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COURSE INFORMATION

COURSE NUMBER
EDG 6303

COURSE TITLE
Lifespan Development

COURSE DELIVERY
This is a distance course utilizing the Blackboard course management tool with course requirements, learning activities, assignments, and due dates specified in the course calendar and modules in Blackboard. The course site can be accessed at http://blackboard.angelo.edu. The course begins on January 14, 2019 and ends on March 8, 2019.

COURSE DESCRIPTION
A study of human development through the lifespan, including physiological, social, emotional, cognitive, language, and cultural influences.

INSTRUCTOR INFORMATION

LEAD INSTRUCTOR
Audrey Heron, Ph.D.
Email: Audrey.heron@angelo.edu

INSTRUCTOR TEAM
Graduate courses in the Department of Curriculum and Instruction may utilize an instructor team to support the Lead Instructor. All members of the instructor team are highly qualified with educational and practical experiences related to the subject-matter of the course.

OFFICE HOURS
Email is the most accessible way to contact all instructors. The instructor team is available via email using only your ASU email address (angelo.edu). You should receive a response within 24 hours.

STUDENT LEARNING OUTCOMES

• The candidate must know and understand environmental, social, and cultural factors that affect learners' development and the relevance of those factors to educational, career, personal, and social development.

• The candidate must know and understand learners' developmental characteristics and needs and their relevance to educational and career choices.
• The candidate must know and understand how cultural factors and group membership impact individual students.

• The candidate must understand how environment and behavior may impact or influence individual learners.

• The candidate demonstrates knowledge of developmental progressions in the social, emotional, physical, motor, language and cognitive domains in children and adolescents.

• The candidate must know and understand developmental theory, learning theories, and multiculturalism.

REQUIRED TEXTS AND MATERIALS

REQUIRED TEXTS

RECOMMENDED READINGS
Course materials and readings are located in Blackboard. Candidates are expected to locate peer-reviewed, research-based resources for research on individual topics and learning activities.

TECHNOLOGY REQUIREMENTS
A complete list of technology requirements for online education at Angelo State University is available at https://www.angelo.edu/online-education/technology_requirements.php. Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned learning activities. Technical support concerns should be submitted to the IT Service Center via phone at (325) 942-2911 or toll-free at (866) 942-2911.

GRADING SYSTEM
Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

The following grading scale is in use for this course:
   A = 90.00-100%
   B = 80.00-89%
   C = 70.00-79%
   F = below 70%

METHODS OF INSTRUCTION
Since this course is delivered online, candidates are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the instructor immediately for help since many of the tasks build on one another.

Course design includes a combination of learning activities to strengthen the academic and professional competence of candidate’s writing skills, presentation skills, collaboration, analysis, and practical application/experience.

Learning activities may include, but are not limited to critical analysis submissions incorporating research, writing, and reflection; digital presentations with multimedia and/or interactive elements; collaboration opportunities through online discussion boards, wikis, or blogs; practical case studies requiring research, writing, and collaboration; and other projects and activities such as interviews, field visits, modeling, and videos.

**COMMUNICATION**
The course is designed to offer regular and substantive interaction between candidates and instructors. Both candidates and instructors are responsible for effective, appropriate, and timely communications and interactions in the course.

**CANDIDATE COMMUNICATIONS:** Candidates should initiate communications with instructors through Class Café or the ASU email system. Check frequently for announcements and reminders. Scoring rubrics and module information outline the specific interaction and communication requirements for each learning activity.

Course content and subject-specific questions should be posted to Class Café for interactions with other candidates and instructors about the content. Technical support concerns should be submitted to the IT Service Center via phone at (325) 042-2911 or toll-free at (866) 942-2911.

**WRITTEN SUBMISSIONS:** It is an expectation of this department that you use academic and professional writing skills. Candidates should follow APA guidelines for formatting and citations in all learning activities unless otherwise specified. Failure to utilize accurate APA citations and references constitutes plagiarism.

**USE GOOD “NETIQUETTE”:**
- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
• When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
• It is extremely rude to forward someone else’s messages without their permission.
• It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(From “The Net User Guidelines and Netiquette” by A.H. Rinald, 1994, Florida Atlantic University. Adapted with permission.)

INSTRUCTOR COMMUNICATIONS: Instructors will provide communications relevant to the course and subject matter through weekly emails, Blackboard announcements, Class Café, interactions during learning activities such as moderating discussion boards, and feedback on submitted assignments. These course activities help build a sense of community among learners.

Instructors will typically respond to email within 24 hours. Class Café discussions will include both peer and instructor responses as appropriate to assist with candidate mastery of the subject. Instructors will typically provide feedback on assignments within 48-72 hours of submission of the assignment through Blackboard. Feedback communication is provided to candidates by instructors in Grade Center, Turn It In Feedback Center, or on scoring rubrics in Blackboard as appropriate for each assignment.

CANDIDATE PARTICIPATION
• Candidates are expected to be active learners. It is a basic assumption of the instructor that candidates will be involved discovering, processing, and applying the course information using peer-review journal articles and researching additional information through the ASU Online Library and Internet.
• Candidates are expected to engage with the material, their peers, and their instructors. Ensure that you are reading all of the materials provided in the Blackboard modules. Participate in discussions with your peers about the content through Class Cafe.
• If you have questions, it is important to ask immediately since many of the tasks build on one another.

ATTENDANCE
Distance course. Candidates are required to follow the course calendar and the expectations related to candidate participation. Candidates are expected to engage in course activities and submit assignments by due dates and times identified in the course calendar.

The last date of access to the Blackboard course will be used as the last date of course attendance for reporting to the Registrar.
LIBRARY RESOURCES
Candidates should familiarize themselves with the numerous resources available through the Angelo State University Porter Henderson Library at www.angelo.edu/services/library/. Information on library resources is available in the Orientation tab of each course. All candidate can also use the Ask A Librarian research support feature.

ASSIGNMENT SUBMISSION
In this class, all assignments need to be submitted through the posted Blackboard or TurnItIn link in the Blackboard course site. You should record the confirmation number received when you submit your work. Assignments are not accepted via email.

If a technology issue does occur regarding an assignment submission, email your instructor along with documentation that you notified the help desk. This process will document the problem and establish a timeline for submission.

LATE WORK OR MISSED ASSIGNMENTS
All learning activities should be submitted by the scheduled due dates. A 10% grade reduction may occur for each day the assignment is late. Documented medical or personal emergencies will be reviewed on a case-by-case basis with the appropriate documentation and in accordance with department policy.

POLICIES RELATED TO THIS COURSE
All candidates are required to follow the policies and procedures presented in the following documents:

• Angelo State University Student Handbook
  http://www.angelo.edu/student-handbook/

• ASU Undergraduate and Graduate Catalog
  http://www.angelo.edu/catalogs/

• Academic Calendar
  https://www.angelo.edu/services/registrars_office/academic_calendar.php

ACADEMIC INTEGRITY
Candidates are expected to know and understand behaviors that can constitute academic misconduct. A plagiarism module is required of all candidates as part of their orientation to the program. Each course requires that the candidate complete a plagiarism statement acknowledging that the candidate completed the plagiarism module in the orientation, understands what plagiarism is, understands all work must be the candidate’s original work, and understands the potential consequences of plagiarism.

The Angelo State University Student Handbook provides a detailed list of behaviors that constitute academic misconduct and plagiarism. Academic misconduct includes, cheating,
plagiarism, collusion, falsifying academic records, misrepresenting facts, violations of published professional ethics or standards, and/or any act or attempted act designed to give unfair academic advantage to oneself or another student.

STUDENTS WITH DISABILITIES
Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
(325) 942-2047
dallas.swafford@angelo.edu

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS
Candidates can find information on the observance of religious holy days in ASU Operating Policy 10.19. Candidates should also review the information related to course attendance.

TITLE IX
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. Sexual discrimination, sexual misconduct, public indecency, interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and stalking are not tolerated at ASU. You are encouraged to report any incidents to ASU’s Title IX Coordinator Michelle Boone at michelle.boone@angelo.edu or using ASU’s online form at http://www.angelo.edu/services/title-ix/file-a-complaint.php.

SYLLABUS CHANGES
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students
of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

**ASSIGNMENT OBJECTIVES & DUE DATES**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Objectives</th>
<th>Readings</th>
<th>Assignments</th>
<th>Points</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Module 1</td>
<td>Make connections with peers through introductions and discussions</td>
<td>Readings are located in Blackboard</td>
<td>Plagiarism Statement</td>
<td>0</td>
<td>Wednesday Jan. 16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Respond to fellow students in a dialog format.</td>
<td></td>
<td>Portfolio Submission</td>
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<td></td>
<td></td>
<td>Acclimate to the classroom and get to know other students.</td>
<td></td>
<td>FlipGrid Introduction &amp; Responses</td>
<td>5</td>
<td>Thursday Jan. 17</td>
</tr>
<tr>
<td></td>
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<td>Examine the elements of themselves and their own awareness of wellness.</td>
<td></td>
<td>Wellness Wheel</td>
<td>10</td>
<td>Sunday Jan. 20</td>
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<td></td>
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<td>Apply personal reflection on his/her own human growth and development.</td>
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<td></td>
<td></td>
<td>Recognize self-awareness through the exploration of the elements of wellness.</td>
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<tr>
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<td></td>
<td>Create personal goals for wellness and prepare to apply goal-setting techniques in the counseling field.</td>
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</tr>
</tbody>
</table>
| 2 | Module 2 | Explain foundational concepts associated with psychosocial and moral development theories.  
Identify educational implications associated with theories of psychosocial and moral development.  
Apply a solution to a problem in a developmental stage.  
Design an activity that applies the solution and is appropriate for the educational setting.  
Create a product that benefits educators who work in a certain developmental stage. | Surviving Stages | 10 | Sunday Jan. 27 |
|---|---|---|---|---|---|
| 3 | Module 3 | Recognize contemporary issues regarding multicultural / cross cultural issues and the educational implications of working with diverse populations.  
Analyze how multicultural/ cross cultural issues must be considered in the application of human development theories.  
Identify educational implications associated with theories of cognitive development.  
Communicate professionally with people from different backgrounds.  
Synthesize information to construct a professionally formatted paper | Cross Cultural Interview | 15 | Sunday Feb. 3 |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
|   |   |   |   |   |   |
| Module 4 | Explain foundational concepts associated with multiple intelligence theories.  
| Classify various intelligences according to theories of development.  
| Assess the level and nature of an intelligence in a real person.  
| Formulate a justification for the assessment of intelligences by synthesizing knowledge of multiple intelligences, developmental theories, and the educational field.  
| Identify educational implications associated with theories of multiple intelligence.  
| Generate responses to peers’ work that promote engaged discussions and resource sharing.  
| Module 5 | Explain foundational concepts associated with behavioral development theories.  
| Describe the research base associated with the nature versus nurture debate as related to behavioral development.  
| Identify educational implications associated with theories of behavioral development.  
| Compare and contrast the information and research that

<table>
<thead>
<tr>
<th>Multiple Intelligences</th>
<th>Nature vs. Nurture Part I: Group Project</th>
<th>Nature vs. Nurture Part II: Group Member Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>10</td>
<td>5</td>
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<tr>
<td>Sunday Feb. 10</td>
<td>Sunday Feb. 17</td>
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</tbody>
</table>
support both sides of the nature versus nurture issue.

Apply issues of behavioral development and the nature versus nurture debate to the educational setting.

Formulate a research-based argument either for or against a chosen side.

Work collaboratively as a member of a professional team.

Assemble a professionally formatted product for use in the counseling role.

<table>
<thead>
<tr>
<th></th>
<th>6</th>
<th>Module 6</th>
<th>Explain foundational concepts associated with human growth and development, including language development theories.</th>
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<tbody>
<tr>
<td></td>
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<td>Identify educational implications associated with theories of language development.</td>
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<td>Apply theories of human growth and development to personal development.</td>
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<td>Develop self-awareness and insight into dynamics that contribute to personal and professional growth.</td>
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<td>Become aware of personal wellness and identify how development contributes to wellness.</td>
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<td>Developmental Autobiography</td>
<td>15</td>
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<tr>
<td>Module</td>
<td>Description</td>
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<tr>
<td>7 Module 7</td>
<td>Explain foundational concepts associated with motivational and ecological development theories. Identify educational implications associated with theories of motivational and ecological development. Analyze case study examples and connect them to applicable development theories. Evaluate the quality of existing case studies. Analyze professional sources to make connections to relevant developmental theories and concepts. Critique case study examples in a written composition supported by scholarly research/literature.</td>
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<tr>
<td>8 Module 8</td>
<td>Identify influences on developmental changes throughout the lifespan. Illustrate developmental changes throughout the</td>
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<td>lifespan. Predict developmental changes throughout the lifespan by applying knowledge of theories, concepts, and research in development. Summarize development theories. Design a product for professional use in the counseling role. Reflect on performance throughout the course.</td>
<td>Developmental Chart</td>
<td>8</td>
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*Version Date: Approved for Summer 2018 Courses*