



## Course Syllabus: Human Development, Behavior, and Learning Theory

Gordon T. & Ellen West College of Education and Professional Studies

EPSY 3803 - 101

Fall 2025: Tuesdays/Thursdays, 9:30am – 10:50am

### Contact Information

Instructor: Dr. Suzanne F. Lindt

Office: Bridwell Hall 301C

Student Office Hours: Tues 11:00am-12:00pm, 2:00-3:00pm; Wed 12:00pm-2:00pm; Thurs 11:00am-12:00pm

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### Instructor Response Policy

Instructor will respond to email and voicemail messages by noon each weekday and at least once over weekends and holidays.

### Course Description

This course introduces learning theory, motivation, measurement, and evaluation, with an emphasis on human development and learning as it applies to education. Course may not be used for students seeking teacher certification.

### Textbook & Instructional Materials

Ormrod, Jeanne E., & Jones, Brett. (2015). *Essentials of Educational Psychology, 5th ed.* Upper Saddle River, NJ: Merrill/Prentice Hall. ISBN: 9780134995205

*Note: Digital textbooks are included with course fees for this course. Check your my.msutexas.edu email for instructions to access the textbook.*

### Required Technology

All students must have Internet access and the following technology applications:

- Google docs
- Word Processing software

### Course Objectives/Standards

Course Objectives	TExES Competencies	PPR	STR Stds/Exam	Commissioner's Standards	Content Stand.	TAC	Assessments
Students recognize, understand, and address in both writing and discussion the implications of the many <u>developmental phenomena</u> associated with teaching and learning	001A, B,D,E,F 002A	11(c) 2, 5, 6	N/A	2(A)i, ii, iii	13b(1)	N/A	Midterm, Final, Quizzes, Learning Strategies Portfolio, Brochure
Students recognize, understand, and address both in writing and discussion the implications of the many <u>cognitive and behavioral phenomena</u> associated with teaching and learning	001A 008F,G	N/A	N/A	2(A)i	13b(2)	N/A	Midterm, Final, Learning Strategies Portfolio, Brochure

Course Objectives	TExES Competencies	PPR	STR Stds/ Exam	Commissioner's Standards	Content Stand.	TAC	Assessments
Students recognize, understand, and address in writing and discussion, the many aspects of developing a <u>culture for learning and a positive environment of respect and rapport</u> . Specifically, candidates will verbally discuss and write about factors affecting children's learning, including candidates' understanding of the school community, students' developmental level, and the needs of special populations (including Texas Educator's Code of Ethics).	001A, 002B,D	N/A	15(c) 3 I. 5)J	2(B)i, ii, iii 4(A)i, ii, iii	13b(3)	N/A	Midterm, Final, Quizzes, Learning Strategies Portfolio, Brochure, Theorist Research Project

Course Objectives	TExES Competencies	PPR	STR Stds/ Exam	Commissioner's Standards	Content Stand.	TAC	Assessments
Students will develop a vision of learning that promotes the success of all students based on relevant knowledge and theories, including learners' needs, and schools as interactive, social and cultural systems. Specifically, candidates will read, discuss, and write about students from a variety of systems.	002A, B, G, O, P 004B, C, D	N/A	15(c) 3 I. 5) J	2(B)i, iii 6(D)i, ii, iii	N/A	N/A	Midterm, Final, Quizzes, Learning Strategies Portfolio, Brochure, Theorist Research Project, Activities
Students recognize, understand, and address in writing and discussion the nature and implications of both <u>student-centered and teacher-centered approaches to teaching and learning</u> . Specifically, candidates will analyze instructional techniques that influence student learning.	001B, C 004A	N/A	N/A	2(C)i, ii, iii	N/A	N/A	Discussions Quizzes, Learning Strategies Portfolio, Brochure, Theorist Research Project

Course Objectives	TExES Competencies	PPR	STR Stds/ Exam	Commissioner's Standards	Content Stand.	TAC	Assessments
Students learn and practice <u>reflective habits</u> while in the classroom.	002C	11(g)3	N/A	4(A)i, ii, iii 6(A)i, ii, iii	N/A	N/A	Learning Strategies Portfolio, Discussions, Activities

Course Objectives	TExES Competencies	PPR	STR Stds/ Exam	Commissioner's Standards	Content Stand.	TAC	Assessments
Students will recognize children at-risk of suicide. Students will recognize children who are, or may be the victims, or who engage in bullying. Students will recognize children displaying early warning signs and a possible need for early mental health or substance abuse intervention, which warning signs may include declining academic performance, depression, anxiety, isolation, unexplained changes in sleep or eating habits, and destructive behavior toward self or others. Students will learn strategies and the appropriate action to take to intervene effectively with children at-risk or with early warning signs.	<a href="#">TEC Section 21.451</a>  002B	N/A	N/A	4(A)ii 6(B)ii 6(D)iii	N/A	19 TAC 228. 30(c) ) 1a- c, 3, 4, 7	Training Modules

See Appendix A for Complete List of Standards.

## Student Handbook

Refer to: [Student Handbook](#)

## Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. *Therefore, AI-generated submissions **are not** permitted and will be treated as plagiarism.*

## Grading Assessment

Table 1: Assignments and percentages

Assignments	Percentage
Exams (2 at 10% each)	20%
Learning Strategies Portfolio	10%
Motivation and Engagement Project	8%
Activities (5 at 2% each)	10%
Quizzes (10 at 1% each)	10%
Class Participation (13 at 1% each)	13%
Training Modules (4 at 2% each)	8%
Theorist Research Project	8%
PPR Practice Tests (2 at 4%)	8%
Video Assignment	5%
Total	100%

Table 2: Total points for final grade.

Grade	Percent
A	90% or Greater
B	80% to 89.9%
C	70% to 79.9%
D	60% to 69.9%
F	Less than 60%

## Exams

You will have a total of two exams (mid-term and final) that will be worth 20% of your total grade. The exams will be multiple choice questions from the textbook,

readings, and course lecture material that require you to apply concepts to situations. The tests will be taken on your own computer during a testing window and require a webcam and Lockdown browser. They will not be able to be made up unless *prior arrangements* have been made.

#### Learning Strategies Portfolio

Throughout the course, you will be creating a portfolio to keep track of instructional strategies learned in each chapter and how they will be applied to your future instruction. You will submit the portfolio at the end of the semester to demonstrate learning gained in the course. This portfolio template, description, and example can be accessed in D2L/Brightspace and must be submitted as a pdf and uploaded by the date due.

#### Motivation and Engagement Project

To help you apply motivational theories in this course, you will create a brochure for children or parents to explain how to increase motivation in an area of your choice. As a performance assessment, the brochure must be in the correct form and should simplify a motivational theory of your choice by providing several suggestions to the reader. There are several examples and a complete description and rubric in D2L/Brightspace.

#### Activities

You will have a total of five activities to complete for the class to help you apply the information learned to real-world scenarios. The activities should be submitted to D2L/Brightspace or brought to class by the date due. These activities will help you better understand course material and prepare you for the tests and other assignments.

#### Quizzes

You will have a total of ten quizzes prior to class discussion for each chapter. The purpose of these quizzes is to ensure that you read the chapters and any other assigned readings before coming to class. The quizzes should be completed in D2L prior to class. If you do not take the quiz by the assigned day and time, you will receive a 0.

#### Class Participation

Instead of taking attendance, I will offer opportunities during class to apply the various concepts learned. I will take a total of 13 participation grades that can only be completed in class. You will participate in class and submit your responses/notes for a grade. If you are late, absent, or leave early and miss the participation activity, you will receive a 0.

#### Training Modules

One of the requirements of the Texas Education Agency is that teacher candidates complete online trainings in substance abuse prevention, at-risk (youth suicide), mental health, and ethics training. In this course, you must



complete all four to receive the total points. For teacher candidates, you must submit your completed training certificates to TK20, where they will be on your permanent file. (If you do not complete these trainings during this course, you will receive an Incomplete for the course.) For those of you who are not teacher candidates, these trainings will benefit you if you work with children and young adults.

#### Theorist Research Project

To introduce you to theories in learning and human development, you will choose a theorist from a list and conduct research to learn more about the theory/theorist. You will then compare/contrast the theory to the Texas Pedagogy and Professional Responsibility (PPR) standards. Then, you will work write a short essay on the theory/theorist to explain the theory and its similarities and differences to the PPR standards. Then, you will create a presentation that you will share with your classmates on an assigned date.

#### Certify Teacher Plan and Documentation/ TExES PPR Preparation

The Pedagogy and Professional Responsibility Exam is required to become a teacher in Texas. This class prepares you for the PPR, so I want you to have an opportunity to take two practice exams throughout the course. You will have 1 point deducted for each question missed and your two scores will be combined into one score in the gradebook.

#### Video Assignment

To gain a better understanding of classroom settings and theories learned in this course, you will watch a series of videos and write an essay about your observations and explain how educational theories apply to what you observe.

#### Extra Credit

Extra credit will be offered during the semester at specified times and dates. This information will be communicated to you at least one week in advance. No other extra credit will be given.

#### Late Work

Assignments are expected to be turned in by the due date. 25% of the total points will be deducted for each day late, and any assignment submitted more than one week late will not be accepted. **Arrangements must be made at least two days in advance for any exceptions to be given.**

#### Important Dates

Last day for term schedule changes: August 25-28. Check date on [Academic Calendar](#).

Deadline to file for December graduation: September 22. Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" November 24. Check date on [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

### Written Work

All written work should be completed in a professional style. Using correct spelling and grammar are important writing skills you must know well because your students will learn from you. Therefore, all written assignments will have 10% -20% of the grade based on spelling and grammar. Expectations are for quality work.

### Desire-to-Learn (D2L)/Brightspace

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor. *All assignments must be submitted to D2L/BRIGHTSPACE for this course and should be in a pdf unless otherwise specified in the assignment guidelines.* A minimum of 5% of the total points will be deducted for assignments not submitted through BRIGHTSPACE.

### Professionalism

Students are expected to be in class on assigned days, submit assignments on time, and respond to communication from the professor. Students who miss class, leave early, show up late, or fail to respond to emails, will have points deducted for professionalism. Students who do not maintain professional behavior and dress in the field will also lose points. Unprofessionalism or dismissal from the school site will result in an EPSY 3153 failure and a fitness alert.

### Attendance

Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. Candidates will receive a grade of F on the third absence. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.

### Online Computer Requirements

Taking this class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. **\*Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.** Computers are available on campus in various areas of the buildings as well as

the Academic Success Center. **\*Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online class page can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

#### Instructor Class Policies

Students are expected to assist in maintaining a classroom environment which is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction—this includes, but is not limited to, pagers and cell phones. Electronic communications devices will be turned off anytime the class member is in the school building—in our classroom or in a field experience classroom. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the student may receive an instructor drop with an "F" for the course.

An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10-week summer term, or the 11th class day of a 4- or 5-week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

#### Inclement Weather

In the case of campus closure due to inclement weather, please log on to D2L to check whether any changes will be made to course assignments and due dates. Changes will be posted in the NewsFeed on D2L and will be emailed to students. Depending on the date, online assignments may be required to complete if meeting face to face is not possible.

#### Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

### Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

### Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

### College Policies

#### Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

#### Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU. Adult students may smoke only in the outside designated-smoking areas at each location.

#### Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

#### Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new

Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

#### Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

#### Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick  
Title IX Coordinator  
Sunwatcher Village Clubhouse  
940-397-4213  
[laura.hetrick@msutexas.edu](mailto:laura.hetrick@msutexas.edu)

You may also file an online report 24/7 at [Report Form](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX](#)

#### Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU. Adult students may smoke only in the outside designated-smoking areas at each location.

## Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

## Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

## Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

## Course Schedule EPSY 3803

Week	Dates	Activities/Assignments/Exams	Due Date
Week 1	8/26, 8/28	<ul style="list-style-type: none"><li>• <b>Sign up for Theorist Research Project</b></li></ul>	8/28
		<ul style="list-style-type: none"><li>• <b>Quiz #1</b></li><li>• Chapter 1</li><li>• NO CLASS 8/28</li></ul>	8/28
Week 2	9/2, 9/4	<ul style="list-style-type: none"><li>• <b>Quiz #2</b></li><li>• Chapter 1</li></ul>	9/2
		<ul style="list-style-type: none"><li>• <b>Activity 1 – Professional Development</b></li><li>• Chapter 2</li></ul>	9/2
Week 3	9/9, 9/11	<ul style="list-style-type: none"><li>• <b>Quiz #3</b></li><li>• Chapter 3</li><li>• Social Cognitive Theory (9/9)</li><li>• Self-Regulation (9/11)</li></ul>	9/9
		<ul style="list-style-type: none"><li>• <b>Ethics Modules</b></li></ul>	9/11
Week 4	9/16, 9/18	<ul style="list-style-type: none"><li>• <b>Quiz #4</b></li><li>• Chapter 4</li><li>• Paradigm Shift (9/16)</li><li>• Cultural Mismatch (9/18)</li><li>• Ecological Systems Theory (9/18)</li></ul>	9/16
		<ul style="list-style-type: none"><li>• <b>Activity 2 – Reciprocal Causation</b></li></ul>	9/23
Week 5	9/23, 9/25	<ul style="list-style-type: none"><li>• <b>Quiz #5</b></li><li>• Chapter 5</li><li>• Interest (9/23)</li><li>• Hierarchy of Needs (9/23)</li><li>• Self-Determination Theory (9/25)</li></ul>	9/23

Week	Dates	Activities/Assignments/Exams	Due Date
		<ul style="list-style-type: none"> <li>Grit (9/25)</li> </ul>	
Week 6	9/30, 10/2	<ul style="list-style-type: none"> <li>Chapter 5</li> <li>Expectancy-Value Theory (9/30)</li> <li>Supp. Reading – Teacher Attributions</li> <li><b>Activity 3 – Attributions</b></li> </ul>	10/2
Week 7	10/7, 10/9	<ul style="list-style-type: none"> <li>Review Chapter 1-5</li> <li><b>Motivation and Engagement Project</b></li> <li>NO CLASS 10/7</li> <li><b>Practice PPR 1 EPSY 3803/5803</b></li> <li><b>Mid-term Exam</b></li> </ul>	10/7 10/7 10/9
Week 8	10/14, 10/16	<ul style="list-style-type: none"> <li><b>Quiz #6</b></li> <li>Chapter 6</li> <li>Cognitive Development Theory (10/14)</li> <li>Social Development Theory (10/14)</li> <li><b>Substance Abuse Training</b></li> </ul>	10/14 10/16
Week 9	10/21, 10/23	<ul style="list-style-type: none"> <li>Chapter 6</li> <li>Theory of Multiple Intelligences (10/21)</li> <li>Psychosocial Development Theory (10/23)</li> <li><b>Suicide Prevention Training</b></li> <li><b>Quiz #7</b></li> <li>Chapter 7</li> <li>Parenting Styles (10/23)</li> </ul>	10/23 10/23
Week 10	10/28, 10/30	<ul style="list-style-type: none"> <li>Chapter 7</li> <li>Gender Schema (10/28)</li> <li>Theory of Moral Development (10/28)</li> <li>Supp. Reading – Personality</li> <li>NO CLASS 10/30</li> <li><b>Activity 4 – Kiersey Sorter</b></li> </ul>	10/30
Week 11	11/4, 11/6	<ul style="list-style-type: none"> <li><b>Quiz #8</b></li> <li>Chapter 8</li> <li>Bloom's Taxonomy (11/4)</li> <li>Constructivism (11/6)</li> <li><b>Activity 5 – Task Analysis</b></li> </ul>	11/4 11/6
Week 12	11/11, 11/13	<ul style="list-style-type: none"> <li><b>Quiz #9</b></li> <li>Chapter 9</li> <li>Teaching for Equity (11/11)</li> <li>NO CLASS 11/13</li> <li><b>Mental Health Training</b></li> <li><b>Video Assignment due</b></li> </ul>	11/11 11/13 11/13

Week	Dates	Activities/Assignments/Exams	Due Date
Week 13	11/18, 11/20	<ul style="list-style-type: none"> <li>• <b>Quiz #10</b></li> <li>• Chapter 10</li> <li>• Cheating (11/20)</li> </ul>	11/18
Week 14	11/25	<ul style="list-style-type: none"> <li>• Chapter 10</li> </ul>	
Week 15	12/2, 12/4	<ul style="list-style-type: none"> <li>• Assessment (12/2)</li> <li>• <b>Learning Strategies Portfolio</b></li> <li>• Final Exam Review</li> <li>• <b>Practice PPR 2 EPSY 3803/5803</b></li> </ul>	12/4 12/4
Week 16	12/11	<ul style="list-style-type: none"> <li>• <b>Final Exam</b> (8:00am-10:00am)</li> </ul>	

#### References/Standards

This course utilizes research on best practices in the field of teaching. Additionally, content delivered for this course is based on accepted up-to-date research in the field. The following are some of the resources utilized to provide quality instruction to students enrolled in the class.

Berk, L. E. (2021). *Infants, Children, and Adolescents* 9<sup>th</sup> ed.). Pearson Education Inc: Boston.

Ishiyama, J. (2002). Does early participation in undergraduate research benefit social science and humanities students? *College Student Journal*, 36(3), 381–387.

Lopatto, D. (2010). Undergraduate research as a high-impact student experience. *Peer Review*, 12(2), 27–30.

Marzano, Robert J. (2017) *The New Art and Science of Teaching*. Bloomington, IN: ASCD.

Ormrod, Jeanne E., & Jones, Brett. (2015). *Essentials of Educational Psychology*, 5th ed. Upper Saddle River, NJ: Merrill/Prentice Hall.

Silver, H. F., Strong, R. W., & Perini, M. J. (2000). *So each may learn: Integrating learning styles and multiple intelligences*. Alexandria, VA: ASCD.

Texas Education Agency. (2018). *Educator's Code of Ethics*. Retrieved August 1, 2022, from [TEA Texas Educator Code of Ethics](#)