Course Description
A study of human development through the life span including physiological, social, emotional, cognitive, language, and cultural influences.

Course Goals
To examine developmental manifestations (age/stage) throughout the lifecycle.
To prepare for competency testing in educator preparation programs.
To read, study, and evaluate selected developmental research studies, professional writings, and professional practice.

Methods of Instruction
This course is fully online using the ASU Blackboard software (http://blackboard.angelo.edu). Students will be involved in textbook chapter readings, journal article reviews, and electronic portfolio development.

Course Requirements
Students are expected to successfully complete all major course activities in order to pass the course.

Major Course Activities
All activities must be satisfactorily completed to receive course credit.
1. Journal Articles
2. Textbook Chapter Reviews (Chapters 1, 6 & 7; 9, 10 & 12; 13 & 16; 18)
3. Developmental Milestones Chart
4. Case Study
5. Major Theorist Book Report
6. TaskStream Electronic Portfolio

Course Evaluation Plan

<table>
<thead>
<tr>
<th>Activity</th>
<th>Potential Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal Articles (100 possible points each)</td>
<td>200</td>
</tr>
<tr>
<td>Textbook Chapter Reviews (100 possible points each)</td>
<td>400</td>
</tr>
<tr>
<td>Developmental Milestones Chart</td>
<td>100</td>
</tr>
<tr>
<td>Case Study</td>
<td>100</td>
</tr>
<tr>
<td>Major Theorist Book Report</td>
<td>100</td>
</tr>
<tr>
<td>Electronic Portfolio</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td><strong>1,000</strong></td>
</tr>
</tbody>
</table>
Grade Assignment Criteria
Quality work that is presented in a professional and timely manner is an important part of your performance and grade evaluation. Late work will be accepted at no more than half the original value.

A - 1000 to 900 (90%) Excellent, above minimum requirements
B - 899 to 800 (80%) Good, meets minimum requirements
C - 799 to 700 (70%) Average, minimally meeting requirements
F - below 700 Failure, unacceptable work

Textbook

&
Publication Manual of the American Psychological Association, sixth edition, second printing (used in all Curriculum & Instruction graduate courses)

Special Considerations
"Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made."

Academic Integrity
"Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook."

Contacting the Professor
David J. Tarver, Ed.D., LPC-S, CSC
Associate Professor
Department of Curriculum & Instruction
College of Education
Angelo State University
Member, Texas Tech University System
Carr 186
david.tarver@angelo.edu
Office Hours: 10 to noon TWR, 2 to 4 MTWR, or by appointment
## Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday, January 23</td>
<td>Graduate Student Success Orientation</td>
<td>Carr 101, ASU, San Angelo</td>
</tr>
<tr>
<td>9:30 – 3:40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday, February 8</td>
<td>Journal Article 1 due</td>
<td></td>
</tr>
<tr>
<td>Monday, February 22</td>
<td>Textbook Chapters 1, 6 &amp; 7 Review due</td>
<td></td>
</tr>
<tr>
<td>Monday, March 1</td>
<td>Journal Article 2 due</td>
<td></td>
</tr>
<tr>
<td>Monday, March 8</td>
<td>Textbook Chapters 9, 10 &amp; 12 Review due</td>
<td></td>
</tr>
<tr>
<td>Monday, March 22</td>
<td>Textbook Chapters 13 &amp; 16 Review due</td>
<td></td>
</tr>
<tr>
<td>Monday, March 29</td>
<td>Textbook Chapter 18 Review due</td>
<td></td>
</tr>
<tr>
<td>Monday, April 5</td>
<td>Developmental Milestones Chart due</td>
<td></td>
</tr>
<tr>
<td>Monday, April 12</td>
<td>Case Study due</td>
<td></td>
</tr>
<tr>
<td>Monday, April 19</td>
<td>Major Theorist Book Report due</td>
<td></td>
</tr>
<tr>
<td>Monday, May 3</td>
<td>TaskStream Electronic Portfolio due</td>
<td></td>
</tr>
</tbody>
</table>

## Major Course Activities Detail

All papers presented for grading must be submitted through Blackboard. All papers presented for grading must be written using Microsoft Word software and be formatted following the guidelines presented in the *Publication Manual of the American Psychological Association, sixth edition, second printing*. All submitted papers must include an APA appropriate (1) title page, (2) abstract, (3) body, and (4) reference page. Make sure that you are using APA correct fonts, spacing, margins, pagination, running heads, etc.

An electronic link to Purdue University’s APA Quick Reference Guide has been posted under “Electronic Links” in Blackboard to serve as a quick guide. When in doubt or not listed in the “quick guide” always follow the original APA manual as your definitive source.

All papers are due by noon on the date assigned in the above course calendar.

*Journal Articles (100 possible points each for a total of 200 possible points)*

Locate two of the journal articles listed in your textbook as “References” (pages 392 – 411). Read the articles then write reviews based on the following guidelines. Limit the body of your written review to no more than five pages. Each journal article review
should include (1) a brief review of the major tenets of the article and (2) a personal reaction statement related to the article. The length of the personal reaction should match that of the major tenets (no short “I enjoyed this article” responses). Describe specifically what you liked or did not like about the article and explain why you believe that way.

Textbook Chapters (Chapters 1, 6 & 7; 9, 10 & 12; 13 & 16; 18) (100 possible pointes each for a total of 400 possible points)
Read each assigned pair, group or single textbook chapter assigned and write a personal reaction paper that describes (1) what you found potentially useful in your reading as well as (2) what you read that you already knew as common knowledge, etc. Be specific in your writing, citing those specifics from the textbook. The body of each paper should be at least two pages and no more than five pages in length.

Developmental Milestones Chart (100 possible points)
Construct a chart (or a visual of your choosing (Word table, Excel chart, etc.) of age-related developmental milestones. Theorists that MUST be included at each appropriate age level are Piaget, and Erikson, Kohlberg, Bandura, Vygotsky, Erikson, Mahler, and Jung. Other theorist of your choosing can also be included. Your visual should highlight the essential developmental features of each age category and a sampling of concerns or issues pertinent to that age. Place more emphasis on the age group with which you work or aspire to work. Student Development students may want to do a skeleton of development up to adolescence and a more thorough analysis for the older groups. Middle School and High School folks MUST know those younger developmental areas, because some of your kids will be delayed there. If you are an elementary teacher, you probably will want to reverse the process, and just do a skeleton of development after school age. The goal is to develop a chart that assists you in developing your case study. Collaboration is acceptable. (I’ll get 20 e-mails asking, “Does this mean we can work together on this assignment?” Answer: “yes.” Blackboard even includes your classmates’ ASU email addresses in the “Tools” section. That will come in handy for collaboration.)

Case Study (100 possible points)
You are to observe and/or interview a student or adult in the age range of interest to you, a minimum of three times during the semester. The person observed cannot be a family member. Each observation should last at least 45 minutes. A case study should be written and turned in as per the due date assigned on the Course Calendar. The case study should include a brief physical description of the person observed, and then focus on describing the cognitive, social, moral, and emotional development of the person using the concepts and terms learned in this course. The Developmental Milestones Chart should be of great assistance in making sure that you cover as many facets of human development as possible. The “body” (excluding title, abstract, and reference pages) of the final product should be approximately four to six-pages.

Major Theorist Book Report (100 possible points)
Locate a book written by one of the theorist listed in our class textbook as “References” (pages 392 – 411). Read the book then write a review based on the following guidelines. Limit the body of your written review to no more than five pages. Include (1) a brief
review of the major tenets of the book and (2) a personal reaction statement related to the book. The length of the personal reaction should match that of the major tenets (no short “I enjoyed this article” responses). Describe specifically what you liked or did not like about the book and explain why you believe that way.

Portfolio (100 possible points)

**Counseling Majors** – Course content will be linked to the Texas Examinations of Educator Standards (TExES) as related to school counseling. TExES standards can be found at [https://secure.sbec.state.tx.us/sbeconline/virtcert.asp](https://secure.sbec.state.tx.us/sbeconline/virtcert.asp), in the “Course Documents” section of this course’s Blackboard, and posted within your TaskStream efolio.

Develop an electronic portfolio that contains at least three artifacts (work samples completed as assignments for this course) that relate to the demonstration of your counseling skills matching specific competencies/standards defined by (TExES) for School Counselors. Alignment of artifacts to specific competencies should be accomplished using the “Competencies & Courses” document found in Blackboard under “Course Documents”. Provide a “reflective response” for each artifact presented that explains how completing that assignment (artifact) relates to the State Standards and how it makes you more professionally competent.

The portfolio must be built using TaskStream software ([www.taskstream.com](http://www.taskstream.com); code: “counseling”). The “counseling “code” takes you to the “Master of Education in Guidance & Counseling” directed response folio (DRF). When you have completed the TaskStream portfolio for this course submit your TaskStream username and password to me in Blackboard so that I can review it for grading.

Check with your major advisor, Dr. Mary McGlamery (mmcglamery@angelo.edu), when you have questions about your electronic portfolio. You will use TaskStream for the final presentation of your portfolio during your Comprehensive Program Review (given during your graduation/program completion semester.

**Student Development Majors** – Course content proficiencies will be documented in an electronic portfolio using TaskStream software. The portfolio will include a minimum of three artifacts (work samples created during this course) developed during this course. Provide a “reflective response” for each artifact presented that explains how completing that assignment (artifact) makes you more professionally competent. When you have completed the TaskStream portfolio for this course submit your TaskStream username and password to me in Blackboard so that I can review it for grading. You will use TaskStream for the final presentation of your portfolio during your Comprehensive Program Review (given during your graduation/program completion semester.

**Diagnostician, Curriculum & Instruction, Principalship and Reading Majors** – Course content proficiencies will be documented in an electronic portfolio using TaskStream software. The portfolio should be developed using the guidelines for your specific major provided by your major advisor. When you have completed the TaskStream portfolio for this course submit your TaskStream username and password to
me in Blackboard so that I can review it for grading. You will use TaskStream for the final presentation of your portfolio during your Comprehensive Program Review (given during your graduation/program completion semester).

Major advisor and TaskStream pass code words for specific programs are as follows:

- Diagnostician - Dr. Mary Sanders, mary.sanders@angelo.edu, code: ASU_diag
- C&I – Dr. Kim Livengood, kim.livengood@angelo.edu, code: teacher
- Principal – Dr. Jim Summerlin, jsummerlin@angelo.edu, code: principal
- Reading – Dr. Ann Bullion-Mears, ann.bullion-mears@angelo.edu

**Other Majors** – In lieu of the portfolio above, write a response to the following question: *What did you learn during this course that you foresee as aiding your success in your chosen major and its corresponding job?* Use your best writing skills. Be specific and cite your references well. The final product should be a Microsoft Office Word document following APA format and of no more than four pages submitted using the ASU Blackboard software (just like any other assignment for this course).