



The University of Texas of the Permian Basin (Fall 2020)

Course Number: COUN 6370.501/PSYC 6341.501/EDUC 6303

Course Title: Lifespan Development

Class time: Mondays, 7:05pm – 9:45pm

Class Location: MESA 3261

INSTRUCTOR INFORMATION

Instructor: Jonghee Shim, Ph.D.

Office: MB 3241

Office hours: Monday, 4-6 pm; Thursday, 10 am-12 noon; and Virtual Office Hours by appointment

Office Phone: 432-552-2145

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COURSE DESCRIPTION

This course provides an in-depth study of theories of physical, cognitive, social, and emotional development from the prenatal period through aging and death. Biological and environmental foundations, cultural influences, and strategies for facilitating development are considered.

This course provides an advanced overview of current research and theory in life-span human development. The course will enhance students' understanding of significant developmental changes that occur over the life span. Emphasis will be placed on standard physical, cognitive, emotional, and social development as well as on issues such as diversity and socialization in relation to perceptions of human development. Professional, clinical, legal, and ethical issues will also be addressed.

LEARNING OBJECTIVES AND OUTCOMES

After completing this course, students will be able to:

1. Understand theories of individual and family development and transitions across the life span.
2. Articulate biological, neurological, and physiological and environmental factors that can affect human development, functioning, and behavior.
3. Understand human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.

4. Have a general framework for understanding exceptional abilities and strategies for differentiated interventions.
5. Apply ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.
6. Identify theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.

REQUIRED TEXTBOOKS

Berk, L. (2014). *Exploring lifespan development* (4th ed.). Pearson.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association

REQUIRED READINGS

American Counseling Association (2014). *Code of ethics*.
<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American School Counselor Association (2016). *ASCA ethical code for school counselor*.
<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

American School Counselor Association (2019). *ASCA school counselor professional standards & Competencies*. American School Counselor Association.

Zambrano, E., Cox, E., Kessel, S., Lerman, E., Solmonson, L., Wines, L. (2018). *The Texas model for comprehensive school counseling programs* (5th ed.). Texas Counseling Association.
https://tea.texas.gov/Academics/Learning_Support_and_Programs/School_Guidance_and_Counseling/School_Guidance_and_Counseling/

* Additional readings may be provided during the course of the semester from non-textbook sources. Articles and other course materials will be posted on CANVAS.

EVALUATION AND ASSIGNMENTS

All written assignments must be done according to the APA Publication Manual (7th ed.). Work should be double-spaced, with a 12-point Times New Roman font. Graduate-level written expression is expected, and grammatical errors and misspellings are subject to a significant decrease in grade. Student assignments should be clear and concise, provide evidence of scholarship, include unbiased language and adhere to the page length provided by the instructor.

- 1. Reflection Papers (Due: Monday, 9/14 & Monday, 11/2):** An important aspect of becoming a clinical mental health or school counselor is reflecting on course content. Students will be asked to read two journal articles on each of the topics listed and write reflection papers about each article addressing what the student has learned, how it compares and/or contrasts to the student's previous knowledge, and how the information will be used in the context of their work as a clinical mental health or school counselor. Each reflection paper will be no more than 4 pages (5 page with the title page). The articles will be accessible through Canvas.

Reflection #1 Life Span and Resiliency Theory

Smith-Osborne, A. (2007). [Life span and resiliency theory](#), *Advances in Social Work*, 8(1), 152-168.

Reflection #2 Addiction across the Life Span

Cleary, M., & Thomas, S. P. (2017). [Addiction and Mental Health Across the Lifespan: An overview of some contemporary issues](#), *Issues in Mental Health Nursing*, 38, 2-8.

- 2. Exam (Monday, 10/05):** Exam material includes all text and course material up to exam date. There will be 50 multiple choice exam questions worth 2 points each. The exam was designed to elicit student understanding of the foundation, practices, and processes practice across client/student populations and contexts related to stages of development across the lifespan.
- 3. Personal Development and Professional Identity Paper (Due: Monday, 10/19):** Students will compose a 6-page (minimum) APA-style paper reflecting on their own lifespan development using a lifespan theory discussed in class. You are to utilize this development theory as a framework for discussing your own lifespan development, including critical events which have shaped you into the person you are today. After you have discussed your own development from a particular theoretical framework, you will discuss how your development led to you choosing your current educational goals (i.e., how did your development contribute to your desire to become a clinical mental health or school counselor?). This assignment is intended to make theories "come alive" and will require a degree of self-disclosure. Please make sure that you respect your personal boundaries and do not feel pressured to disclose particularly sensitive information.
- 4. Presentation (Monday, 11/9 or Monday, 11/16):** In groups of two (2), choose a topic that interests your group related to a developmental issue (e.g. mental retardation, autism, fetal alcohol syndrome, blended families, midlife crises, or Alzheimer's disease). The purpose of the project is for you to gain more knowledge or skill in an area that you can use in your current or future work as a clinical mental health or school counselor. The presentation (30-minute presentation plus 5-7 minutes of discussion) should be creative and informative, and encourage class participation. The information provided must go beyond that which is presented in the textbook. Students must cite at least 5 recent (no more than 5 years old) references from empirical research. Your group is responsible for developing a PowerPoint presentation which includes research-based information on the following:
 - a. Description of the problem / topic of investigation (review of the literature)

- b. Why this problem / topic is important
- c. Relevance of this problem / topic to minority populations
- d. How is this problem / topic is addressed by communities and/or schools (brief review of most relevant treatment, interventions, counseling strategies supported in the literature)?
- e. A conclusion summarizing the project including your personal perspectives and thoughts about the future of this topic

5. Milestone Assignment (Due: Monday, 12/07): Students will construct a chart, or any type of visual of their choosing, to depict life span developmental milestones. Theorists that must be included at each appropriate age level are: Piaget, Erikson, Kohlberg, Bandura, Vygotsky, Sternberg, and Kubler-Ross. Other theorists of the student's choosing may be included. Your visual should highlight the essential developmental features of each age category and a sampling of concerns or issues relative to that age. Provide emphasis and identify the age group in which you anticipate to work with in the future.

The goal is to develop a chart that will assist the student in his/her graduate studies, clinical practice, and for certification and licensure preparation, etc. Students may collaborate on this project but each must turn in their own chart. A grading rubric will be provided on Canvas. Creativity is encouraged; however, the instructor is most interested in the development of charts that will be useful to the student for a long period of time. This assignment will be very easy to complete if the student works on it each week as we discuss each stage of development or if the class works collaboratively on this project.

COURSE REQUIREMENTS TIMELINE AND POINTS BREAKDOWN

Course requirements	Due Date	Points Possible
Reflection Papers	Monday, 9/14 & Monday, 11/2	100 (50 pts each)
Exam	Monday, 10/05	100
Develop. & Prof. Identity Paper	Monday, 10/19	100
Presentation	Monday, 11/9 or Monday, 11/16	100
Milestones Chart	Monday, 12/07	100

GRADING SCALE

Scores for all assignments will be entered to Canvas when graded. A final letter grade will be based on total points earned and not percentages.

465-500 points (93-100 %) = A

425-464 points (85-92%) = B

385-424 points (77-84%) = C

384 points or below (Below 77%) = F

* No grades of "D" are given

ALIGNMENT OF COURSE OBJECTIVES TO NATIONAL AND STATE STANDARDS

The table below includes the alignment of the course objectives to standards provided by state and national accrediting entities. Information detailing each competency can be found in the next section, titled “professional competencies”.

Objective	CACREP	TEA Standard	TExES	Method of Evaluation
1	F3a, C2j, G2c	I8, I10, IV5	001, 002, 003	Personal Dev. & Professional Identity Paper
2	F3b, G3h	I8, I10, I1, I1, IV5	001, 002, 003	Milestones Chart Assignment
3	F3e, F3f, C2b, C2f, G2c	I10	001, 002, 003	Presentation
4	F3g, F3h, C2b, G3d, G3e	I10, I11	001, 002, 003	Presentation
5	F3i, C2j, G3e	I11	001, 002, 003	Reflection Paper #1
6	C1d, F3d	I8, IV5	001, 002, 003	Reflection Paper #2

STUDENT SUPPORT SERVICES

The table below lists some of the university services that are available to UTPB students.

SERVICE	CONTACT
Students with Disabilities	Call 432-552-4696 or contact Mr. Paul Leverington
Bookstore	Call 432-552-0220 or click Bookstore
Counseling & Psychological Services	Call 432-552-2365 or click Counseling & Psychological Services
Email, Outlook 365, and my.utpb.edu Support	Click Information Resources Service
Financial Aid	Call 432-552-2620 or click Financial Aid
J. Conrad Dunagan Library	Call 432-552-2370 or click UTPB Library
Registrar	Call 432-552-2635 or click registrar
Student Services	Click Student Services
Canvas Technical Support	Call 1-866-437-0867 or click Canvas Technical Support ,
Tutoring & Learning Resources	Click Smarthinking Online Tutoring

UNIVERSITY, PROGRAM, AND COURSE POLICIES

1. Attendance and Participation: This course is relational by design; therefore, attendance and punctuality are required. As we only meet once per week, it is vital that you make every effort to attend. If students find themselves in extenuating circumstances, please notify the instructor before class. Students will be responsible for announcements that are made and any work that is done during absence. If students anticipate missing more than two class sessions, please see the instructor immediately to discuss whether it is appropriate to take this course at this time. Students are not penalized for absences related to religious observances or extenuating circumstances.

Students are expected to demonstrate consistent attendance. Attendance is defined as being present at the start of class, being in class during class time, and staying until the end of class. Students cannot miss more than 10% of the courses. The policy allows for two (2) absences. Any absence missed after two (2) absences will result in loss of credit for the course.

Students must participate in discussions such that their preparation for class is evident. Active participation and professional courtesy are expected. A general guide for in-class participation follows:

Evaluation	Observations
Excellent	Proactive participation: Respectively listens, actively contribute to class by offering ideas, asking questions, and never displaying disruptive behaviors.
Satisfactory	Reactive participation: Follow-up contributions, but relying on others' reactions, or just reflecting on opinion rather than exploration, contemplation, and study.
Acceptable	Present and awake, but only passively participation, not actively involved
Unsatisfactory	Present, but not attentive, irrelevant contributions that inhibit the progress of the class, displaying disruptive behavior and unwillingness to learn.

2. Time Management: Student should expect to spend three hours on preparation and learning assignments for every semester credit hour of this course to be successful. If a class is a 3-semester credit hour class, it is expected that a student should spend about 9 hours out of class on assignments in addition to 3 hours of in-class time for a total of about 12 hours per week to obtain an "A" in a class. It is important to develop a 'time management plan' to be successful. Assignments in this course will require that you provide yourself enough time to complete each them. They require deep thinking and planning so give yourself enough time to work on them so that you are successful.

3. Late Assignments: Students are responsible for turning in assignments on time as indicated by the scheduled date on the syllabus. If you are absent on a day when an assignment is due it is your responsibility to turn the assignment in prior to the due date. Assignments will be considered late if they are not received by the beginning of class time on the date expected or they are not submitted in Canvas by 11:59pm on the designated due date. Assignments submitted one (1) day late will lose 10% of possible points, and those submitted two days late will lose 10% of possible points.

4. Academic Dishonesty/Plagiarism/Cheating: The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is

not limited to cheating, plagiarism, and collusion will receive an “F” for the course. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information see the [UTPB Student Code of Conduct](#).

I expect students to avoid plagiarism; instances of plagiarism in written work will result in failure of the course, regardless of total accumulated points. Please utilize the university resources to educate yourself about what is and is not considered plagiarism. All work submitted for a grade in this course must be your original effort. The work cannot be copied from:

Materials purchased or copied from a pre-made kit

A lesson plan, activities or worksheets downloaded from the internet (in part or in whole)

Another individual’s work (to include any other person’s work)

Your own work completed for another class

Any other copyrighted materials

5. Confidentiality: This course provides an introduction to the counseling profession, and students are expected to maintain professional behavior. Professional behavior encompasses respect for privacy and confidentiality, so students are expected to maintain confidentiality. Violation of confidentiality may result in a failing grade for the course and possible dismissal from the program.

6. Student Code of Conduct: Classroom behavior should not interfere with the instructor’s ability to conduct a face-to-face or online class or the ability of other students to learn from the instructional program (Code of Student Life). Unacceptable or disruptive behavior will not be tolerated. Students engaging in unacceptable behavior may be instructed to leave the classroom. Inappropriate behavior may result in disciplinary action or referral to the University’s Behavioral Intervention Team. Click on [UTPB Student Code of Conduct](#) for more information.

7. Copyright Statement: Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

8. Course Incomplete/Withdrawal/Grade Appeal: Students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given, will only be granted if the student provides a valid, documented excuse for not being able to complete the course on time, and has contacted the instructor prior to the scheduled last class to request an extension. The student signs a contract that includes the incomplete course activities and the new due dates. For more information, click on [Drops and Withdrawals](#) and [Student Grievances/Appeals Process](#).

9. Disclaimer & Rights: Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

10. Disclosure Statement: To become an effective counselor, it is important that students understand their own values and beliefs. Some courses in the counseling program will provide opportunities for students to explore their own values and beliefs. Thus, a degree of self-disclosure of personal life experiences or one’s thoughts and feelings may be required or encouraged through assignments and classroom experiences.

In most cases, these disclosures will remain confidential between a student and his or her instructor. However, if a student discloses personal information that is directly relevant to his or her practice as a counselor or that would significantly impact his or her training or ability to adequately progress in the program, the instructor will disclose this information to other counseling psychology faculty. Any disclosure of personal information will be done with the intent of contributing to the student's development as a counselor.

11. Diversity Statement: Students in the counseling program will be expected to engage in self-reflection on their attitudes, beliefs, feelings, and personal history. Students will be expected to examine and attempt to resolve any biases to eliminate potential negative impact on their ability to perform the functions of a counselor, including but not limited to providing effective services to individuals, families and groups from cultures and with beliefs different from their own and in accordance with [American Counseling Association guidelines](#).

12. Drop Policy: If a student is unable to complete the course, the student may drop the course. Students should refer to the UTPB Academic Calendar to determine the final days to drop/withdrawal from the course. This procedure must be completed by the student through UTPB's Registrar's Office. Failure to do so may result in the student receiving a grade of "F."

13. Email Accounts: The instructor will communicate with students by using the automatically generated email provided in the UTPB online system. It is the students' responsibility for maintaining an accurate and functioning email as well as reading their email on a regular basis.

14. End-of-Course Evaluation & Instructor Evaluation: Every student is encouraged to complete an end-of-course evaluation/survey provided by UTPB. During the last few weeks of class, you will receive an announcement through email notifying you that the Course/Instructor Survey is available. You may follow the link in the email to complete the survey using the same credentials to access your courses here. When entering the emailed Survey link you will see a list of surveys for you to complete. Another way to find End-of-Course Evaluations is through you my.utpb.edu account > My Surveys & Evaluations are on the first page after you login. The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

15. Fitness to Practice: Counseling students are expected to follow the current [American Counseling Association's Code of Ethics](#). Students are also expected to demonstrate professional behavior congruent with the [Multicultural and Social Justice Counseling Competencies](#).

16. Tracking: The Canvas learning management systems have a tracking features. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

COMMUNICATION, GRADING, AND FEEDBACK

Please feel free to ask me questions about course assignments and content at any time. For a quicker response, please email me at shim_j@utpb.edu. I consistently read my email throughout the week and will respond to you within 24-36 hours. I will not be available during the weekend so look ahead at the

assignments and ask the questions you may need answered. If you have individual questions regarding you specifically, please come see me during office hours, or schedule an appointment, or email me.

I will return graded assignments to students within two weeks of the due date. I will provide individual feedback on your performance through written feedback on hard copies of assignments that you turn in to me or via Canvas grade comments section.

STUDENTS WITH DISABILITIES

The University of Texas of the Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides “reasonable accommodations” to students with disabilities. Any student with a disability who is requesting an accommodation for this course must provide the instructor with official documentation in the form of a letter from the ADA Officer for Students. Only those students who have officially documented a need for an accommodation will have their request honored. **Adapted from UTSA ADA syllabus statement. **

ADA Officer for Students: Mr. Paul Leverington
Address: Mesa Building 4243
Voice Telephone: 432-552-4696
Email: ada@utpb.edu

THE COLLEGE OF EDUCATION (COE) AT UTPB

COE Vision Statement

The College of Education strives to create a community of life-long learners who actively reflect on the impact of their values, attitudes, beliefs, and practices.

COE Mission Statement

The College of Education prepares pre-service and professional educators who are proactive in nurturing the life-long development of all learners. This mission will be accomplished by:

1. Facilitating the acquisition of necessary knowledge, skills, and dispositions
2. Cultivating the value of diversity
3. Encouraging collaborative inquiry, innovation, and research
4. Promoting collegiality and service in schools and communities
5. Integrating technology into practice
6. Providing opportunities for professional growth
7. Influencing educational practices and policies at the local, state, and national level

Counseling Program Mission

The mission of the University of Texas of the Permian Basin's Counseling Program is to prepare competent professional counselors who demonstrate the counseling identity, knowledge, skills, and disposition necessary to support a culturally diverse society.

[TableContents](#)

Overview of Counseling Program Objectives

Graduates of the UTPB counseling program will acquire knowledge in the areas of ethical, legal and professional issues in counseling, as well as social and cultural foundations, human growth and development, career development, helping relationships, group work, appraisal, and research and program evaluation. Graduates will also obtain a strong understanding of diversity issues and be able to address the needs of a progressively growing diverse population.

PROFESSIONAL COMPETENCIES

CACREP Standards

Common Core

- F3a Theories of individual and family development across the lifespan
- F3b Theories of learning
- F3d Theories and etiology of addictions and addictive behaviors
- F3e Biological, neurological, and physiological factors that affect human development, functioning, and behavior
- F3f Systemic and environmental factors that affect human development, functioning, and behavior
- F3g Effects of crisis, disasters, and trauma on diverse individuals across the lifespan

- F3h A general framework for understanding differing abilities and strategies for differentiated interventions
- F3i Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

Clinical Mental Health Counseling

- C1d Neurobiological and medical foundations and etiology of addictions and co-occurring disorders
- C2f Impact of crisis and trauma on individuals with mental health diagnoses

School Counseling

- G2c Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- G3a Development of school counseling program mission statements and objectives
- G3e Use of developmentally appropriate career counseling interventions and assessments

Texas Education Agency (TEA) School Counselor Standards

Standard I. Learner-Centered Knowledge

- I8 Learners' developmental characteristics and needs and their relevance to educational and career choices
- I10 The characteristics and educational needs of special populations
- I11 Techniques and behavioral interventions to assist teachers with classroom management

Standard IV. Learner-Centered Equity and Excellence for All Learners

- IV5 Understand how environment and behavior may impact or influence individual learners

CACREP Standards (The Council for Accreditation of Counseling & Related Educational Program) for Common Core Curricular Experiences and Student Learning Outcomes

- CACREP Section 2-F-3-a. Theories of individual and family development across the lifespan
- CACREP Section 2-F-3-b. Theories of learning
- CACREP Section 2-F-3-c. Theories of normal and abnormal personality development
- CACREP Section 2-F-3-e. Biological, neurological, and physiological factors that affect human development, functioning, and behavior
- CACREP Section 2-F-3-f. Systemic and environmental factors that affect human development, functioning, and behavior
- CACREP Section 2-F-3-g. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- CACREP Section 2-F-3-h. A general framework for understanding differing abilities and strategies for differentiated interventions
- CACREP Section 2-F-3-i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

Student Learning Outcomes for Common Core Curricular Experiences

2-F-3-a: The student will demonstrate knowledge of theories of individual and family development by successfully completing a milestones chart depicting theories of development (e.g., Erikson) for use in practice as a professional school counselor or licensed professional counselor (see rubric).

2-F-3-b: The student will demonstrate knowledge of theories of learning by successfully completing a milestones chart depicting learning theories (e.g., Piaget, Vygotsky, Sternberg) for use in practice as a professional school counselor or licensed professional counselor (see rubric).

2-F-3-c: The student will demonstrate knowledge of theories of normal and abnormal personality development by successfully passing midterm and final examinations with a score of 77% or above.

2-F-3-e: The student will demonstrate knowledge of the biological, neurological, and physiological factors that affect human development, functioning, and behavior by successfully passing midterm and final examinations with a score of 77% or above and by completing the developmental case conceptualization paper.

2-F-3-f: Students will demonstrate knowledge of the systemic and environmental factors that affect human development, functioning, and behavior by successfully passing midterm and final examinations with a score of 77% or above and by completing the developmental case conceptualization paper.

2-F-3-g: Students will demonstrate knowledge of the effects of crisis, disasters, and trauma on diverse individuals across the lifespan by successfully passing midterm and final examinations with a score of 77% or above.

2-F-5-h: The student will develop a general framework for understanding differing abilities and strategies for differentiated interventions by successfully developing the milestones chart (see rubric) and completing the developmental case conceptualization paper (see rubric).

2-F-5-i: Students will demonstrate knowledge of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan by successfully completing the developmental case conceptualization paper (see rubric).

TEExES Competencies Covered in this Course

Domain I – Understanding Students

Competency 001 (Human Development) – 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) – 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) – Understands factors that may affect students' ability to achieve their potential

Domain II – Planning and Implementing the Developmental Guidance and Counseling Program

Competency 004 (Program Management) – Understands how to plan, implement, and evaluate a developmental guidance and counseling program that promotes all students' success

Competency 005 (Developmental Guidance Program) – Knows how to provide a comprehensive developmental guidance program for students' personal growth and development

Competency 006 (Counseling) – Understands how to provide effective counseling services to individuals and small groups

Competency 007 (Assessment) – 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

Domain III – Collaboration, Consultation, and Professionalism

Competency 008 (Collaboration with Families) – 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) – Understands how to work collaboratively with other professionals and with community members to promote change and to facilitate student learning

Competency 010 (Professionalism) – Understands and complies with ethical, legal, and professional standards relevant to the profession

Learning Outcomes for Teacher Candidates, Other School- and Community-Based Professionals

Based on current NCATE standards, the faculty expects that candidates will:

1. Demonstrate thorough content knowledge within their respective teaching/practice field as outlined in professional, state, or institutional standards and as evidenced by successful passage of certification/licensure exams (1e).
2. Acquire skills to collect and analyze data from multiple sources as a means for monitoring, assessing, and modifying developmentally appropriate individual learning/ intervention plans(1e-f).
3. Engage in ongoing profession growth and development by critiquing work, assessing personal strengths and areas of improvement, implementing self-improvement plans, and reflecting on student outcomes within the context learning or interventions (1e, 1f, 1g).
4. Incorporate technology in planning and delivering instructional or professional services (1e).
5. Create an appropriate, caring, and positive learning or therapeutic environment, and use appropriate teaching/counseling processes and practices to integrate theory and practice.(1f, 1g).
6. Apply knowledge and skills within professional domains while considering individual developmental levels (4a).
7. Acknowledge diversity when planning and delivering instruction or professional services by recognizing prior individual experiences, environmental influences, and cultural contexts (3c).
8. Communicate and collaborate with all stakeholders and assume leadership roles in the community (1g, 3b, 3c).

Candidate Proficiencies

NCATE Objectives

Identify tenets of the major developmental theories (K1, K3, S1, S3, S7, D1, D5).

Apply developmental theories in educational or practice settings to improve student outcomes (K2, K3, K7, S1, S2, S3, S4, D1, D3, D4)

Understand legal and ethical issues related to the field of counseling (K9, S11, D7).
 Explain the importance of integrating theory and research in counseling practice (K6, S6, D8).

Knowledge (K)

Our candidates will exhibit knowledge and understand the impact on teaching and student learning:

1. Theoretical perspectives of the profession (K1)
2. The content, processes, and practices appropriate for their students (K2)
3. Child and adolescent development (K3)
4. Diversity (K4)
5. Technology (K5)
6. Planning and assessment (K6)
7. The learning environment and classroom management (K7)
8. Collaboration (K8)
9. Legal and ethical issues related to education (K9)

Skills (S)

Our candidates will be able to:

1. Select appropriate content for use in lesson planning and practice delivery (S1)
2. Apply best practices to promote learning in all students (S2)
3. Use knowledge of child & adolescent development to direct teaching or intervention strategies- (S3)
4. Select from an array of techniques to meet the needs of diverse learners (S4)
5. Integrate the use of technology into the learning environment (S5)
6. Use appropriate assessments to measure students' developmental progress (S6)
7. Develop an appropriate learning environment (S7)
8. Apply classroom management techniques (S8)
9. Communicate with all members of the educational community, including students, families, other educators, administration, community members (S9)
10. Reflect on their professional performance in order to improve their professional effectiveness (S10)
11. Employ ethical and legal standards in education (S11)

Dispositions (D)

Our candidates will demonstrate a/an:

1. Respect for themselves and a positive regard for others (D1)
2. Passionate nature about learning (D2)
3. Belief in the value of a learner-centered instruction or interventions (D3)
4. Dedication to providing a safe and supportive learning environment (D4)
5. Acknowledgement of and respect for the fact people are shaped by their cultures (D5)
6. Commitment to clear and accurate communication (D6)
7. Professional and ethical attitude (D7)
8. Desire to keep current on educational research and practice (D8)

Diversity Proficiencies

Candidates will consider and respect each student's unique cultural influences by:

1. Instilling awareness of diversity for implementing inclusive instruction
2. Incorporating the diverse nature of learning and teaching as exemplified in the global community
3. Modeling critical global thinking through coursework
4. Conceptualizing diversity experiences from a variety of perspectives in order to:
 - a. Strive for social justice, equality, and equity for all learners
 - b. Continue the process of self-growth, narrowing the student achievement gap in our nation
 - c. Empower all learners as citizens in a global society

Sample Syllabus

COURSE SCHEDULE

Date	Reading	Topic	Assignment
Aug 24-30	CH 1	Course Overview & Theory & Research in Human Dev.	
Aug 31-Sept 6	CH 2-3	Genetics, Environmental & Prenatal Dev. - Birth	
Sept 7-13	CH 4-5	Physical & Cognitive Dev. In Infancy/Toddlerhood	
Sept 14-20	CH 6	Emotional & Social Dev. In Infancy/Toddlerhood	Reflection 1
Sept 21-27	CH 7-8	Early Childhood: Two to Six Years	
Sept 28-Oct 4	CH 9-10	Middle Childhood: Six to Eleven Years	
Oct 5-11		Exam	Exam
Oct 12-18	CH 11-12	Adolescence: The Transition to Adulthood	
Oct 19-25	CH 13-14	Early Adulthood	Personal Dev. & Professional Identity Paper
Oct 26-Nov 1	CH 15-16	Middle Adulthood	
Nov 2-8	CH 17-18	Late Adulthood	Reflection 2
Nov 9-15		Presentations	Presentations
Nov 16-22		Presentations	Presentations
Nov 23-29		Thanksgiving Break	
Nov 30-Dec 3	CH 19	Death, Dying and Bereavement	
Dec 7-10		Finals Week	Milestones Chart