

Texas A&M University - Central Texas

COUN/PSYC 5304-125

Human Development

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Yesim Saatci, PhD

Office: 318-J

Email: Yesim.Saatci@tamuct.edu or Canvas "inbox" message.

Office Hours: Tuesdays 1:00-6:00pm.

Wednesdays 1:00-6:00pm.

Mode of Instruction and Course Access:

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements:

This course will use the Texas A&M-Central Texas Instructure **Canvas** learning management system. Logon to Texas A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Technology Support:

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

Student-Instructor Interaction:

The professor will logon to the course in Canvas every week day (Monday through Friday) and will reply to email within two business days.

If students have a course-related question, these should be asked by sending the professor an email/message. When posted in Discussion Board, both classmates and the professor are able to reply to questions, and all students will have access to the information.

Students are expected to logon to the course in Canvas daily and weekly to review and post assignments, read discussion boards, review announcements, check messages, etc.

The professor will provide feedback on assignments by marking grading rubrics and/or posting comments as needed in the on attached documents. Students should review all assignments in the Grade Center when grades are posted to examine and see their grades.

Students can message the professor to schedule an appointment to talk by appointment when needed.

UNILERT (Emergency Warning System for Texas A&M University – Central Texas):

UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in UNILERT through their myCT email account. Connect at www.TAMUCT.edu/UNILERT to change where you receive your alerts or to opt out. By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and Description:

A lifespan survey of the development of human beings from conception to death. Topics included will be research and theory into physical, cognitive, social, and personality development and crisis resolution in each of the different age groups: prenatal, infancy, childhood, adolescence, and adulthood.

STUDENT LEARNING OUTCOMES (Course Objective):

1. *Demonstrate comprehension and application of fundamental principles, generalizations, or theories regarding human growth and development.* Students will read information regarding theoretical concepts underlying developmental psychology. Students will demonstrate their ability to identify and recognize concepts on the mid-term exam, quizzes, and the self-appraisal paper.
2. *Analyze and critically evaluate ideas, arguments, and points of view.* Students will respond to others’ writing (including that of peers and experts in the field) on human growth and development topics and substantiate their points of view with theory and research from the field. Students will demonstrate their ability to critically evaluate ideas on discussions replies, the research paper, and the final exam video critique.
3. *Demonstrate skill in expressing oneself in writing.* Using appropriate APA style, students will write responses to a variety of assignments including discussions each week with replies to one another’s comments related to the Chapters, periodic short answer quizzes, a self-appraisal paper, and a series of assignments including a research paper.

In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:

(IIF3: Human Growth and Development)- Studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

CACREP Standard	Activity	SLOs
Common Core for all students:		
a. Counselors’ roles and responsibilities as members of an interdisciplinary community outreach and emergency management response teams (IIF1c).	Read, Video, Posts	SLO2

b. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);	Study (ACA Code of Ethics, 2014); Posts	SLO2
c. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	Research Paper	SLO2 SLO1
d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (IIF2d);	Research Paper	SLO1 SLO2
e. theories of multicultural counseling, cultural identity development, and social justice and advocacy (IIF2b);	Research Paper	SLO1
f. help-seeking behaviors of diverse clients (IIF2f);	Research Paper Discussion Posts	SLO1 SLO2
g. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h);	Multicultural posts	SLO2
h. Theories of individual and family development and transition across the life span (IIF3a);	Research Paper	SLO1
i. Effects of crises, disasters, and other trauma diverse individuals across the lifespan (IIF3g);	Research Paper	SLO2
j. Systemic and environmental factors that affect human development, functioning, and behavior (IIF3f);	Research Paper	SLO2
k. Biological, neurological, and physiological factors that affect human development, functioning, and behavior (IIF3e);	Research Paper	SLO1
l. Theories of normal and abnormal personality development (IIF3c); theories of learning (IIF3b); and	Research Paper	SLO1
m. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (IIF3i).	Research Paper	SLO1 SLO2
m. a general framework for understanding differing and strategies for differential interventions. (IIF3h).	Discussion Posts	SLO2

<p>m. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors. (IIF4b).</p>	<p>Research Paper</p>	<p>SLO1</p>
<p>n, the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. (FII8a).</p>	<p>Research Paper, Discussion Posts</p>	<p>SLO2</p>

Required Materials:

Required Reading and Textbook:

American Psychological Association. (2011). *Publication manual of the American psychological association* (6th ed.). Washington, DC: Author. (ISBN: 978-1-4338-0561-5)

Newman, B., & Newman, P., (2015). *Development through life: A Psychosocial Approach*. (12th ed.). Cengage.

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

COURSE REQUIREMENTS

Course Sequence of Instruction (Student-instructor interaction):

The professor and students will communicate on a weekly basis for the ongoing assignments, discussion board posts, chapters, articles and readings. Student emails will be checked and answered on a daily basis. Paper revision and submission is a time sensitive process; therefore, the professor of the course will be determined to be on time for checking and reviewing the documents/papers submitted by the students to the Assignment Submission Area of the course under Canvas. If a face-to-face meeting is necessary either the professor or student can be contacted a week in advance for an appointment.

911 Cellular:

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

Course Requirements:

Students are responsible for meeting the course requirements as scheduled for each week (module) in the course calendar.

Late work policy:

All assignments should be turned in online **on the day they are due** to Canvas. If you turn in an assignment or complete a quiz after the due date, you will receive a grade reduction of 10% for each day it's late (with a maximum reduction of 50%). Special circumstances need to be discussed with the instructor ahead of time, when possible.

All assignments must be written in students own words. No credit will be awarded for quoted or plagiarized material on any assignment. **All writing assignments must be screened through plagiarism detection tools (e.g., TurnItIn) before a grade will be assigned.**

Students will demonstrate an understanding of the importance of research in Theories of individual and family development and transition across the life span including ways to promote optimal human development.

Research Paper on Human Development (SLO1)

Name _____

Grade ____/100

1	Through the Research Paper on Human Development , students will demonstrate an understanding of the importance of research in Theories of individual and family development and transition across the life span including ways to promote optimal human development.				
No Competence	Some Competence	Basic Competence	Above Average Competence	Superior Level Competence	CACRE P Standard, SLO
1 BELOW 60	2 60-75	3 75-85	4 85-95	5 95-100	
Candidate has no ability to demonstrate an understanding of the importance of research in Theories of individual and family development and transition across the life span including ways to promote optimal human development.	Candidate has limited ability to demonstrate an understanding of the importance of research in Theories of individual and family development and transition across the life span including ways to promote optimal human development.	Candidate has basic ability to demonstrate an understanding of the importance of research in Theories of individual and family development and transition across the life span including ways to promote optimal human development.	Candidate has above average ability to demonstrate an understanding of the importance of research in Theories of individual and family development and transition across the life span including ways to promote optimal human development.	Candidate has superior ability to demonstrate an understanding of the importance of research in Theories of individual and family development and transition across the life span including ways to promote optimal human development.	IIF3; SLO1

Date	Chapter	Topic
3/19	1	Introductions Discussion Board Posts (Weekly) Chapter Readings (Weekly)
3/26	2 & 5	Piaget and the Neo-Piagetians Discussion Board Posts (Weekly) Chapter Readings (Weekly)
4/2	Ch.s 2, 3, & 5	Psychoanalytic Theories (Freud and Erikson) Online Test review Discussion Board Posts (Weekly) Chapter Readings (Weekly)
4/9	Ch.s 6, 7, & 8	Vygotsky and the Socio-cultural Approach Discussion Board Posts (Weekly) Chapter Readings (Weekly)
4/16	TEST is on 4/1 and 4/17 until 12:00 mid-night	Chapter Readings (Weekly) Discussion Board Posts (Weekly) Midterm/Comprehensive Test (online) Ch.s 2, 3, & 5
4/23	Ch.s 9-10 Paper is due on 4/23 until 12 Midnight	Bandura's Social Learning Theory Discussion Board Posts (Weekly) Chapter Readings (Weekly) Self-appraisal Paper (using Freud's and Erikson's theories) Due
4/30	Ch. 11-12 Paper is due on 4/30 until 12:00 Midnight	Social Learning Theory Discussion Board Posts (Weekly) Chapter Readings (Weekly) Compare and contrast Piaget's Theory vs. Vygotsky's Theory-Paper Due
5/7	Ch. s 13-14 On 5/7 submitted until 12:00 Midnight	Discussion Board Posts (Weekly) Chapter Readings (Weekly) Final Exam Video Clip Critique Paper Due

* Professor reserves the right to amend this syllabus at any time. Assignment dates and times are subject to change. Please check for current dates/times in Blackboard assignment/assessment links.

Course Requirements:

Weekly Discussion Board Posts and Replies; Online Class Participation: (10 Total Pnts):

The goal for the discussion board is to create a forum where we can ask questions and post comments on the material that you had studied on a weekly basis. During the course of the semester, we will be examining a number of theories of human development. Each theory offers some explanation of why and how people develop physically, socially, and cognitively. From a scientific and historical standpoint, each theory has various strengths and weaknesses. To spur critical thinking of these issues, you will be required to make a number of discussion board posts during the semester. Additionally, you may post your own questions to get a peer help. All posts must be substantive and demonstrate that you have done all the reading associated with the discussion item. Responses should also be substantive and demonstrate your familiarity of the topic. Simply responding “Good post” to someone is not substantive and will not receive full points. Since this is an online class, communicating with everyone and your professor provides you with an opportunity to interact with each other and better learn.

Midterm –Comprehensive Exam/Test: 100 Total Points

There will be an exam/test during this course: **a midterm**. The midterm is worth **100 points**. It will be in the form of **both Multiple Choice and True-False questions test and it is open book, open notes, but no communication with your classmates while taking the test!** In the test, there will be **20 multiple choice test questions and then five True-False questions. Each answer will be 4 points worth**. The test must be taken in Blackboard on the scheduled date (see course calendar). Once begun, exam/test must be completed within **two hours**. Make sure that you are in someplace with a reliable connection to Blackboard. Student computer or student Internet Service Provider problems **will NOT be accepted as an excuse** for failing to take or completing the exam. Students will only be allowed to retest if there is a problem with Blackboard or with University computing facilities. If a problem occurs with University equipment, please have the computing lab staff document the problem.

Your misunderstanding or misinterpretation of the item is not justification to present a challenge to the exam. Any violation of the exam rules will result in the student receiving a **zero (0) for the exam** and the possibility of further sanctions according to university policy (see Academic Honesty & Integrity, below). **Make-up exams** will only be given for University excused absences. Appropriate documentation will be required to be given a make-up exam. If you know that you will not be able to take an exam on the scheduled date and contact me **prior** to the scheduled date, alternate arrangements may be made at my discretion.

Self-appraisal Paper: 50 points

You will submit an analysis of your personal developmental stages by applying and using **Freud’s Psycho-sexual stages and Erikson’s Psycho-social stages**. This **six-page** paper is to be **typed, double spaced, 12 point font, Times New Roman font, 1 inch margins from everywhere on paper, and APA style**. Include an assessment of your accomplishments and document each of them with descriptive behavioral or life events. Also discuss those areas which you would consider for further development.

Be specific in the following areas: **(a)** Gender identity development (how that was for you from the beginning childhood to this period as far as you remember); **(b)** Racial-cultural-ethnic identity development; and **(c)** career development stages. Explain where you are now, how you got where you are, how do you measure where you are and finally if you have gaps in your development how do you fill the gaps that you have?

Major Research Paper:

***Comparison of Developmental Theories and Evaluations (six-page-Research Paper):
100 Total Points***

The class will be examining different theoretical approaches to explaining human behavior. Specifically, each section discusses different “explanations” about each human behavior and development and each theory makes different assumptions about psychology and development. When you will compare and contrast **Piaget’s Theory** to **Vygotsky’s theory** you will need to evaluate each theory through **reflecting on them and explaining the similarities and differences that you found or explored examining them**. This paper will be **six pages, typed, double spaced, 12 point font, Times New Roman font, 1 inch margins from everywhere on paper, and APA style**. On your references page include and use minimum **five references** that are not older than 20 years or 1997, such as journal articles, books, book chapters, etc. while you are creating a research paper.

The essays will require that students integrate multiple sources of material across the modules covered at that point in the semester. Essay assignments must be submitted to **TurnItIn** prior to submission to the professor for grading.

Final Exam: 50 Total Points

Final Exam Video-Clip Critique:

The final exam will be a brief practice video examination or critique! Watch the attached clip (4:02 minutes) on Canvas.

Please complete the following:

- a) Please watch, observe, and examine the children and their behavior in the video-clip.
- b) In your exam paper give brief explanations as explained below and your critique of the children in the video –clip:
 - **Two-three pages** (double spaced). These explanations will be based on your knowledge of **a developmental theory of your choice** that you gained and studied this semester in this class (MHCK/PSY 504).
 - Please include and explain in which developmental level is the child (or the children that you picked to explain); give some demographic information of the child such as the age, race, ethnicity, socio-economic status, cultural background, etc. and if he/she has parents or lives with parents, single parent, a guardian but not a biological parent (social context of the child)? Additionally talk about physical and psychological health of family members and please remember to give the characteristics of each stage in which the children are in!
 - What is the purpose of the child to behave in that manner or what is she trying to do or accomplish in the video? What does the theory explain about the

child? Apply the stages from the chapters you read to your developing human. You will apply the theory to all aspects of your growing person.

5.0. Grading Criteria:

Midterm/Test	(100 points)	269 – 310 points = A 90 – 100%
		229 – 268 points = B 80 – 89%
		187 – 228 points = C 70 – 79%
		146 – 186 points = D 60 – 69%
Self-Appraisal Paper	(50 points)	145 points and < = F
Compare and contrast Piaget’s Theory vs. Vygotsky Theory Paper		(100 points)
Discussion Board Posts (Weekly), Readings (Weekly) & Participation		(10 points)
Final Exam-Video Critique		(50 points)
<hr/>		
Total		(310 points)

Posting of Grades:

Grading Scale: Grades are not ‘given’ in this course; they are earned. Students earn grades by actively reading material, by participating in course discussion, and by applying subject-matter content on written assignments. Grades are determined based on the percentage of points earned on each assignment and the assignment’s weight toward the overall course grade.

<u>Grade</u>	<u>University Definition</u>	<u>Percentage</u>
A	Excellent	90-100
B	Good	80-89
C	Fair	70-79
D	Not Passing for Graduate Courses	60-69
F	Failing	59 or below

Grade Posting: All students’ grades will be posted in Canvas grade book after the assignment due date has passed. On the writing assignments, the professor submit grades by the following Monday or within two weeks. Students should regularly monitor their grades in the Canvas grade book, and *students should not hesitate to ask the professor about any grade or concern.*

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements:

Students must be able to perform basic computer skills such as access the internet, log on to websites that require usernames and passwords, navigate tabs and links on web pages, open and send emails, create and send attachments, download and view attachments including Microsoft Word documents and PowerPoint slideshows, open and view streaming video, and create folders on personal computers to organize and save completed work. For this course, you will need reliable and frequent access to a computer and to the Internet. You will also need a headset with a microphone

or speakers and a microphone to be able to listen to online resources and conduct other activities in the course.

*Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of **deadlines**.*

To view the files and assignments for this course, students will need Microsoft Office 2010 or a later version. If students have an earlier version of Microsoft Office, they can download a free MS Office Compatibility Pack at <http://www.microsoft.com/downloads/en/details.aspx?familyid=941b3470-3ae9-4aee-8f43-c6bb74cd1466&displaylang=en>

When calling for support please let your support technician know you are a TAMUCT student.
For issues related to course content and requirements, contact your professor.

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

Drop Policy:

If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors **cannot** drop students; this is always the responsibility of the student. The record's office will provide a deadline for which the form must be returned, completed and signed. Once you return the signed form to the records office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. Should you still be enrolled, FOLLOW-UP with the records office immediately? You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

Academic Integrity:

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Disability Support and Access Services:

At Texas A&M University – Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to an education that is barrier-free. The Office of Disability Support and Access is responsible for ensuring that students with a disability enjoy equal access to the University's programs, services and activities. Some aspects of this course or the way the course is taught may present barriers to learning due to a disability. If you feel this is the case, please contact Disability Support and Access at (254) 501-5831 in Warrior Hall, Ste. 212. For more information, please visit their website at www.tamuct/disabilitysupport. Any infor-

mation you provide is private and confidential and will be treated as such.

Tutoring:

Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing (APA). Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Visit www.tamuct.edu/AcademicSupport and click "Tutoring Support" for tutor schedules and contact information. If you have questions, need to schedule a tutoring session, or if you are interested in becoming a tutor, contact Academic Support Programs at 254-501-5836 or by emailing c.garza@tamuct.edu

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Writing, Career Writing, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, click on <http://www.tamuct.edu/departments/academicsupport/tutoring.php>.

University Library:

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our homepage: <http://www.tamuct.edu/departments/library/index.php>

University Writing Center. The University Writing Center at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students. The UWC is located in **416 Warrior Hall**. The center is open **11am-6pm Monday-Thursday during the Spring 2018 semester**. Students may work independently in the UWC by checking out a laptop that runs Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Students may also arrange a one-on-one session with a trained and experienced writing tutor. Tutorials can be arranged by visiting the UWC. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. Sessions typically last between 20-30 minutes. While tutors will not write, edit, or grade papers, they will help students develop more effective invention and revision strategies.

Recommended Academic Strategies:

1. Students should schedule a *minimum* of **18 hours each week for the next 8 weeks to devote to this course**. According to the federal definition of a credit hour, students should spend “not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class...for one semester hour of credit” (<http://www.sacscoc.org/subchg/policy/CreditHours.pdf>). Because this is a 3-credit hour class that is delivered fully online, students should spend at least 18 hours on coursework per week in 8 week. Bear in mind that this guideline is for an average class. Some students may find this course challenging and may require *significantly more time* to grasp the concepts and complete the assignments. Plan accordingly.
2. Research indicates that spaced practice is better than massed practice when learning new information. Thus, spending 2 (or 3) hours a day for 5 (or 6) days a week on coursework is better for your learning and your grade than ‘pulling an all-nighter.’ Adjust your schedule accordingly.
3. Be professional and use proper netiquette (i.e., internet etiquette) in all course correspondence. Your college education is grooming you for a professional career so practice these skills now.
 - a. Use standard English in all of your communications. Do not abbreviate or use texting shortcuts (e.g., OMG! R U kidding. ROFL!). Spell check, revise, and edit your messages before sending them. Use proper punctuation and capitalization.
 - b. Be polite and respectful of others. Do not use all UPPERCASE LETTERS, which is equivalent to shouting. Avoid sarcasm and irony because they are easily misinterpreted by the reader. Do not ‘flame’ others by sending negative or hurtful comments; though the reader cannot see you, you are not anonymous.
 - c. Remember that you are individually accountable for all your messages and online actions. Treat all of your interactions with others in class as you would in your future professional career.
4. It is recommended that students will find related articles and share with their classmates on the Discussion Board online in Canvas related to the chapters and developmental theorists (Freud, Erikson, Piaget, Bandura, Vygotsky, and Kohlberg) that are studied in this course to be more successful.

The Operation of the Online Course:

Copyright Notice: All materials used in this class are copyrighted either by the instructor or other authors and creators. Copyright laws and fair use policies protect the rights of those who created these materials. These laws and policies protect student work as well. Just as students cannot use copyrighted material without permission, others cannot use students’ work without permission. All students should familiarize themselves and follow copyright and fair use requirements. Students are individually and solely responsible for violations of copyright and fair use laws. Violations of copyright laws could subject students to federal and state civil penalties and criminal liability as well as disciplinary action under University standard academic procedures.

Copyright.

Spring 2018 by

YESIM SAATCI, PhD at Texas A&M University-Central Texas (TAMUCT),

COLLEGE OF EDUCATION; 1001 Leadership Place, Killeen, TX 76549;

254-519-5492; E-mail: Yesim.Saatci@tamuct.edu

Course Calendar: Carefully examine the Course Calendar. Note that each Week (Module) will be available to students throughout the semester. Each Module opens on a Monday each week. Students may have all assignments submitted for each Week well before the deadline. *Please see the late work and missed assignment policy of the professor.*

(SLO1 & 2)			Competence		
Research Paper	No (1)	Some (2)	Basic (3)	Above Average (4)	Superior (5)
Counselors' roles and responsibilities as members of an interdisciplinary community outreach and emergency management response teams (IIF1c).					
Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);					
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);					
The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (IIF2d);					
Theories of multicultural counseling, cultural identity development, and social justice and advocacy (IIF2b);					
Help-seeking behaviors of diverse clients (IIF2f);					
Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h);					
Theories of individual and family development and transition across the life span (IIF3a);					
Effects of crises, disasters, and other trauma diverse individuals across the lifespan (IIF3g);					

Systemic and environmental factors that affect human development, functioning, and behavior (IIF3f);					
Biological, neurological, and physiological factors that affect human development, functioning, and behavior (IIF3e);					
Theories of normal and abnormal personality development (IIF3c); theories of learning (IIF3b);					
Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (IIF3i).					
A general framework for understanding differing and and strategies for differential interventions. (IIF3h).					
Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors. (IIF4b).					
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. (FII8a).					