

**Texas A&M University – Kingsville EDCG 5339 Human Growth and Development
Syllabus
(subject to revision)**

Instructor:

Phone:

Email address:

Office hours:

Location of office:

Method of Instruction: This class will be taught online, utilizing Blackboard. It is designed to provide an opportunity for students to learn in a variety of ways which may include text summaries, online discussion, scholarly research, and exams.

Required Text:

Berk, L. (2013). *Exploring Lifespan Development*. 3rd Ed. Up Saddle River, NJ. Allyn & Bacon/Pearson. ISBN-13: 9780205968961

Kost, C. P. (2015). *Student Quick Reference Success Guide to Writing in the APA 6th Edition Style*. Lulu.com. ISBN: 9781329132061.

Course Description:

This course is designed to introduce counseling students to human development across the lifespan. It begins with prenatal development, infancy and toddlerhood, early childhood, middle childhood, adolescence, early adulthood, middle adulthood, late adulthood, and ends with the process of death, dying and bereavement. Each stage is examined from a physical and cognitive perspective, as well as an emotional and social perspective. The course looks at the study of human development from both a biological, as well as an environmental perspective, and the developmental theories of Erikson, Piaget, and Vygotsky.

Course Content:

This 5000-level course:

1. Provides content knowledge beyond the undergraduate level
2. Makes maximum use of modern technology and other available resources,
3. Emphasizes the analysis and synthesis of information and expands the student's knowledge base and prepares the student for the job market at a more advanced level than those with baccalaureate degree.
4. Provides knowledge of scholarly writing techniques and of research methodologies appropriate to the discipline, and
5. Prepares the student for pursuing more advanced degrees.

Learning Objectives/Outcomes for the Course

This course is designed to meet CACREP Core Standards 2.F.3 (HUMAN GROWTH AND

DEVELOPMENT). The following standards are covered in this course:

CACREP Common Core (F) – This course is designed to meet CACREP standards and enable students to demonstrate knowledge of the following:

- 2.F.3.a: theories of individual and family development across the lifespan
- 2.F.3.b: theories of learning
- 2.F.3.c: theories of normal and abnormal personality development
- 2.F.3.d: theories and etiology of addictions and addictive behaviors
- 2.F.3.e: biological, neurological, and physiological factors that affect human development, functioning, and behavior
- 2.F.3.f: systemic and environmental factors that affect human development, functioning, and behavior
- 2.F.3.g: effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- 2.F.3.h: a general framework for understanding differing abilities and strategies for differentiated interventions
- 2.F.3.i: ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

CACREP Clinical Mental Health Counseling (CMHC) – This course is designed to meet CACREP CMH Standards and enable students to demonstrate knowledge of the following:

- 5.C.1.b: theories and models related to clinical mental health counseling
- 5.C.2.g: impact of biological and neurological mechanisms on mental health

CACREP School Counseling (SC) – This course is designed to meet CACREP SC Standards and enable students to demonstrate knowledge of the following:

- 5.G.2.g: Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders

TExES Competencies

Competencies covered throughout this program:

Competency 001 (Human Development)

The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.

Competency 002 (Student Diversity)

The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors Affecting Students)

The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve

their potential.

Competency 004 (Program Management)

The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services that promotes all students' success.

Competency 005 (Developmental Guidance Program)

The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

Competency 006 (Counseling)

The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 007 (Assessment)

The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 008 (Collaboration with Families)

The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community)

The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Texas Education Agency (TEA) Standards

This course is designed to meet the following TEA Standards:

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

(5) changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling.

(6) environmental, social, and cultural factors that affect learners' development and the relevance of those factors to guidance and counseling programs.

(7) learners' developmental characteristics and needs and their relevance to educational and career choices

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(9) the characteristics and educational needs of special populations.

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

The certified school counselor must:

- (2) provide a proactive, developmental guidance program based on the needs of students.
- (4) consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students.
- (8) use varied sources of information about students for assessment purposes.
- (10) advocate for a developmental guidance and counseling program that is responsive to all students.

Standard III. Learner-Centered Process: The certified 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.

The certified school counselor must:

- (1) collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas.
- (2) facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information.
- (3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change.

Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:

- (1) understand learner differences, including those related to cultural background, gender, ethnicity, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners.
- (2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across cultures.
- (3) facilitate learning and achievement for all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.

Technical Requirements

For you to successfully navigate and be successful in this course, you will need to:

1. Familiarity with the Internet for browsing and emailing.
2. Know how to use search engines. Be familiar with and use Jernigan Library Online Resources as your search engines and references for assignments. You may watch the following video clip, “using google scholar search engine”:

- www.youtube.com/watch?v=5h9E6B9Emgk (1:49 mins)
3. Know how to do basic word processing, including cutting, pasting, and spell-check. You may watch the following video clip of basic word processing:
<https://www.youtube.com/watch?v=6iuERoIhEzU> (6:36 minutes)
 4. Have access to a computer and internet for 16 weeks from January 18 through May 11.
 5. Have good reading comprehension and written communication skills. You are welcome to use Center for Student Success (361-593-3290) to enhance your academic success. You may watch the following video clip, “strategies to master reading comprehension skills”: https://www.youtube.com/watch?v=w_N2-366hL4 (3:18 minutes)
 6. Always ask for help when you need it. (contact iTech Support, help desk at library, or instructor)
 7. Organize your time well in order to work on your online class. You may watch the following video, “how to get organized for college”:
<https://www.youtube.com/watch?v=g1ibzxwhyCM> (5:53 minutes)

Resources for Academic Success:

- **Blackboard Assistance:**

If you have a question or need assistance with the course content or blackboard post, welcome to use iTech Support 24/7 or visit the “help desk” located in the Jernigan Library.

- iTech Support Services: 361-593-HELP (4357) 24 hours a day - 7 days a week
- email iTech Support Services: itechhd@tamuk.edu
- Blackboard Help website: <https://en-us.help.blackboard.com/>

- **University Writing Center (UWC)**

If you need assistance to enhance the APA style of writing, welcome to contact UWC.

- 361-593-2744 or tamukuwc@gmail.com.
- The UWC is open Monday, Tuesday, Wednesday, and Thursday 9 a.m.-8 p.m., Friday 9 a.m.-12 p.m., and Sunday 3p.m.-8p.m.

- **Center for Student Success**

- 361-593-3290 or Email: nancy.kingsanders@tamuk.edu
- <http://www.tamuk.edu/studentsuccess/index.html>

Program Student Learning Outcomes:

Human Growth and Development

Students are able to demonstrate an understanding of development across the lifespan and the impact on normal and abnormal functioning.

Measure 1

Students will complete a developmental autobiography in which they will create personal autobiographies to reflect their personal lifespan development. Each student will write a developmental self-assessment using the theories, ideas, discussions and research from class and readings. (knowledge and skills)

Criterion: Students will achieve a minimum of 80% on their developmental autobiography assignment in EDCG 5339

Measure 2

Students will complete a developmental theory paper. Students will discuss the characteristics of an assigned developmental theory, the results of a literature review on a chosen topic related to the particular developmental theory, and an activity/program to address the chosen topic/issue. (knowledge and skills)

Criterion: Students will achieve a minimum of 80% on the developmental theory paper assignment in EDCG 5339

Measure 3

Students will complete the Counseling Profession Comprehensive Exam (CPCE) during the semester in which they are enrolled in Practicum. (knowledge)

Criterion: Students will score within one standard deviation of the national mean on the human growth and development sub-section of the most recent administration of the national exam.

<p>Expected Student Learning Outcomes for this Course</p> <p><i>The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key learning activities in this course.</i></p> <p>Content covered includes:</p>	<p>SLOs</p>	<p>Learning activities that facilitate development of knowledge, skills, and/or practices of this content:</p>	<p>SLO Assessment Point</p> <p><i>By Rubric or Exam Score</i></p>
<p>2.F.3.a. theories of individual and family development across the life span</p>	<p>SLO</p>	<p>Read assigned chapters and participate in blackboard discussion. Complete Developmental Autobiography and Theoretical Framework Paper. Complete Developmental Theory Paper. Complete Final Exam.</p>	<p>Discussion Board Reaction Rubric. Discussion Board Response Rubric. Theoretical Framework Rubric. Developmental Theory Paper Rubric. Exam Score</p>
<p>2.F.3.b. theories of learning</p>	<p>SLO</p>	<p>Read assigned chapters and participate in blackboard discussion. Complete Developmental Autobiography and Theoretical Framework Paper. Complete Developmental Theory Paper. Complete Final Exam.</p>	<p>Discussion Board Reaction Rubric. Discussion Board Response Rubric. Theoretical Framework Rubric. Developmental Theory Paper Rubric. Exam Score</p>
<p>2.F.3.c. theories of normal and abnormal personality development</p>	<p>SLO</p>	<p>Read assigned chapters and participate in blackboard discussion. Complete Developmental Autobiography and Theoretical Framework Paper. Complete Developmental Theory Paper. Complete Final Exam.</p>	<p>Discussion Board Reaction Rubric. Discussion Board Response Rubric. Theoretical Framework Rubric. Developmental Theory Paper Rubric. Exam Score</p>
<p>2.F.3.e. biological, neurological, physiological factors that affect human development, functioning, and behavior</p>	<p>SLO</p>	<p>Read assigned chapters and participate in blackboard discussion. Complete Developmental Autobiography and Theoretical Framework Paper. Complete</p>	<p>Discussion Board Reaction Rubric. Discussion Board Response Rubric. Theoretical Framework Rubric. Developmental Theory Paper</p>

		Developmental Theory Paper. Complete Final Exam.	Rubric. Exam Score
2.F.3.f. systemic and environmental factors that affect human development, functioning, and behavior	SLO	Read assigned chapters and participate in blackboard discussion. Complete Developmental Autobiography and Theoretical Framework Paper. Complete Developmental Theory Paper. Complete Final Exam.	Discussion Board Reaction Rubric. Discussion Board Response Rubric. Theoretical Framework Rubric. Developmental Theory Paper Rubric. Exam Score
2.F.3.g. effects of crises, disasters, and trauma on diverse individuals across the lifespan	SLO	Read assigned chapters and participate in blackboard discussion. Complete Developmental Autobiography and Theoretical Framework Paper. Complete Developmental Theory Paper. Complete Final Exam.	Discussion Board Reaction Rubric. Discussion Board Response Rubric. Theoretical Framework Rubric. Developmental Theory Paper Rubric. Exam Score
2.F.3.h. a general framework for understanding differing abilities and strategies for differentiated interventions	SLO	Read assigned chapters and participate in blackboard discussion. Complete Developmental Autobiography and Theoretical Framework Paper. Complete Developmental Theory Paper. Complete Final Exam.	Discussion Board Reaction Rubric. Discussion Board Response Rubric. Theoretical Framework Rubric. Developmental Theory Paper Rubric. Exam Score
2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness over the life span	SLO	Read assigned chapters and participate in blackboard discussion. Complete Developmental Autobiography and Theoretical Framework Paper. Complete Developmental Theory Paper. Complete Final Exam.	Discussion Board Reaction Rubric. Discussion Board Response Rubric. Theoretical Framework Rubric. Developmental Theory Paper Rubric. Exam Score
2.F.5.h. developmentally relevant counseling treatment or intervention plans	SLO	Read assigned chapters and participate in blackboard discussion. Complete Developmental Autobiography and Theoretical Framework Paper. Complete Developmental Theory Paper. Complete Final Exam.	Discussion Board Reaction Rubric. Discussion Board Response Rubric. Theoretical Framework Rubric. Developmental Theory Paper Rubric. Exam Score
5.C.2.g. impact of biological and neurological mechanisms on mental health	SLO	Read assigned chapters and participate in blackboard discussion. Complete Developmental Autobiography and Theoretical Framework Paper. Complete Developmental Theory Paper. Complete Final Exam.	Discussion Board Reaction Rubric. Discussion Board Response Rubric. Theoretical Framework Rubric. Developmental Theory Paper Rubric. Exam Score
5.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues	SLO	Read assigned chapters and participate in blackboard discussion. Complete Developmental Autobiography and Theoretical Framework Paper. Complete Developmental Theory Paper.	Discussion Board Reaction Rubric. Discussion Board Response Rubric. Theoretical Framework Rubric. Developmental Theory Paper Rubric. Exam Score

	Complete Final Exam.	
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Matrix

Course Objectives	Activities/Assignments	Measurement	2016 CACREP Standards
<ul style="list-style-type: none"> Understand the history, theory, and research strategies for exploring lifespan development 	<ul style="list-style-type: none"> Examination of historical development of theory related to lifespan development Assigned readings, blackboard materials, review of the literature through articles. Blackboard scenario reactions/ group discussions Developmental Autobiography and Theoretical Framework research paper 	<ul style="list-style-type: none"> Blackboard scenario reactions (See appendix A with grading rubric.) Blackboard group discussions (See appendix B with grading rubric.) Developmental Autobiography and Theoretical Frame work research paper (See appendix C with grading rubric.) 	II.F.3.a. II.F.3.b. II.F.5.a.
<ul style="list-style-type: none"> Understand the genetic and environmental foundations for exploring lifespan development 	<ul style="list-style-type: none"> Assigned readings, blackboard materials, videos, article reviews Blackboard scenario reactions/group discussions Developmental Theory research paper 	<ul style="list-style-type: none"> Blackboard scenario reactions (See appendix A for rubric.) Blackboard group discussions (See appendix B for rubric.) Developmental Theory research paper (See appendix D for rubric.) 	II.F.3.b II.F.3.f.
<ul style="list-style-type: none"> Understand the prenatal development, birth, and the newborn baby. 	<ul style="list-style-type: none"> Assigned readings, blackboard materials, videos, and article reviews Blackboard scenario reactions/group discussions 	<ul style="list-style-type: none"> Blackboard scenario reactions (See appendix A for rubric.) Blackboard group discussions (See appendix B for rubric.) 	II.F.3.b.
4. Understand the physical, cognitive, emotional, and social development of people from all stages of development including early and middle childhood, and early and middle adulthood.	<ul style="list-style-type: none"> Examination of theories related to lifespan development Application of theoretical techniques to facilitate appropriate interventions Evaluation of how major counseling theories and techniques facilitate client change through the lifespan Developmental Autobiography and Theoretical Framework research paper Developmental Theory research paper Assigned readings, blackboard materials, videos, and article reviews Blackboard scenario reactions/group discussions 	<ul style="list-style-type: none"> Blackboard scenario reactions (See appendix A for rubric.) Blackboard group discussions (See appendix B for rubric.) Developmental Theory research paper (See appendix D for rubric.) Developmental Autobiography and Theoretical Frame work research paper (See appendix C with grading rubric.) 	II.F.3.d. V.G.2.g.
5. Differentiate biological, neurological, social, emotional, and physiological factors that affect human development, functioning, and behavior	<ul style="list-style-type: none"> Developmental Autobiography and Theoretical Framework research paper Developmental Theory research paper Assigned readings, blackboard materials, videos, and article reviews Blackboard scenario reactions/group discussions 	<ul style="list-style-type: none"> Blackboard scenario reactions (See appendix A for rubric.) Blackboard group discussions (See appendix B for rubric.) Developmental Theory research paper (See appendix D for rubric.) Developmental Autobiography and Theoretical Frame work research paper (See appendix C 	II.F.3.e V.G.2.g

		with grading rubric.)	
6. Examine the ability to delineate factors that affect human development, functioning, and behavior	<ul style="list-style-type: none"> • Developmental Autobiography and Theoretical Framework research paper • Developmental Theory research paper • Assigned readings, blackboard materials, videos, and article reviews • Blackboard scenario reactions/group discussions • Final exams 	<ul style="list-style-type: none"> • Blackboard scenario reactions (See appendix A for rubric.) • Blackboard group discussions (See appendix B for rubric.) • Developmental Theory research paper (See appendix D for rubric.) • Developmental Autobiography and Theoretical Framework research paper (See appendix C with grading rubric.) 	II.F.3.f V.G.2.g
7. Understand and identify ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	<ul style="list-style-type: none"> • Assigned readings, blackboard materials, videos, and article reviews • Blackboard scenario reactions/group discussions 	<ul style="list-style-type: none"> • Blackboard scenario reactions (See appendix A for rubric.) • Blackboard group discussions (See appendix B for rubric.) 	II.F.3.i
8. Understand the effects of crisis, disasters, and trauma on diverse individuals across the lifespan	<ul style="list-style-type: none"> • Assigned readings, blackboard materials, videos, and article reviews • Blackboard scenario reactions/group discussions • Applications of assessing the effects of crisis situations throughout the lifespan 	<ul style="list-style-type: none"> • Blackboard scenario reactions (See appendix A for rubric.) • Blackboard group discussions (See appendix B for rubric.) 	II.F.3.g. II.F.3.h.

Course Requirements:

1. Online Discussion Board on Human Growth and Development (30% of total grade).

Each week, students will respond to my discussion thread by posting on the Discussion Board. Each student will provide a) an initial reaction to the topic I post and b) a response to at least two other students' reactions. The initial reaction will be 200-250 and your response to at least two of your classmates will be 75-100 words. Reactions will be expected to have complete sentences and follow proper grammar, style, and format guidelines.

2. EDCG 5339 Developmental Autobiography and Theoretical Framework: (25% of total grade)

Developmental Autobiography and Theoretical Framework: Students will complete a developmental autobiography in which they will create personal autobiographies to reflect their personal lifespan development. Each student will write a developmental self-assessment using the theories, ideas, discussions and research from class and readings. While this is truly a personal reflection paper, each project will be scored according to the accuracy and adequacy in which you address each of the components below.

1. Description and assessment of personal physical, cognitive, and psychosocial developments. (0-4 points available)
2. Analyses on how each developmental theories might view you. (0-4 points available)
3. Discussion on one developmental theory that best describes the way you are. (0-4 points available)
4. Consider your undergraduate academic major in the light of intelligence or personality theories. Discuss how and why each type of intelligence or personality might have affected the work in your undergraduate major. Analyze an academic major you would never consider pursuing based on intelligence or personality theories. Analyses of intelligence or personality theories related to your development. (0-4 points available)
5. Present your paper in required format, APA style, and quality based on professionalism. Demonstrate that you have given in-depth thoughts to the concepts in your writing. (0-4 points available)

3. EDCG 5339 Developmental Theory Paper: (25% of total grade)

Developmental Theory Project: Students will complete a developmental theory paper by first describing the **a**) characteristics of a special population by writing a literature review introducing the special population and discussing the needs of this population (Example: Incarcerated Adolescents). Then students will write **b**) a literature review on a particular developmental theory (Example: Kohlberg's stages of moral development) and **c**) writing about how this theory applies to understanding a special population and what implications this theory has for

counselors and for future research. The body of the paper must be at least 8 pages (excluding title page and references). You should include a minimum of 6 articles from peer-reviewed journals in the paper. This paper must be typed, double spaced, with 1 inch margins, and in APA format.

The paper must include the following sections denoted by APA headings:

- I. Title page
- II. Abstract (learning objectives)
- III. Introduction to Special Population
- IV. Introduction to Developmental Theory
- V. Application of Developmental Theory to Special Population
- VI. Implications for counselors
- VII. Implications for research
- VIII. conclusion
- IX. references

4. **Exam (20% of total grade):** A final exam will be given at the end of the course. This exam will be focused on key themes from the Discussion portion of the course and your assigned readings. The exam will be multiple choice and completed online toward the end of the semester. This exam will count for 20%.

NOTE:

- A grade of 80%, or better, on a subjective, or objective assessment demonstrates an understanding of the subject.
- The use of either the *Concise Rules of APA Style*, or the *Publication Manual of the American Psychological Association* (6th ed.) will ensure the proper format and style of writing. If you do not already have a copy, please get one.

Grade of Incomplete:

Incomplete: given to a student who is passing but has not completed a term paper, examination or other required work. The instructor and the student are required to complete the standard university contract form for each course in which the temporary grade of I has been assigned. The grade of I will be used only to allow a student who has encountered some emergency such as illness or an accident an opportunity to complete the requirements for a course. A grade of I reverts to a grade of F one year from the close of semester/term in which the grade was originally recorded if the course requirements have not been satisfied. Not valid for Research/Project/Thesis/Dissertation courses. (Graduate Faculty Handbook, p. 82).NOTE: An "I" cannot be given to a student who has simply fallen behind, had some personal issues, got busy at work or home, etc. Additionally, the student must be "Passing" which is a total of 70 (C) or above!

Grading: Total Points

450 – 500 = A

400 – 449 = B

350 – 399 = C

300 – 349 = D
Below 299= F

UNIVERSITY POLICIES:

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center (DRC) as early as possible in the term at (361) 593-2904. DRC is located in the Life Service and Wellness building at 1210 Retama Drive.

If you require special services because of a disability, please notify the Office of Student Relations so that the University may provide appropriate support services to facilitate your learning. Refer to the Student Handbook (Student Relations section, Students with Disabilities subsection).

Academic Honesty

Students are expected to read, understand, and abide by the University's policy on Academic Dishonesty. The policy is published in the Student Handbook (in hardcopy).

Academic Misconduct:

You are expected to adhere to the highest academic standards of behavior and personal conduct in this course and all other courses. Students who engage in academic misconduct are subject to university disciplinary procedures. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct, which discusses conduct expectations and academic dishonesty rules.

You are expected to practice academic honesty in every aspect of this course and all other courses. Please make certain that you are familiar with you Student Handbook, as students who engage in academic misconduct are subject to University disciplinary procedures.

Forms of academic dishonesty include:

1. **Cheating:** Using unauthorized notes or study aids, allowing another party to do one's work/exam and turning in that work/exam as one's own; submitting the same or similar work in more than one course without permission from the course instructors; deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. **Aid of academic dishonesty:** Intentionally facilitating any act of academic dishonesty. Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. **Fabrication:** Falsification or creation of data, research or resources, or altering a graded work without the prior consent of the course instructor.
4. **Plagiarism:** Portrayal of another's work or ideas as one's own. Examples include unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

5. Lying: Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.
6. Bribery: Providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.
7. Threat: An attempt to intimidate a student, staff or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code violation.

Please be aware that the University subscribes to the Turnitin plagiarism detection service. Your paper may be submitted to this service at the discretion of the instructor.

Other Forms of Academic Misconduct:

1. Failure to follow published departmental guidelines, professor's syllabi, and other posted academic policies in place for the orderly and efficient instruction of classes, including laboratories, and use of academic resources or equipment.
2. Unauthorized possession of examinations, reserved library materials, laboratory materials or other course related materials.
3. Failure to follow the instructor or proctor's test-taking instructions, including but not limited to not setting aside notes, books or study guides while the test is in progress, failing to sit in designated locations and/or leaving the classroom/ test site without permission during a test.
4. Prevention of the convening, continuation or orderly conduct of any class, lab or class activity. Engaging in conduct that interferes with or disrupts university teaching, research or class activities such as making loud and distracting noises, repeatedly answering cell phones/text messaging or allowing pagers to beep, exhibiting erratic or irrational behavior, persisting in speaking without being recognized, repeatedly leaving and entering the classroom or test site without authorization, and making physical threats or verbal insults to the faculty member, or other students and staff.
5. Falsification of student transcript or other academic records; or unauthorized access to academic computer records.
6. Nondisclosure or misrepresentation in filling out applications or other university records.
7. Any action which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

Non-academic Misconduct:

The university respects the rights of instructors to teach and of students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with these rights will not be tolerated; examples include:

1. interfering with the instructor's ability to conduct the class,
2. causing inability of other students to profit from the instructional program, or
3. any interference with the rights of others.

An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures. Ongoing behaviors or single behaviors considered distracting (e.g., coming late to class, performing a repetitive act that is annoying, sleeping or reading a newspaper in class, etc.) will be addressed by the faculty member initially either generally or individually. Cases in which such annoying behavior becomes excessive and the student refuses to respond to the faculty member's efforts can be referred to the Dean of Students. In the case of serious disruptive behavior in a classroom the instructor may first request compliance from the student and if it is not received, an instructor has the authority to ask the student to leave the classroom. If the student fails to leave after being directed to do so, assistance may be obtained from other university personnel, including University Police Department. An individual engaging in such disruptive behavior is subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures to determine if the student should be allowed to return to the classroom.

Harassment and Discrimination:

Texas A&M University-Kingsville will investigate all complaints that indicate sexual harassment, harassment, or discrimination may have occurred by the facts given by the complainant. Sexual harassment of anyone at Texas A&M University-Kingsville is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action. A person who believes he/she has been the victim of sexual harassment, harassment, or discrimination may pursue either the informal or the formal complaint resolution procedure. A complaint may be initially made to the complainant's immediate supervisor, a department head, a supervisory employee, the Dean of Students at (361)-593-3606 or the Office of Compliance at (361) 593-4758. Regardless of who the complaint is filed with, the Compliance Office will be notified of the complaint so it can be investigated.

Six-drop Policy:

The following provision does not apply to students with Texas public college or university credits prior to Fall 2007. The Texas Senate Bill 1231 specifies the number of course drops allowed to a student without penalty. After a student has dropped six courses, a grade of QF will normally be recorded for each subsequent drop. Additional information on Senate Bill 1231 is available at the Registrar's Office at (361) 593-2811 and at http://www.tamuk.edu/registrar/drop_policy.html.

Should you have questions about these policies, please refer to the Student Code of Conduct section of the Student Handbook (http://www.tamuk.edu/dean/dean_files/studenthandbook.pdf). Descriptions of the policies are available at the website of the Center for Teaching Effectiveness at <http://www.tamuk.edu/cte/docs/sample-tamuk-syllabus.pdf>

COURSE POLICIES:

Professionalism Policy:

Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. **Students are to turn off all cell phones while in the classroom.** Under no circumstances are cell phones or any

electronic devices to be used or seen during times of examination.

Visitors in the Classroom:

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Late Assignment Policy:

All work is due on the date specified.

* Your classmates need to review your DB reaction in order to post their two responses by 11:59 P.M. on Sundays. Therefore, late submission (after 11:59 P.M. of the due date) of (a) the weekly Discussion Board (DB) Reaction and/or (b) two weekly DB responses will receive the point of “0” for that particular week.

Course Schedule and Due Dates:

Week	Weekly Reading	Discussion Board and other Assignments (Online	Due Date
(All assignments are due for submission on blackboard, on Sundays by 11:59 p.m. on the due date)			

#1: 1/16/18	- Introductions - Read over syllabus - Chapter 1	- DB#1 (extra 5 points) blackboard profile photo	1/21/18
#2: 1/22/18	Chapter 2	• DB#2 (10 points)	1/28/18
#3: 1/29/18	Chapter 3	• DB#3 (10 points)	2/4/18
#4: 2/5/18	Chapter 4	• DB#4 (10 points)	2/11/18
#5: 2/12/18	Chapter 5	• DB#5 (10 points)	2/18/18
#6: 2/19/18	Chapter 6	• DB#6 (10 points)	2/25/18
#7: 2/26/18	Chapter 7-8	• DB#7 (10 points) Developmental Autobiography and Theoretical Framework paper due (20 points)	3/4/18
#8: 3/5/18	Chapter 9	• DB#8 (10 points)	3/11/18
#9: 3/12/18	Chapter 10	• DB#9 (10 points)	3/18/18
#10: 3/19/18	Chapter 11 Midterm Exam	• DB#10 (10 points) Will be posted on blackboard on	3/25/18
#11: 3/26/18	Chapter 12	• DB#11 (10 points)	4/1/18
#12: 4/2/18	Chapter 13-14	• DB#12 (10 points)	4/8/18
#13: 4/9/18	Chapter 15	• DB#13 (10 points)	4/15/18
#14: 4/16/18	Chapter 16	• DB#14 (10 points) Developmental Theory Project Paper (30 points)	4/22/18
#15: 4/23/18	Chapter 17-18	• DB#15 (10 points)	4/29/18
#16: 4/30/18	Chapter 19	• DB: Reflection	5/6/18
#17: 5/13/18	Final Exam	Will be posted in Blackboard	

Appendix A

DB Reaction Rubric

Superior (90-100% of the assigned points): 27-30 points with no case conceptualization OR 9-10 points if a case conceptualization (20 points) is required; a minimum of 10 sentences per reaction

- Discussion contributions are submitted according to the specifications of the assignments and are posted by the due date.
- Language is clear, concise, and easy to understand. Uses terminology appropriately, is logically organized, and adapts APA format.

- Discussion contributions provide evidence that the learner has read the assigned readings thoroughly and has considered a sampling of colleagues' postings by synthesizing key comments and ideas when applicable.

Sufficient (80-89% of the assigned points): 24-26 points with no case conceptualization OR 8 points if a case conceptualization (20 points) is required; a minimum of 10 sentences per reaction

- Discussion contributions are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are adequately written, but some content may be inaccurate. Discussion contributions demonstrate some depth of understanding of the issues and show that the learner/trainee has absorbed general principles and ideas presented in the course, although viewpoints and interpretations are not always thoroughly supported.
- Discussion contributions provide evidence that the learner/trainee has considered at least some colleagues' postings and synthesized key comments and ideas when applicable, but it appears as though all postings have not been reviewed.

Minimal (70-79% of the assigned points): 21-23 points with no case conceptualization OR 7 points if a case conceptualization (20 points) is required; a minimum of 10 sentences per reaction

- Discussion contributions are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are not adequately written and/or APA format is not used.
- Discussion contributions do little to enhance the quality of interaction and rarely include questions or comments that stimulate critical thinking and learning.
- Discussion contributions demonstrate a minimal understanding of concepts presented, tend to address peripheral issues, and are somewhat accurate but with some omissions and/or errors. Key principles are not integrated into the response, or if key principles are presented, there is no evidence the learner/trainee understood the core ideas.
- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials and postings do not incorporate key comments and ideas presented by colleagues.

Inadequate (60-69% of the assigned points): 18-20 points with no case conceptualization OR 6 points if a case conceptualization (20 points) is required

No credit will be awarded if some or all of the following conditions apply:

- Discussion contributions are posted over three weeks late and/or do not address the requirements of the discussion prompts.
- Discussion contributions contain only nine sentences or less than nine sentences.
- Discussion contributions are poorly written, terms are used incorrectly; APA format is not used.
- Discussion contributions do not contribute to the quality of interaction and do not include questions or comments that stimulate critical thinking and learning.
- Discussion contributions do not demonstrate an understanding of the concepts presented in the course, do not address relevant issues, and/or are inaccurate.
- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials and/or considered colleagues' postings.

Appendix B

DB Response Rubric

Superior (9-10 points; a minimum of three sentences per post; a minimum of two peer responses)

- Responses are submitted according to the specifications of the assignments and are posted by the due date.
- Responses significantly enhance the quality of peer interactions (e.g., illustrate a point with personal/professional examples demonstrating application of principles from readings, suggest new perspectives on an issue, and pose thought-provoking questions), provide constructive feedback to colleagues, and raise opposing viewpoints in a polite manner.
- Responses contribute to the quality of interaction (e.g., illustrate a point with personal/professional examples, suggest new perspectives on an issue, pose relevant questions), provide constructive feedback to colleagues, and raise opposing viewpoints in a polite manner but response is not well developed or integrated.

Sufficient (8 points; a minimum of three sentences per post; a minimum of two peer responses)

- Responses are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Responses are adequately written, but the content does not adequately address peer posts or does not promote peer interactions (e.g., not adequately respond to peer reactions), provide criticism instead of constructive feedback to colleagues, and raise opposing viewpoints in an impolite manner.

Minimal (7 points; a minimum of three sentences per post; a minimum of two peer responses)

- Responses are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Responses are not adequately written and/or APA format is not used.
- Responses degrade peer sharing, disrespect peer interactions, or raise opposing viewpoints in an offensive manner.

Inadequate (6 Points)

No credit will be awarded if some or all of the following conditions apply:

- Responses are posted over three weeks late and/or do not address the requirements of the discussion prompts.
- A response contains only two sentences or less than two sentences.
- Do not respond to a minimum of two peers.
- Responses are poorly written, terms are used incorrectly; and/or APA format is not used.
- Responses negatively affect the quality of peer interactions or professionalism.

Developmental Autobiography and Theoretical Framework

	Needs Improvement	Fair	Good	Excellent	Comments
Component I: Compare your life with that of a sibling (or a parent, if a sibling is not available). Discuss how the two of you are alike and different in physical appearance, cognitive abilities, and psychosocial areas. What are the causes of these differences? (0-4 points available)	1	2	3	4	
Component II: Analyze how each of the developmental theories discussed in this course might view you. Discuss how each theory might explain the motivations for your accomplishments and misdeeds. (0-4 points available)	1	2	3	4	
Component III: Discuss which developmental theory (or theories) would be most useful in helping people understand the way you are. What are the reasons? (0-4 points available)	1	2	3	4	
Component IV: Reflect on why you chose this particular theorist? Do you generally agree with his/her position on personality? On your specific personality development? Does this theorist's view of personality fit with your general strategy for understanding others around you? Why or why not? (0- 4 points available).	1	2	3	4	
<u>Overall Quality of Work and APA Style.</u> Student shows professionalism in the quality of work. It is clear that the student has given thought to the concepts presented in the paper/project.	1	2	3	4	

Developmental Theory Project Paper

CRITERIA	POOR (79 & below)	GOOD (80 – 89)	EXCELLENT (90 – 100)
Format/Layout (15%) <ul style="list-style-type: none"> - Structure - Presentation - Followed requirements <i>noted in Syllabus i.e. Length, APA Style</i> 	<ul style="list-style-type: none"> - Poor use of format and layout 	<ul style="list-style-type: none"> - Most of the time followed format requirements 	<ul style="list-style-type: none"> - Closely followed all requirements
Content (50%) 5% Title page 5% Abstract (learning objectives) 5% Introduction to special topic and population 5% Brief literature review about previous research 10% Connection between developmental theory and population (applying theory into practice) 5% Implications for counselors 5% Implications for research 5% conclusion 5% references	<ul style="list-style-type: none"> - Issues in the proposed topic addressed poorly - Information provided not sufficient for the topic - Information provided not necessary for the topic 	<ul style="list-style-type: none"> - Provides depth analysis for most of the issues - Information provided for the most part is sufficient - Information provided for the most part is relevant 	<ul style="list-style-type: none"> - Depth analysis of all issues - All information provided is relevant - Sufficient issues addressed
Quality of Writing (20%) <ul style="list-style-type: none"> - Clarity of sentences & paragraphs - No errors in spelling, grammar - Good use of English - Organization of ideas/coherent 	<ul style="list-style-type: none"> - Not well written - Many spelling errors - Many grammar errors - Poor use of English - Incoherent - Lacks clarity 	<ul style="list-style-type: none"> - Well written for the most part - Minimal spelling, grammar errors - Minimal English errors - For the most part organized well and coherent 	<ul style="list-style-type: none"> - Well written from cover to cover - No spelling, grammar, or use of English errors - Coherent, clear, and well organized
References (15%) <ul style="list-style-type: none"> - Good use of references - Scholarly level - Used effective in the narrative - APA style in reference list & citations 	<ul style="list-style-type: none"> - Use of Wikipedia - Less than 5 references - Not cited correctly - Not listed using APA style - Not scholarly - Not relevant 	<ul style="list-style-type: none"> - Most references used relevant to the topic - Most are scholarly - Minimum of 5 references - For the most part used effectively, cited well - Correct use of APA style in listing references 	<ul style="list-style-type: none"> - All references relevant - All references scholarly - Met minimum number of references - All references used, cited, and listed effectively