Carson-Newman University
Education 566 AOL: Issues in Human Development
Course Syllabus

Course Instructor:
Email Address: 
Office Hours: 
Phone: 

Credit: Three (3) Semester Hours Graduate

Required Texts:

Associated Web Site:
http://www.mhhe.com/santrockld14e

Course Description/Overview

**Education 566 Catalog Description.** *Issues in Human Development, 3 hours.* The major influences and issues affecting human development throughout the lifespan are addressed in this course. An ecological approach to human development will be used to examine the interrelationships among cognitive, language, physical and motor, social, emotional, and moral development. 3 hours.

Course Learning Objectives

Although students enroll in Education 566 for a variety of reasons, the primary reason for adding this course to the graduate program at Carson-Newman was to meet teacher and school counselor licensure professional education standards in the area of understanding student development. The specific standard that is addressed by Education 566 for teacher licensure is:

Candidates understand how students learn and develop and provide learning opportunities that support student intellectual, social and personal development.

In addition, two competencies identified on the matrix of competencies for the MSC in School Counseling program, which Education 566 is partially responsible for meeting, as worded in the knowledge and skills statements, are:

An understanding of the nature and needs of students in grade levels PreK through 12. Ability to apply knowledge from the areas of human growth and development and learning theories; to identify learning problems; and to assist teachers and parents in responding to counseling and guidance interventions with students.

Understanding the process of social and cultural change with respect to various racial, gender and ethnic groups, and knowledge of differing cultural and lifestyle patterns. Ability to develop plans and programs to prevent person and substance abuse, discrimination, and dropping out of school.

In addition to the competencies identified by the Tennessee State Department of Education, at the conclusion of Education 566, students will:
<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>CACREP STANDARDS</th>
<th>EVALUATION ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge: Identify, describe, and cite the implications of significant developmental milestones in cognitive, language, physical and motor, social, emotional, and moral development for individuals throughout the lifespan;</td>
<td>II-G.3.b SC-A.6</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>Knowledge: Describe and discuss the ramifications of the process of social and cultural change with respect to various racial, gender, and ethnic groups, including knowledge of differing cultural and lifestyle patterns;</td>
<td>II-G.3.d</td>
<td>1, 3</td>
</tr>
<tr>
<td>Skills: Identify, describe the main elements of, and apply major theories of human development across the lifespan to practical situations;</td>
<td>II-G.3.a</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Self Reflection: Articulate a personal view of how human development occurs, including major influences on human development across the lifespan;</td>
<td>II-G.3.a SC-A.6</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>Self Reflection: Analyze their own personal human development according to major theories and influences on human development;</td>
<td>II-G.3.a</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>Skills: Specify how principles of human development can be applied in educational and/or counseling settings and/or other applied settings;</td>
<td>II-G.3.e</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Skills: Identify and describe the components of the ecological approach to the study of human development;</td>
<td>II-G.3.f</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Skills: Develop skills for the ongoing refinement of their understanding of how human development occurs, including the development of observation skills.</td>
<td>II-G.3.h</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Knowledge: Analyze and articulate the effects of crises, disasters, and other trauma-causing events on persons of all ages; and</td>
<td>II-G.3.c</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Knowledge: Analyze and use theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment.</td>
<td>II-G.3.g</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>

**Supplemental Materials**

- Selected online reading assignments, Internet sites, professional journals and books
- Carson-Newman Unit Conceptual Framework
- *The Carson-Newman College Writing Guide*
- INTASC Model Core Teaching Standards
- Tennessee State Department of Education [http://www.state.tn.us/education/](http://www.state.tn.us/education/)
A Few Words About Human Development . . .

Human development is an interest subject. There really is a vast body of literature that is derived from research and theoretical work. BUT, we also ALL know a lot about human development, because we’re all humans! Sometimes it’s tempting to do what I call “generalizing on the basis of an ‘n of 1’.” What that means is that because, in our experience, development occurred in a certain way, then we might expect that development occurs for EVERYONE in the same way. So, we have to always ask ourselves, “Am I generalizing based on my own experience? How does this mesh with what is known in the professional literature?” Likewise, it’s sometimes equally tempting to apply research/theory unilaterally in all situations. However, we know that there is GREAT variability in the times that individuals actually reach given milestones, so it is equally unwise to make assumptions about individual development solely on the basis of developmental norms.

Second, just one more word of caution. The study of human development almost always triggers thoughts and feelings about our own developmental histories. In the event that this course does result in personal concerns, please let me know if there are ways that I can help you process these feelings in productive ways.

Finally, in this course, we try very hard to treat all individuals and groups with dignity and respect. We try to use inclusive and unbiased language. Should anyone need help in understanding appropriate professional language, the Publication Manual of the American Psychological Association provides excellent guidelines for appropriate language.

Course Evaluation Strategies
Meeting of course objectives by each student will be assessed in a variety of ways. Each type of assessment is assigned a total number of points. The Gradebook function of Edvance will not be used during this six-week term. In order to estimate the letter grade for each assignment, simply divide the assigned number by the total number available. A progress report on submitted assignments, in terms of letter grade, will be provided midway through the course. Points will be totaled for the overall class grade, and the final course grade will be available through CN Connect, not through Edvance.

Students will complete the following activities in order to achieve the following grades:

A = 93%; B = 85%; C = 75-74%. The summary of activities for the course grade is:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing Content Assessment Activities</td>
<td>200</td>
</tr>
<tr>
<td>Case Study (Course Artifact for Professional Development Plan)</td>
<td>100</td>
</tr>
<tr>
<td>Application/Issues Project</td>
<td>100</td>
</tr>
<tr>
<td>Participation in Online Discussions</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>500</td>
</tr>
</tbody>
</table>

For each type of evaluation strategy, additional directions will be provided, either through the Lessons feature, the Discussion board, or other postings/email messages. However, a brief description of each evaluation strategy is provided:

1. **Ongoing Content Assessment Activities**
   This course is what is called a “content heavy” course—there’s a lot of information in your text and other materials! Content Assessment Activities are designed to assess how you are engaging the content and being able to apply it to real-life situations. The emphasis is NOT on
memorizing facts/terms, but rather being able to use the information. A variety of strategies will be available to students to demonstrate content mastery.

2. **Case Study**
   The overall goal for this course is for students to be able to use human development information to meet the needs of students or clients more effectively. In order to practice this skill, each student will complete a case study in which course information is used to assess one individual’s level of functioning and make suggestions for ways to maximize the individual’s development. Much more detailed information is provided in the Case Study Guideline packet, which is also accessed just beneath the syllabus link.

3. **Application/Issues Project**
   Another goal for the course is to be able to demonstrate an understanding of how to think critically about complex and controversial issues in human development, using sound information to come to logical conclusions. The Applications/Issues Project is designed to allow students to demonstrate these skills by examining a topic of particular interest. Students will select a topic and present a plan for completing the project, then share the project with the rest of the class through an appropriate medium.

4. **Discussion Participation**
   The Discussion tool in Edvance will be used on a regular basis. Students are expected to respond to the initial prompt for discussion and then to respond to at least one other student’s post in order to have completed the discussion assignment—sometimes, students will be paired to respond to each other’s postings. A rubric for discussion participation will be provided with the first discussion prompt. There will be at least one discussion prompt per week.

---

**Assignments/Lessons**

In order to simplify content assessments and allow for maximum flexibility for students, each week will require the submission of a “lesson.” Each lesson may have multiple components, but each lesson will be due by Friday at midnight. The directions for submitting each component will be included in each week’s lesson. The lesson for each week may include readings, PowerPoint viewing, videos, or other resources. You are responsible for completing the lessons when they are due. Follow closely this syllabus and any course alerts which you will see at the top of your Course Home Page.

It is the participant’s responsibility to ensure that all submitted assignments are virus free. Infected files will NOT be opened. Make sure your antivirus software is set to update automatically or run the virus definition update wizard regularly.

The Dropbox feature of Edvance will be used for many assignments. In order to ensure that there are NO “mishaps” that involve lost work, the following guidelines from our Instructional Technology Department may be helpful:

- Save your files even after you have submitted. If something happens with the submission you are responsible for being able to re-submit or send the files in another manner.
- You must run the Java Applet to be able to submit to the Dropbox.
- Wait for a confirmation after you press the Submit button.
• Check the Dropboxes regularly. Feedback for assignments will be visible to you in the appropriate Dropbox.

Course Schedule and Due Dates
Although each lesson will have specific directions, provided through the Lesson function of Edvance, the following schedule for the overall course is shown below. Each week/lesson of the course begins on Monday and ends on the following Sunday evening. There will be eight course lessons, but most have multiple components. Each complete lesson is due on Sunday at midnight, as well as the activity for the Case Study and the Issues Project. The chart below provides an overview of due dates for Lessons as well as for the main projects in the course, the case study and the issues project. As an example of how to interpret the chart, Lesson 1 starts on June 1. Students will open the Lesson One link in the Lessons function of Edvance 360 and proceed through the activities that are posted for the lesson. There will be activities that relate to chapter content as well as activities that require students to apply information. There will almost always be choices of how to demonstrate understanding of the text material. Within Lesson 1, there will also be a link to provide information about the case study and the issues project, after having read the guidelines for each of the projects. In the first lesson, as noted in the chart below, the case study requirement is to identify the potential focus of the case study. For the issues project, the assignment is to identify the potential topic for the issues project. With each week, there will be a lesson, with multiple components, that must be completed. When there is a blank in the column for either the case study or issues project, it simply means that nothing will be required to be submitted during that lesson. The projects are spaced so that the work is spread across the eight-week period.

<table>
<thead>
<tr>
<th>Date</th>
<th>Lesson Number/Topic</th>
<th>Chapters</th>
<th>Case Study</th>
<th>Issues Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Theories/Prenatal</td>
<td>1,2,3</td>
<td>Identify Potential Case (s)</td>
<td>Potential Topic (s)</td>
</tr>
<tr>
<td>2.</td>
<td>Infancy</td>
<td>4,5,6,</td>
<td></td>
<td>Select Topic</td>
</tr>
<tr>
<td>3.</td>
<td>Early Childhood</td>
<td>7,8</td>
<td>Select Case Study Subject</td>
<td>Submit 5 Sources</td>
</tr>
<tr>
<td>4.</td>
<td>Middle/Late Childhood</td>
<td>9,10</td>
<td>Submit Plan for Study</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Adolescence</td>
<td>11,12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Early Adulthood</td>
<td>13,14</td>
<td>Provide Progress Report</td>
<td>Submit Project</td>
</tr>
<tr>
<td>7.</td>
<td>Middle Adulthood</td>
<td>15,16</td>
<td>Submit Case Study</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Late Adulthood/Dying</td>
<td>17, 18,19,20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Carson-Newman Policies

Attendance
All students, even online learning students are required to “attend” classes. In this online class, attendance is defined as timely attention to course requirements. I will be tracking attendance by: monitoring discussion posts, assignment submissions, and responses to emails. Failure to “attend” by the posted due dates may be cause for academic dismissal which may in turn result in billing and financial aid adjustments.

Academic Dishonesty
Academic dishonesty may include, but is not limited to, the following: giving or receiving aid on tests; plagiarizing papers, assignments, book reviews; removing and/or copying test questions from office files. Incidents of suspected dishonesty will be addressed by the course instructor with the department chair. After hearing the student and considering all the evidence, sanctions will be assessed if guilt is determined. Academic dishonesty may result in sanctions including, but not limited to, an F and loss of
credit for the course and, upon a recurrence or gross dishonesty, expulsion from the university. Any finding of academic dishonesty, and the sanction applied or recommended, shall be reported to the Provost who shall assess any sanction more severe than the loss of credit for the course. A student may appeal a finding and/or a sanction assessed to the Provost. Otherwise, no appeal shall be allowed. For updates and questions related to this area, contact the Provost’s Office.

**Students with Disabilities**
Any student with a disability (sight, hearing, language, mobility, etc.) that may affect class activities must inform the instructor of the learning disability and contact the faculty coordinator for students with disabilities: David Humphrey – 471-3268 e-mail: dhumphrey@cn.edu

**Important Dates**
- Last day to drop a course without a grade: June 1
- Last day for tuition refund for dropping a course: June 6
- Last day to make a schedule change without a fee: June 6
- Last day for drop with W grade: June 6

**Please note:** This syllabus is not a contract and may be amended, at any time during the semester, by the instructor.