



## **Course Syllabus**

**Fall Mini 2025**

**PSYC2314: Lifespan Growth and Development  
(3 credit hours)**

### **Faculty Information:**

**Stephanie Halsey**

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### **Availability:**

**Office hours M, T, W 4-6.**

**Please contact me through Moodle messenger if possible. Utilize college email if Moodle is not available. I will get back to you within 24 hours.**

### **Online Course website:**

This online course uses Moodle as its online course management program. All instructions, tutorials, exams, and assignments are provided at the course website. All assignments will be submitted there. Due dates for all assignments are listed on the "Course Schedule" at the end of the syllabus.

Most communication between you and your instructor and fellow classmates will be handled in Moodle through the "Messages" feature and discussion forums. You will be able to log into the course website once you have officially registered for the course and once you have been added to the course website. The course website will become available by the first day of the semester. If you register late, you will generally have access to the course within 24 hours after you register. In order to be successful in completing this 3-credit hour course, you should plan to spend **3-5 hours per week** on the course.

The information explaining how to log into your course website can be obtained by going to [Clarendon College's](#) home page and clicking the **Online Classes** button. If you have any difficulty logging in, email our help desk at: [administrator@clarendoncollege.edu](mailto:administrator@clarendoncollege.edu)

### **Required Enrollment Verification Activity**

Students who fail to complete the Syllabus Agreement EVA (Enrollment Verification Activity) by the official census date may not be able to continue in the course. This could result in an F for the course and forfeiture of Financial Aid. The census date for this term can be found on the Academic Calendar located at the Inside CC link on Clarendon College's home page. The Syllabus Agreement EVA is in the Class Orientation section of your course.

### **Required Instructional Materials:**

**Textbook:**



Santrock, John (2024) Essentials of Lifespan Development (2024 release). McGraw Hill ISBN: 978-1-264-94193-3 (Loose Leaf) ISBN-10 1265359849, ISBN-13 978-1265359843.

**The 2020, 2022, or 2024 version of the book is acceptable. You must purchase a book. It is necessary for the course and NOT included.**

### **Course Description:**

*Life-Span Growth and Development is a study of social, emotional, cognitive, and physical factors and influences of a developing human from conception to death.*

### **Statement of Purpose:**

*This course satisfies the Behavioral Sciences requirement of the core curriculum. It also partially satisfies the requirements for Psychology majors and is fully transferable to a senior college or University.*

### **Methods of Instruction:**

This course is an **online course** which means instruction will use Open LMS as the online platform. In order to be successful in completing this 3-credit hour course, you should plan to spend between **3-5 hours per week** on the course.

### **Core Objectives:**

- **Critical thinking skills** –to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication skills** –to include effective written, oral, and visual communication
- **Empirical and quantitative skills** –to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Social responsibility** – to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

### **Learning Outcomes:**

Upon successful completion of this course, students will:

1. Describe the stages of the developing person at different periods of the life span from birth to death. (Assessed with embedded questions in chapter tests.)
2. Discuss the social, political, economic, and cultural forces that affect the development process of the individual. (Assesses CT, COM, EQS, and SR with Research project).
3. Identify factors of responsible personal behavior with regard to issues such as sexual activity, substance abuse, marriage, and parenting (Assessed with embedded questions in chapter tests.)
4. Explain the biosocial, cognitive, and psychological influences throughout the lifespan as an ongoing set of processes, involving both continuity and change. (Assessed with Matrix.)
5. Describe the different developmental perspectives of the major theories of development (i.e. cognitive, learning, humanistic, and psychodynamic). (Assessed with embedded questions in chapter tests.)



6. Identify examples of some of the cultural and ethnic differences that influence development throughout the lifespan. (Assessed with embedded questions in chapter tests.)
7. Discuss the various causes or reasons for disturbances in the developmental process. (Assesses CT, COM, and EQS in research.)

### **Course Expectations:**

- You may expect a response time from me any day (24hrs) except Friday 6p-Saturday 6p for messages or email, and perhaps 6-7 days for Forum grades.
- Etiquette expectations (netiquette) for all types of communication: You are expected to take responsibility in helping to maintain a classroom environment that is conducive to learning. Please be polite and maintain a professional tone in your writing. NO abusive language will be tolerated in this course.

### **Computer/Technology Requirement:**

This course uses a variety of web resources that require a good Internet connection and an up-to-date browser. You should use the latest version of Mozilla Firefox, Google Chrome, or Internet Explorer. Other technology requirements will be listed in your Moodle course.

### **Grading Policies:**

The final grade in this course will be determined by the following:

Discussions = 20%

Unit Exams = 40%

Assignments = 35%

Research = 5%

### **Grading Scale**

The final semester grades will be figured as set in the current catalog:

Grade	A	B	C	D	F
Percentage	90-100	80-89	70-79	60-69	59>

Grades earned for each graded activity will be available in Moodle. However, in your Moodle gradebook, assume that any activity you did not complete is a zero, even if a hyphen appears beside the activity in the gradebook. The current course average shown in the Moodle gradebook will not be correct until I have replaced the hyphens with zeroes. Your official final grade will be made available through your Student Portal at Clarendon College's website.

### **Personal Policies**

### **Due Dates, Attendance, and Make-up policy:**



Regular weekly attendance is mandatory in all online courses. Specific activities will be identified on the course schedule that must be completed for students to be considered "in attendance." Attendance will be posted to the Student Portal.

Failure to complete these assignments can result in forfeiture of Financial Aid and failure of the class.

Due dates will be given in plenty of time allowing students to work ahead. **Late assignments are not accepted. However, there are some extenuating circumstances that an extension will be allowed. Contact your instructor if you have an emergency.**

### **My personal attendance policy:**

For this course, I will submit attendance on Monday and the Census date. Students who have completed their class work will be counted present. Repeat Absences will cause your grade to suffer and may result in Academic Probation.

### **College Policies**

#### **Academic Integrity Policy:**

Clarendon College is committed to a philosophy of honesty and academic integrity. It is the responsibility of all members of the Clarendon College community to maintain academic integrity at Clarendon College by refusing to participate in or tolerate academic dishonesty. Any act of academic dishonesty will be regarded by the faculty and administration as a serious offense.

Academic dishonesty violations include, but are not limited to: (1) obtaining an examination, classroom activity, or laboratory exercise by stealing or collusion; (2) discovering the content of an examination, classroom activity, laboratory exercise, or homework assignment before it is given; (3) observing the work of another during an examination or providing answers to another during the course of an examination; (4) using an unauthorized source of information during an examination, classroom activity, laboratory exercise, or homework assignment ; (5) entering an office, classroom, laboratory, or building to obtain unfair advantage; (6) taking an examination for another person; (7) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person; (8) altering grade records; (9) using any unauthorized form of an electronic communication device during an examination, classroom activity, or laboratory exercise; and/or, (10) plagiarism. (Plagiarism is defined as the using, stating, offering, or reporting as one's own, an idea, expression, or production of another person's work without proper credit. This includes, but is not limited to, turning in a paper purchased or acquired from any source, written by someone other than the student claiming credit, or stolen from another student.)

Students are responsible for reporting known acts of academic dishonesty to a faculty member, the program coordinator, the associate vice president, and/or the vice president. Any student with knowledge of a violation who fails to report it shall him/herself be in violation and shall be considered to have committed an act of academic dishonesty. Additionally, any student who reports him/herself in violation of this code before it is likely that another might consider this possibility will be understood as repentant and acting in good faith. Though the confession will not excuse the student for the violation, the confession will be considered and the violation should not result in suspension from school except in the most extreme cases.

While academic integrity and honesty are the responsibility of the individual student, each individual faculty member, teaching assistant, and/or laboratory instructor is responsible for classroom management and for



maintaining ethical behavior within the classroom and/or laboratory. Faculty who discover or suspect a violation should discuss the matter with the suspected violator(s) and attempt to resolve the case at that point. In cases of convincing evidence, the faculty member should take appropriate action. The faculty member and student should complete a Counseling Sheet regarding the violation. (The Counseling Sheet should contain at a minimum the date and time of the violation, the course, the instructor's name, the student's name, an explanation of the infraction or facts of the case, and the resolution to the incident.) This form should be signed by the student, faculty member, program coordinator, and the Vice President of Instruction. The Vice President of Instruction will maintain a file on all violations. If a faculty member prefers to report the case directly to the Vice President of Instruction, it remains his/her prerogative to do so. Additionally, if the faculty member and the accused student cannot reach a resolution or if the faculty member believes that suspension from school is the only fair sanction, the case should immediately be reported by the faculty member, in writing, to the Vice President of Instruction. If the Vice President of Instruction observes any trends in student behavior which involve more than one violation or act of academic dishonesty, the Vice President of Instruction is responsible for notifying all faculty members involved, for contacting the student(s) involved, and after consultation with the faculty member(s) involved for taking the appropriate action. The Vice President of Instruction is responsible for the timely notification (normally within two weeks) to all parties of an action taken.

Students wishing to appeal a disciplinary decision involving academic integrity or acts of academic dishonesty may do so through the Vice President of Student Services.

### **Dropping a Course:**

A student who is enrolled in a developmental course for TSI purposes may not drop his/her only developmental course unless the student completely withdraws from the college. A student may drop any other course with a grade of "W" any time after the census date for the semester and on or before the end of the 12th week of a long semester, or on or before the last day to drop a class of a term as designated in the college calendar. The request for permission to drop a course is initiated by the student by procuring a drop form from the Office of Student Services. (Refer to other policies concerning this issue in the current college catalog online.)

Whether to drop a class or not requires a lot of thought. According to Texas state law a student is only allowed to drop the same class twice before he/she will be charged triple the tuition amount for taking the class a third time or more. Furthermore, beginning with the Fall 2007 semester, **students in Texas may only drop a total of 6 courses** throughout their entire undergraduate career. After the 6<sup>th</sup> dropped class, he/she will no longer be able to withdraw from any classes.

### **Withdrawal from College:**

When a student finds it necessary to withdraw from school before the end of the semester, he or she should obtain a withdrawal form from the Office of Student Services. Students may also withdraw from the college by sending a written request for such action to the Registrar's Office. The request must include the student's signature, the student's current address, social security number and course information details. Students who withdraw after the census date for the semester and on or before the end of the 12th week of a long semester, or on or before the last day to drop a class of a term as designated in the college calendar will be assigned a grade of "W."

### **Accommodation Statement**

#### **REQUIREMENTS OF THE AMERICANS WITH DISABILITIES ACT:**

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, any student who feels that he or she may need any special assistance or accommodation because of an impairment



or disabling condition should contact the Associate Dean of Enrollment Services at 806-874-4837 / [janean.reish@clarendoncollege.edu](mailto:janean.reish@clarendoncollege.edu) or visit the Clarendon campus at Clarendon College. It is the policy of Clarendon College to provide reasonable accommodation as required to afford equal educational opportunity. It is the student's responsibility to contact the Associate Dean of Enrollment Services.

### **Nondiscrimination Policy**

Clarendon College, in accordance with applicable federal and state law, prohibits discrimination, including harassment, based on race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status.

It is the policy of Clarendon College not to discriminate based on gender, age, disability, race, color, religion, marital status, veteran's status, national or ethnic origin, or sexual orientation. Harassment of a student in class, i.e., a pattern of behavior directed against a particular student with the intent of humiliating or intimidating that student will not be tolerated. The mere expression of one's ideas is not harassment and is fully protected by academic freedom, but personal harassment of individual students is not permitted.

### **Student Rights and Responsibilities**

Student Rights and Responsibilities are listed on the College website at:

<http://www.clarendoncollege.edu/Resources/Student%20Services/StudentRightsResponsibilities.pdf>

The role of Clarendon College is to encourage individuals of all ages to develop their skills and talents based on their abilities and interests, so that collectively they may contribute to the growth and development of this democracy. College policies, procedures, and regulations are formulated to promote an appropriate teaching and learning environment where each student has the freedom to learn and where the constitutional rights of others are protected.

The concept of rights and freedom, no matter how basic or widely accepted, carries with it corresponding responsibilities. Students, as well as other members of the college community, enjoy the same constitutional and civil rights guaranteed all citizens; at the same time, they are subject to the laws of the nation, the State of Texas, and the local community. All members of the college community have a strong responsibility to protect and maintain an academic climate in which the freedom to learn can be enjoyed by all. To this end, certain basic regulations and policies have been developed to govern the behavior of students as members of the college community.

Violations of student conduct regulations will be handled through the Office of the Vice President of Student Services. Violations of federal, state, and/or local laws make a student subject to civil or criminal action in addition to disciplinary action by the College. Each student is responsible for knowing the policies and regulations of the College.

### **Freedom of Expression**

The rights of free speech and peaceable assembly are fundamental to the democratic process. The College supports the rights of students of the college community to express their views and opinions on actions or ideas, to associate freely with others, and to assemble peacefully.

Whether expressing themselves as individuals or in organized groups, members of the college community are expected to conduct themselves responsibly, according to law, and to respect the basic educational goals of the



College. Accordingly, the College insists that free expression not violate the rights of others. Disruption of the educational process and functions of the College, or violation of law, would constitute such a violation.

Students wishing to assemble must complete an official request with the Vice-President of Student Services. The institution reserves the right to determine the time and location of such assemblies in order to ensure that the educational process is not disrupted. The use of amplified equipment is prohibited in student assembly and speech. The institution will not tolerate hate speech, defined as "...the lewd and obscene, the profane, the libelous, and the insulting or 'fighting' words – those which by their very utterance inflict injury or tend to incite and immediate breach of the peace." (Chaplinsky vs State of New Hampshire, 315 U.S. 568, 1942)

### **Freedom of Access**

Within the limits of its resources, Clarendon College shall be open to all applicants who are qualified according to current admission requirements. Clarendon College does not discriminate on the basis of race, creed, color, national origin, mental or physical disabilities, age, or sex in any of its policies, practices, or procedures. This includes, but is not limited to, admissions, employment, financial aid, and educational services, programs, and activities.

### **Freedom of Association**

Students are free to associate to promote their common interests. They have the right to seek, through official procedures, and establish organizations of their choosing so long as such are not in conflict with the educational purposes of the College. Students have the right to affiliate with officially recognized campus organizations of their choice, within the requirements of those organizations relative to membership.

### **Academic Rights of Students**

The College has the responsibility of providing a program of quality education in keeping with its financial resources; students have protection through campus-designed procedures against prejudiced or capricious academic evaluation. Student performance shall be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students are responsible for completing their academic program, being familiar with all requirements of the College Catalog, and for maintaining their grade point average for degree requirements.

### **Student Records**

Student records are maintained in confidence and in compliance with the Texas State Library and Archives Commission retention schedule. Student records are used to promote the instruction, career development, guidance, and educational progress of the student. In accordance with the Family Educational Rights and Privacy Act of 1974, Public Law 93-380, as amended, the student has access to specific information contained in his or her official records as specified by that act. Student records may be released to other persons, agencies, or institutions with a demonstrated interest in the student only if a written release has been signed by the student. College staff shall have access to student records when there is a demonstrated educational interest in the student.

### **Student Participation in Institutional Decision-Making**

The primary route of Clarendon College students in decision-making is through participation in the Student Government Association (SGA). Students also may be invited to serve on one of the various institutional committees. Student opinion of food services, student housing, student activities, etc., are gathered from a



number of surveys. All student input, whether it be through organized clubs, committees, or questionnaires, is given serious consideration as suggestions for change in and improvement of the College.

## **Student Responsibilities**

The Board of Regents of Clarendon College expects employees, students, visitors, and guests of the College to accept the following responsibilities:

- (1) Compliance with and support of duly constituted civil authority,
- (2) Respect for the rights of others and cooperation to ensure that such rights are maintained, whether or not one agrees with the views of those exercising such rights.
- (3) Cooperation to ensure that the will of the majority is implemented after due consideration, but not to include the suppression of the minority,
- (4) To exercise disagreement in a responsible manner and within a framework compatible with the orderly resolution of differences.
- (5) Knowledge of and active support of college regulations.
- (6) A person who is required to register under the Code of Criminal Procedures 62.152 must register not later than the seventh day after the date on which the person begins to attend school to the Director of Student Life as well as any other local law enforcement agencies as required by Chapter 62, Code of Criminal Procedure.

***All course material has a Wednesday due date!!!!***

### **PSYC2314 Life-Span Growth and Developmental Psychology**

*The course schedule is tentative and subject to change.*

***\*\* Activities used to determine attendance\*\****

#### **Orientation/Introduction**

<input type="checkbox"/> Complete the Class Orientation unit	
<input type="checkbox"/> Complete the Syllabus Quiz	12/24
<input type="checkbox"/> Syllabus Agreement EVA	
<input type="checkbox"/> Contact information	
<input type="checkbox"/> Complete the Autobiography Discussion	
<input type="checkbox"/> Plagiarism Quiz	

#### **Overview Theories and Research**

<input type="checkbox"/> Read Chapter 1 & 2 in your textbook.	
<input type="checkbox"/> Submit Chapter 1 Question Assignment.	12/24
<input type="checkbox"/> ** Complete Discussion Forum 1	
<input type="checkbox"/> Submit Chapter 2 Question Assignment.	
<input type="checkbox"/> ** Complete Discussion Forum 2	

#### **Infancy**

<input type="checkbox"/> Read Chapter 3-4 in your textbook.	
<input type="checkbox"/> Submit Chapter 3 Question Assignment	12/24
<input type="checkbox"/> Submit Chapter 4 Question Assignment	
<input type="checkbox"/> ** Complete Discussion Forum 4	



<input type="checkbox"/> Complete UNIT 1 Test	
<b>Early Childhood</b>	
<input type="checkbox"/> Read Chapter 5&6 in your textbook.	
<input type="checkbox"/> Submit Chapter 5 Question Assignment	12/31
<input type="checkbox"/> **Complete Discussion Forum 5	
<input type="checkbox"/> Submit Chapter 6 Question Assignment	
<input type="checkbox"/> **Complete Discussion Forum 6	
<b>Middle/Late Childhood</b>	
<input type="checkbox"/> Read Chapter 7 & 8 in your textbook.	
<input type="checkbox"/> Submit Chapter 7 Question Assignment	12/31
<input type="checkbox"/> ** Complete Discussion Forum 7	
<input type="checkbox"/> Submit Chapter 8 Question Assignment	
<input type="checkbox"/> Matrix (Infancy till Late Childhood)	
<input type="checkbox"/> **Complete Unit 2 Test	
<b>Adolescence</b>	
<input type="checkbox"/> Read Chapter 9 & 10 in your textbook.	
<input type="checkbox"/> Submit Chapter 9 Question Assignment	1/7
<input type="checkbox"/> ** Complete Discussion Forum 9	
<input type="checkbox"/> Submit Chapter 10 Question Assignment	
<input type="checkbox"/> ** Complete Discussion Forum 10	
<b>Early Adulthood</b>	
<input type="checkbox"/> Read Chapter 11 & 12 in your textbook.	
<input type="checkbox"/> Submit Chapter 11 Question Assignment	1/7
<input type="checkbox"/> ** Complete Discussion Forum 11	
<input type="checkbox"/> Submit Chapter 12 Question Assignment	
<input type="checkbox"/> ** Complete Discussion Forum 12	
<input type="checkbox"/> ** PowerPoint	
<input type="checkbox"/> Complete UNIT 3 Test	
<b>Middle Adulthood</b>	
<input type="checkbox"/> Read Chapter 13-14 in your textbook.	
<input type="checkbox"/> Submit Chapter 13-14 Question Assignment	1/14
<input type="checkbox"/> ** Complete Discussion Forum 13&14	
<input type="checkbox"/> Submit Chapter 13-14 Question Assignment	
<input type="checkbox"/> ** Complete Discussion Forum 13&14	
<b>Late Adulthood</b>	
<input type="checkbox"/> Read Chapter 15-16 in your textbook.	
<input type="checkbox"/> Submit Chapter 15-16 Question Assignment	1/14
<input type="checkbox"/> ** Complete Discussion Forum 15&16	
<input type="checkbox"/> Final Matrix	



## **Death, Dying, & Grieving**

Read Chapter 17 in your textbook.

Submit Chapter 17 Question Assignment

1/14

\*\* Complete Discussion Forum 17

## **End of Semester**

Complete Unit 4 Test

1/14

Leaving a Legacy Reflection

Student Feedback