AMBERTON UNIVERSITY  
e-COURSE SYLLABUS

CSL6801.E1 Life Span Development  
Fall 2019

PROFESSOR INFORMATION:
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Phone Number: 972-279-6511 ext. 147  
Email Address: PJohnson@Amberton.edu

COURSE INFORMATION:
CSL6801.E1 Life Span Development  
Level: Graduate  
Beginning Date of Session: Saturday, September 14, 2019  
Ending Date of Session: Thursday, November 21, 2019  
Student access available to the Student Portal: Saturday, September 14, 2019.

Students enrolled in distance learning courses are not assessed any additional fees for security or identity verification.

COURSE PREREQUISITES:
None

TEXTBOOK(S) AND REQUIRED MATERIALS:
Title: Life Span Development  
Author: John Santrock  
Publisher: McGraw-Hill  
Year Published: 2016  
Edition: 16  
ISBN: 9781259550904  
Price Available at: http://amberton.ecampus.com

Amberton University has an agreement with eCampus.com to provide a full-service online bookstore to students. The Amberton University Virtual Bookstore is accessible through the University's website, www.Amberton.edu. There is also a bookstore link in the Student Portal.

The AU Virtual Bookstore provides an easy to use interface, online buyback of books, and same day shipment of most titles with an average delivery time of 2-3 days depending on the student’s location. Textbook options include new, used, rental, and electronic media as available.

Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping. Be certain you are enrolled in the course before purchasing your book(s). All textbook information (Title, Author, ISBN, etc.) is available in the course syllabi so students can shop competitively. Most textbooks can be purchased from many different textbook vendors. Some textbooks may only be available on the University's Virtual Bookstore. Students should be careful to obtain the exact resource(s) required for the course.

APA Requirement
APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 6th edition, second printing of the APA manual, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the Publication Manual of the American Psychological Association, (6th ed., 2nd printing). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.
SCHOOL COUNSELING PROFESSIONAL CERTIFICATE PROGRAM CHANGE
Changes in State of Texas requirements for the School Counseling Professional Certificate resulted in changes for CSL6829 Pre-Practicum in School Counseling and CSL6855 Practicum in School Counseling. The Application and Contract will be required at the first meeting of CSL6829 Pre-Practicum in School Counseling. These forms are available on the university FTP site, (ftp://ftp.amberton.edu) under the folder “cslinfo.” For those students completing the 42 credit hour degree program, the field work experience will require 160 actual clock hours and be required during CSL6829 and CSL6855. For those students completing the 45 credit hour degree program, the field work experience will require 160 actual clock hours and be required during CSL6829, CSL6855 and CSL6857. The field work experiences will be scheduled during the Fall, Winter, and Spring semesters only.

COURSE COMPETENCIES:
The following represents the course competencies for this class. Competencies are equivalent for all lecture and distance learning courses. Following each competency is the assignment used to gain mastery of this area of study.

The course investigates the changes that occur with age and the processes underlying human growth and development throughout the life cycle. The developmental progression of the family life cycle is also explored, including physical, psychological, and social characteristics. Emphasis is placed on areas such as sensory and perceptual ability, cognitive and language development, behavioral genetics, and effects of socialization agents. Developmental and learning theories will be emphasized.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

| 1. Defining developmental psychology. (Assignment 1, Midterm) |
| 2. Detailing stages of the human life cycle. (Assignment 1,2,3,4, midterm & Final) |
| 3. Understanding the contribution of genetics to life span development. (Assignment 1, midterm) |
| 4. Examining the developmental stages of the family life cycle and the family structure, including their influence on the allocation of family resources. (Assignment 1,2,3,4, midterm & Final) |
| 5. Discussing prenatal development. (Assignment 1, Midterm) |
| 6. Describing theories of personality development in infancy. (Assignment 1,2,3,4, midterm & Final) |
| 7. Assessing motor skill development in early childhood. (Assignment 1,2, midterm) |
| 8. Evaluating perceptual development in early childhood. (Assignment 1,2, midterm) |
| 9. Analyzing theories of personality development in early and middle childhood. (Assignment 1,2, midterm) |
| 10. Discussing development of primary and secondary sex characteristics. (Assignment 1,2, midterm) |
| 11. Discussing adolescent egocentrism. (Assignment 1,2, midterm) |
| 12. Expanding the concept of adult maturity. (Assignment 3, 4 & Final) |
| 13. Discussing the development of adult sexual relationships. (Assignment 3, 4 & Final) |
| 15. Synthesizing changes in health, sensory abilities, and mental capabilities in late adulthood. (Assignment 3, 4 & Final) |
| 16. Evaluating psychological stages in the dying process. (Assignment 3, 4 & Final) |
COURSE POLICIES:

Student's Responsibilities
This syllabus contains information, policies and procedures for a specific course. By enrolling, the student agrees to read, understand and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

Attendance Policy:
Regular and punctual class attendance is expected at Amberton University. In case of absence, it is the student's responsibility to contact the professor as soon as possible. If a student intends on withdrawing from a course, it is the student's responsibility to follow the university's policy on formally withdrawing from a course. Ceasing to attend does not constitute official withdrawal.

Attendance in a Distance Learning course is defined as any submission to Moodle within the enrollment dates of the course, any required submissions outside of Moodle within the enrollment dates of the course, or initiating any communication with your professor regarding an academic assignment. A student in a Distance Learning course is required to actively participate in the course and submit course assignments timely as described in the course syllabus. A student not meeting these requirements may be dropped at the discretion of the professor and Amberton administration.

Plagiarism Policy
Plagiarism is using another person's work as your own. Plagiarism is a violation of the University's code of student ethical conduct and is one that is taken seriously. Amberton University operated on an honor system, and honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton University students are expected to abide by the honor system and maintain academic integrity in all of their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based anti-plagiarism services and applications at any time.

COURSE OUTLINE AND CALENDAR:

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<th>Week</th>
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<td>Socioemotional Development in Adolescence</td>
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<td>Physical and Cognitive Development in Early Adulthood</td>
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<td>Assignment 3 due Oct. 28, 2019</td>
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<td>Physical Development and Cognitive Development in Middle Adulthood</td>
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<td>Socioemotional Development in Middle Adulthood</td>
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<td>Assignment 4 due Nov. 11, 2019</td>
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<td>Final</td>
<td>1-17</td>
<td>Final Nov. 18, 2019</td>
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**GRADING CRITERIA:**
1. Instructions for 4 assignment. Please Note: Once enrolled in the course, you will see additional details in the Moodle Document called Assignment Instructions.

Students are provided (posted) a list of 4 discussion questions, for each assignment, via the Moodle discussion board 4 days prior to the due date. Each of the discussion questions will require you to read, comprehend and translate in your own words your understanding of information found in the text. You are also expected to treat each of the discussion questions as a short essay by including your thoughts, feelings, views, and perspectives and if possible any examples. You must back up your short answers with content from the readings. College level writing is expected. Each question should be answered in less than 300 words. You will reply to each of the 4 professors posted questions.

You will have 3 days after the due date for discussion with classmates before the assignment will be graded. You will be graded according to quality of your own answers and the quality of your discussions with your classmates with respect to their answer to the same question. You must also back up your comments/responses to fellow classmates with content from the text. Plan to have quality discussions with at least 3 classmates for each assignment. Assignments are to be submitted on the due date by 11:59 PM (Central Standard Time). Failure to respond to discussion questions by the due date will result in loss of grade points. Do not send in your assignment answers via email attachment to professor. The purpose of posting in discussion board is to encourage discussion of each others’ answers which creates an environment for further learning and exploration.

Note: See Assignment Instructions in Moodle for additional details and Assignment due dates and times.

Assignment 1 – due week 2
Assignment 2 – due week 4
Assignment 3 – due week 7
Assignment 4 – due week 9

2. Instructions for all exams. Please Note: Once enrolled in the course, you will see additional details in the Moodle Document called Exam Instructions.

Students are provided a list of essay questions via Moodle. Each of the discussion questions will require you to read, comprehend and translate in your own words the information found in the text.

Test Prep:
The questions are general in nature....focusing on the main areas that we covered in the first half (for midterm) and second half (for final) of the semester. Be sure to study the main theories, approaches and concepts and have a feel for how you would apply them in real life. I like to see that you have a basic understanding and can provide effective help in typical course related counseling situations.

Remember, you only have an hour...I am not looking for a research-like paper, just good sound thoughts and practices based on your readings.

You are also expected to treat each of the discussion questions as an essay by including your thoughts, feelings, views, and perspectives and if possible, any examples. College level writing is expected. Each question should be answered in less than 500 words. Students will send the answers via Moodle. An exam submitted after the time allotted will be assessed an appropriate penalty. Students are expected to take the exams during the designated time window. Make-up exams will be determined on an individual basis.

Note: See Exam Instructions in Moodle and Calendar for additional details and Assignment due dates and times.

Assignment 1 – 5%
Assignment 2 – 5%
Assignment 3 – 5%
Assignment 4 – 5%
Midterm Exam – 40%
Final Exam – 40%

Graduate
92 – 100 A
82 – 91 B
72 – 81 C
62 – 71 D
Below 62 F

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:
A successful distance learning experience requires a flow of communication between instructor and student throughout the session. Instructor comments are considered essential to the learning process. Therefore, each assignment/exam submitted will be reviewed, graded and returned to the student in a timely manner along with the appropriate commentary. Students should carefully review all comments.

Final grades are mailed approximately one week after the last day of the session to the student’s address of record. Amberton University staff will not post or release grades over the phone. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their University email account and contact the instructor at the faculty email address as provided above in Professor Information area.

Incomplete Grades
An “I” (incomplete grade) is given at the discretion of the professor and may be given only when an emergency or illness prevents the student from completing course requirements. Should an “I” be granted, the student has 30 days from the end of the session to complete the conditions of the incomplete. An “I” which is not properly removed within 30 days following the session enrolled will become an “F” grade.

How To Withdraw From a Course
To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the “Schedule of Classes” (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

COURSE DELIVERY METHODOLOGY:
This course is offered as a distance-learning course through the Moodle Learning Platform. Amberton’s distance learning courses, called e-Courses, are identical to classroom courses in terms of learning outcomes, competencies, and instructor expectations. A student choosing to take an e-Course must have the following skills and technical capabilities:

1. Access to the Internet
2. General knowledge in:
   Internet browser settings and configuration
   e-mail and file attachments
   Uploading and downloading files
   Using a word processing package
3. Ability to conduct on-line research
Students who have not mastered these skills should not enroll for this course, but should consider enrolling in MIS2110 Computer Concepts and Internet Technologies for instruction in these areas.

**HOW TO ACCESS YOUR COURSE:**

*Through the Amberton University Student Portal*

Students enrolled in distance learning courses using the Moodle Learning Platform may access the course through the Amberton University Student Portal. The site may be accessed through the University’s main page (http://www.Amberton.edu) or at http://apps.Amberton.edu. After selecting the “Student Portal” link, you will be prompted for a Username and Password.

Use your assigned **username and password** (AUID) as described below to enter the AU Student Portal:

**Username** = your capitalized firstname initial+lastname+last 3 digits of your SSN.

* Use your name exactly as it is listed on the University’s records, including any suffixes or hyphenations, such as Jr, Sr, or II, as a part of your username.

For example: James Jones, Jr. SSN: 123-45-6789
Username: JJonesJr789

**Password** = your Amberton University ID# (AUID) including the dashes

For example: 04-999-999

Once your login has been validated, you may select from a variety of menu options, including your individual E-Course, email account, Remote Research, General Tools, all Syllabi, Research Tutorials and Electronic Instructor Folders (FTP).

If you are accessing the Student Portal from a public or shared computer, close the browser completely when finished, or click on the Logout button. For security purposes, no other person should have access to your Username or Password. If you feel your information has been compromised or if you experience technical difficulties, contact the e-course system administrator at: e-sysop@amberton.edu

If you have lost or do not know your Amberton ID#, please contact the Student Services Office 972/279-6511 or advisor@Amberton.edu for a replacement AUID card. **You must know your Amberton ID# to gain access to the course and to send email to your professor.**

*Through the Amberton University Moodle Website*

Students enrolled in distance learning courses using the Moodle Learning Platform may also access the course by going to: http://moodle.Amberton.edu

For those utilizing Moodle for the first time, the **username and password** for the Moodle Learning Platform will be emailed to the student’s University email account prior to the start of the course. For those returning to Moodle who do not remember their username and password, click on the link “Forgotten your username or password” available on the Moodle log in page (http://moodle.Amberton.edu). Otherwise use the same username and password as previous session.

**Moodle Tutorial:**

Upon successful log in and access to the Moodle learning platform, there is a Student Moodle Tutorials course available, to learn about the basics of Moodle. Simply click on the link for the Student Moodle Tutorials and read through the various learning topics: Navigating; Communicating; Assignments & Exams; Grades; and Student Resources.

**COURSE COMMUNICATIONS:**
Students will communicate with faculty through the Moodle Learning Platform or the Amberton University email system. Each student enrolled is assigned an Amberton email account, which gives the student access to the Amberton email system (my.Amberton.edu). This email account is provided by Google Apps for Education. Students are encouraged to check their email regularly for University news, notices, and to communicate with instructors.

The student’s assigned email address would be Username@my.Amberton.edu

Example: LJones-Smith789@my.Amberton.edu

The student Username is determined by:

firstname initial+lastname+last 3 digits of student ssn.

For example: Linda Jones-Smith SSN: 123-45-6789 Email Address = LJones-Smith789@my.Amberton.edu

Students will be prompted for a Username and Password when accessing their email account. Use the Username portion of the email address as the username (Example: LJones-Smith789) and your Amberton ID# (including the dashes) as the password.

If you already have a Google gmail account, you might be prompted to add this account to your current account. Click ‘Yes’ and you will be logged into your my.Amberton.edu email account. It will be a separate email account from your personal gmail account.

If you need assistance with your email account, please visit https://support.google.com/mail

**Students are responsible for reviewing the “Communication Guidelines” provided on the individual E-Course for specific instructor requirements.**

Upon completion of a session, all communication and course specific information is removed from the Moodle system. If a student needs to maintain a record of communications or assignments, the student is strongly encouraged to print out or download these items to a disk for their own records.

**FORMAT AND SUBMISSION OF ASSIGNMENTS:**

Assignments are to be submitted to the appropriate assignment Drop Box in the Moodle system. Specific directions and guidelines for submission of assignments are located on-line in the “Communication Guidelines” of the e-course. Due to compatibility issues, Office 2007 files cannot be read by earlier versions of Microsoft Office. Before submitting an exercise file, confirm the file is in the proper format for grading by the instructor.

**INSTRUCTOR/COURSE EVALUATION:**

Each session, all Amberton students are provided with the opportunity to evaluate their courses and instructors. The evaluation process is an important one and provides students with an anonymous and confidential way to give meaningful feedback to the University. Summary information and comments are provided to faculty after the close of the session. All information provided is anonymous.

The Instructor/Course Evaluation will be open for completion during week 9 of the session. An evaluation assignment will be placed in week 9 of the Moodle course, along with the instructions on how to complete the evaluation. Prior to week 9, the University will send out an email containing instructions and dates for the evaluation period.

**TEXAS EDUCATION AGENCY COMPETENCIES:**

This course addresses the School Counselor Competencies set forth by the Texas Education Agency. These competencies are listed by course on the University’s ftp site (ftp://ftp.amberton.edu/cslinfo/AU_TEA).
ACADEMIC HONESTY/PLAGIARISM:
Plagiarism is the presentation of someone else’s information as though it were your own. If you use another person’s words, ideas or information, or if you use material from a source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge the source. Failure to do so violates Amberton University’s ethics policy.

RESEARCH RESOURCES:
The student is encouraged to use the Amberton Electronic Library as a research resource for this course. The Electronic Library provides access to full-text and abstract articles as well as links to a variety of remote research tools. Students can search Amberton Library Resource Center holdings through the on-line public access circulation system. The physical library contains a specialized collection of research materials specifically chosen to support the degrees and courses offered at Amberton. Interlibrary loan and document delivery services are available. The TexShare Card offers borrowing privileges in libraries all across the state of Texas. Students with research questions or questions about Library services are encouraged to visit the Library or email their questions to library@Amberton.edu.

RESEARCH TUTORIALS:
Online research resources are available through “Research Tools Database”, accessible through the Student Portal. (For additional assistance, students may access the “Research Tutorials” link located in the General Tools area on the Student Portal.) Access the Portal by clicking “Student Portal” from the University’s website. You must know your Amberton ID to access the Portal.

Library Live Chat Feature
The website allows for a live chat feature with librarians on the library pages. This service allows students to connect with librarians on questions regarding resource assistance, searching data bases and access to library services. www.amberton.edu/current-students/library/index.html
Life-Span Development. Related terms: Life-Span. Learn more about Life-Span Development. Education and Learning: Lifespan Perspectives. Elizabeth A.L. Stine-Morrow, Brennan R. Payne, in International Encyclopedia of the Social & Behavioral Sciences (Second Edition), 2015. Implications for Education. Education and life span developments are intimately related. On the one hand, it is important that we understand how education contributes to development. LIFE-SPAN DEVELOPMENT Life-span developmental theory provides a framework for understanding human aging. The main purpose of theory in the study of aging is to provide a context for describing and explaining the regular transformations that occur with time to representative organisms living under representative conditions. LIFE-SPAN DEVELOPMENT. Updated About encyclopedia.com content Print Article Share Article. Life-Span Development. gale. views updated. LIFE-SPAN DEVELOPMENT. Think about the life span and make a list of what you would consider the periods of development. How many stages are on your list? Perhaps you have three: childhood, adulthood, and old age. Or maybe four: infancy, childhood, adolescence, and adulthood. Developmentalists break the life span into nine stages as follows: Prenatal Development. Infancy and Toddlerhood. Early Childhood.