# University Mission Statement

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice**: Alliant’s educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship**: Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence**: Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement**: Alliant’s faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

# The California School of Education (CSOE)

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education’s mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

**Mission**: CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

**Vision**: To develop and promote transformative educational experiences that optimize human potential.

**Goals**: The California School of Education has a set of overarching goals that drive the direction of the School’s programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.
5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.

**Unit Guiding Principles**

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

**L**= Leadership: Innovation with Accountability

**E**= Engagement: Active Learning

**A**=Application: Theory to Practice

**D**=Dedication: Inclusive Excellence

**Theoretical Framework**

CSOE is based on two main theoretical frameworks: Boyer’s applied scholarship of learning and constructivist theory.

CSOE utilizes Boyer's model of the scholarship of application:

Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery - generating new and unique knowledge;

Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;

Application – Taking the new knowledge acquired and utilizing to solve society's problems; and

Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

*Scholarship of Discovery* (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

*Scholarship of Teaching* (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

*Scholarship of Professional Practice* (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

*Scholarship of Integration* (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Our faculty recognize the insider knowledge our candidates’ bring to our courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

# CTC Pupil Personnel Services Generic Program Standards

* **Standard 1 Program Design, Rationale and Coordination:** Coordinated effectively in accordance with a cohesive design that has a cogent rationale. Foundation and theoretical courses precede and are designed to be taken prior to more specialized and advanced courses.
* **Standard 2 Growth and Development:** Acquire an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils’ strengths and weaknesses that affect learning in school, community and family environments. The program provides candidates with an understanding of the effects of (a) health and developmental factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development.
* **Standard 3 Socio-Cultural Competence:** Display an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement. Candidates will learn skills to work effectively with pupils and their families from diverse backgrounds. The program provides candidates with an understanding and appreciation for diversity. An understanding of the importance of developing cultural competence is provided to candidates in order to effectively serve diverse and changing communities. The program provides candidates with an understanding of the ways in which educational policies, programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families.
* **Standard 4 Assessment:** Knowledge of current theories and methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate. Candidates develop an understanding of the influence of multiple factors on pupil achievement. The program requires candidates to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs.
* **Standard 5 Comprehensive Prevention and Early Intervention for Achievement:** Display an understanding of the factors that contribute to successful learning. In order to help pupils attain high learning goals, the program provides candidates with the knowledge to identify problems in their earliest stages and to implement prevention and early intervention strategies for addressing these problems. The program requires candidates to demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and to develop skills to assist pupils who experience learning difficulties.
* **Standard 6 Professional Ethics and Legal Mandates:** Display an understanding of professional codes of ethics and current legal mandates, as well as an awareness of the range of legal issues, such as, statutory, regulatory, and case law affecting the delivery of pupil services. The program requires candidates to demonstrate the ability to access information about legal and ethical matters.
* **Standard 7 Family-School Collaboration:** Display an understanding of the ways in which pupil development, well being, and learning are enhanced by family-school collaboration. The program requires candidates to work with parents to foster respectful and productive family-school collaboration.
* **Standard 8 Self-esteem and Personal and Social Responsibility:** Assess their own self-esteem and to demonstrate an understanding of principles associated with the building of (a) self-esteem, (b) personal and social responsibility, and (c) their relationship to the life-long learning process.
* **Standard 9 School Safety and Violence Prevention:** Understand ways in which school environments can enhance the safety and well-being of all pupils. The program provides candidates with the knowledge and models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment. The program provides candidates with opportunities and experiences to demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence. The program provides candidates with knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning.
* **Standard 10 Consultation:** Demonstrate knowledge and application of theories, models, and processes of consultation. The program provides candidates with opportunities and experiences to display the ability to use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies. Candidates demonstrate skills in using a decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan.
* **Standard 11 Learning Theory and Educational Psychology:** Display an understanding of learning theories and factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, emotional state, motivation, organizational skills, gender, cultural differences, and linguistic differences. Candidates know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits.
* **Standard 12 Professional Leadership Development:** Display an understanding of the development, improvement and evaluation of programs that support effective pupil learning. The program also provides candidates with an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent.
* **Standard 13 Collaboration and Coordination of Pupil Support Systems:** Collaborate effectively with community-based organizations, agencies, and other professionals. Candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement.
* **Standard 14 Human Relations:** Demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups. The program provides candidates with opportunities and experiences to understand the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict. The program provides candidates with opportunities and experiences to demonstrate an ability to facilitate group process and mediate conflict.
* **Standard 15 Technological Literacy:** Demonstrate skills in current technology for communication and collecting, organizing, distributing and analyzing data and resources in order to facilitate effective and appropriate outcomes in program management and individual student achievement.
* **Standard 16 Supervision and Mentoring:** Demonstrate knowledge of models of supervision used to mentor pre-professionals in practica and field experience placements. Candidates recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers.

# CTC Pupil Personnel Services School Counseling Credential Specialization Standards

**I. Core Knowledge Base and Foundations**

* **Standard 17 Foundations of the School Counseling Profession:** Knowledge and understanding of the core areas including history, philosophy and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance programs; and the theoretical bases for counseling practices in schools.
* **Standard 18 Professionalism, Ethics & Legal Mandates:** Understanding of ways to develop a professional identity congruent with the knowledge of all aspects of professional functions, professional development, and organizational representation. The program provides candidates with knowledge of current legal mandates impacting school counselors and pupils. The program provides candidates with knowledge of the ethical standards and practices of the school counseling profession and how to apply these ethical standards to specific counseling situations.

**II. Professional Skills and Training**

**A. Domains of School Counseling and Guidance**

* **Standard 19 Academic Development:** Understanding of the concepts, principles, strategies, programs and practices for enabling pupils to experience academic success and achieve at high levels. Candidates are able to implement strategies and activities in the school setting for maximizing learning, producing high-quality work and preparing pupils for a full range of options and opportunities after high school, including the completion of a college and university education.
* **Standard 20 Career Development:** Knowledge of the components of career development programs and provides them with opportunities to develop, implement and evaluate such programs in schools.
* **Standard 21 Personal and Social Development:** Apply knowledge and understanding to the theories, concepts, processes, skills and practices required for successful personal and social development. Candidates are able to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and interpersonal skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals, and to understand and develop safety and survival skills.

**B. Themes of School Counselor Preparation**

* **Standard 22 Leadership:** Know the qualities, principles, and styles of effective leadership. Candidates also possess the knowledge, skills and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.
* **Standard 23 Advocacy:** Demonstrate skills and attitudes essential for advocating for the learning and academic success of all pupils. Candidates are able to identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to plan and implement strategies to eliminate those barriers and effectively support positive learning and achievement outcomes for all pupils.
* **Standard 24 Learning, Achievement and Instruction:** Know appropriate classroom management strategies and techniques for assisting teachers with classroom organization. Candidates understand curriculum design, lesson plan development, and instructional strategies for teaching counseling and guidance related material.

**C. Functions of School Counselors**

* **Standard 25 Individual Counseling:** Demonstrate knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling, particularly as they pertain to the three domains of school counseling. Candidates also know and demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises. Candidates are able to design and implement programs of wellness promotion, prevention, treatment and intervention services. In addition, candidates understand and possess skill for evaluating counseling outcomes, including the impact of individual and small group counseling on student learning and achievement. Candidates know community-based mental health referral resources and effective referral practices.
* **Standard 26 Group Counseling and Facilitation:** Understand group dynamics and possess skill in group work, including counseling, psycho-educational, task, and peer helping groups; and facilitation of teams to enable pupils to overcome barriers and impediments to learning.
* **Standard 27 Collaboration, Coordination and Team Building:** Apply skills of effective collaboration among school staff, parents, individuals, groups, and agencies in the community to meet developmental needs along a continuum of preschool through adult pupils. In collaborative efforts, candidates demonstrate competence in coordinating the services of community members, agency personnel and parents within a comprehensive school counseling and guidance program as it relates to the educational mission of the school. Candidates know and possess skills in building effective working teams of school staff, parents and community members for eliminating personal, social, and institutional barriers to learning and increasing student academic achievement and learning success.
* **Standard 28 Organizational and System Development:** Understand the organization, structure, and cultural context of schools as educational systems and are able to plan, develop, implement and evaluate systemic and comprehensive counseling and guidance programs that are part of an overall school plan. Such programs include student outcomes that reflect the impact of counseling and guidance programs on student learning and academic achievement.
* **Standard 29 Prevention Education and Training:** Know and have skill in the planning, organizing and implementing educational programs designed to promote pupil learning and high academic achievement. Candidates also have knowledge in preventing problems that pose barriers to learning and achievement. Candidates develop knowledge and skills in working with school staffs, parents, and family members to enable them to eliminate barriers to learning and achievement.
* **Standard 30 Research, Program Evaluation and Technology:** Knowledgeable about basic principles of research design, action research, and program evaluation. This includes traditional experimental design as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of counseling and guidance and other educational programs in terms of student outcomes. Candidates understand and utilize computer technology and attendant technological applications for conducting program evaluation.

**III. Field Experience and Competency Evaluation**

* **Standard 31 Field Experience:** Demonstrate knowledge and skills in applying the themes and functions of school counseling in school settings designed and organized to support the training and preparation of school counselors. Candidates demonstrate in field experience the knowledge of and skills in working with pre-K through adult pupils in the areas identified in the standards for school counseling.
* **Standard 32 Determination of Candidate Competence:** Determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

# CTC Pupil Personnel Services School Psychology Credential Specialization Standards

**I. Core Knowledge Base and Foundation**

* **Standard 17 Psychological Foundations:** Foundation in the knowledge base for the discipline of psychology in order to facilitate the individual development of all pupils. This knowledge base includes biological foundations of behavior, human learning, social and cultural bases of behavior, child and adolescent development, and the diversity of individual differences in development and learning.
* **Standard 18 Educational Foundations:** Foundation in the knowledge base of education concerning the organization and operation of schools, school and community-based resources, as well as alternative service delivery systems. The program requires candidates to be prepared to help design and operate programs to promote school-family interactions. The program requires candidates to be knowledgeable about: (a) family influences on pupil cognitive, motivational, and social characteristics that affect classroom performance; (b) family involvement in education; (c) ways to promote partnerships between parents and educators to improve outcomes for pupils; (d) cultural issues that impact home-school collaboration; and (e) methods to facilitate safe and caring school communities.
* **Standard 19 Legal, Ethical and Professional Foundations:** Knowledge base specific to the professional specialty of school psychology. This knowledge base includes (a) the history and foundations of school psychology, (b) legal and ethical issues, (c) professional issues and standards, (d) alternative models for the delivery of school psychological services, (e) emergent technologies, and (f) the roles and functions of the school psychologist. The program requires candidates to understand the diverse values that influence the lives of people, and to be prepared to practice in schools in ways that meet all appropriate ethical, professional, and legal standards both to enhance the quality of services and to protect the rights of all parties.

**II. Professional Skills and Training**

* **Standard 20 Collaborative Consultation:** Positive interpersonal skills with which to facilitate communication for the purposes of consultation and collaboration with teachers, teams of school personnel, community professionals, agencies, and families. Candidates are prepared to listen, adapt, deal with ambiguity, and be patient in difficult situations. Candidates are able to clearly present and exchange information in a variety of contexts with diverse audiences such as families, teachers, school boards, policy makers, business leaders, and fellow school pupil service providers.
* **Standard 21 Wellness Promotion, Crisis Intervention and Counseling:** Design, implement and evaluate wellness, prevention, intervention, and other mental health programs at the individual, group and system levels. They are knowledgeable about academic, behavioral, and serious personal difficulties. As primary mental health service providers, candidates are able to recognize the behaviors and contexts that are precursors to the development of internalizing disorders, externalizing disorders, and dropping out of school. Candidates can design programs and implement prevention, intervention, and treatment services across the hierarchy of pupils’ development needs. Candidates can work with school personnel, pupils, parents, and the general community in the aftermath of personal, school and community crises.
* **Standard 22 Individual Evaluation and Assessment:** Versed in a variety of assessment methods, including formal and informal test administration, behavioral assessment, interview, ecological or environmental assessment, as well as assessment methodologies to define a student’s problems and needs, to assess current status, and to measure the effects of the problems-solving process. Candidates also understand contextual influences on outcomes, such as: (a) personal attributes of the pupil; (b) types of aptitude; and (c) community, cultural, gender, and language influences, and (d) classroom climate and instructional practices. Candidates understand how to use assessment information in a problem solving process and are able to convey findings in an articulate way to a diverse audience. Candidates are able to use data-based decision making to improve outcomes for instruction, development of cognitive and academic skills, and the development of life competencies. Candidates also demonstrate an understanding of the process and procedures identified in federal and state laws related to special education services, such as the Individuals with Disabilities Education Act (IDEA).
* **Standard 23 Program Planning and Evaluation:** Understand the school as a system. Candidates work with individuals and groups to facilitate organizational structures and policies that create and maintain safe school environments that promote learning and enhance positive educational outcomes for pupils. Candidates utilize data-based decision making skills to (a) assist in the development of challenging but achievable goals for all pupils; (b) provide information about ways in which pupils can achieve these goals; and (c) monitor pupil progress toward these goals. Candidates are skillful in evaluating local school programs and in interpreting findings to other educators and to the public.
* **Standard 24 Research, Measurement, and Technology:** Know basic principles of research design. This includes traditional experimental designs as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct investigations relevant to their work. Candidates understand and utilize computer technology and attendant technological applications.

**III. Field Experience and Practica**

* **Standard 25 Practica:** Engage in field-based activities in all areas of professional training. Specifically, candidates are provided with practica experiences in the areas of (a) collaboration and consultation, (b) wellness promotion, (c) counseling and crisis intervention, (d) individual assessment, (e) educational planning and evaluation, (f) program planning and evaluation, (g) and research and measurement. Candidates demonstrate the ability to select and apply core knowledge regarding psychological foundations, educational foundations, and legal, ethical, and professional foundations in their work in schools. Practica consists of a series of supervised experiences that occur prior to the field experience, are conducted in laboratory or field-based settings or both. They provide for the application of knowledge and mastery of distinct skills. There must be a systematic means of evaluating the practica experiences that seeks to ensure the acquisition of desired skills by pupils.
* **Standard 26 Culminating Field Experience:** Demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervised professional experience. Under the supervision of a credentialed school psychologist, candidates provide direct and indirect services to pupils, parents, and school staff in all areas of training.
* **Standard 27 Determination of Candidate Competence:** Determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

# Course Description

This course provides students with an overview of development throughout the lifespan, including childhood, adolescence, adulthood, and aging experiences. Physical, social, emotional, and cognitive issues are covered, as well as the expected developmental milestones during each of these phases of development. The latest development in attachment theory, brain research, and aging is included, and themes of diversity issues related to developmental research are highlighted throughout the course.

# Professional Standards Alignment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **California School of Education (CSOE)** | | **California Commission on Teacher Credentialing**  **Pupil Personnel Services Program Standards** | | | **Supporting Assessment** |
| **Course Learning Outcomes (CLO)** | **Conceptual Framework** | **Generic** | **School Counseling Credential Specialization**  **(as applicable)** | **School Psychology Credential Specialization**  **(as applicable)** | **Assessment Title** |
| **CLO1**: Apply major theories related to human development across the lifespan to real-world scenarios. | Application | Standard 2, 11 | Standard 21 | Standard 17, 20 | Week 2: Mental Health Pamphlet |
| **CLO2**: Evaluate biological and contextual factors influencing human development across the lifespan. | Engagement | Standard 2 | Standard 21, 29 | Standard 17 | Course Project–Weeks 2 & 3 |
| **CLO3**: Interpret strategies for promoting optimal human development across the lifespan. | Leadership, Application | Standard 2, 5, 9 | Standard 19, 21 | Standard 21, 22 | Week 5: Social & Emotional Development Outline  Course Project–Weeks 6 & 7 |
| **CLO4**: Analyze the role of a school psychologist and school counselor as it relates to the study of human development across the lifespan. | Leadership, Application | Standard 11 | Standard 29 | Standard 21 | Week 8: Course Reflection Paper |
| **CLO5**: Explain diversity issues and special needs related to human development across the lifespan. | Dedication, Application | Standard 3 | Standard 21, 23 | Standard 21 | Course Project–Week 4 |

# Student Expectations

**Respectful Speech and Actions**: As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

**Professional Behavior**: This program is a graduate-level professional program, and each member of the program, both students and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect in all of their interactions with other students, staff, and faculty. Students will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

# Expected In-class (Online) and Preparation Time per Week

|  |  |  |
| --- | --- | --- |
| **Weeks** | **In-Class (Online) Time**  (Discussions, interactions, delivering presentations, viewing lectures, exams) | **Preparation Time**  (reading, major assignments, homework) |
| Week 1 | 5 hours | 12 hours |
| Week 2 | 6 hours | 12 hours |
| Week 3 | 6 hours | 10 hours |
| Week 4 | 6 hours | 11 hours |
| Week 5 | 5 hours | 9 hours |
| Week 6 | 6 hours | 12 hours |
| Week 7 | 6 hours | 12 hours |
| Week 8 | 6 hours | 12 hours |

**Note**. Expected weekly time is calculated at the number of hours per unit, times the number of units, divided by the number of weeks in the course for the following:

* Online time: (15 x 3 of units) / 8 of weeks
* Preparation time: (30 x 3 of units) / 8 of weeks

# Required Course Materials

Santrock, J. (2016). *A topical approach to lifespan development*. (8th ed.). New York, NY: McGraw-Hill Education.

ISBN: 978-0077861995

# University Administrative Policies & Student Resources

Administrative policies and students resources for the university can be accessed in the most current catalog posted on the university website <http://catalog.alliant.edu/index.php>.

**Course Overview**

[Week 1: Life-Span Perspective & Biological Beginnings 16](#_Toc473532407)

[Week 2: Physical Development, Aging, & Health 19](#_Toc473532408)

[Week 3: Motor Development & Cognitive Development 22](#_Toc473532409)

[Week 4: Information Processing, Intelligence & Language Development 24](#_Toc473532410)

[Week 5: Emotional Development, Attachment, Identity & Personality 27](#_Toc473532411)

[Week 6: Gender, Sexuality & Moral Development 30](#_Toc473532412)

[Week 7: Families, Lifestyles, Parenting, Peers & the Sociocultural World 33](#_Toc473532413)

[Week 8: School, Achievement, Work, Death, Dying & Grieving 36](#_Toc473532414)

# Course Grading

Grading is in accordance with the academic policies of Alliant International University.

|  |  |
| --- | --- |
| **Percentage** | **Letter Grade** |
| 94-100 | A |
| 90-93 | A- |
| 87-89 | B+ |
| 84-86 | B |
| 80-83 | B- |
| 77-79 | C+ |
| 74-76 | C |
| 70-73 | C- |
| 67-69 | D+ |
| 64-66 | D |
| 61-63 | D- |
| < 61% | F |

Final grades will be determined as follows based on the points obtained in the following categories:

|  |  |
| --- | --- |
| **Assignment Categories** | **% of Grade** |
| Discussion | 35 |
| Activity | 15 |
| Paper | 30 |
| Course Project | 20 |

# Course Assessments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** | |  |  |  |
|  | Discussion: Nature vs. Nurture Debate |  | Discussion | 5 |
|  | Assignment: Theories of Human Development Chart |  | Activity | 5 |
|  | Assignment: Course Project–Website Outline |  | Course Project | 2 |
| **Week 2** | |  |  |  |
|  | Discussion: Aging |  | Discussion | 5 |
|  | Assignment: Mental Health Pamphlet |  | Activity | 5 |
|  | Assignment: Course Project–Biological and Health Changes Presentation |  | Course Project | 4 |
| **Week 3** | |  |  |  |
|  | Discussion: Piaget & Vygotsky’s Theories |  | Discussion | 6 |
|  | Assignment: Course Project–Milestones Fact Sheet |  | Course Project | 4 |
| **Week 4** | |  |  |  |
|  | Discussion: Educational & Development Constructs |  | Discussion | 6 |
|  | Assignment: Language Development Resource |  | Activity | 5 |
|  | Assignment: Course Project–Intelligence Presentation |  | Course Project | 4 |
| **Week 5** | |  |  |  |
|  | Discussion: Childhood Emotions |  | Discussion | 5 |
|  | Discussion: Attachment |  | Discussion | 5 |
|  | Assignment: Social & Emotional Development Outline |  | Activity | 4 |
|  | Assignment: Personality Reflection Paper |  | Paper | 5 |
| **Week 6** | |  |  |  |
|  | Discussion: Gender Development |  | Discussion | 5 |
|  | Assignment: Gender & Moral Development Paper |  | Paper | 5 |
|  | Assignment: Course Project–Theories of Morality Chart |  | Course Project | 4 |
| **Week 7** | |  |  |  |
|  | Discussion: Parental Styles |  | Discussion | 6 |
|  | Assignment: Friendship Paper |  | Paper | 5 |
|  | Assignment: Course Project–Outcomes of Parenting Styles |  | Course Project | 4 |
| **Week 8** | |  |  |  |
|  | Discussion: Achievement Culture |  | Discussion | 6 |
|  | Assignment: Course Reflection Paper |  | Paper | 5 |
|  | Assignment: Course Project–Conceptualizing Death |  | Course Project | 4 |
| **Total Points** | |  |  | **114** |

Week 1: Life-Span Perspective & Biological Beginnings

Learning Objectives

|  |  |
| --- | --- |
| * 1. Describe the main theories of human development. | CLO1, CLO2 |
| * 1. Explain some of the ways heredity and environment interact to produce individual differences in development. | CLO2, CLO3, CLO5 |
| * 1. Characterize the course of prenatal development and its hazards. | CLO2, CLO5 |

# Activities and Resources

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| --- | --- |
| **Readings** | 1.1, 1.2, 1.3 |
| ***A Topical Approach to Life-Span Development***   * Ch. 1: Introduction * Ch. 2: Biological Beginnings | |
| ***YouTube***  **View** the following videos:   * “[Anatomy and Physiology of Embryological Fetal Development](https://youtu.be/zlVeDup8xSw)” [49:15] * “[Twins: Research into Nature and Nurture](https://youtu.be/9FRrrhLFkT0)” [27:07] | |

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| **Preparation: Course Project** | N/A |
| As part of this course you will work in groups to create a website for parents about lifespan development from childhood to adolescence that provides information, resources, and tools about what to expect and different ways to approach biological, behavioral, and cognitive changes.  This project will span the entire course and, as a group, submit the progress made in various weeks of the course. Below is a basic outline of everything that needs to be included in your website.  **Review** specific directions for each week’s submissions in the week they are due:   * Week 1: Basic layout with various pages of your website identified and built * Week 2: Video that discuss the major changes that occur in the body from birth through death * Week 3: Fact page about fine and gross motor milestones. * Week 4: Presentation about intelligence, giftedness, and intellectual disabilities * Week 6: Recommendations for parents and schools about moral development * Week 7: Parenting styles and their probable outcomes * Week 8: Pamphlet about death and grieving | |

# Assignments

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| --- | --- |
| **Discussion: Nature vs. Nurture Debate** | 1.2, 1.3 |
| **Respond** to the following prompts, in approximately one paragraph, in the Nature vs. Nurture Debate discussion forum by Wednesday:   * What do you think about the nature vs. nurture debate? * During fetal development and early childhood, how important are heredity and environment?   **Include** rationale from the textbook, other provided resources, and personal experience to support your position.  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| **Assignment: Theories of Human Development Chart** | 1.1 |
| **Create** a one-to two-page chart summarizing the theories of Freud, Erickson, Piaget, Vygotsky, Skinner, Bandura, and Bronfenbrenner.  **Ensure** your chart contains a clearly defined section and bulleted information about each theorist.  **Submit** your chart as a Word document by Sunday. | |

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| **Assignment: Course Project–Website Outline** | N/A |
| **Schedule** a time to meet with your group to review the components of the Course Project.  **Create** a basic shell for your website using an online tool such as [Weebly](https://get.weebly.com), [Google Sites](https://sites.google.com/), [Wix](http://www.wix.com/), or other tool with which you are familiar.  **Submit** a working link to your shell by Sunday. | |
| **Faculty Note**  You will need to edit this assignment to create the groups and add students to the groups. Canvas allows you to have students self-select their group, automatically create groups with random assignment, or manually create groups so you can place students in groups.  **View** the “[Groups: Creation and Management (Instructors)](https://community.canvaslms.com/videos/1113)” video [6:00] from the Canvas video guides.  **Note**. If you decide to manually create and assign students to groups, make sure to post an announcement identifying the groups by the end of the day Monday of Week 1. | |

Week 2: Physical Development, Aging, & Health

Learning Objectives

|  |  |
| --- | --- |
| * 1. Explain major changes in the body through the lifespan. | CLO2, CLO5 |
| * 1. Determine methods for school psychologists and school counselors to support students through brain changes during their lifespan. | CLO2, CLO3, CLO4 |
| * 1. Describe developmental changes in health. | CLO2 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 2.1, 2.2, 2.3 |
| ***A Topical Approach to Life-Span Development***   * Ch. 3: Physical Development and Biological Aging * Ch. 4: Health | |
| ***Alliant Library***   * Bagshaw, S. (2016). [what English teachers need to know about teenage brains](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=119544980&site=ehost-live&scope=site). *English In Aotearoa*, (89), 26-30. * D'Arcangelo, M. (2003). [On the Mind of a Child](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=9490591&site=ehost-live&scope=site). *Educational Leadership*, 60(7), 6. | |
| ***PBS Frontline Video***  “[Inside the Teenage Brain](http://www.pbs.org/wgbh/frontline/film/inside-the-teenage-brain/)” [52:52] | |

# Assignments

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| --- | --- |
| **Discussion: Aging** | 2.1 |
| **Respond** to the following prompts, in approximately one paragraph, in the Aging discussion forum by Wednesday:   * What are the four main biological theories of aging? * What do centenarians have in common? * To what age do you think you will live? Why?   **Include** rationale from the textbook, other provided resources, and personal experience to support your position.  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| **Assignment: Mental Health Pamphlet** | 2.2 |
| **Create** a resource pamphlet for school based mental health practitioners that includes the following information:   * Two- to three-paragraph summary of brain development in children ages 3–22. * Resource list of a combination of five research based resources with a short description:   + Alliant’s online library   + Reputable teaching videos   + At least one research-based program that would assist school counselors and psychologists in understanding and addressing issues of brain development in school-aged children.   **Utilize** Word or an online tool such as [Lucidpress](https://www.lucidpress.com/pages/examples/free-pamphlet-maker-online) or [Canva](https://www.canva.com/create/brochures/) to make your pamphlet.  **Submit** your pamphlet by Sunday. If you used an online tool submit a working link to your pamphlet. | |

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| **Assignment: Course Project–Biological and Health Changes Presentation** | 2.3 |
| **Create** a short presentation or video about the major changes that occur in the body from birth through death.  **Include** biological changes and changes in health.  **Reference** Ch. 3 & 4 of *A Topical Approach to Life-Span Development* and two outside sources in your presentation or video.  **Embed** the presentation or video in your Course Project Website.  **Submit** a working link with directions to the location of the presentation or video by Sunday.  **Note**. If you create a presentation, consider using Slide Share or Prezi to easily embed the presentation in your website. If you create a video, ensure it is in a format that can be easily played such as MP3 or MP4. | |
| **Faculty Note**  You will need to edit this assignment to link it to the group set created in Week 1. | |

Week 3: Motor Development & Cognitive Development

Learning Objectives

|  |  |
| --- | --- |
| * 1. Explain the development of fine and gross motor skills. | CLO1, CLO2, CLO3, CLO4 |
| * 1. Evaluate Piaget and Vygotsky’s theories of cognitive development. | CLO1 |
| * 1. Apply Piaget and Vygotsky’s theories to the educational setting. | CLO1, CLO4 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 3.1, 3.2, 3.3 |
| ***A Topical Approach to Life-Span Development***   * Ch. 5: Motor, Sensory, and Perceptual Development * Ch. 6: Cognitive Developmental Approaches | |
| ***Alliant Library***  Powell, K. C., & Kalina, C. J. (2009). [Cognitive and social constructivism: Developing tools for an effective classroom](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=47349084&site=ehost-live&scope=site). *Education*, 130(2), 241-250. | |
| ***Online Resources***   * “[Kids and Developmental Milestones: Fine Motor Skills](http://myfox8.com/2016/04/11/kids-and-developmental-milestones-fine-motor-skills/)” video [4:44] from FOX8 posted April 11, 2016 by Web Staff. * “[Baby Milestones: Motor Development](https://youtu.be/G5wWVNYLBVk)” video [7:26] from YouTube. | |

# Assignments

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| --- | --- |
| **Discussion: Piaget & Vygotsky’s Theories** | 3.2, 3.3 |
| **Respond** to the following prompts, in approximately two paragraphs, in the Piaget & Vygotsky’s Theories discussion forum by Wednesday:   * What are the similarities and differences between Piaget and Vygotsky’s theories? * How will you use Piaget and Vygotsky’s theories in your professional practice?   **Include** rationale from the textbook, other provided resources, and personal experience to support your position.  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| **Assignment: Course Project–Milestones Fact Sheet** | 3.1 |
| **Develop** a one-page fact sheet for parents about fine and gross motor milestones that can be downloaded from the Course Project Website.  **Include** information about healthy activities for children that encourage good fine and gross motor development.  **Reference** information from the textbook, videos, and at least one other resource of your choosing.  **Submit** a working link with directions to the location of the fact sheet by Sunday. | |
| **Faculty Note**  You will need to edit this assignment to link it to the group set created in Week 1. | |

Week 4: Information Processing, Intelligence & Language Development

Learning Objectives

|  |  |
| --- | --- |
| * 1. Explain the Information-Processing approach to development. | CLO1 |
| * 1. Analyze attention, memory, thinking, and metacognition in relation to the educational process. | CLO1, CLO2, CLO4, CLO5 |
| * 1. Explain the characteristics of intellectual disability, giftedness, and creativity. | CLO1, CLO5 |
| * 1. Describe language development through the lifespan. | CLO2, CLO4 |
| * 1. Determine the biological and environmental contributions to language skills. | CLO2, CLO3, CLO5 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 4.1, 4.2, 4.3, 4.4, 4.5 |
| ***A Topical Approach to Life-Span Development***   * Ch. 7: Information Processing * Ch. 8: Intelligence * Ch. 9: Language Development | |
| ***Alliant Library***   * DeNisco, A. (2016). [Why aren't more black students identified as gifted?](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=113989673&site=ehost-live&scope=site). *District Administration*, 52(4), 16. * Allen, J. K., Robbins, M. A., Payne, Y. D., & Brown, K. B. (2016). [Using Enrichment Clusters to Address the Needs of Culturally and Linguistically Diverse Learners](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=113829454&site=ehost-live&scope=site). *Gifted Child Today*, 39(2), 84-97. | |
| ***Online Resources***   * “[Information processing model: Sensory, working, and long term memory | MCAT | Khan Academy](https://youtu.be/pMMRE4Q2FGk)” video [7:33] from YouTube. * “[The Neuroscience of Memory - Eleanor Maguire](https://www.youtube.com/watch?v=gdzmNwTLakg)” video [1:07:12] from YouTube. * “[The birth of a word](https://www.ted.com/talks/deb_roy_the_birth_of_a_word)” a TED Talk video [19:52] by Deb Roy from TED2011. | |

# Assignments

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| --- | --- |
| **Discussion: Educational & Development Constructs** | 4.1, 4.2 |
| **Respond** to the following prompts, in approximately two paragraphs, in the Educational & Development Constructs discussion forum by Wednesday:   * What are the characteristics of and interrelationships between attention, memory, thinking, and metacognition? * What do you think about the Information-Processing Theory? * How will you use these constructs in your professional practice?   **Include** rationale from the textbook, other provided resources, and personal experience to support your position.  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| **Assignment: Language Development Resource** | 4.4, 4.5 |
| **Develop** a one-page parent resource detailing typical language development.  **Include** information about how parents may provide an enriched environment for optimal language development.  **Reference** information from the resources provided this week.  **Submit** your resource as a Word document by Sunday. | |

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| **Assignment: Course Project–Intelligence Presentation** | 4.3 |
| **Create** a short presentation or video about intelligence that includes the following information:   * Properties of intelligence * Giftedness * Intellectual disabilities   **Reference** information from the resources provided this week.  **Embed** the presentation or video in your Course Project Website.  **Submit** a working link with directions to the location of the presentation or video by Sunday.  **Note**. If you create a presentation, consider using Slide Share or Prezi to easily embed the presentation in your website. If you create a video, ensure it is in a format that can be easily played such as MP3 or MP4. | |
| **Faculty Note**  You will need to edit this assignment to link it to the group set created in Week 1. | |

Week 5: Emotional Development, Attachment, Identity & Personality

Learning Objectives

|  |  |
| --- | --- |
| * 1. Explain the development of emotion through the lifespan. | CLO2, CLO5 |
| * 1. Explain the development of attachment. | CLO2, CLO3, CLO4, CLO5 |
| * 1. Determine the key facets of identity development. | CLO1, CLO2 |
| * 1. Explain the development of personality in adulthood. | CLO1, CLO2 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 5.1, 5.2, 5.3, 5.4 |
| ***A Topical Approach to Life-Span Development***   * Ch. 10: Emotional Development and Attachment * Ch. 11: The Self, Identity, and Personality | |
| **Online Resources**  **Listen** to “[Science of Sadness and Joy: ‘Inside Out’ Gets Childhood Emotions Right](http://www.npr.org/sections/health-shots/2015/06/13/413980258/science-of-sadness-and-joy-inside-out-gets-childhood-emotions-right)” from Health News from NPR posted on June 13, 2015 with Jon Hamilton and Neda Ulaby.  **Read** the following article: Karen, R. (1990). [Becoming Attached](http://www.theatlantic.com/magazine/archive/1990/02/becoming-attached/308966/). *The Atlantic*.  **View** the “[Bruce D. Perry: Social & Emotional Development in Early Childhood](https://youtu.be/vkJwFRAwDNE)” video [1:00:27] from YouTube.  **Note**. It is recommended that you watch “Inside Out” from Disney Pixar. If you have a Netflix account, this movie is available as DVD only. | |

# Assignments

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| --- | --- |
| **Discussion: Childhood Emotions** | 5.1 |
| **Respond** to the following prompts, in approximately one paragraph, in the Childhood Emotions discussion forum by Wednesday:   * Do you think the NPR broadcast “Science of Sadness and Joy: ‘Inside Out’ Gets Childhood Emotions Right” correlates well with the information from your textbook? Where do you see the correlations? * If you have seen the movie, what are your personal reflections about this movie and its use in describing and processing emotions with children?   **Include** rationale from the textbook, other provided resources, and personal experience to support your position.  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| **Discussion: Attachment** | 5.2 |
| **Respond** to the following prompts, in approximately one paragraph, in the Attachment discussion forum by Wednesday:   * Do you think the article *Becoming Attached*, written in 1990, is still relevant and accurate today? Why or why not? * How might poor attachment or attachment disorders impact a child’s ability to participate in the educational process? * How might you support teachers with students who are teaching students with attachment-related issues?   **Include** rationale from the textbook, other provided resources, and personal experience to support your position.  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| **Assignment: Social & Emotional Development Outline** | 5.1, 5.2, 5.3, 5.4 |
| **Outline** the presentation given by Dr. Bruce Perry in the video “*Bruce D. Perry: Social & Emotional Development in Early Childhood*.”  **Include** three- to four-paragraphs discussing the information you found most relevant to your future career as school psychologist or school counselor.  **Submit** your outline and discussion as a Word document by Sunday. | |

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| --- | --- |
| **Assignment: Personality Reflection Paper** | 5.3, 5.4 |
| **Take** the [Big Five Project Personality Test](http://www.outofservice.com/bigfive/).  **Write** a one-page reflection paper on the results of the personality test.  **Include** the following in your reflection:   * A description of the key facets of identity development. * An analysis of the accuracy and usefulness of the personality test based on the results.   **Submit** your reflection paper as a Word document by Sunday. | |

Week 6: Gender, Sexuality & Moral Development

Learning Objectives

|  |  |
| --- | --- |
| * 1. Analyze biological, social, and cognitive influences on gender. | CLO2, CLO4, CLO5 |
| * 1. Explain the development of sexuality through the lifespan. | CLO2, CLO4, CLO5 |
| * 1. Analyze theory and research on moral thought, behavior, feeling, and personality. | CLO1, CLO2 |
| * 1. Determine the impact of parents and schools on moral development of children. | CLO2, CLO3, CLO4 |

# Activities and Resources

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| --- | --- |
| **Readings** | 6.1, 6.2, 6.3, 6.4 |
| ***A Topical Approach to Life-Span Development***   * Ch. 12: Gender and Sexuality * Ch. 13: Moral Development, Values, and Religion | |
| ***Alliant Library***   * Goldberg, A. E., & Garcia, R. L. (2016). [Gender-typed behavior over time in children with lesbian, gay, and heterosexual parents](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=118695041&site=ehost-live&scope=site). *Journal of Family Psychology*, 30(7), 854-865. * Tolman, D. L., & McClelland, S. I. (2011). [Normative Sexuality Development in Adolescence: A Decade in Review, 2000-2009](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=58121351&site=ehost-live&scope=site). Journal of Research on Adolescence (Wiley-Blackwell), 21(1), 242-255. | |
| ***Online Resource***  **View** the “[Rick Weissbourd - Promoting Moral Development in Schools - GoodWork Conference 2013](https://youtu.be/YHwegD4UewE)” video [7:50] from YouTube. | |

# Assignments

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| --- | --- |
| **Discussion: Gender Development** | 6.1, 6.2 |
| **Respond** to the following prompts, in approximately one paragraph, in the Gender Development discussion forum by Wednesday:   * What do you see as the most important factor in gender development- biological, social, or cognitive? Why? * Why will an understanding of gender development will be important in your professional practice?   **Include** rationale from the textbook, other provided resources, and personal experience to support your position.  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| **Assignment: Gender & Moral Development Paper** | 6.3 |
| **Write** a one- to-two-page reflection on your own gender, sexual, or moral development over a five-year period.  **Include** a two-paragraph factual overview of the three spheres:   * Gender development * Sexual development * Moral development   **Reference** the textbook and other relevant journal articles in your paper.  **Submit** your reflection as a Word document by Sunday. | |

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| --- | --- |
| **Assignment: Course Project–Theories of Morality Chart** | 6.4 |
| **Create** a chart for parents and schools that addresses moral development in children that can be downloaded from the Course Project Website.  **Include** at least four sections in your chart:   * Two sections describing Piaget and Kohlberg’s Theories of Morality * One section that outlines recommendations for parents * One section that outlines recommendations for schools   **Reference** the textbook and video resources provided this week in your chart.  **Submit** a working link with directions to the location of the chart by Sunday. | |
| **Faculty Note**  You will need to edit this assignment to link it to the group set created in Week 1. | |

Week 7: Families, Lifestyles, Parenting, Peers & the Sociocultural World

Learning Objectives

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| --- | --- |
| * 1. Analyze the impact of parenting on children’s development. | CLO1, CLO2, CLO4 |
| * 1. Explain the role of friendship through the lifespan. | CLO2, CLO4 |
| * 1. Summarize the social aspects of aging. | CLO2, CLO5 |

# Activities and Resources

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| --- | --- |
| **Readings** | 7.1, 7.2, 7.3 |
| ***A Topical Approach to Life-Span Development***   * Ch. 14: Families, Lifestyles, and Parenting * Ch. 15: Peers and the Sociocultural World | |
| ***Alliant Library***   * Abbott, J. (1872). [Gentle punishment of disobedience](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=psyh&AN=2009-19226-004&site=ehost-live&scope=site). In, *Gentle measures in the management and training of the young*; or, *The principles on which a firm parental authority may be established and maintained, without violence or anger, and the right development of the moral mental capacities be promoted by methods in harmony with the structure and the character of the juvenile mind* (pp. 43-59). New York, NY, US: Harper & Brothers. * Mendez, M., Durtschi, J., Neppl, T. K., & Stith, S. M. (2016). [Corporal punishment and externalizing behaviors in toddlers: The moderating role of positive and harsh parenting](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=psyh&AN=2016-06809-001&site=ehost-live&scope=site). *Journal Of Family Psychology*, 30(8), 887-895. * Hart, T. (2016). [All You Need Is — One Good One](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ulh&AN=114253284&site=ehost-live&scope=site). *Lesbian News*, 41(9), 20. * Toepoel, V. (2013). [Ageing, Leisure, and Social Connectedness: How could Leisure Help Reduce Social Isolation of Older People?](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=88785729&site=ehost-live&scope=site). *Social Indicators Research*, 113(1), 355-372. | |
| ***Online Resources***  Nunes, F., & Mota, C. P. (2016). [Parenting styles and suicidal ideation in adolescents: Mediating effect of attachment](http://rdcu.be/n6XW). *Journal of Child and Family Studies*, doi:10.1007/s10826-016-0611-6 | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Parental Styles** | 7.1 |
| **Respond** to the following prompts, in approximately two paragraphs, in the Parental Styles discussion forum by Wednesday:   * Compare the article readings this week with the parenting information in the textbook. * What is the impact of parental styles on a child’s participation in the educational process? * How might you support parents in your professional practice?   **Include** rationale from the textbook, other provided resources, and personal experience to support your position.  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| **Assignment: Friendship Paper** | 7.2, 7.3 |
| **Write** a 1- to 2-page paper that explains the role of friendship throughout the lifespan.  **Address** the social aspects of ageing and protective factors and behaviors.  **Reference** the textbook, the article by Toepoel, and two additional sources.  **Submit** your paper as a Word document by Sunday. | |

|  |  |
| --- | --- |
| **Assignment: Course Project–Outcomes of Parenting Styles** | 7.1 |
| **Create** an illustrated visual chart describing the four parenting styles and their probable outcomes.  **Utilize** Word or an online tool such as [Lucidpress](https://www.lucidpress.com/pages/examples/free-pamphlet-maker-online) or [Canva](https://www.canva.com/create/brochures/) to make your illustration.  **Include** 3- to 4-sentences at the bottom of the chart explaining the style most likely to result in positive outcomes across settings.  **Submit** your illustration by Sunday. If you used an online tool submit a working link to your pamphlet. | |
| **Faculty Note**  You will need to edit this assignment to link it to the group set created in Week 1. | |

Week 8: School, Achievement, Work, Death, Dying & Grieving

Learning Objectives

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| --- | --- |
| * 1. Determine the key aspects of achievement and the dangers of an inappropriate over-emphasis on achievement by educators. | CLO2, CLO3, CLO4, CLO5 |
| * 1. Explain death and the attitudes about it at different points in development. | CLO2, CLO3 |
| * 1. Determine ways school counselors and school psychologists may assist a bereaved student cope with the death of another person. | CLO1, CLO2, CLO3, CLO4 |

# Activities and Resources

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| --- | --- |
| **Readings** | 8.1, 8.2, 8.3 |
| ***A Topical Approach to Life-Span Development***   * Ch. 16: Schools, Achievement, and Work * Ch. 17: Death, Dying, and Grieving | |
| ***Alliant Library***  Traeger, J. (2011). [Supporting Your Grieving Child](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=aph&AN=60542225&site=ehost-live&scope=site). *Journal of Palliative Medicine*, 14(1), 116-117. | |
| ***Online Resources***  **Explore** the following websites:   * [Educators and Self-Injury](http://educatorsandselfinjury.com/) * [Coalition to Support Grieving Students](https://grievingstudents.org/)   **Read** the following articles:   * Nadworny, E. (2015). [*Grief in the Classroom: ‘Saying Nothing Says a Lot’*](http://www.npr.org/sections/ed/2015/01/13/376720559/grieving-in-the-classroom). NPR Ed from NPR.org. * Schonfeld, D. J., & Demaria, T. (2016). [Supporting the Grieving Child and Family](http://pediatrics.aappublications.org/content/early/2016/08/25/peds.2016-2147). *Pediatrics*, 138(3), e1-e12. | |
| ***Race to Nowhere***  **View** the “[Race to Nowhere](https://youtu.be/BE7TLXbXROg)” video overview [2:26] from YouTube.  **Explore** the [Race to Nowhere: Transforming Education from the Ground Up](http://www.racetonowhere.com/) website.  **Note**. It is recommended that you watch “Race to Nowhere” documentary. If you have a Netflix account, this movie is available free to stream. | |

# Assignments

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| **Discussion: Achievement Culture** | 8.1 |
| **Respond** to the following prompts, in approximately two paragraphs, in the Achievement Culture discussion forum by Wednesday:   * How are achievement and the issues of an achievement culture discussed in Race to Nowhere interrelated with self-injury and suicide? * How will this information be useful to you in the future as a practicing school psychologist or school counselor?   **Include** rationale from the textbook, other provided resources, and personal experience to support your position.  **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ | |

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| **Assignment: Course Reflection Paper** | CLO3, CLO4 |
| **Write** a one-page reflection paper of your learning throughout the lifespan development course.  **Include** the following in your reflection:   * Three key points you learned from the course * How you will use that information in your career as a school psychologist or school counselor   **Reference** the textbook, journal articles, videos, and any other resources relevant to your comments.  **Cite** your resources using APA format.  **Submit** your reflection as a Word document by Sunday. | |

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| **Assignment: Course Project–Conceptualizing Death** | 8.2, 8.3 |
| **Create** a resource pamphlet for parents about death and the attitudes about it at different points in development.  **Include** information about the ability to conceptualize and understand death from childhood thru adolescence.  **Provide** strategies for the following:   * How parents may support their child through the grieving process. * What school personnel can do to help support the family.   **Utilize** Word or an online tool such as [Lucidpress](https://www.lucidpress.com/pages/examples/free-pamphlet-maker-online) or [Canva](https://www.canva.com/create/brochures/) to make your pamphlet.  **Submit** your pamphlet by Sunday. If you used an online tool submit a working link to your pamphlet. | |
| **Faculty Note**  You will need to edit this assignment to link it to the group set created in Week 1. | |

# Bibliography

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# Rubrics

**Discussion Rubric–1 Paragraph** (Weeks 1, 2, 5, & 6)

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|  | **Exemplary**  **100%** | **Good**  **67%** | **Needs Improvement**  **33%** |
| **Initial Response to the Forum Topic**  (3 points) | Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts. | Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts. | Topic is addressed superficially and without evidence that prior posts were considered. |
| **Feedback to First Peer’s Response to the Forum Topic**  (1 point) | Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented. | Feedback was thoughtful but did not include specific suggestions and references for improvement. | Feedback was superficial and did not cover all levels of the RISE model. |
| **Feedback to Second Peer’s Response to the Forum Topic**  (1 point) | Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented. | Feedback was thoughtful but did not include specific suggestions and references for improvement. | Feedback was superficial and did not cover all levels of the RISE model. |

**Discussion Rubric–2 Paragraphs** (Weeks 3, 4, 7, & 8)

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|  | **Exemplary**  **100%** | **Good**  **67%** | **Needs Improvement**  **33%** |
| **Initial Response to the Forum Topic**  (4 points) | Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts. | Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts. | Topic is addressed superficially and without evidence that prior posts were considered. |
| **Feedback to First Peer’s Response to the Forum Topic**  (1 point) | Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented. | Feedback was thoughtful but did not include specific suggestions and references for improvement. | Feedback was superficial and did not cover all levels of the RISE model. |
| **Feedback to Second Peer’s Response to the Forum Topic**  (1 point) | Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented. | Feedback was thoughtful but did not include specific suggestions and references for improvement. | Feedback was superficial and did not cover all levels of the RISE model. |

**Theories of Human Development Chart/** **Mental Health Pamphlet/** **Language Development Resource**

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| --- | --- | --- | --- | --- |
| **Category** | **Exemplary**  **100%** | **Good**  **75%** | **Needs Improvement**  **50%** | **Poor**  **25%** |
| **Alignment of Theory and Practice**  (2 pts) | Clear evidence of connection to theory or research. Frequent and clear references are made to facts, concepts, and cited resources. Students and teachers will learn from this project. | Adequate evidence of connection to theory or research. Students and teachers are likely to learn from this project. | Some evidence of connection to theory or research. Students and teachers may learn from this project. | No evidence of connection to theory or research. Students and teachers are not likely to learn from this project. |
| **Subject**  **Knowledge**  (2 pts) | Subject knowledge is evident throughout the project. All information is clear, appropriate, and correct. | Subject knowledge is evident in much of the project. Most information is clear, appropriate, and correct. | Some subject knowledge is evident. Some Information is confusing, incorrect, or flawed. | Subject knowledge is not evident. Information is confusing, incorrect, or flawed. |
| **Originality**  (1 pts) | The project shows significant evidence of originality and inventiveness.  The majority of the content and many of the ideas are fresh, original, and inventive. | The project shows some evidence of originality and inventiveness. While based on an extensive collection of other people's ideas, products, images and inventions, the work extends beyond that collection to offer new insights. | The work is an extensive collection and rehash of other people's ideas, products, images and inventions. There is little evidence of new thought or inventiveness. | The work is a minimal collection or rehash of other people's ideas, products, images and inventions. There is no evidence of new thought. |

**Course Project–Website Outline**

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| **Category** | **Exemplary**  **100%** | **Good**  **75%** | **Needs Improvement**  **50%** | **Poor**  **25%** |
| **Originality**  (2 pts) | The project shows significant evidence of originality and inventiveness.  The majority of the content and many of the ideas are fresh, original, and inventive. | The project shows some evidence of originality and inventiveness. While based on an extensive collection of other people's ideas, products, images and inventions, the work extends beyond that collection to offer new insights. | The work is an extensive collection and rehash of other people's ideas, products, images and inventions. There is little evidence of new thought or inventiveness. | The work is a minimal collection or rehash of other people's ideas, products, images and inventions. There is no evidence of new thought. |

**Course Project–Biological and Health Changes Presentation/** **Milestones Fact Sheet/** **Intelligence Presentation/** **Social & Emotional Development Outline/** **Theories of Morality Chart/** **Outcomes of Parenting Styles/** **Conceptualizing Death**

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| **Category** | **Exemplary**  **100%** | **Good**  **75%** | **Needs Improvement**  **50%** | **Poor**  **25%** |
| **Alignment of Theory and Practice**  (1.5 pts) | Clear evidence of connection to theory or research. Frequent and clear references are made to facts, concepts, and cited resources. Students and teachers will learn from this project. | Adequate evidence of connection to theory or research. Students and teachers are likely to learn from this project. | Some evidence of connection to theory or research. Students and teachers may learn from this project. | No evidence of connection to theory or research. Students and teachers are not likely to learn from this project. |
| **Subject**  **Knowledge**  (1.5 pts) | Subject knowledge is evident throughout the project. All information is clear, appropriate, and correct. | Subject knowledge is evident in much of the project. Most information is clear, appropriate, and correct. | Some subject knowledge is evident. Some Information is confusing, incorrect, or flawed. | Subject knowledge is not evident. Information is confusing, incorrect, or flawed. |
| **Originality**  (1 pts) | The project shows significant evidence of originality and inventiveness.  The majority of the content and many of the ideas are fresh, original, and inventive. | The project shows some evidence of originality and inventiveness. While based on an extensive collection of other people's ideas, products, images and inventions, the work extends beyond that collection to offer new insights. | The work is an extensive collection and rehash of other people's ideas, products, images and inventions. There is little evidence of new thought or inventiveness. | The work is a minimal collection or rehash of other people's ideas, products, images and inventions. There is no evidence of new thought. |

**Personality Reflection Paper/** **Gender & Moral Development Paper/** **Friendship Paper/** **Course Reflection Paper**

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|  | **Above Standards**  **100%** | **Meets Standards**  **75%** | **Approaching Standards**  **50%** | **Below Standards**  **25%** |
| **Focus or Thesis Statement**  (1 point) | The thesis statement names the topic of the essay and outlines the main points to be discussed. | The thesis statement names the topic of the essay. | The thesis statement outlines some or all of the main points to be discussed but does not name the topic. | The thesis statement does not name the topic AND does not preview what will be discussed. |
| **Selection of Considerations & Evidence**  (2 points) | The most important considerations for this issue are identified and discussed objectively. Many references and examples from current professional sources are cited. | Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports a position on the issue. Includes a few citations. | At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports a position on the issue. A significant consideration is missed or evidence is very weak. | Considerations are not relevant or not explained. |
| **Transitions**  (1 point) | A variety of thoughtful transitions are used. They clearly show how ideas are connected. | Transitions show how ideas are connected, but there is little variety. | Some transitions work well, but some connections between ideas are unclear. | The transitions between ideas are unclear OR nonexistent. |
| **Grammar & Spelling**  (1 point) | Author makes no errors in grammar or spelling that distract the reader from the content. | Author makes 1-2 errors in grammar or spelling that distract the reader from the content. | Author makes 3-4 errors in grammar or spelling that distract the reader from the content. | Author makes more than 4 errors in grammar or spelling that distract the reader from the content. |