**AMBERTON UNIVERSITY**
**e-COURSE SYLLABUS**

**CSL6801.E1 Life Span Development**
**Winter 2027**

**PROFESSOR INFORMATION:**

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**COURSE INFORMATION:**
CSL6801.E1 Life Span Development
Level: Graduate
Beginning Date of Session: Saturday, December 5, 2026
Ending Date of Session: Thursday, February 25, 2027

**Student access available to the Student Portal: Saturday, December 5, 2026.**

**Winter Holiday Break:**
**Saturday, December 19, 2026, through Friday, January 1, 2027**
**(Classes resume on Saturday, January 2, 2027.)**

*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 Santroc
Publisher: McGraw-Hill
Year Published: 2022
Edition: 19th
ISBN: 13: 9781266768385 (print) or 9781266769009 (ebook)
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.

**LINKS TO COUNSELING HANDBOOKS**

**MA in Clinical Mental Health Counseling**
**CMHC Handbook**

**MA in Marriage and Family Therapy**
**MFT Handbook**

**MA in School Counseling**
**SC Handbook**

**APA Requirement**
APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 7th edition, 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, (7th ed.). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

**SCHOOL COUNSELING PROFESSIONAL CERTIFICATE PROGRAM CHANGE**
Beginning Fall 2019, there will be three practicums: CSL6870, CSL6875, AND CSL6880. The TExES (Texas Examination of Educator Standards) must be passed before enrolling in CSL6870. The TExES application form and practice tests are located in the TExES Review Course in Moodle. The Application and Contract are required at the first meeting of CSL6870 Practicum I and are in the Review Course. Effective September 1, 2019, the Master of Arts School Counseling degree will be a forty-eight (48) hour degree program for students entering the program.

**COURSE COMPETENCIES:**
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.
2. Detailing stages of the human life cycle.
3. Understanding the contribution of genetics to life span development.
4. Examining the developmental stages of the family life cycle and the family structure, including their influence on the allocation of family resources.
5. Discussing prenatal development.
6. Describing theories of personality development in infancy.
7. Assessing motor skill development in early childhood.
8. Evaluating perceptual development in early childhood.
9. Analyzing theories of personality development in early and middle childhood.
10. Discussing development of primary and secondary sex characteristics.
11. Discussing adolescent egocentrism.
12. Expanding the concept of adult maturity.
13. Discussing the development of adult sexual relationships.
14. Investigating theories of mid-life personality development.
15. Synthesizing changes in health, sensory abilities, and mental capabilities in late adulthood.
16. Evaluating psychological stages in the dying process.
17. Understanding the effect of school developmental and counseling guidance programs upon societal problems.
18. Working with AI tools to develop study tools as they relate to human development theories.
19. Working with AI tools to research lifespan stage specific disorders and issues faced by that stage.

**Acquired Skills:**

1. Students will discover, process and synthesize concepts of lifespan development.
2. Students will define and detail various theories of lifespan development.
3. Students will discover and define the various stages of lifespan development.

**COURSE POLICIES:**

(All assignments and exams must be submitted by the due date and in the required format. Assignments submitted after the due date will be subject to a late penalty or may not be accepted**.** Students who anticipate difficulty meeting a deadline should contact the instructor as soon as possible to discuss their situation.

***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 and engagement is expected at Amberton University. In case of an 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 classes does not constitute an official withdrawal.**

Attendance in a lecture course is defined as punctual arrival to, and engagement in, a full lecture session. A Student in a lecture course missing more than 20% (two class periods for weekday classes or one class period for Saturday classes) of the class meetings may be assigned a grade of an "F" or withdrawn at the discretion of Amberton University.

Attendance in a distance learning course is defined as active participation in the weekly online class sessions. "Active participation" can be defined as: submitting an academic assignment, taking an exam, engaging in an interactive tutorial, participating in an online discussion forum (or chat session), or initiating (or responding to) a communication with a faculty member about an academic assignment or the subject matter of the course. A student not meeting these requirements may be assigned a grade of an "F" or withdrawn at the discretion of Amberton University.

**Plagiarism Policy**

Plagiarism is the presentation of someone else's work as though it were your own. If you use another person's words, ideas, or information; or if you use material from an outside source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge that source. Plagiarism is a violation of the University's code of student ethical conduct and is one that is taken seriously. Amberton University operates on an honor system; therefore, honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton students are expected to abide by the honor system and maintain academic integrity in all their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based plagiarism detection services and applications at any time.

Self-plagiarism means reusing work that you have already published or submitted for a class. It can involve:

- Resubmitting an entire paper
- Copying or paraphrasing passages from your previous work

Self-plagiarism misleads your readers by presenting previous work as completely new and original. Students may not submit the same paper in substance in two or more classes without prior written permission of the instructors involved.

Amberton University students who use Artificial Intelligence (AI) generated content must adhere to the following policies:

**Originality:** Students must avoid presenting AI generated content as their own original work. It is essential to acknowledge the involvement of AI in the content creation process in order to maintain academic and ethical standards.
**Paraphrasing:** When using AI generated content, students must rephrase and/or modify the generated text. Paraphrased AI generated content should also be properly cited.
**Acknowledgement:** When using AI generated content in any assignment, proper credit must be given to the AI system that generated the content. https://apastyle.apa.org/blog/how-to-cite-chatgpt

Students agree that by taking this course, all required assignments may be subject to submission for a textual similarity review to Turnitin.com for the detection of plagiarism and self-plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in future papers. Use of Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com website.

Turnitin is a writing improvement and plagiarism prevention tool which uses special algorithms, to compare text-based student submissions to the Turnitin database and other online sources. Turnitin produces a detailed **similarity report** that can be customized and viewed by instructors and students.

Turnitin "Draft Coach" is a Google based add-on to Turnitin which supports students in developing high-quality academic writing; and serves as an integrity coach. Draft Coach helps address errors and improve the quality of student's writing by highlighting grammar mistakes, identifying incorrectly cited sources, and scanning for similarity across several databases. By providing formative feedback on how to address citation issues, incorrect grammar, and matches with the Turnitin database, Draft Coach provides explanations to help students become more confident writers, capable of producing higher quality work both in academics and in the workplace.

**COURSE OUTLINE AND CALENDAR:**

| Week | Topic | Assignment | Competencies Covered | Due Date |
|---|---|---|---|---|
| Week 1 | The Life Span Perspective, Beginnings | Chapters 1-3 | 1-19 | |
| Week 2 | Infancy | Chapters 4-6 | 1-19 | |
| Week 3 | Early Childhood | Chapters 7-8 | 1-19 | |
| Week 4 | Middle and Late Childhood | Chapters 9-10<br>**Midterm Exam**<br>(Chapters 1-10) | 1-19 | **Midterm Exam** due **1/16/27** |
| Week 5 | Adolescence | Chapters 11-12 | 1-19 | |
| Week 6 | Early Adulthood | Chapters 13-14<br>**AI-Assisted Research Paper** | 1-19 | **AI-Assisted Research Paper** due **1/30/27** |
| Week 7 | Middle Adulthood | Chapters 15-16 | 1-19 | |
| Week 8 | Late Adulthood | Chapters 17-19 | 1-19 | |
| Week 9 | Endings | Chapter 20<br>**Final Exam**<br>(Chapters 11-20) | 1-19 | **Final Exam** due **2/20/27** |
| Week 10 | Independent Study | | 1-19 | |

**GRADING CRITERIA:**

- AI Assisted Research Paper 30%
- Midterm Exam 35%
- Final Exam 35%
- Total 100%

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 processed approximately one week after the last day of the session and may be located in the My Grades section of the online registration portal as well as being emailed to the student's Amberton University email. Amberton University staff will not 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:**

**SINGLE SIGN-ON (SSO) INSTRUCTIONS FOR AMBERTON UNIVERSITY**

Amberton University uses Single Sign-On (SSO) as the primary access point for University systems, including Moodle, Amberton Email (Gmail), CampusWeb, Library resources, financial information, and other University applications.

**Access the Amberton SSO Portal**
Go to:
https://sso.amberton.edu

Students should bookmark this page. The SSO portal is the main entrance to Amberton University's online systems.

The SSO Login link may also be accessed through the Amberton University website at https://amberton.edu.

**Activate Your Account**
New students receive an Amberton University welcome email with an account activation link.

Select the activation link in that email and follow the instructions to activate your Amberton SSO account and configure Two-Factor Authentication (2FA).

Your assigned username and Amberton student email address are included in the welcome email.

Student email addresses use the following format:
username@my.amberton.edu

**Sign In to SSO**
After your account has been activated, go to:
https://sso.amberton.edu

Enter your Amberton username or assigned Amberton account information and the password you established during account activation.

If you forget your password, select "Forgot Password?" on the SSO login page and follow the instructions provided.

**Access Your Amberton Applications**
After signing in, the SSO dashboard will display the applications available to your account.

These may include:

- Moodle
- Amberton Email (Gmail)
- CampusWeb
- Financial Records
- Library resources
- Other University applications and services

Select the appropriate application from the SSO dashboard.

**Access Moodle**

Students should access Moodle through the Amberton SSO portal.

Go to:
https://sso.amberton.edu

Sign in and select Moodle from the SSO dashboard.

Students do not need a separate Moodle username or password when accessing Moodle through SSO. Password activation and password recovery should be completed through the Amberton SSO portal rather than through Moodle.

A Student Moodle Tutorials course is available within Moodle to assist students with course navigation, assignments, communication, examinations, grades, and other Moodle functions.

**Technical Support**
If you experience difficulty activating your account, signing into SSO, or accessing an Amberton application, please contact:
support@amberton.edu

**COURSE COMMUNICATIONS:**

Students will communicate with faculty through the Moodle Learning Platform or their Amberton University email account.

**Email Communication**
Each student is assigned an Amberton email address in the following format:
username@my.amberton.edu

Students should access their Amberton email through the University Single Sign-On portal at:
https://sso.amberton.edu

Students are encouraged to check their Amberton email regularly for University notices and course communications.

Students are responsible for reviewing the “Communication Guidelines” provided in the individual e-Course for specific instructor requirements.

Students who need to retain course communications, assignments, or other materials should download and save them before the course closes.

For assistance accessing SSO, Moodle, or Amberton email, contact support@amberton.edu.

**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.

**RESEARCH RESOURCES:**
The Library provides access to full-text, and peer reviewed articles, and digital research tools. Students can search Library holdings through the online catalog and databases search engines available on the Library website or browse the physical library space and holdings located at the Garland campus.

Research items not contained in the Amberton Library collection can be located through interlibrary Loan (ILL) or through the TexShare program with the help of the Library staff. Students with questions about available services, resources, or research, may contact the Library via email at Library@amberton.edu.

**RESEARCH ACCESS:**
Databases can only be accessed by authorized users, and students at Amberton must enter their Amberton ID credentials-same as Moodle login-to gain access when off-campus. Use an Amberton website, such as the University site (Amberton.edu) or the library site (Library.amberton.edu) to find links to databased and digital books. Online resources are available all day, every day.

***Library Live Chat Feature***
Library staff are available to assist students with research problems or questions during Library hours through a live online chat feature, telephone, email, "How-to" videos, or in person. The library telephone is (972-279-6511 ext. 185. You can email questions to library@amberton.edu or visit the library in person on the Garland campus for assistance.

***Microsoft Office 365 Education:***
Amberton University students have access to a license for Office 365 Education, a comprehensive suite of productivity tools. This package includes:
• Microsoft Word for document creation
• Excel for spreadsheets and data analysis
• PowerPoint for presentations
• OneNote for digital note-taking
• Microsoft Teams for collaboration
• Additional classroom tools to enhance your learning experience
To set up your student account and access these resources, please follow the instructions provided in our step-by-step guide: https://amberton.edu/wp-content/uploads/2025/01/Office365_Setup_Students.pdf

***Google Workspace for Education:***
All students are assigned a Gmail account in Google Workspace for Education.

To set up your student account and access these resources, please follow the instructions provided in our step-by-step guide: https://amberton.edu/wp-content/uploads/2025/01/Google_Drive_Students.pdf

Once logged into your student account, you'll have access to a suite of tools designed to enhance your learning experience:

- Google Docs: Create and edit essays, reports, and other written assignments
- Google Slides: Develop engaging presentations for projects and class discussions
- Google Sheets: Perform data analysis, create charts, and manage calculations
- Google Drive: Store, organize, and easily access all your files in the cloud
- Google Calendar: Schedule study sessions, track assignment deadlines, and manage your academic timetable
- Google Keep: Take and organize quick notes during lectures or study sessions
- Google Meet: Attend virtual classes, participate in group study sessions, or meet with teachers

- Google Classroom: Access course materials, submit assignments, and receive feedback from instructors
- Google Forms: Create surveys for research projects or participate in class quizzes
- Google Sites: Build websites or digital portfolios to showcase your work