
Sul Ross State University

**Department of Education
Spring 2023 Syllabus
EDSR 6308 Advanced Human Growth and Development**

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Virtual Office Hours:

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Course Description: A study of the life span human development from conception to death encompassing physical social and emotional theories of development. Including an emphasis on childhood and adolescence and the implications for effective academic and interpersonal experiences.

Required Text

- Lally, Martha and Valentine-French, Suzanne (2018). Lifespan Development, A Psychological Perspective. Second Edition. Open Education Resource (OER) textbook.
- This is a Free book: <http://dept.clcillinois.edu/psy/LifespanDevelopment.pdf>

Recommended Text

- American Psychological Association (2020). The publication manual of the American Psychological Association. Seventh Edition. Washington, D.C. American Psychological Association. ISBN-13: 978-1433832161 ISBN-10: 143383216X

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.
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Student Learning Outcomes (SACSCOC)

ED 6308 will contribute to the following Student Learning Outcomes (SLOs):

1. Demonstrate the ability to critically evaluate assessments and understand the implications of chosen assessments
 2. Analyze the ethical and professional responsibility to the field of special education.
 3. Effectively collaborate with all parties involved with the identification placement and ongoing support of students with disabilities
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Professional Standards (TEA)

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).

School Counselor

Standard I Learner-Centered Knowledge: The professional school counselor must have a broad knowledge base.

Standard II Learner-Centered Skills: The professional school counselor applies the knowledge base to promote the educational, personal, social and career development of the learner.

Standard III Learner-Centered Process: The professional school counselor participates in the development, monitoring and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation and personal growth. *School Counselor Standard IV Learner-Centered Equity and Excellence for All Learners:* The professional school counselor promotes academic success for all learners by acknowledging, respecting

Standard V Learner-Centered Communications: The professional school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

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.

Marketable Skills (THECB)

Research Skills and Awareness

- Exhibit knowledge of advances and developments in their field
- Demonstrate knowledge of research in related fields and disciplines
- Analyze and synthesize new and complex information from diverse sources
- Formulate and apply solutions to research problems and effectively interpret research results
- Exercise critical judgement

Communication Skills

- Demonstrate effective technical writing skills
- Effectively use and decide on appropriate forms and levels of communication
- Communicate and explain analysis to diverse audiences, including both specialists and non-specialists
- Demonstrate a use of technology for a variety of management purposes
- Collaboration and leadership
- Develop and maintain effective relationships with colleagues
- Work in a collaborative environment
- Acknowledge others' views with a willingness to reflect on and critically appraise them
- Demonstrate leadership in team environments to work effectively to achieve mutual goals
- Utilize digital technology for collaboration
- Demonstrate interpersonal skills, with the ability to work collaboratively as part of a team
- Sensitively disseminate confidential information

Ethics and Social Justice

- Apply research and principles of ethical conduct

Requirements

Expectations are communicated within assignment rubrics for each of the following assignments in blackboard and are subject to change.

10 Journal Reflections: Candidates will complete a journal activity, providing a self-evaluation and reflection on learning content for each module. Answers should be reflective in nature and should include a minimum of 400 words to earn complete credit. A rubric will be provided in blackboard. (10 Journal Reflections x 100 Points = 1000 Points).

10 Discussion Board and Peer Review: Discussion boards require the following.

- Initial Response 30 Points: At least 400 word response that is well supported in literature and/or examples/resources following APA guidelines.
- Peer Review 10 Points: At least 1 peer thoughtful peer review consisting of 250 words or more that asks higher order questions, promotes deep reflection, shares resources or additional best practices, following APA guidelines.
- Response to Peer Review 10Points: Provide 1 200 word response to peer review posted to build upon knowledge.

(10 Discussion Posts x 50 Points = 500 Points)

10 Chapter Quizzes: Each chapter will include a multiple choice quiz activity worth 100 Points each. (10 x 100 = 1000 Points)

2 Developmental Case Studies: Candidates will produce 2 developmental case studies, one that investigates childhood through adolescence (due at midterm) and an additional developmental study investigating young adulthood through older adulthood, (due at the end of the semester). Each study is worth 1250 Points each and must follow APA format. (Total 2500 Points)

Grading Scale: 5000 Total Points

- A: (90% or Higher: 4500-5000 Points)
- B: (80%-89%: 4000-4499 Points)
- C: (70%-70%: 3500-3999 Points)
- D: (60%-69%: 3000-3499 Points)
- F: Below 60% or 3000 Points

Course Schedule

Module 1: Overview of Lifespan Development Due: Jan. 29	Learning Objectives <ul style="list-style-type: none">• Explain the expectations of the course• Overview of theorists discussed in the course• Explain the lifespan perspective and its assumptions about development.• Differentiate periods of human development.• Explain the issues underlying lifespan development• Identify the historical and contemporary theories	Participate in Welcome Activities View video and resources Read Chapter 1 Participate in Discussion 1 and Peer
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	impacting lifespan development	Review Participate in Journal 1
Module 2: Research Due: Feb. 5	Learning Objectives <ul style="list-style-type: none"> • Define the scientific method • Compare research methods noting the advantages and disadvantages of each. • Explain research involving time spans • Explain ways to conduct ethical research 	Participate in Padlet Participate in Journal 2 Quiz 1
Module 3: Heredity, Prenatal Development, and Birth Due: Feb. 13	Learning Objectives: <ul style="list-style-type: none"> • Define genes <ul style="list-style-type: none"> • Distinguish between mitosis and meiosis, genotype and phenotype, homozygous and heterozygous, and dominant and recessive • Describe some genetic disorders, due to a gene defect, and chromosomal disorders • Define polygenic and incomplete dominance • Describe the function of genetic counseling and why individuals may seek genetic counseling • Define behavioral genetics, describe genotype <ul style="list-style-type: none"> *environment correlations and genotype *environmental interactions, and define epigenetics • Describe how expectant parents prepare for childbirth • Describe the two common procedures to assess the condition of the newborn • Describe problems newborns experience before, during, and after birth 	View Video and Resources Read Chapter 2 Participate in Discussion Board 2 and Peer Review Participate in Journal 3 Quiz 2
Module 4: Infancy to Toddler Due: Feb. 20	Learning objectives: <ul style="list-style-type: none"> • Summarize overall physical growth during infancy • Describe the habituation procedure • Discuss the nutritional concerns of marasmus and kwashiorkor • Compare the Piagetian concepts of schema, assimilation, and accommodation <ul style="list-style-type: none"> • List and describe the six substages of sensorimotor intelligence • Describe the characteristics of infant memory • Identify and compare the theories of language • Psychosocial Development in Infancy and Toddlerhood • Describe the early theories of attachment • Use Erikson’s theory to characterize psychosocial development during infancy 	Review video and resources Read Chapter 3 Participate in Discussion 3 and Peer Review Developmental Case Study 1 Outline Due
Module 5: Early Childhood Physical and Cognitive Impairment	Learning objectives: <ul style="list-style-type: none"> • Physical Development in Early Childhood • Cognitive Development in Early Childhood • Describe Piaget’s preoperational stage and the characteristics of preoperational thought • Summarize the challenges to Piaget’s theory • Describe Vygotsky’s theory of cognitive 	Review video and resources Read Chapter 4 Participate in Discussion 4 and Peer Review Participate in Journal 4

<p>Due: March 5</p>	<p>development</p> <ul style="list-style-type: none"> • Describe the views of the neo-Piagetians • Describe theory-theory and the development of theory of mind • Describe the various types of early childhood education Psychosocial Development in Early Childhood • Describe Erikson’s third stage of initiative vs. guilt • Describe the major parenting styles and their consequences for children • Describe the role of siblings in children’s development • Summarize the types of play in which children engage • Describe the influence of the media on young children’s social development • Describe Baumbrind Parenting Styles 	<p>Quiz 3</p>
<p>Module 6: Mid Late Childhood</p> <p>Due March 20</p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Physical Development in Middle and Late Childhood • Explain current trends regarding being overweight in childhood, the negative consequences of excess weight, the lack of recognition of being overweight, and interventions to normalize weight • Cognitive Development in Middle and Late Childhood • Describe Piaget’s concrete operational stage and the characteristics of concrete thought • Describe metacognition, and critical thinking • Describe language development and explain the three types of communication disorders • Describe the theories of intelligence • Identify common disabilities in childhood and the legislation that protects them educationally • Socioemotional Development in Middle and Late Childhood • Describe Erikson’s fourth stage of industry vs. inferiority • Explain Kohlberg’s stages of moral development • Describe the importance of peers, the stages of friendships, peer acceptance, and the consequences of peer acceptance • Describe the characteristics and developmental stages of blended families 	<p>Review video and resources</p> <p>Read Chapter 5</p> <p>Participate in Discussion Board 5 and Peer Review</p> <p>Participate in Journal 5</p> <p>Quiz 4</p>
<p>Developmental Case Study 1 Due: March 22</p>		
<p>Module 7: Adolescence</p> <p>Due: March</p>	<p>Learning Objectives</p> <ul style="list-style-type: none"> • Physical Development in Adolescence • Describe eating disorders • Explain the prevalence, risk factors, and consequences of adolescent pregnancy • Cognitive Development in Adolescence 	<p>Read Chapter 6</p> <p>Participate in Discussion Board 6 and Peer Review</p> <p>Participate in Journal 6</p> <p>Quiz 5</p>

27	<ul style="list-style-type: none"> • Describe Piaget’s formal operational stage and the characteristics of formal operational thought • Describe Information Processing research on attention and memory • Describe the developmental changes in language • Describe the various types of adolescent education • Identify changes in high school drop-out rates based on gender and ethnicity • Psychosocial Development in Adolescence • Summarize Erikson’s fifth psychosocial task of identity versus role confusion • Describe Marcia’s four identity statuses • Summarize the three stages of ethnic identity development • Describe the parent-teen relationship • Describe the role of peers • Describe dating relationships 	
<p>Module 8: Early Adulthood</p> <p>Due: April 3</p>	<p>Learning Objectives</p> <ul style="list-style-type: none"> • Cognitive Development in Emerging and Early Adulthood • Describe dialectical thought • Explain personality in early adulthood • Explain the five factor model of personality • Describe adult attachment styles • Describe Erikson’s stage of intimacy vs. isolation 	<p>Read Chapter 7 Discussion Board and Peer Review 7 Participate in Journal 7 Quiz 6</p>
<p>Module 9: Middle Adulthood</p> <p>Due: April 10</p>	<p>Learning Objectives</p> <ul style="list-style-type: none"> • Physical Development in Middle Adulthood • Cognitive Development in Middle Adulthood • Describe crystalized versus fluid intelligence • Describe the changes in the U.S. work force, especially among middle adults • Explain the importance of leisure to mental health and a successful retirement <p>Explain Psychosocial Development in Middle Adulthood</p> <ul style="list-style-type: none"> • Explain the controversy surrounding the concept of a midlife crisis • Explain the sources of stress confronting adults in midlife and the strategies to cope • Summarize Erikson’s seventh psychosocial task of generativity vs stagnation 	<p>Review resources and video Read Chapter 8 Discussion Board and Peer Review 8 Participate in Journal 8 Quiz 7 Developmental Case Study 2 Outline Due</p>
<p>Module 10: Late Adulthood</p> <p>Due: April 17</p>	<p>Learning Objectives</p> <ul style="list-style-type: none"> • Late Adulthood Definition and Demographics • Explain the different ways developmental psychologists describe aging • Define the four age categories for late adulthood • Explain what factors contribute to becoming a centenarian • Describe different theories of aging • Explain what happens in Parkinson’s disease <p>Chapter 9 Journal Self Reflection Discussion Board</p>	<p>Review resources and video Read Chapter 9 Participate in Discussion Board and Peer Review 9 Participate in Journal 9 Quiz 8</p>

	<ul style="list-style-type: none"> • Explain how sleep patterns change in late adulthood Define ageism • Describe Cognitive Development in Late Adulthood • Define what is a neurocognitive disorder • Explain Alzheimer’s disease and other neurocognitive disorders • Describe work and retirement in late adulthood • Describe Psychosocial Development in Late Adulthood • Explain the stereotypes of those in late adulthood and how it impacts their lives • Summarize Erikson’s eighth psychosocial task of integrity vs despair • Explain concerns experienced by those in late adulthood, such as abuse and mental health issues • Explain how those in late adulthood use strategies to compensate for losses 	
<p>Module 11: Grief</p> <p>Due: April 24</p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Describe what characterizes physical and social death • Differentiate among grief, bereavement, and mourning • List and describe the stages of loss based on KüblerRoss’s model and describe the criticisms of the model • Explain the dual-process model of grief • Identify the four tasks of mourning • Explain 	<p>Read Chapter 10</p> <p>Participate in Discussion and Peer Review 10</p> <p>Quiz 9</p>
<p>Module 12: Lifespan Development</p> <p>Due: May 8</p>	<p>Developmental Case Study 2</p>	<p>Quiz 10</p> <p>Journal Reflection 10</p> <p>Developmental Case Study 2</p>

SRSU Distance Education Statement. Students enrolled in distance education courses have equal access to the university’s academic support services, such as Smarthinking, library resources, 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 Support

The Support Desk is where you can direct your more technical questions. For example, the Support

Desk can help you if you are having issues submitting a document, getting videos to play, or using BlackBoard. The support desk is open 24 hours a day/7 days a week for your convenience.

You can reach the support desk:

- By calling 888.837.6055
- Via email blackboardsupport@sulross.edu
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage

Microsoft TEAMS Guidelines: Please refer and follow Distance Learning/TEAMS Guidelines provided in the blackboard course as a participation requirement in this class.

SRSU Library Services. The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass. Offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

Americans with Disabilities Act:

Alpine: 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 each semester for each class. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

And don't forget, SRSU offers personal counseling services for students, faculty and staff.

RGC Campuses: 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 each semester for each class. RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email pharris@sulross.edu. Ms. Harris's office is at 2623 Garner Field Road, Uvalde, TX 78801 (this is the mailing address, too).

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for

the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

"I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you."

ACADEMIC INTEGRITY: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in 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; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Safe Assign: What is the Safe Assignment Tool? 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. It is expected that you obtain a value below 13%. If you are 25% or higher it means that many of the wording in your report is a "cut and paste" error and you need to put the ideas in your own words. Certain instances will create an error of 100% if this occurs, do not panic, contact the instructor.

Graduate Writing Lab – Graduate Students are required to write to a level that is beyond undergraduate writing. If you find that writing is a struggle, please utilize the academic center for tutoring. <https://www.sulross.edu/academic-center-for-excellence>. They can provide guidance online and

recommendations.

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Grading: All assignments are due on the date posted. Late work WILL NOT be accepted!

This course syllabus is intended to be a guide and may be amended at any time.