pdf).

### Religious Holidays

If you celebrate a religious holiday that falls on a scheduled class meeting, please notify the instructor during the *first two weeks of class* so that proper and equitable accommodations can be made. Students are responsible for selecting presentation days that do not conflict with one of their religious holidays.

### Professionalism

Students are expected to consistently demonstrate professional behavior. This includes but is not limited to:
- Being on time to class and with assignments.
- Respectful behavior and interactions with all students and faculty.
- Proactive engagement in the learning process.
- Being organized and prepared.
- Managing assignment submission effectively.
- Managing technology effectively (the university provides computer and internet support; please use it in times of technical emergency).
- No multi-tasking: Meaning, no typing while professor is lecturing or when listening to presentations.
- Please do not work on unrelated work pertaining to this class
- Managing personal information (own and others') appropriately.
- Maintain confidentiality when sharing information.

The above listed areas are related to professional behavior. When students consistently exhibit non-professional behavior, a meeting with SP faculty will be arranged.

### Students with Disabilities

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify your course instructor within the *first two weeks of class.* Students interested in accommodations should contact the university's office for students with disabilities; only this office can recommend and arrange for accommodations (Disability Resources and Educational Services, 818/677-2684). No accommodations may be made without their approval. Any and all reasonable efforts will be made to accommodate your special needs.

### Policy on Cheating and Plagiarism

Cheating and plagiarism are serious offenses in a professional program and may result in expulsion from the program/university on a *first offense.* See the University Catalog for further information. Additionally, student should refer to the Ethics Codes of NASP for ethical guidelines regarding plagiarism. For a definition and examples of plagiarism, students can refer to the APA *Publication Manual.* Also refer to university policy on academic dishonesty.

**Student Evaluation**

Students will be given a letter grade based on the following areas:

1. Attendance and Participation (20 points) Each student is expected to take an active part in all course and online activities. This includes presenting and sharing information, ideas, and thoughts while adhering to the following requirements:

- timely contributions to online and in-class discussions and activities
- completeness and accuracy of contributions and presentations
- timely attendance – No more than one absence
- professional and respectful behavior and attitude (e.g., no in-class phone calls or use of computers, no in class typing when needing to listen, interrupting, over-talking, respectful and professional wording on e-mails, etc.)
- *class preparation (e.g., completion of readings and activities PRIOR to class meetings and emailing presentation PowerPoint to instructor prior to class)*

2. A presentation (55 pts) based on a topic **addressing family systems and focusing on specific families and/or issues affecting families and their impact on child development, adjustment and academic achievement**. Students will be asked to discuss individual and system interventions regarding their particular topic.  Presentation should be 30 minutes.  See Appendix B.  (55 points)

3. Class assignments (10 pts each)

4. **Practice and Assessment: Midterm exam** focused on having a knowledge base of pri8nciples and research related to family stems, strengths, needs, and culture. Students will be conceptualizing cases to apply theory and research on family systems and its implciations for children's learning, socialization, and mental health. Midterm will ask for students to communicate in writing the impacts on children's learning development, socialization, and mental health based on family and cultural factors. (CCTC SPPE 7.2 and 7.3) (100 points).

5. **Final**  on CANVAS (100 points)

**Readings:**

**Required:**
**Walsh, F. (2015). *Normal Family Processes, Fourth Edition*. New York: Guilford Press.**

**Walsh, F. (2011). *Strengthening Family Resilience - Second Edition***

**Sexton and Lebow Eds. (2016). *Handbook of Family Therapy* (AVAILABLE AS AN E-BOOK AT OVIATT LIBRARY)**

**Rhodes, R.L., Ochoa, S. H., & Ortiz, S. O. (2005).** *Assessing Culturally and Linguistically Diverse Students: A practical guide.* **New York: Guilford Press.**

**Recommended:**
Selected Best Practices IV Readings on the Problem Solving and Data Based Decision Model

Cormier, S., Nurius, P. S., & Osborn, C. J. (2011 or newer). Interviewing and Change
　　　　Strategies for Helpers: Fundamental Skills and Cognitive Behavioral
　　　　Interventions: Sixth Edition.  United States. Brooks/Cole Cengage Learning.

Assigned Readings

**Course Requirements:**

　1) **Class Attendance and participation online and in class** is required.

　2) **Professional and ethical behavior** is expected of all students at all times, including online.

　3) **In-Class or Online Discussion/group work:**. All students are required to participate in class or online discussions and group work.  This involves keeping up with the readings as this is part of the learning process.  Respectful and courteous behavior is expected in person and online.

　4) **Assignments**

　5) **Presentations**

　6) **Practice/Performance Based Midterm**

　7) **Final**

**Grades**

**Course grade will be based on the following:**

1) **Attendance and Participation in class and on online discussions – 20 points**

**2)  Assignments – 10 points each as assigned**

**3) Group Presentation on Family Systems - 55 points**

**OR  Group Presentation  on issues affecting CLD students -  (55 points)**

**4) Performance Based Midterm - 100 points**

**5) Final – 100 points**

**\*Late work will not be accepted without prior approval of professor.  Incomplete course grade must be arranged with Professor at least one week prior to end of the course.  Course incompletes are only allowed in cases of documented, justified circumstances as detailed in the CSUN catalogue.**
A   = 95-100%

A-  = 90-94%
B+  = 86-89%
B    = 83-85%
B-  = 80-82%
SP students receiving a B- and below will need to retake the class.

**Please note that this outline can change.  You will be notified if this was to occur.**

**Please expect to have longer meetings on Presentation Days.**

# Class Outline

May 29          ***ZOOM:* Overview of Class *and Family Development Introduction***

June 5          ***In Person:***
                 ***Family Development and Systems Perspectives:  Assessment of Family Systems***
                 *Walsh Ch. 1: The new normal: Diversity and complexity.*
                 *Walsh Ch. 16: The Family Life Cycle*
                 *Walsh Ch. 2.  Clinical Views of Family Normality*
                 *Sexton & Lebow Eds. Ch. 2 Family System (AVAILABLE FROM OVIATT E-BOOK)*
                          *Section beginning with: The application of ideas from General Systems*
                          *Theory and Cybernetics to Families and Family Therapy*
                 *Sexton & Lebow Eds. Ch. 2 Family Systems*
                 *Bronfenbrenner's Systems Ecological Theory*
                 *Sexton & Lebow Eds. Ch. 7: Structural Family Therapy*

**June 12**      **On Your Own**
                 **View Video on Youtube titles:**
                 **1) Vincent J. Felitti: ACE Study 14-Minute Summary;**
                 **2) Understanding ACEs with Dr. Nadine Burke Harris**

                 **Assignment on Canvas – Developmental Assets and Resilience**
                 Go to the Developmental Asset Website:  http://www.search-institute.org
                          * Familiarize yourself with: Developmental Relationships; the 40
                            Developmental Assets; and social capital (under insights)
                          * Review readings under Research
                          * Print lists of Developmental Assets and relevant research

                 **Canvas ACEs and Developmental Assets Reflection Summary Assignment**
                 **(10 pts) Canvas: Upload Developmental Assets list (10 pts)**

**June 19**      **On Your Own**
                 **Preparation for Presentations – Meet with your Group**

**June 26**      **In Person**
                 **Families Structure and Characteristics**
                 Walsh Ch. 5: Risk and Resiliency after Divorce
                 Walsh Ch. 7: Remarriage families and step-parenting

Walsh Ch. 6: Diversity Strengths and Challenges of Single Parenting
Walsh Ch. 4: Contemporary Two Parent Families
Walsh Ch. 8: Gay and Lesbian Family Life
Walsh Ch. 14: Changing Gender Norms in Family and Society
Walsh Ch. 10: Adoptive Families
Sexton & Lebow Eds. Ch. 25: Separating, Divorced, and Remarried Families
Sexton & Lebow Eds. Ch. 3: Development and Resiliency

Walsh: Relevant Resilient Families Chapters

**Group Presentations:**
***Group Presentation 1: Family life Cycle, ACEs, and Risk and Resiliency in families across the lifespan***
(Walsh Chs. 14, 16, 17, 18; Sexton & Lebow Eds. Ch. 3 and **research).**
***Group Presentation 2: Single parenting and teen parenting***
(i.e., economic pressures, education, etc.)
and interventions (Walsh Chs. 6, and **research**)
***Group Presentation 3: Divorce and step parenting Parenting issues*** (i.e., economic
pressures, education, etc.) and interventions (Walsh Chs. 4, 5, 7 and *Sexton & Lebow Eds. Ch.* 25research)
***Group Presentation 4: Changing gender norms, LBGTQ families,***
***and adoptive families*** (Walsh Chs. 8, 14, and 10, and research).

**July 3**             **In Person:**
**Family Challenges**
Pertinent Readings from Walsh and Cormier.
Walsh Chapters as listed below
Sexton & Lebow Eds. Chapters as listed below

***Group Presentation 5: Immigrant Families, Culture, and Rituals in Families***
***(Walsh Chs. 11, 12, 13, 15, & 20*** Sexton & Lebow Eds. Ch. 5:
Multiculturalism and Diversity)
***Group Presentation 6: Abusive families and domestic violence)***
***issues and interventions (Include theories of violence and how this affects***
***development)*** (RESEARCH)
***Group Presentation 7: Families with substance Use problems***
***issues and Interventions***. Present on Parent substance abuse and
Children/adolescent substance abuse (RESEARCH)
***Group Presentation 8: Families with disabled, chronically ill, and learning***
***Disabled Children issues and interventions.*** (RESEARCH)

**July 10**            **In Person: Attachment, Resiliency, Grief, and Child Abuse**
Davis, A. S., Moss, L. E., & Nogin, M. M. (2015). Neuropsychology of Child
Maltreatment and Implications for School Psychologists. *Psychology in the Schools, 52*(1), Wiley Periodicals, Inc. View this article online at
wileyonlinelibrary.com/journal/pits DOI: 10.1002/pits.21806

*Group Presentation 9:  Attachment Theory and Implication for Children in Diverse Families* (RESEARCH)

*Group Presentation 10:  Family Resiliency through illness, disability, and GRIEF*
*(Walsh ch. 17, 19, Walsh Resiliency book ch.s 8, 9, 10 readings and research)*
**Group Presentation 11: Essential components for Parenting Programs: What does the research say.**

**Group 12: Childhood Trauma: Cognitive, neuropsychological, and social emotional implications.**

| | |
|---|---|
| **July 17** | **Zoom:** <br> **Strategic Approach** |
| **July 24** | **MIDTERM** |
| **July 31** | **Language Proficiency** <br> *View Videos On your Own:* |

1) View Youtube video titled: ***James Cummins: BICS and CALP to review and learn about Cummins theory.***

2) View Youtube video titled: ***Examples of language proficiency of an English Learner.***  Using Cummins theory, which you learned about, describe the child's language second language functioning in this video. A) describe what you see in regards to BICS; B) Describe what you see in regards to CALP; and C) Describe some possible interventions for this student.

*Do Canvas assignment (10 pts).*
## Summary due 8/14

| | |
|---|---|
| **August7** | **ZOOM:** <br> **Assessment of CLD students Lecture** |

        Rhodes et al. (2005). Assessing Culturally and Linguistically Diverse Students
        Ch. 1: English-Language Learners in U.S. Public Schools: A Heterogeneous Population
        Ch. 2: Disproportionate Representation of Diverse students in Special education: Understanding the complex puzzle.
        Ch. 3: Legal and ethical requirements for the assessment of culturally and linguistically diverse students.
        Ch. 4: Bilingual Education and Second-Language acquisition: Implications for assessment and school-based practice.

**August 14**    **DUE: Midterm**
**<u>Final on Canvas at 4:00 (100 pts) on Language acquisition and assessing culturally and linguistically diverse students</u>**

**Family Systems/Problems Presentation Criteria**

Students Names: _____

Presentation: _____

**1) Opening presentation was interesting and caught audience's attention. <u>Provided GENERAL overview of subject, provided context, and statistics regarding the occurrence of topic in the population</u>. Used interesting visuals.**

      Poor                 Average              Excellent

      1           2          3          4          5

**2) Described specific issues at the different systems levels (child, family, school, community, etc.) regarding topic chosen. Describe factors (especially family and community factors) that support and develop skills to assist student learning and adjustment.**

          Poor             Average             Excellent

      1           2          3          4          5

**3) Described how these issues <u>affect children and adolescent development, adjustment, social emotional and behavioral functioning, academic achievement, and life skills.</u> Described how one would use the developmental assets based on resiliency research to assist children and youth with these challenges.**

       Poor           Average            Excellent

      1           2          3          4          5

**4) Described at least one study in detail and analyzed research design and statistics used.**

      Poor                 Average              Excellent

      1           2          3          4          5

**5) Described interventions which address the various systems involved (e.g., the child/youth, family, school, community, etc.).**

      Poor                 Average              Excellent

      1           2          3          4          5

**6) Described an actual case scenario to describe topic in detail.**

      Poor                 Average              Excellent

      1           2          3          4          5

**7) <u>Used APA format to reference slides and reference list.</u> Each slide must be referenced and should include only relevant words or statements.**

      Poor                 Average              Excellent

      1           2          3          4          5

**8) Provide 10-15 current (within the last 15 years) referred scholarly journal articles and references in the reference list and described in your presentation. DO NOT SOLEY RELY ON THE INTERNET.**

     Poor                Average               Excellent

     1            2           3          4          5

**9) Quality of presentation (did it cover important topics, did it make sense to the audience?). Avoided reading. Made contact with the audience.**

     Poor                Average               Excellent

     1            2           3          4          5


**10) Organization (Did it follow a comprehensible and appropriate sequence?)**

     Poor                Average               Excellent

     1            2           3          4          5


**11) Emailed presentation to professor PRIOR TO THE PRESENTATION?**

     Poor                Average               Excellent

     1            2           3          4          5


**COMMENTS:**

**Attendance, Participation, and Dispositions Rubric**

Demonstrate professional disposition (behavior and attitude), responsibility, adaptability, initiative, and self care. (CCTC SPPE 10.3)

| | 4 | 3 | 2 | 1 | Points |
|---|---|---|---|---|---|
| **Attendance/ Promptness/ Responsibility** | Student is **always** prompt and regularly attends classes, submits work, and shows high levels of responsibility exhibited by good communication | Student is **late to class** once every two weeks, submits work, and shows good responsibility exhibited by good communication | Student is **late to class** more than once every two weeks and may have one absence: submits work late, and shows poor responsibility exhibited by poor communication | Student has been late to class at least three times and has poor attendance; shows poor responsibility and poor ability to communicate with others. | |
| **Level of Engagement in class/ Attitude** | Student proactively contributes to class by offering ideas and asking questions **more than once** per class; students shows great attitude. | Student proactively contributes to class by offering ideas and asking questions **once** per class; Student shows good attitude | Student **rarely** contributes to class by offering ideas and asking questions; student shows bad attitude at times. | Student **never** contributes to class by offering ideas and asking questions; student shows bad attitude. | |
| **Listening Skills/ Adaptability** | Student listens when others talk, both in groups and in class. Student **incorporates or builds off** of the ideas of others; shows an ability to adapt to opposing views and/or challenges | Student **listens** when others talk, both in groups and in class; shows an ability to adapt to opposing views and/or challenges | Student **does not listen** when others talk, both in groups and in class; shows inconsistently shows to adapt to opposing views and/or challenges | Student **does not listen** when others talk, both in groups and in class. Student often **interrupts** when other speaks. shows an inability to adapt to opposing views and/or challenges and has shown disrespectful behavior. | |
| **Behavior/ Self-Care** | Student **never** displays disruptive behavior during class.- this includes multi-tasking, typing, etc.; Student is respectful towards others and self. | Student **rarely** displays disruptive behavior during class. this includes multi-tasking, typing, etc.; Student is sometimes respectful of others and self. | Student **occasionally** displays disruptive behavior during class. this includes multi-tasking, typing, etc.; student is occasionally disrespectful towards others and self. | Student **frequently** displays disruptive behavior during class. this includes multi-tasking, typing, etc.; student is frequently disrespectful towards others and self. | |
| **Preparation/ Initiative** | Student is **almost always** prepared for class with assignments and required class materials; student always takes initiative in being prepared. | Student is **usually** prepared for class with assignments and required class materials; student usually takes initiative in being prepared. | Student is **rarely** prepared for class with assignments and required class materials; student rarely takes initiative in being prepared. | Student is **almost never** prepared for class with assignments and required class materials; almost never always takes initiative in being prepared. | |
| | | | | **Total:** | |

**EPC 674 INDEX FOR CCTC SPPEs**

| SPPE | Introduced | Practiced | Assessed |
|------|-----------|-----------|----------|
| 7.0 | p. 3, 4 | p. 7 | p. 7 |
| 7.1 | p. 4 | | p. 5 |
| 7.2 | p. 3 | p. 7 | p. 7 |
| 7.3 | p. 4 | p. 7 | p. 7 |
| 8.2 | p. 11 | | p. 12 |