



**DEPARTMENT OF EDUCATIONAL LEADERSHIP & COUNSELING  
COLLEGE OF EDUCATION AND HUMAN PERFORMANCE  
EDCG 5339.600 – Human Growth and Development, 3 credit hours, Online  
Online Blackboard  
COURSE SYLLABUS: FALL 2020  
(subject to revision)**

**INSTRUCTOR INFORMATION**

**Instructor Information:**  
**Office Location:**  
**Virtual Office Hours:**

**Office Phone:** (361) 593-2353 (Available during Regular Office Hours--Please see office hours below, Office phone is not answered after office hours ends or during other times other than office hours). If I do not answer my phone during my office hours, please leave a voice mail message and I will get back with you when I get back to the office.

**Office Fax:** (361) 593-2136

**University Email:**

**Preferred Form of Communication**

Emails sent during the weekends (Friday, Saturday, and Sunday) may not be answered until Monday.

**\*\*\*\*\*Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call, Blackboard Collaborate session, or a meeting\*\*\*\*\***

*Response Time: Generally, I will respond to emails within 24-48 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support at (361) 593-4357.*

*I will update the online grades each time a grading session has been completed---typically seven days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.*

**Course Website:** (for this course, use Blackboard Course Website only)

**VIRTUAL OFFICE HOURS (Through Blackboard Collaborate)**

Or by Appointment during the days and times above.

**CLASS MEETING DAYS AND TIME:**

Class meets online through Blackboard Course Management System

**COURSE INFORMATION**

**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 prospective, and the developmental theories of Erikson, Piaget, and Vygotsky.

This class will be taught as an online class with materials, assignments, announcements, and tests through blackboard. However, there will be online sessions during the course. Communication may also include your TAMUK email addresses. **Please use your TAMUK email addresses for all course correspondence!** Should you have any problems or concerns regarding assignments, exams, etc., please contact the instructor immediately at either my email address or the office number listed above.

This course has been deemed suitable by the Texas A&M University-Kingsville – Educational Leadership and Counseling - Counseling and Guidance Program for online (all-online) presentation. Since the instructor will provide all information online through Blackboard, the following interactive features will comprise the minimal online component.

- Student-to-student interaction through the use of discussion forums for posting of assignments with subsequent peer-review.
- Instructor-to-student interaction through public posting of assignments with subsequent instructor feedback.
- Blackboard Collaborate instructional videos on chapter material and instructional material in relation to the class.
- Wikis for student collaboration in the creation of assignments that can be monitored for participation by the instructor.

Other features of TAMUK's Blackboard Learning Management system, which may facilitate collaboration in the creation of assignments, will be made available in every online course module to students. These may include an open question-and-answer forum or video conferencing through Blackboard Collaborate.

**Required Text:**

Berk, L. (2017). *Exploring Lifespan Development*. 4th Ed. Up Saddle River, NJ. Allyn & Bacon/Pearson. ISBN-13: 9780134419701 New: \$105.29 (Amazon.com), Rent: \$23.31 (Amazon.com)

American Psychology Association. (2020). *Publication Manual of the American Psychological Association*, (APA) Style Manual, 7th edition. (ISBN#: 1-4338-3216-1). (**This is a must have for all courses**). New: \$19.95 (Amazon.com)

**Additional Recommended Study Aids for the LPC/NCE/CPCE:**

Heppner, P. P., & Kivlighan, D. M., & Wampold. B. E. (2007). *Research design in counseling* (3rd ed.). Pacific Grove, CA: Brooks/Cole.

Gregoire, J., & Jungers, C. M. (2007). *The counselor's companion: What every beginning counselor needs to know*. (1st ed.). New York, NY: Routledge. ISBN: 978-0805856842

Rosenthal, H. G. (2008). *Encyclopedia of counseling: Master review and tutorial for the national counselor examination and state exams*. (3rd ed.). New York, NY: Routledge. ISBN: 978-0415958622

Helwig, A. A. (2015). *Study guide for the NCE and CPCE*. (7th ed.). Broomfield, CO: Author. ISBN: 978-0964837775

### **REQUIREMENTS DURING THE COVID-19 PANDEMIC**

*In order to keep themselves and others safe and healthy during the pandemic, students attending class face-to-face are required to (1) wear face coverings over the nose and mouth and (2) scan the QR Code posted in the classroom/teaching location to log their attendance to assist in contact tracing, if needed. For information on the use of face coverings, see <https://www.tamuk.edu/return/facecoveringsfaq.html>. For information on the Face Covering Policy, see: <https://www.tamuk.edu/finance/hr/compliance/FaceCoverings.html>*

*Students are responsible for staying informed on the latest updates regarding the university's response to COVID-19 by checking their TAMUK email regularly and accessing information at <https://www.tamuk.edu/return/> and <https://www.tamuk.edu/coronavirus/>.*

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## **2. FACE COVERING POLICY**

Face coverings must be worn on the Texas A&M-Kingsville campus inside all public buildings, including lobbies of buildings, restrooms, classrooms, hallways, and stairwells. Face coverings should also be worn in any outdoor space where 6 feet of physical distancing cannot be reliably maintained. Faculty working alone in their offices can remove their face covering.

For more information on the use of face coverings, please refer to <https://www.tamuk.edu/return/facecoveringsfaq.html>.

### *2A. Classroom Policy Regarding Face Coverings*

In the event of a student who does not wear a face covering in the classroom/teaching space, the instructor should first request the student to put on a face covering. If the student does not comply, the instructor can dismiss the student from the classroom for that class period. If the student refuses to leave, the instructor may immediately dismiss the class and continue the class period online. The instructor may elect to discuss the matter in private with the student later and follow-up with a memo to the Dean of Students (Kirsten Compary, [Kirsten.Compary@tamuk.edu](mailto:Kirsten.Compary@tamuk.edu)) documenting the incident, or the faculty member may make a written referral to the Dean of Student's Office reporting the student for disturbing the class by refusing to comply with the instructor's request. In both instances, documentation provided should include the name of student, student ID number, other contact information if known, class/section, date/time of the interaction, and a summary of the concern and the outcome. The Dean of Students or designee will inform the student, through their official university email address, of the face covering policy and that he/she may not return to the classroom without a face covering. Continued disregard for the policy will be handled through the university's Student Disciplinary Code of Conduct. Possible sanctions for a disciplinary violation of the Student Code of Conduct range from a warning to expulsion from the university. For information on the Face Covering Policy, see <https://www.tamuk.edu/finance/hr/compliance/FaceCoverings.html>

### *2B. Face Shields*

A faculty member may wear a face shield without a mask only during lecturing in the classroom, as long as appropriate social distance (6 feet) can also be maintained between the faculty member and the students. At all other times (when not lecturing), even if a face shield is used, a face mask must also be worn. For more information on the Face Covering Policy, see <https://www.tamuk.edu/finance/hr/compliance/FaceCoverings.html>

### **3. CONTACT TRACING**

To assist with contact tracing in the event of a positive COVID-19 case on campus, each classroom/teaching space will have its unique QR Code which will be posted inside each classroom. When the faculty member and students enter the classroom for a face-to-face class, they all will scan the QR code using their phones. Most smart phones can scan a QR code from the phone camera or by downloading a free QR Code Reader app. After scanning the QR code, they will be prompted to enter their TAMUK email and password, then select “Yes” to the question “Present?” and then select Submit. The information (name, email, location, date, and time) will go directly to a database managed by the Enterprise Risk Management Office. Students who do not have a phone will have to log in from another device at the URL provided below the QR code and follow the same process.

### **4. RECORDING LIVE LECTURES**

All live class lectures, as in face-to-face class meetings, must be recorded on Blackboard Collaborate. This will allow students access to the information, in the event that they miss class due to an excused absence. The recordings must be made available to the class in the Blackboard course site.

### **5. FLEXIBILITY REGARDING FACE TO FACE ATTENDANCE**

It is possible that a student who is in a class requiring face-to-face meetings may request permission to attend the class virtually via Blackboard Collaborate. Granting such permission is at the discretion of the faculty member; however, given the precarious times, faculty are strongly encouraged to be flexible in their face-to-face class attendance requirements and allow the student, for example, to attend the class virtually at the regular class time. The faculty member should email the student of the decision of whether or not such permission is granted, for the faculty member’s records and the student’s documentation of the decision.

### **TECHNOLOGY COURSE REQUIREMENTS (\*\*\*\*\*Students Please Note\*\*\*\*\*)**

- When you submit your Paper Sections through the Blackboard Assignment Drop-Box please make sure they are in **Microsoft Word 97-2016** document format only please. **Do not use Apple Pages to submit your documents.**
- All assignments to be submitted electronically must be done using Windows software (Word, Excel, etc.). Students have free access to Microsoft Office 365 through the following link on JNET: <https://jnet.tamuk.edu/web/home-community/service-catalog>
- **You will need a Computer equipped with a webcam device and speakers for online communication for the use of Blackboard Collaborate.**
- Students must know how to access and collaborate through discussion board assignments.
- Make sure you are using your **TAMUK email** for all email correspondence and communications with the Instructor. **Please do not use your personal email (Hotmail, Yahoo, or Gmail account) for classroom correspondence.**
- Make sure you can log into Blackboard with your user ID and password. If you are experiencing problems logging into your TAMUK email or Blackboard please call ITech at (361) 593-4357 and place a helpdesk ticket in with them.

#### **Technical Assistance.**

Technical assistance for Blackboard or Blackboard Collaborate is available by the Distance Learning and Instructional Technology Department. Please call (361) 593-4357 to place in a ticket for them to assist you with Blackboard.

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**Please be sure that when you set up a ticket with ITech, you provide a good working number where you can be reached and provide a correct time when you will be able to answer their phone call when they call you.**

**Computer Labs Locations on Campus: (From ITech Help Desk Website)**

- Jernigan Library-First floor by the ITech Help Desk-(361) 593-2916
  - Sam Fore Hall-Room 111 (361) 593-3093 or (361) 593-3309
  - Rhode Hall-Room 244 (No Phone number)
  - Business Administration Building-Room 107 (361) 593-2840
  - McNeil Engineering Building-Room 310 (361) 593-2841
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**Remember to take your student IDs when using the computer labs as the computer lab clerks will ask for these to use the computers. You may use these computers for class assignments and other school related assignments. For more updated information on computer lab locations and placing in a ticket to ITech go to this website. [http://www.tamuk.edu/itech/help\\_desk/index.html](http://www.tamuk.edu/itech/help_desk/index.html)**

**Useful website locations for study and/or research materials:**

<http://owl.english.purdue.edu/owl/resource/560/01/> (Purdue Online Writing Lab (OWL)). Be sure to click on APA so that you can receive the correct information for citing APA work and other resources.

**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](mailto: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](mailto: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](mailto:nancy.kingsanders@tamuk.edu)
- [Center for Student Success](#)

**Course Requirements:**

Professionalism policy: All students should act in accordance with university policies and in accordance with the American Counseling Association 2014 Code of Ethics ([ACA Code of Ethics](#)) and National Career Development Association’s Code of Ethics ([National Career Development Association Code of Ethics](#)). Students are to treat faculty and students with respect.

**COURSE PURPOSE:**

This is an online course 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 prospective, and the developmental theories of Erikson, Piaget, and Vygotsky.

**EDCG 5355 Student Goals**

1. To provide information and knowledge in theory and models of human growth and development.
2. To increase the counseling student’s knowledge and skills used in human growth and development.

3. To provide the counseling student with an opportunity to identify the skills and knowledge needed to understand the lifespan of an individual.

**MARKETABLE SKILLS AND COURSE OBJECTIVES**

- The student will understand the history, theory, and research strategies for exploring lifespan development.
- The student will understand the genetic and environmental foundations for exploring lifespan development.
- The student will understand the prenatal development, birth, and the newborn baby.
- The student will 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.
- The student will be able to differentiate biological, neurological, social, emotional, and physiological factors that affect human development, functioning, and behavior.
- The student will be able to examine the ability to delineate factors that affect human development, functioning, and behavior
- The student will understand and identify ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.
- The student will understand the effects of crisis, disasters, and trauma on diverse individuals across the lifespan.

**PREREQUISITES FOR THE COURSE**

Students enrolling in EDCG 5339 should be in good standing in the College of Graduate Studies and should have completed ECDG 5310 Intro to Counseling.

**PROGRAM STUDENT LEARNING OUTCOMES (PSLOS):**

Upon completion of the course, the students will:

Program Student learning Outcome: CACREP Core Area on Counseling and Helping Relationships  
Counseling graduate students demonstrate knowledge and skills of theories and techniques necessary to engage in an effective and therapeutic helping relationship.

**Rationale:** 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 prospective, and the developmental theories of Erikson, Piaget, and Vygotsky.

This course is designed to meet the following standards:

**2016 CACREP CORE AND CLINICAL MENTAL HEALTH COUNSELING STANDARDS**

<p><b>Expected Student Learning Outcomes for this Course</b> <i>The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor</i></p>	<p><b>SLO</b></p>	<p><b>Learning activities that facilitate development of knowledge, skills, and/or practices of this content:</b></p>	<p><b>SLO Assessment Point</b> <i>By Rubric or Exam Score</i></p>
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<p><i>via his or her participation in key learning activities in this course.</i></p> <p><b>Content covered includes:</b></p>			
<p>2.F.3.a. Theories of individual and family development across the life span</p>	<p><b>SLO</b></p>	<p>Chapters 1, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16 and 18 readings (Berk, 2017). Discussion Board Reactions and Responses, Developmental Autobiography and Theoretical Framework Paper, Developmental Theory Project Paper, and Final Exam Review</p>	<p>Blackboard scenario reactions chapters 1, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 18, (See appendix A with grading rubric), Blackboard scenario responses (See appendix B with grading rubric). Developmental Autobiography and Theoretical Framework Paper. (See appendix C with grading rubric). Developmental Theory Project Paper (See appendix D with grading rubric), Final Exam.</p>
<p>2.F.3.b. Theories of learning</p>	<p><b>SLO</b></p>	<p>Chapters 1, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, and 18 readings (Berk, 2017). Discussion Board Reactions and Responses, Developmental Autobiography and Theoretical Framework Paper, Developmental Theory Project Paper, and Final Exam Review</p>	<p>Blackboard scenario reactions chapters 1, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, and 18, (See appendix A with grading rubric), Blackboard scenario responses (See appendix B with grading rubric). Developmental Autobiography and Theoretical Framework Paper. (See appendix C with grading rubric). Developmental Theory Project Paper (See appendix D with grading rubric), Final Exam.</p>
<p>2.F.3.c. Theories of normal and abnormal personality development</p>	<p><b>SLO</b></p>	<p>Chapters 1, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16 and 18 readings (Berk, 2017). Discussion Board Reactions and Responses, Developmental Autobiography and Theoretical Framework Paper, Developmental Theory Project Paper, and Final Exam Review</p>	<p>Blackboard scenario reactions chapters 1, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, and 18, (See appendix A with grading rubric), Blackboard scenario responses (See appendix B with grading rubric). Developmental Autobiography and Theoretical Framework Paper. (See appendix C with grading rubric). Developmental Theory Project Paper (See appendix D with grading rubric), Final Exam.</p>
<p>2.F.3.e. Biological, neurological, physiological factors that affect human development,</p>	<p><b>SLO</b></p>	<p>Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17 and 18 readings (Berk, 2017). Discussion Board Reactions and Responses, Developmental</p>	<p>Blackboard scenario reactions chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, and 18, (See appendix A with grading rubric), Blackboard scenario</p>

functioning, and behavior		Autobiography and Theoretical Framework Paper, Developmental Theory Project Paper, and Final Exam Review	responses (See appendix B with grading rubric). Developmental Autobiography and Theoretical Framework Paper. (See appendix C with grading rubric). Developmental Theory Project Paper (See appendix D with grading rubric), Final Exam.
2.F.3.f. Systemic and environmental factors that affect human development, functioning, and behavior	<b>SLO</b>	Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 16, 17 and 18 readings (Berk, 2017). Discussion Board Reactions and Responses, Developmental Autobiography and Theoretical Framework Paper, Developmental Theory Project Paper, and Final Exam Review	Blackboard scenario reactions chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, and 18, (See appendix A with grading rubric), Blackboard scenario responses (See appendix B with grading rubric). Developmental Autobiography and Theoretical Framework Paper. (See appendix C with grading rubric). Developmental Theory Project Paper (See appendix D with grading rubric), Final Exam.
2.F.3.g. Effects of crises, disasters, and trauma on diverse individuals across the lifespan	<b>SLO</b>	Chapters 2, 3, 6, 10, 12, 14, 16, 17, 18 and 19 readings (Berk, 2017). Discussion Board Reactions and Responses, Developmental Autobiography and Theoretical Framework Paper, Developmental Theory Project Paper, and Final Exam Review	Blackboard scenario reactions chapters 2, 3, 6, 10, 12, 14, 16, 17, 18, and 19 (See appendix A with grading rubric), Blackboard scenario responses (See appendix B with grading rubric). Developmental Autobiography and Theoretical Framework Paper. (See appendix C with grading rubric). Developmental Theory Project Paper (See appendix D with grading rubric), Final Exam.
2.F.3.h. A general framework for understanding differing abilities and strategies for differentiated interventions	<b>SLO</b>	Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 16, 17, 18 and 19 readings (Berk, 2017). Discussion Board Reactions and Responses, Developmental Autobiography and Theoretical Framework Paper, Developmental Theory Project Paper, and Final Exam Review	Blackboard scenario reactions chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, and 19, (See appendix A with grading rubric), Blackboard scenario responses (See appendix B with grading rubric). Developmental Autobiography and Theoretical Framework Paper. (See appendix C with grading rubric). Developmental Theory Project Paper (See appendix D with grading rubric), Final Exam.
2.F.3.i. Ethical and culturally relevant	<b>SLO</b>	Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 16, 17, 18	Blackboard scenario reactions chapters 1, 2, 3, 4, 5, 6, 7, 8, 9,



strategies for promoting resilience and optimum development and wellness over the life span		and 19 readings (Berk, 2017). Discussion Board Reactions and Responses weeks 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 and 19 Developmental Autobiography and Theoretical Framework Paper, Developmental Theory Project Paper, and Final Exam Review	10, 11, 12, 13, 14, 15 16, 17, 18 and 19, (See appendix A with grading rubric), Blackboard scenario responses (See appendix B with grading rubric). Developmental Autobiography and Theoretical Framework Paper. (See appendix C with grading rubric). Developmental Theory Project Paper (See appendix D with grading rubric), Final Exam.
5.C.2.g. Impact of biological and neurological mechanisms on mental health	<b>SLO</b>	Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 16, 17, 18 and 19 readings (Berk, 2017). Discussion Board Reactions and Responses, Developmental Autobiography and Theoretical Framework Paper, Developmental Theory Project Paper, and Final Exam Review	Blackboard scenario reactions chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 16, 17, 18 and 19, (See appendix A with grading rubric), Blackboard scenario responses (See appendix B with grading rubric). Developmental Autobiography and Theoretical Framework Paper. (See appendix C with grading rubric). Developmental Theory Project Paper (See appendix D with grading rubric), Final Exam.
5.C.3.b. Techniques and interventions for prevention and treatment of a broad range of mental health issues	<b>SLO</b>	Chapters 1, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 16, 17, 18 and 19 readings (Berk, 2017). Discussion Board Reactions and Responses, Developmental Autobiography and Theoretical Framework Paper, Developmental Theory Project Paper, and Final Exam Review	Blackboard scenario reactions chapters 1, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 16, 17, 18 and 19 , (See appendix A with grading rubric), Blackboard scenario responses (See appendix B with grading rubric). Developmental Autobiography and Theoretical Framework Paper. (See appendix C with grading rubric). Developmental Theory Project Paper (See appendix D with grading rubric), Final Exam.

**Alignment of Course Objectives to 2016 CACREP Standards**

<b>Course Objectives</b>	<b>Activities/Assignments</b>	<b>Measurement</b>	<b>2016 CACREP Standards</b>
<ul style="list-style-type: none"> <li>The student will understand the history, theory, and research strategies</li> </ul>	<ul style="list-style-type: none"> <li>Chapters 1, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16 and 18 readings (Berk, 2017).</li> <li>Discussion Board Reactions</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard scenario reactions chapters 1, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 18,</li> </ul>	<ul style="list-style-type: none"> <li>2.F.3.a.</li> <li>2.F.3.b.</li> <li>2.F.3.c.</li> <li>.</li> </ul>

<p>for exploring lifespan development</p>	<p>and Responses: Examining the history and theory of lifespan development:</p> <ul style="list-style-type: none"> <li>• Developmental Autobiography and Theoretical Framework Paper</li> <li>• Developmental Theory Project Paper</li> <li>• Final Exam Review</li> </ul>	<p>(See appendix A with grading rubric)</p> <ul style="list-style-type: none"> <li>• Blackboard scenario responses (See appendix B with grading rubric)</li> <li>• Developmental Autobiography and Theoretical Framework Paper. (See appendix C with grading rubric).</li> <li>• Developmental Theory Project Paper (See appendix D with grading rubric)</li> <li>• Final Exam.</li> </ul>	
<ul style="list-style-type: none"> <li>• The student will understand the genetic and environmental foundations for exploring lifespan development</li> </ul>	<ul style="list-style-type: none"> <li>• Chapters 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 16, 17 and 18 readings (Berk, 2017).</li> <li>• Discussion Board Reactions and Responses: Review Genetic Foundations, Reproductive Choices, Social Health Issues: Health, Environmental Contexts for Development</li> <li>• Developmental Autobiography Theoretical Framework Paper, Developmental Theory Project Paper</li> <li>• Final Exam Review</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, and 18, (See appendix A with grading rubric)</li> <li>• Blackboard scenario responses (See appendix B with grading rubric)</li> <li>• Developmental Autobiography and Theoretical Framework Paper. (See appendix C with grading rubric)</li> <li>• Developmental Theory Project Paper (See appendix D with grading rubric)</li> <li>• Final Exam.</li> </ul>	<p>2.F.3.e 2.F.3.f.</p>
<ul style="list-style-type: none"> <li>• The student will understand the prenatal development, birth, and the newborn baby</li> </ul>	<ul style="list-style-type: none"> <li>• Chapters 1 and 3, (Berk, 2017).</li> <li>• Discussion Board Reactions and Responses: Review and discuss Prenatal Development, Prenatal Environmental Influences, Approaches to Childbirth and Medical Interventions</li> <li>• Developmental Autobiography and Theoretical Framework</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions chapters 1 and 3 (See appendix A with grading rubric)</li> <li>• Blackboard scenario responses (See appendix B with grading rubric)</li> <li>• Developmental Autobiography and Theoretical</li> </ul>	<p>2.F.3.e</p>

	<ul style="list-style-type: none"> <li>Paper</li> <li>Developmental Theory Project Paper</li> <li>Final Exam Review</li> </ul>	<ul style="list-style-type: none"> <li>Framework Paper (See appendix C with grading rubric)</li> <li>Developmental Theory Project Paper (See appendix D with grading rubric)</li> <li>Final Exam.</li> </ul>	
4. The student will 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"> <li>Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17 and 18 readings (Berk, 2017).</li> <li>Discussion Board Reactions and Responses: Review and Demonstrate knowledge of Body Growth, Brain Development, Cultural Influences, Influences on Early Physical Growth, and Motor Development</li> <li>Developmental Autobiography and Theoretical Framework Paper</li> <li>Developmental Theory Project Paper</li> <li>Final Exam Review</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard scenario reactions chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, and 18, (See appendix A with grading rubric)</li> <li>Blackboard scenario responses (See appendix B with grading rubric).</li> <li>Developmental Autobiography and Theoretical Framework Paper. (See appendix C with grading rubric).</li> <li>Developmental Theory Project Paper (See appendix D with grading rubric)</li> <li>Final Exam.</li> </ul>	2.F.3.b. 2.F.3.c. 2.F.3.d. 2.F.3.e. 2.F.3.f.
5. The student will be able to differentiate biological, neurological, social, emotional, and physiological factors that affect human development, functioning, and behavior, on mental health	<ul style="list-style-type: none"> <li>Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, and 19 readings (Berk, 2017).</li> <li>Discussion Board Reactions and Responses: Review and Demonstrate Knowledge of Human Development Functioning and Behavior over the Lifespan, (Infancy and Toddlerhood, Early Childhood, Middle Childhood, Adolescence, Early Adulthood, Late Adulthood)</li> <li>Developmental Autobiography and Theoretical Framework Paper</li> <li>Developmental Theory</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard scenario reactions chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 and 19, (See appendix A with grading rubric)</li> <li>Blackboard scenario responses (See appendix B with grading rubric).</li> <li>Developmental Autobiography and Theoretical Framework Paper (See appendix C with grading rubric).</li> <li>Developmental Theory Project Paper (See appendix D with</li> </ul>	2.F.3.e 5.C.2.g.

	<ul style="list-style-type: none"> <li>Project Paper</li> <li>Final Exam Review</li> </ul>	<ul style="list-style-type: none"> <li>grading rubric)</li> <li>Final Exam.</li> </ul>	
6. The student will be able to demonstrate the ability to delineate factors that affect human development, functioning, and behavior, on mental health	<ul style="list-style-type: none"> <li>Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 and 19 readings (Berk, 2017).</li> <li>Discussion Board Reactions and Responses: Case Study: <i>The Case of Timmy</i></li> <li>Developmental Autobiography and Theoretical Framework Paper</li> <li>Developmental Theory Project Paper</li> <li>Final Exam Review</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard scenario reactions chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 and 19, (See appendix A with grading rubric)</li> <li>Blackboard scenario responses (See appendix B with grading rubric).</li> <li>Developmental Autobiography and Theoretical Framework Paper. (See appendix C with grading rubric).</li> <li>Developmental Theory Project Paper (See appendix D with grading rubric)</li> <li>Final Exam.</li> </ul>	2.F.3.e 2.F.3.f 5.C.2.g
7. The student will 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"> <li>Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 and 19 readings (Berk, 2017).</li> <li>Discussion Board Reactions and Responses: Incorporating Wellness Counseling Into Clinical Practice: <i>A Case Example</i></li> <li>Developmental Autobiography and Theoretical Framework Paper</li> <li>Developmental Theory Project Paper</li> <li>Final Exam Review</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard scenario reactions chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18 and 19, (See appendix A with grading rubric)</li> <li>Blackboard scenario responses (See appendix B with grading rubric)</li> <li>Developmental Autobiography and Theoretical Framework Paper. (See appendix C with grading rubric).</li> <li>Developmental Theory Project Paper (See appendix D with grading rubric)</li> <li>Final Exam.</li> </ul>	2.F.3.i
8. The student will understand the effects of crisis, disasters, and	<ul style="list-style-type: none"> <li>Chapters 2, 3, 6, 10, 12, 14, 16, 17, 18 and 19 readings (Berk, 2017).</li> <li>Discussion Board Reactions</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard scenario reactions chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14,</li> </ul>	2.F.3.g. 2.F.3.h.

<p>trauma on diverse individuals across the lifespan, understanding differing abilities and strategies for differentiated interventions</p>	<p>and Responses: Discuss and Demonstrate Essential Crisis Intervention Skills Across the Lifespan</p> <ul style="list-style-type: none"> <li>• Developmental</li> <li>• Autobiography and Theoretical Framework Paper</li> <li>• Developmental Theory Project Paper</li> <li>• Final Exam Review</li> </ul>	<p>15, 16, 17, 18, and 19, (See appendix A with grading rubric)</p> <ul style="list-style-type: none"> <li>• Blackboard scenario responses (See appendix B with grading rubric).</li> <li>• Developmental Autobiography and Theoretical Framework Paper. (See appendix C with grading rubric).</li> <li>• Developmental Theory Project Paper (See appendix D with grading rubric)</li> <li>• Final Exam.</li> </ul>	
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**STATE ADOPTED PROFICIENCIES FOR COUNSELORS COVERED IN THIS CLASS ARE THE FOLLOWING:**

**TEXES COMPETENCIES COVERED IN THIS COURSE**

**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.

**Competency 010 (Professionalism)**

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

**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:

- (2) counseling and consultation theories and practices;
- (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;
- (8) legal and ethical standards, practices, and issues;

**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;
- (3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;
- (4) consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students;
- (5) coordinate resources for students within the school and community;
- (9) use counseling-related research techniques and practices to address student needs; and
- (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;
- (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;
- (4) implement effective referral procedures to facilitate the use of special programs and services; and
- (5) act as a consultant and/or coordinator to help learners achieve success inside and outside of school.

**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; and
- (3) facilitate learning and achievement for all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.

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

**skills.** The certified school counselor must:

- (3) support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;
- (4) facilitate learners' access to community resources;
- (5) develop and implement strategies for effective internal and external communications;
- (8) work effectively as a team member to promote positive change for individuals, groups, and the school community.

**Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.** The certified school counselor must:

- (2) use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth;
- (3) strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;

**PROGRAM STUDENT LEARNING OUTCOMES (PSLO):**

**Social and Cultural Diversity:**

Program SLO2: Students will demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population (as it pertains to addictions).

**Counseling and Helping Relationships:**

Program SLO4: Counseling graduate students demonstrate knowledge and skills of theories and techniques necessary to engage in an effective and therapeutic helping relationship (as it pertains to addictions).

**Course Requirements:**

- **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)  
Pages: 5-7**

**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.

- **Component 1:** 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)

- 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)
- 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)
- 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)
- **Overall Quality of Work and APA Style.** 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. (0-4 points available)
- **EDCG 5339 Developmental Theory Paper: (25% of total grade) Pages: 6-8**

**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

- **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

**EVALUATION AND GRADING POLICY: (VERY IMPORTANT TO NOTE)**

**The final grade for the course will be based on the course activities and the assignment evaluation (see above and the following chart).**

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**No grade of an “I” (Incomplete) will be given in EDCG 5322 unless under the most extreme and unusual circumstances. However, even under these circumstances I’s in EDCG 5322 are not allowed.**

If the grade of an “I” is necessary, it will be the student’s responsibility to meet with the instructor (in person) and fill out the Contract for the grade of “I” form and submit that to the Department Chair’s Office for signature. **No emailed contracts for the grade of an “I” will be accepted...you need to come to my office in person to do this and schedule a meeting with your faculty advisor to let them know what you are going to be doing.**

The Registrar’s Office will post the grade of an “I” once the student collects all the appropriate signatures. Then, the student will forward the form to the registrar’s office for grade processing. The student must provide a copy of your I contract form to all designated parties involved per the instructions on the form. Failure to follow this procedure correctly will result in the designated grade for the course that the student earns.

Incomplete grades, represented by “I” must be completed on the date the student places on the Grade of an “I” contract form. Failure to complete all assignments before the due date on the contract for the grade of I form will result in the grade of F for the class. Remember that the instructor will need time to look over the completed work and complete a change of grade form so students must get their work completed weeks before the date placed on the contract form.

Incompletes in this class are discouraged as assignments may be difficult to make-up. Should the need arise please contact the instructor. It is the **student's responsibility** to note drop dates and drop the class if the student feels they cannot complete all the required assignments on time.

**DO NOT EXPECT THE INSTRUCTOR TO DROP YOU FROM THE CLASS, THIS IS A DECISION YOU WILL NEED TO MAKE YOURSELF SINCE YOU ARE INCHARGE OF YOUR OWN LEARNING.**

**BE SURE THAT IF YOU ARE GOING TO RECEIVE A GRADE OF I THAT YOU CHECK WITH THE FINANCIAL AID OFFICE TO SEE HOW THIS WILL AFFECT YOUR FINANCIAL AID YOUR RECIEVING.**

**PLEASE NOTE THAT OBTAINING A GRADE OF AN I WILL MEAN THAT YOUR COURSE INSTRUCTOR WILL NEED TO PLACE YOUR LAST DATE OF ATTENDANCE AND IT NEEDS TO BE 60% OF THE SEMESTER (CHECK WITH THE FINANCIAL AID OFFICE FOR THE SPECIFIC DATE) SO THAT YOU ARE IN GOOD STANDING FOR FINANCIAL AID REASONS. IF YOUR ATTENDANCE IS NOT 60% THEN YOU WILL NEED TO FOLLOW UP WITH THE FINANCIAL AID OFFICE ON WHAT YOU WILL NEED TO DO.**

#### **IMPORTANT TURN-IT-IN INFORMATION**

Students will be submitting all paper sections to Turn-It-In plagiarism program to properly complete EDCG 5322. All research project section percentages **together** must be below 10% of the similarity index.

#### **CLASS POLICIES**

It is important for students to attend all class chat meetings. Please make every effort to attend the online chat session and to arrive on time. The class policies detailed in the *Texas A&M University-Kingsville 2008-2010 Catalog* will be followed. For class attendance, the Catalog states:

“A vital part of every student's education is regular attendance of class meetings. Every faculty member is to keep a current attendance record on all students. Any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member to the Provost and Vice President for Academic Affairs.”

Course Policies:

1. Attendance: Students are expected to participate in all the scheduled Face-to-face class meetings and on-line chat discussions. Failure to participate in the scheduled discussions will be considered as an absence from class and will result in a deduction of points from the total points available for the on-line discussion/participation component of the course.

2. Excused Absences: Students must contact Dr. Garza through e-mail (Blackboard Email) prior to any absences in the face-to-face class or online chat session for the absence to be excused.

#### **Please Note:**

**The U.S. Department of Education requires institutions of higher education to identify students who have never attended or stopped attending class before census date or during the semester. This will be noted on the official class rosters for each term or semester.**

**CELL PHONES AND PAGERS:** Students should turn off their cell phones and pagers before face-to-face or online class begins or keep them on vibrate mode until the end of class.

#### **DISABILITY STATEMENT**

(See pages 2 & 11 of the Student Handbook):

Students with disabilities, including learning disabilities who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator. Services for Students with Disabilities (SSD) are available to support student-learning needs through the Life Services and Wellness office at the Student Health Center (593-3991).

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 class accommodations, please contact the Disability Resource Center (DRC) as early as possible in the term. The DRC is in the Life Service and Wellness building at 1210 Retama Drive, or call (361) 593-3024.

### **ACADEMIC MISCONDUCT**

(See page 23, section 100 of the Student Handbook):

Academic honesty is the foundation of the Texas A&M University-Kingsville University Community. Cheating, plagiarism, or other acts of academic dishonesty compromise the integrity of the academic process and the community. Students claiming another's work as their own, cheating on an examination, or other infringement will be subject to actions as stated in the *2010-2012 Texas A&M University-Kingsville Graduate Catalog*, any student's work submitted, which contains the work of another that is not acknowledged (in other words, copying someone else's work and claiming it as your own) will at the very least receive an F for that assignment. Do not copy another student's work. Each student is responsible for her/his own work, ideas, and words. You are to practice academic honesty in every aspect of this course and all other courses that you may be currently taking. Students engaging in academic misconduct are subject to university disciplinary procedures (**Refer to your Student Handbook for more information on this topic**).

Forms of academic dishonesty:

- 1) **Cheating**: 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) **Academic misconduct**: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
- 3) **Fabrication**: use of invented or falsified research.
- 4) **Plagiarism**: 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. If academic misconduct is discovered it will be dealt with in the severest manner allowed by the university.
- 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.
- 8) **Turn-It-In Plagiarism Detection Service**: please be aware that the University subscribes to the Turn-It-In 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.

## **PLAGIARISM**

*An informal compilation by Deepak Keshavamurthy for Dr. Larry Peel*

Plagiarism is defined as "a piece of writing that has been copied from someone else and is presented as being your own work" [1] and by the Honor Council as "the act of passing off as one's own ideas or writings of another." In the Appendix to the Honor Council called "Acknowledging the Work of Others," three simple conventions are presented for when you must provide a reference [2]:

1. If you use someone else's ideas, you should cite the source.
2. If the way in which you are using the source is unclear, make it clear.
3. If you received specific help from someone in writing the paper, acknowledge it.

The Laws of Plagiarism [3].

- A. Copyright Law
- B. Trademark and Unfair Competition Law
- C. Fraud
- D. Status about sale of term papers, etc.

### **Types of Plagiarism:**

- Complete Plagiarism: This is the most obvious case: A work written by someone else.
- Near-Complete Plagiarism: A student may also take portions of another text and use them in his or her own work.
- Patchwork Plagiarism: In many cases, a student will lift ideas, phrases, sentences, and paragraphs from a variety of sources and "stitch" them together into an essay.
- Lazy Plagiarism: Inadvertent use of another's language, usually when the student fails to distinguish between direct quotes and general observations when taking notes.
- Self-Plagiarism: The use of an essay written for one course to satisfy the requirements of another course is plagiarism. Students should not use, adapt, or update an essay written for another purpose [4].

**Avoiding Plagiarism:**

To avoid plagiarism, all students must document sources properly using Footnotes, Endnotes, or Parenthetical References, and must write a Bibliography, References, or Works Cited page and place it at the end of the research paper to list the sources used. Of the three ways to document sources (Footnotes, Endnotes, or Parenthetical References), the simplest is using Parenthetical References, sometimes referred to as Parenthetical Documentation or Parenthetical Citations [5].

**NONACADEMIC MISCONDUCT** (See page 23, section 100 of the Student Handbook):

See page 23 of Student Handbook for the policies that protect the rights of teachers to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Dean of Students under nonacademic procedures will adjudicate such incidents of student behavior.

**SEXUAL MISCONDUCT**

(See page 23, section 202 of the Student Handbook):

Sexual harassment of students and employees 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.

**SIX-DROP POLICY**

The following provision (new in Fall 2007) does not apply to students with Texas public college or university credits prior to Fall 2007. The Texas legislature has enacted a limit to 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. If you need additional information on Senate Bill 1231 and how it affects you, please contact the Registrar's Office in College Hall, Room 105.

**TITLE 9/DISCRIMINATION AND HARASSMENT**

Texas A&M University-Kingsville does not tolerate discrimination on the basis of race, color, religion, national origin, age, disability, genetic information, gender, gender identity or sexual orientation (or any other illegal basis) and will investigate all complaints that indicate sexual harassment, harassment, or discrimination may have occurred. Sexual harassment and sexual assault are types of sex discrimination. Such sexual misconduct 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 misconduct harassment, harassment, or discrimination may pursue either the informal or the formal complaint resolution procedure. A complaint may be initially made to the Office of Compliance at (361) 593-4758, complainant's immediate supervisor, a department head, a supervisory employee, or 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.

Any pregnant students, or students planning to become pregnant, should consult their health care provider to determine what, if any, additional precautions are needed, based on their individual situation. It is the responsibility of the student to communicate their needs to the faculty member or Office of Compliance as soon as possible in order for risk-reduction to begin when it can be most effective and to determine if additional modifications are necessary. While the university cannot mandate that the student notify it that she is pregnant or is planning to become pregnant, the university strongly recommends that students do provide notification, so appropriate steps can be taken to ensure the health of both parent and child. To communicate health circumstances or to request additional information, please contact Karen Royal,

Director of Compliance at (361) 593-4758 or [karen.royal@tamuk.edu](mailto:karen.royal@tamuk.edu).

**Course Schedule and Due Dates:**

(All assignments are due for submission on blackboard, on Sundays by 11:59 p.m. on the due date)

Week	Weekly Reading	Discussion Board and other Assignments (Online week)	Due Date
#1: 8/24/20	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Read over syllabus</li> <li>• Chapter 1</li> </ul>	<ul style="list-style-type: none"> <li>• DB#1 (extra 5 points) blackboard profile photo</li> </ul>	8/30/20
#2: 8/31/20	Chapter 2	<ul style="list-style-type: none"> <li>• DB#2 (10 points)</li> </ul>	9/6/20
#3: 9/7/20	Chapter 3	<ul style="list-style-type: none"> <li>• DB#3 (10 points)</li> </ul>	9/13/20
#4: 9/14/20	Chapter 4	<ul style="list-style-type: none"> <li>• DB#4 (10 points)</li> </ul>	9/20/20
#5: 9/21/20	Chapter 5	<ul style="list-style-type: none"> <li>• DB#5 (10 points)</li> </ul>	9/27/20
#6: 9/28/20	Chapter 6	<ul style="list-style-type: none"> <li>• DB#6 (10 points)</li> </ul>	10/4/20
#7: 10/5/20	Chapter 7-8	<ul style="list-style-type: none"> <li>• DB#7 (10 points)</li> </ul> <p><b>Developmental Autobiography and Theoretical Framework paper due (20 points)</b></p>	10/11/20
#8: 10/12/20	Chapter 9	<ul style="list-style-type: none"> <li>• DB#8 (10 points)</li> </ul>	10/18/20
#9: 10/19/20	Chapter 10	<ul style="list-style-type: none"> <li>• DB#9 (10 points)</li> </ul>	10/25/20
#10: 10/26/20	Chapter 11	<ul style="list-style-type: none"> <li>• DB#10 (10 points)</li> </ul> <p>Will be posted on blackboard</p>	11/1/20
#11: 11/2/20	Chapter 12	<ul style="list-style-type: none"> <li>• DB#11 (10 points)</li> </ul>	11/8/20
#12: 11/9/20	Chapter 13-14	<ul style="list-style-type: none"> <li>• DB#12 (10 points)</li> </ul>	11/15/20
#13: 11/16/20	Chapter 15	<ul style="list-style-type: none"> <li>• DB#13 (10 points)</li> </ul> <p><b>Developmental Theory Project Paper (30 points)</b></p>	11/22/20
	Thanksgiving Break	<ul style="list-style-type: none"> <li>• No assignment</li> </ul>	
#15: 11/30/20	Chapter 16-17	<ul style="list-style-type: none"> <li>• DB#14 (10 points)</li> <li>• Final Exam review posted on Blackboard</li> </ul>	12/5/20
#16: 12/7/20	Chapter 18-19	<ul style="list-style-type: none"> <li>• DB#15 (10 points)</li> </ul>	12/6/20

#17: 12/7/20		<ul style="list-style-type: none"><li>• Final Exam</li><li>• Posted on Blackboard</li></ul>	12/7/20
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**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 Paper (Appendix C)**

	<b>Needs Improvement</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>	<b>Comments</b>
Component 1: 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	1	2	3	4	

differences? (0-4 points available)					
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	
<b><u>Overall Quality of Work and APA Style.</u></b> 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	
<b><u>Total Points: 20</u></b>					

**Developmental Theory Project Paper  
(Appendix D)**

<b>CRITERIA</b>	<b>POOR (79 &amp; below)</b>	<b>GOOD (80 – 89)</b>	<b>EXCELLENT (90 – 100)</b>
<b>Format/Layout (15%)</b> <ul style="list-style-type: none"> <li>• Structure</li> <li>• Presentation</li> <li>• Followed requirements <i>noted in Syllabus i.e.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Poor use of format and layout</li> </ul>	<ul style="list-style-type: none"> <li>• Most of the time followed format requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Closely followed all requirements</li> </ul>

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

