**WAYLAND BAPTIST UNIVERSITY**

**Virtual Campus**

**School of Behavioral and Social Sciences**

**University Mission:**  Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, lifelong learning, and service to God and humankind.

Course No and Title: CNSL 5301- VC04 Lifespan Development

**Term: Fall, 2017**

Professor: Bryan Moffitt, Ph. D., J.D.

### Phone: 806-577-9987

Email: bryan.moffitt@wayland.wbu.edu

**Office Hours**: Available upon request

Class Time and Location: Online

Term Dates: Aug 21 – Nov 4, 2017

**Catalog Description**: Examines how the physical, cognitive, emotional and social changes that occur from conception until death apply to the process of counseling.

**Prerequisites:**  Graduate status. The student should be aware that this is a course requiring strict adherence to attendance, proper behavior, class preparation and presentations according to adult, Christian standards.

**Textbook**: Robert V. Kail & John C. Cavanaugh (2013). Human Development: A Life Span View (6th ed). Cengage: 9781111834111

**Course Goals:**

1. Prepare students for the LPC licensing exam section on development.

2. Guide students toward a deeper understanding of the nature of human development.

3. Allow students to think about how developmental issues are important in counseling.

**Course Objectives:**

1. Demonstrate knowledge of the major people and theories in developmental psychology.

2. Describe the typical characteristics of individuals across the lifespan.

3. Understand the normal variation across individuals at each point in the lifespan.

4. Apply developmental principles to situations associated with counseling.

**Posting in the discussion board:** Students are expected to submit posting assignments with punctuality and are expected to check the online class weekly and complete weekly postings in the discussion board. They include weekly reading assignments. Students should make their discussion post and comment on two other discussion posts each week. Be sure to **POST YOUR RESPONSES BY NOON OF EACH FRIDAY.**

**Course Requirements:**

**Online discussions (100 points)**

Students will complete online discussions each week. Students are expected to check the online class at least three to four times each week and complete weekly assignments. This averages out to be about 5-7 hrs per week of online activities, navigating and conducting research over the web. All initial posts have to be submitted by noon each Friday and responses to other students be submitted by noon each Sunday.

**Midterm Exam (100 pts)**

The midterm is an open book exam and will cover the learning blocks of materials from Chapters 1-8.

**Final Exam (100 pts)**

The final is an open book exam and will cover major learning blocks of materials from Chapters 9-16.

**Course Outline and Grading Structure:**

Weekly online discussion board assignments 100 pts

Midterm 100 pts

Final exam 100 pts

Total 300 pts

**Attendance Requirements:**

Virtual Campus

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**Statement on Plagiarism and Academic Dishonesty:** Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**Disability Statement:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university.  The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765.  Documentation of a disability must accompany any request for accommodations.

The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion.  If the work is not completed by the appropriate date, the I is converted to an F.

Student grade appeals:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

**Schedule:**

|  |  |  |
| --- | --- | --- |
| **Week** | **Readings** | **Assignment Due** |
| 1 Aug 21-27 | 2. Biological Foundations: Heredity, Prenatal Development, and Birth3. Tools for Exploring the World: Physical, Perceptual, and Motor Development in Infancy and Early Childhood |  |
| 2 Aug 28-Sept 3 | 4. The Emergence of Thought and Language: Cognitive Development in Infancy and Early Childhood5. Entering the Social World: Socioemotional Development in Infancy and Early  |  |
| 3 Sept 4-10 | 6. Off to School: Cognitive and Physical Development in Middle Childhood7. Expanding Social Horizons: Socioemotional Development in Middle Childhood |  |
| 4Sept 11-17 | 7. Expanding Social Horizons: Socioemotional Development in Middle Childhood (Con’t) |  |
| 5 Sept 18-24 | 8. Rites of Passage: Physical and Cognitive Development in Adolescence9. Moving into the Adult Social World: Socioemotional Development in Adolescence |   |
| 6Sept 25-Oct 1 | Midterm | Midterm |
| 7 Oct 2-8 | 10. Becoming an Adult: Physical, Cognitive & Personality Development in Early Adulthood11. Being With Others: Forming Relationships in Young & Middle Adulthood |  |
| 8Oct 9-15 | 13. Making It in Midlife: The Unique Challenges of Middle Adulthood14. Physical, Cognitive, and Mental Health |  |
| 9Oct 16-22 | 15. Social Aspects of Later Life: Psycho-social, Retirement, Relationship, and Societal Issues |  |
| 10Oct 23-29 | 16. Dying and Bereavement |  |
| 11Oct 30 | Final Exam | Final Exam |