



Syllabus

EDUA/EDSR 6308: Human Growth & Development

Sul Ross State University

Spring 2025

Instructor: Barbara Tucker, PhD

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Office Number: 432.386.0246 **Office Location:** MAB-309-G

Office Hours: Tues and Thurs. 10:00-2:00

CATALOG 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 TEXTS:

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

ISBN 978-1-259-55090-4

American Psychological Association (2020). The publication manual of the American Psychological Association. 7th Edition. Washington, D.C. American Psychological Association.

SCHOOL COUNSELOR STANDARDS

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.

CACREP STANDARDS FOR CMHC STUDENTS

Section 2: Professional Counselor Identity Subsection

F3: Human Growth and Development

- a. Theories of individual and family development across the life span
- b. Theories of learning
- c. Theories of normal and abnormal personality development
- d. Theories and etiology of addictions and addictions behaviors
- e. Biological, neurological, and physiological factors that affect human development, functioning, and behavior
- f. Systematic and environmental factors that affect human development, functioning, and behavior
- g. Effects of crisis, disasters and trauma on diverse individuals across the lifespan
- h. A general framework for understanding differing abilities and strategies for differentiated interventions
- i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

Section 5: Entry-Level Specialty Areas Clinical Mental Health Counseling

Subsection C2: Contextual Dimensions

- g. impact of biological and neurological mechanisms on mental

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.

DISTANT LEARNING STATEMENT:

Students enrolled in distance education courses have equal access to the university's academic support services, such as 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 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. 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.

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. Acknowledge when using AI-generated content in assignments. Ensure AI acts as a tool to enhance learning without replacing critical thinking.

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 draft study 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:

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the 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 Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartz@sulross.edu or ronnie.harris@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

PARTICIPATION POLICY:

Since EDUA/EDSR 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 EDUA/EDSR 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.

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

Chapter discussion board POSTS and RESPONSES are due by 11:59 p.m. CST 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. **Students must acknowledge when using AI-generated content in assignments. Ensure AI acts as a tool to enhance learning without replacing critical thinking.**

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 studies during this course.

The first developmental study will be written on a child/youth/adolescent. You need to have a participant for this study, someone that you can spend time with and observe. With children you will need to spend time with the actual child and parents. 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 study.

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. 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 midterm examination.

The *second developmental study* will be exactly as the first with the exception that it will be written on an adult. You need to have a participant for this study, someone that you can spend time with and observe. 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 study 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 studies must be written using APA guidelines using appropriate documentation. *These are NOT opinion studies so do not use personal pronouns that refer to you.* 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 developmental study must be current, you may not base your study on a previous experience. The written body of the studies should be **7-8 pages** in length (Times New Roman 12 pt. font, double spaced), in addition include a cover page and a reference page, 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. References must be cited within the body of your studies. Studies with multiple errors and/or excessive similarity reported through SafeAssign will receive a reduction in grade.

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. 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.**

March 10th - Online ED 6308 course officially begins.

Module One – Due Sunday, March 23, 2025 (11:59 pm)

Complete Online Participation Policy Agreement posted on Discussion Board.

Must be completed before receiving credit for assignments. Include the statement that you have read and understand the syllabus.

Introduce Yourself on the Discussion Board

Chapters 1 through 4

Discussions and Responses (Chapters 1 and 3);
and Quizzes (Chapters 1, 2, 3, and 4)

Module Two – Due Sunday, March 30, 2025 (11:59 pm)

Chapters 5 through 8

Discussions and Responses (Chapters 5 and 7);
and Quizzes (Chapters 5, 6, 7, and 8)

Work on Child Development Study

Strongly recommended to submit a draft of your Child Development Study SOON to see the SafeAssign report and make possible needed revisions.

Module Three – Due Sunday, April 6, 2025 (11:59 pm)

Chapters 9 through 12

Discussions and Responses (Chapters 9 and 11); and Quizzes (Chapters 9, 10, 11, and 12)

Due, Sunday, April 13, 2025, 11:59 pm-Child Development Study due

Module Four – Due Sunday, April 20 (11:59 pm)

Chapters 13 through 16

Discussions and Responses (Chapters 13 and 15);
and Quizzes (Chapters 13, 14, 15, and 16)

Work on Adult Development Study

Strongly recommended to submit a draft of your Adult Development Study SOON to review SafeAssign report and make possible needed revisions.

Module Five – Due Sunday, April 27, 2025 (11:59 pm)

Chapters 17 through 20

Discussions and Responses (Chapters 17 and 19);
and Quizzes (Chapters 17, 18,19, and 20)

Due, Sunday, May 4, 2025, 11:59 pm- Adult Development Study due

Graduation – Friday, May 9, 2025

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 | |
| Sub-skill | Beginning 1 | Basic 2 | Proficient 3 | Advanced 4 | Exceptional 5 | Score |
| 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 and Sources | The paper did not include content from peer reviewed journal articles and/or scholarly books/book chapters and instead cited web site material of questionable veracity | The paper included content from a few peer reviewed journal articles and scholarly books/book chapters and instead included material from web sites of questionable credibility | The paper included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites | The paper effectively included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites | The paper 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: _____