



ED 6308: Advanced Human Growth & Development

School Counselors

Reading Specialists, Principals, Diagnosticians, Others

Sul Ross State University

Summer I 2020

Instructor: Ronda Hayes, MEd, PSC, LPC-Supervisor

E-Mail: rhayes@sulross.edu

Office Number: 432.837.8170

Emergency Phone: 325.650.0419

Office Location: MAB-309G

On Campus Office Hours: by appointment

Off Campus: virtual by appointment

The instructor is available via email (for personal correspondence), Blackboard Discussion Board for class questions and clarifications), and, in case of an emergency, telephone.

CATALOG COURSE DESCRIPTION:

A study of the human life span from conception to death, with emphasis on childhood and adolescence, and the implications for effective academic and interpersonal experiences

REQUIRED TEXTS:

Santrock, J.W. (2017). Life-Span Development (16th Ed.). New York: McGraw-Hill.
ISBN: ISBN: 13: 978-1259550904

American Psychological Association (2009). The publication manual of the American Psychological Association. Sixth Edition. Washington, D.C. American Psychological Association.

TEXES COUNSELING STANDARDS: TEXES standards addressed in this course are:

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base.

Standard	Description	Assignment	Assessment	SLO
I. (8)	learners' developmental characteristics and needs and their relevance to educational and career choices;	Chapter Discussions Case Studies	Quizzes Writing Rubric	1

TEXES COUNSELING COMPETENCIES:

Student knowledge and application of the four domains and 10 competencies are required for students to successfully pass the TExES. In other words, the domains and competencies are test specific and will be addressed when students take the following test. In order to help students with this task, all school counseling students are required to spend six hours in the Certify Teacher school counseling practice test site. A minimum score of 85% must be made on each of the 10 competencies tested before Sul Ross State University can submit approval for the student to take the TExES.

TExES competencies addressed in this course are:

DOMAIN I—KNOWLEDGE OF LEARNERS

Competency 001 (Human Development and Learning): Understand theories and processes of human development and learning as well as factors that influence development and learning.

Domain Competency	Description	Assignment	Assessment	SLO
I. 001 A.	Demonstrate knowledge of developmental progressions in the social, emotional, physical, motor, language, and cognitive domains in children and adolescents; developmental challenges at different stages of development; and how to support students' development across domains. B	Chapter Discussions Case Studies	Quizzes Writing Rubric	1
I. 001 B.	Demonstrate knowledge of developmental variation, the interrelatedness of developmental domains, and how this interrelatedness may affect students' performance and behavior.	Chapter Discussions Case Studies	Quizzes Writing Rubric	1
I. 001 C.	Demonstrate knowledge of learning theories; how students construct	Chapter Discussions	Quizzes Writing Rubric	1

	knowledge, acquire skills, and develop strategies for responding effectively to challenges; and how students' development in the various domains can influence learning.	Case Studies		
I. 001 D.	Apply knowledge of variables that may influence a student's development, learning, and behavior (e.g., environment, health, socioeconomic circumstances, disability, life experiences, language fluency, stress, trauma, individual learning style, culture, gender identity, ethnicity, race, geopolitical factors).	Chapter Discussions Case Studies	Quizzes Writing Rubric	1
I. 001 E.	Apply knowledge of the characteristics and needs of students within special populations (e.g., gifted and talented, homeless, migrant, special education, English learners, immigrants, refugees, students who meet at-risk criteria).	Chapter Discussions Case Studies	Quizzes Writing Rubric	1
I. 001 F.	Apply knowledge of developmentally appropriate strategies that are based on research for building on students' strengths and helping students acquire effective learning strategies	Chapter Discussions Case Studies	Quizzes Writing Rubric	1
I. 001 G.	Apply knowledge of how to plan and implement developmentally appropriate activities, experiences, and interventions that are responsive to students' needs and facilitate optimal development across the life span	Chapter Discussions Case Studies	Quizzes Writing Rubric	1

COURSE OBJECTIVES:

- Identify and correctly list stages of development (biological, cognitive, moral, and social) during the life cycle of the individual as proposed by various psychological theories.
- Describe the developing person at different periods in the life span.
- Identify disturbances in the developmental process along with possible reasons for these disturbances.
- List different methods of studying human behavior along with the strengths and weaknesses of each.
- Apply implications from various developmental models to counseling and/or educational processes and situations.
- Recognize the similarities and differences within and among people of all ages, cultures, and social backgrounds.
- Identify major problems of children and adolescents as they grow toward maturity and think about possible solutions based on specific developmental theories.
- Review research studies related to various aspects of human development and translate their meanings and implications for education and counseling.

STUDENT LEARNING OUTCOMES:

The student will be able to:

1. Demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect client's ability to achieve their potential
2. Demonstrate their ability to plan, implement, and evaluate a developmental counseling program, this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, and educational needs.
3. Demonstrate the ability to communicate and collaborate effectively with others in diverse settings, including the community in order to facilitate client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

COUNSELOR EDUCATION MARKETABLE SKILLS:

1. Graduates will demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.
2. Graduates will demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.
3. Graduates will demonstrate knowledge of human growth development throughout the lifespan to apply in careers related to mental and behavioral health including school counseling.

PROFESSIONAL STANDARDS:

This course is part of the Sul Ross State University, Graduate school of Education, Masters in Special Education Program as well as certification as an Educational Diagnostician. This program complies with the standards published Texas Educational Agency (TEA)

Educational Diagnostician

Competency 001: Demonstrate knowledge of effective culturally responsive consultation and collaboration skills (e.g., knowledge of family systems, parents/guardians supporting student development and educational progress).

Reading Specialist

Competency 001. Components of Reading: The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

The student will demonstrate knowledge of the stages of oral and written language development issues by conducting interviews of people of varying ages and writing a report, which analyzes the development of each individual.

Special Education Teacher

Competency 001 The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.

The student will demonstrate their understanding of the ways in which physical disabilities and health impairments relate to development and behavior by conducting interviews of people of varying ages and writing a report, which analyzes the development of each individual and comparing development with current theorists.

Principal

Competency 002 The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

The student will demonstrate knowledge of the diverse interests and needs of individuals of different ages and developmental levels by conducting interviews of people of varying ages and writing a report, which analyzes the development of each individual and comparing development with current theorists.

DISTANT LEARNING STATEMENT:

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

TECHNICAL REQUIREMENTS

To participate in this course, students will need to satisfy the following technical requirements: High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supportedbrowsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#testeddevices-and-operating-systems

Students must maintain consistent and reliable access to their Sul Ross University email and Blackboard, as these are the official methods of communication for this course.

Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements. The following software plug-ins for PCs and Macs, respectively, are available for free download:

Adobe Acrobat Reader: <https://get.adobe.com/reader/>

Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>

Apple Quick Time Player: www.apple.com/quicktime/download/

SMARTTHINKING:

With Blackboard, you will note two tabs on the left, a Smarthinking Handbook tab and a Smarthinking tab. Sul Ross State University is providing this writing tutorial program, free of charge, to currently enrolled students. Smarthinking is a proven, excellent writing tutorial program and user friendly. When you are ready to submit your draft paper to Smarthinking, you may do so through the Smarthinking tab.

This service does not detect plagiarism; you will still need to use SafeAssign for similarity detection. The Smarthinking Writing Center is designed to assist secondary, post-secondary, and graduate students become stronger writers. Students receive a detailed, personalized critique of any written assignment, such as an essay, paragraph, report, or creative work. When applicable, students can select specialists such as ESL, Technical Writing, or Creative Writing experts. Students can submit writing 24 hours a day, seven days a week.

ACADEMIC INTEGRITY:

Students in this class are required to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be timely, prepared, and focused. Meaningful, respectful, and pertinent online participation is also expected.

Examples of academic dishonesty include but are not limited to: submitting work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation.

SAFE ASSIGN:

The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssignment compares student papers submitted to Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment's flexibility, this product is an effective plagiarism prevention system that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism. You can check your similarity report and make corrections if needed. With your similarity report, you will note highlighted areas that have similarity noted between your paper and another source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 10% must be corrected. It does not matter if the source that is being noted for similarity is

not the same source that you used. The system is telling you what you have written is too similar to another source and you need to make corrections. You may need to change up some of the wording or order of information to make it your information. More than three or four words in a row that are identical to the originating author can be detected. You can submit your paper as many times as you would like. This system is designed to assist students with increasing awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly similar to another source.

ADA (Americans with Disabilities Act)

SRSU DISABILITY SERVICES:

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the Student's responsibility to initiate a request. Please contact me, Ms. Rebecca Greathouse Wren, M.Ed., LPC-S, Director/Counselor, Accessibility Services Coordinator, Ferguson Hall (Suite 112) at 432.837.8203; mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Students should then contact the instructor as soon as possible to initiate the recommended accommodations.

PARTICIPATION POLICY:

Since ED 6308 is an online course, participation will be evaluated in Blackboard online discussions. It is the student's responsibility to check the Discussion Board and Sul Ross email DAILY for the duration of the course. In order for you to remain enrolled in ED 6308, you must reply to the Blackboard Discussion Board "Online Participation Policy" forum by the deadline posted on the Due Dates listing contained in this syllabus. It is policy at Sul Ross State University that if a student is enrolled in an online course and fails to stay active for a period of 3 weeks, fails to submit assignments, and/or does not reply to emails from the instructor, he/she will receive a final grade of "F." You may access the "Online Participation Policy" forum by entering Blackboard, then selecting Discussion Board. Please follow the directions regarding your required response.

Each student will be expected to stay in regular communication with his/her professor and will be required to respond to emails sent to your Sul Ross email and/or telephone calls initiated by the professor within two days. If a timely response is not received, 50 points will be deducted from your overall grade. (No Excuses)

COURSE REQUIREMENTS:

Course Assignments:

1. Chapter Quizzes: (30% of overall grade)

There will be 20 chapter quizzes worth 40 points each. There is no time limit for taking each quiz but you must complete each quiz in one setting. You may not logon, logoff, and logon again. You may take the quiz only one time. You MAY NOT collaborate on the chapter quizzes. To do so will violate stated rules regarding academic honesty and

you will be dropped from the course. Answers will not be provided until all students have taken each quiz.

2. Discussion Board Activities: (20% of overall grade)

Chapter discussion board POSTS and RESPONSES are due by 12:00 a.m. (midnight) on the given due date. Each chapter discussion board post is worth 15 points and each discussion board response is worth 5 points=20 points total. A response is directed towards a fellow student's posting. In other words, you are going to review a fellow student's chapter discussion board post and provide a response. Response postings must entail more than "great posting" or "good job". Although these phrases may be included, you must expand on your thoughts and present good responses.

3. Developmental Studies: (50% of overall grade)

The developmental case studies for this course will serve as both the midterm and final exams and are worth 100 points each.

The first case study (childhood through adolescence) will serve as the midterm.

The second case study (young adulthood through older adulthood) will serve as the final exam.

Developmental Studies:

You will write two developmental study during this course.

The *first developmental study* will be written on a child/youth/adolescent. You may choose the developmental level (Infancy, Early Childhood, Middle & Late Childhood or Adolescence) and include multiple theories/theorists (Piaget, Bruner, Vygotsky, Erikson, Kohlberg, Bandura, etc.) which you will investigate as a part of this paper.

You will provide the following information for your subject: I. Identifying Information; II. Developmental Changes (Physical, Emotional, Social, Cognitive, Language and Moral); III. General Assessment.

This paper will serve as your midterm examination.

The *second developmental study* will be exactly as the first with the exception that it will be written on an adult. You may choose the developmental level from Early Adulthood, Middle Adulthood, or Late Adulthood.

You will provide the following information as is relevant for your subject: I. Identifying Information; II. Developmental Changes (Physical, Cognitive, Personality, Careers, Work, Leisure, Relationships, Religion, Meaning in Life, Health, and Aging); III. General Assessment. Select the theories/theorists that are appropriate for your subject on which to base your assessment in each area.

This paper will serve as your final examination.

Example theory/theorist:

- Erickson: Stages of Identity Development
- Kohlberg: Levels of Moral Development
- Piaget: Stages of Cognitive Development
- Super: Life Stages

NOTE: The paper must be written using APA guidelines using appropriate documentation. *This is NOT an opinion paper.* You must analyze the development of an individual of your choosing.

You MAY NOT use your spouse or your own children as the subject of the developmental study. You MAY use a parent, grandparent, or other such relative. The written body of the papers should be 3 – 5 pages in length (Times New Roman 12 pt. font, double-spaced) and provide specific information related to how the subject you are analyzing “fits” in the categories used for analysis (see above) according to the theory/theorist you have chosen to review.

You must use the textbook and other supporting information to support your statements. See the Writing Rubric at the end of the Syllabus. You must use the Smarthinking writing program and attach the report. References must be cited within the body of your paper. Papers with multiple errors and/or excessive similarity reported through SafeAssign will receive a reduction in grade.

Writing Programs: Smarthinking and SafeAssign

You must submit the Smarthinking report along with your submitted developmental studies. Simply copy and paste the report to the bottom of your paper and then submit. You will not receive credit for your paper if the Smarthinking report is not attached.

Turnaround time on tutorial reports is typically 24 hours. Do not wait until the night before the due date to write your paper. You will not have time to receive your paper back and make suggested revisions.

The Critique Process:

Each critique includes the writing tutor’s comments inserted within the student assignment and a Response Form detailing additional feedback. Smarthinking writing tutors address students’ writing issues, targeting higher-order issues (such as content and thesis development) as well as lower-order concerns (such as grammar and mechanics). They do not edit or correct student work. By expanding students’ understanding of good writing techniques, our tutors help students become better writers.

Writing review services include the following options:

- **Standard Essay Review**

Smarthinking’s standard essay critique prioritizes higher-order concerns, including main idea/thesis, content development, organization, and introduction/conclusion. This critique includes a tutor’s embedded comments and a response form with commentary on essay strengths, areas in need of improvement, and a summary of next steps.

- **Long Essay Review**

The long essay review provides the same individualized feedback as the standard essay review, but applied to written pieces of greater length.

- **Paragraph Review**

The paragraph review provides the same individualized feedback as the standard essay review, but applied to a writing piece of 300 words or less.

- **Grammar & Documentation Review**

The Lower-Order Concerns-only essay critique addresses exclusively lower-order issues of grammar and mechanics, sentence structure, word choice, and documentation. This review offers the same personalized, essay-specific feedback as Smarthinking's standard Essay critique in that tutors assist students with recurring errors, model corrections, and offer concrete writing and revision advice without editing or proofing the students' work. Whereas Smarthinking's standard essay review prioritizes higher-order concerns (main idea/thesis, content development, organization, and introduction/conclusion), the grammar and documentation critique addresses exclusively lower-order issues of grammar & mechanics, sentence structure, word choice, and documentation.

- **Resume & Cover Letter Review**

Smarthinking critiques résumés and cover letters, which gives job applicants and students detailed feedback that can be essential as they seek employment. Key areas of focus include purpose/focus, content development, organization, grammar & mechanics, sentence structure, and word choice.

EVALUATION/GRADING POLICY:

Note: Grades are earned based on the quality of the work completed. **Assignments submitted after due dates will receive no credit.** Grades of **Incomplete (I)** are not given in the Professional Studies Division of Sul Ross State University *except* in the *most extreme* situations.

A grade of "A" will not be given in this course unless the student's writing reflects graduate level quality and the written career program is superior. See writing rubric at the end of the syllabus.

Grading

A=100-91% B=90-81% C=80-71% D=70-61%

Chapter Quizzes	30 %
Discussion Boards	20 %
Developmental Study and Final Exam	50 % (25% each)
Total	100%

Graduate students must maintain a 3.0 GPA to remain in good standing.

Grades of **Incomplete (I)** are not given in the Professional Studies Division of Sul Ross State University *except* in the *most extreme* situations

A grade of "A" will not be given in this course unless the student's writing reflects graduate level quality and the written program is superior. A grade of "C" will result in the student retaking the course.

SCHEDULE/DUE DATES:

All Assignments are due by 11:59pm (CST). **No late work will be accepted.**

May 20 - Online ED 5313 course officially begins.

May 20 -**Complete** Online Participation Policy Agreement posted on Discussion Board.
Must be completed before receiving credit for assignments,

May 20 - **Introduce** Yourself on the Discussion Board

May 21 – Discussion Board Postings and Responses- Chapter 1-Due

May 22 - Chapter 1 Quiz

May 23 – Chapter 2 Quiz

WEEK ONE

May 24 – Discussion Board Postings and Responses- Chapter 3

May 25 – Chapter 3 Quiz

May 26 - Discussion Board Postings and Responses- Chapter 4

May 27 – Chapter 4 Quiz

May 28 - Discussion Board Postings and Responses- Chapter 5

May 29 - Chapter 5 Quiz

May 30 – Chapter 6 Quiz

WEEK TWO

May 31 - Discussion Board Postings and Responses- Chapter 7

June 1 – Chapter 7 Quiz

June 2 - Chapter 8 Quiz

*You should submit your Child Development Study to Smarthinking Writing Program now so that you have time to get your feedback and make revisions.

June 3 - Discussion Board Postings and Responses- Chapter 9

June 4 - Chapter 9 Quiz

June 5 - Chapter 10 Quiz

June 6 - Discussion Board Postings and Responses- Chapter 11

WEEK THREE

June 7 - Chapter 11 Quiz

June 8 – Finalize on Child Developmental Study

June 9 – Child Developmental Study

June 10 - Chapter 12 Quiz

June 11 - Discussion Board Postings and Responses- Chapter 13

June 12 – Chapter 13 Quiz

June 12 – Last Day to drop a class

June 13 - Chapter 14 Quiz

WEEK FOUR

June 14 - Discussion Board Postings and Responses- Chapter 15

June 15 - Chapter 15 Quiz

June 16 - Chapter 16 Quiz

*You should submit your Adult Development Study to Smarthinking Writing Program now so that you have time to get feedback and make revisions.

June 17 - Discussion Board Postings and Responses- Chapter 17

June 18 - Chapter 17 Quiz

June 19 – Chapter 18 Quiz

June 20 - Discussion Board Postings and Responses- Chapter 19

WEEK FIVE

June 21 - Chapter 19 Quiz

June 22 - Chapter 20 Quiz

June 23 – Finalize Work on Adult Developmental Study

June 24 - Adult Developmental Study

June 26 – Last Day of class

June 29 – Grades Due

WRITING RUBRIC FOR ALL WRITTEN ASSIGNMENTS AND DISCUSSIONS:

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
Integration of Knowledge	The paper did not incorporate knowledge from the literature or class in relevant and meaningful ways	The paper somewhat incorporated knowledge from the literature in relevant and meaningful ways	The paper incorporated knowledge from the literature in relevant and meaningful ways	The paper effectively incorporated knowledge from the literature in relevant and meaningful ways	The paper very effectively incorporated knowledge from the literature in relevant and meaningful ways	
Organization and Presentation	The paper lacked topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper occasionally included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently and effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper uniformly and very effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	
Focus	The paper's topic lacked focus and a clear direction	The paper's topic had occasional focus, direction, and purpose	The paper's topic had focus and clarity of direction and purpose	The paper's topic had effective focus and clarity of direction and purpose	The paper's topic had very effective focus and clarity of direction and purpose	
Level of Coverage	The paper lacked depth, elaboration, and relevant material	The paper occasionally included depth, elaboration, and relevant material	The paper included depth, elaboration, and relevant material	The paper effectively included depth, elaboration, and relevant material	The paper very effectively included depth, elaboration, and relevant material	
Grammar/ Spelling	The paper contained numerous errors of grammar and spelling	The paper contained some errors of grammar and spelling	The paper contained very few errors of grammar and spelling	The paper contained only one or two errors of grammar and spelling	The paper contained no errors of grammar and spelling	
References	The paper	The paper	The paper	The paper	The paper	

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
and Sources	did not include content from peer reviewed journal articles and/or scholarly books/book chapters and instead cited web site material of questionable veracity	included content from a few peer reviewed journal articles and scholarly books/book chapters and instead included material from web sites of questionable credibility	included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	effectively included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	very effectively included content from peer reviewed journal articles or scholarly books/book chapters and only included material from credible web sites	
APA Style	The paper did not use APA style	The paper was partly based on APA style	The paper was mostly based on APA style	The paper was based on APA style with only a few exceptions	The paper was completely and accurately based on APA style	
Total Score						
Mean Score						

Comments: _____

Student Name: _____ A# _____

Assignment: _____ Date: _____