Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
 COURSE SYLLABUS
DBPC 400
HUMAN DEVELOPMENT ACROSS THE LIFESPAN

COURSE DESCRIPTION
This course addresses basic principles of human growth and development from pre-birth through early adulthood. Theoretical and biblical constructs are examined with a holistic orientation, as well as factors that impact the parenting process. Ethical concerns and multicultural factors are also considered.

RATIONALE
The mental, physical, emotional, social and spiritual implications of healthy development may vary by child, but research consistently shows the importance of key milestones in each stage. More importantly, there are strategies parents can utilize that foster healthy development for their children in each of these domains.

I. PREREQUISITE
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE
Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Blackboard recommended browsers
D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the student will be able to:
A. Identify and discuss contemporary trends and issues related to developmental constructs across the lifespan.
B. Demonstrate knowledge of differing developmental priorities across the lifespan for diverse populations.
C. Identify and describe characteristics and primary tasks of each of the following developmental stages: infancy, early childhood, middle childhood, pre-adolescence, adolescence and early adulthood.
D. Describe the developmental stages and gender specific needs of both girls and boys from infancy through early adulthood.

E. Think critically and analytically about contemporary developmental theories throughout the lifespan and their relationship to Christian formation.

F. Synthesize the empirical research in areas like intellectual, personality, moral, faith, and cultural development, with the Bible in a theologically appropriate manner.

V. **Course Requirements and Assignments**

A. Textbook readings and lecture presentations/notes

B. Course Requirements Checklist
   After reading the Course Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (4)
   Discussion boards are collaborative learning experiences. Therefore, the student is required to provide a thread in response to the provided prompt for each forum. Each thread must be 300 words and demonstrate course-related knowledge. In addition to the thread, the student is required to reply to 2 other classmates’ threads. Each reply must be 150 words.

D. Interview Summary
   The student will schedule an interview with either a parent, school teacher or child/adolescent counselor to address the following questions:
   - What are the biggest barriers to a child’s emotional, relational and spiritual development today?
   - What is the greatest threat to children and adolescents today?
   - What one issue are you most concerned about, that if it is not addressed and/or corrected, can potentially destroy the next generation of young people?
   The student will synthesize the interview and submit a 3-4-page summary (not including Title Page or References) in current APA format incorporating specific observations relevant to developmental stages.

E. Developmental Influence Paper – Girls
   After reviewing relevant research and popular media messaging concerning a potential barrier to the healthy development of today’s girls, the student will write a concise 5-page paper (not including Title Page or Reference Page) in current APA style.

F. Developmental Influence Paper – Boys
   After reviewing relevant research and popular media messaging concerning a potential barrier to the healthy development of today’s girls, the student will write a concise 5-page paper (not including Title Page or Reference Page) in current APA style.
G. Quizzes (4)

The student will complete four open-book/open-notes quizzes that will consist of 10 short answer questions based on the course’s video, audio, and reading materials.

VI. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (4 at 50 pts each)</td>
<td>200</td>
</tr>
<tr>
<td>Interview Summary</td>
<td>200</td>
</tr>
<tr>
<td>Developmental Influence Paper - Girls</td>
<td>200</td>
</tr>
<tr>
<td>Developmental Influence Paper - Boys</td>
<td>200</td>
</tr>
<tr>
<td>Quizzes (4 at 50 pts. each)</td>
<td>200</td>
</tr>
</tbody>
</table>

**Total**: 1010

B. Scale

A = 900–1010  B = 800–899  C = 700–799  D = 600–699  F = 0–599

C. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty’s Discrimination, Harassment, and Sexual Misconduct Policy or the Student Disability Grievance Policy and Procedures.

D. Disclaimer

The resources utilized in this course, as well as any accompanying materials and instruction are intended for educational purposes. They are designed to neither give legal advice nor take the place of appropriate legal, professional or medical consultation. Completion of any module, certificate, course or an entire degree program does not automatically qualify an individual to function as a certified or licensed professional counselor or therapist. Students are advised to check with the specific regulatory or legal requirements that may presently exist in their state, province or country. Liberty University does not necessarily endorse specific religious, philosophical, or political positions found in these resources.
# COURSE SCHEDULE

**DBPC 400**

Textbooks: 

<table>
<thead>
<tr>
<th>MODULE /WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
</thead>
</table>
| 1            | R: *Your Legacy*, ch. 1-2  
               VP: *Welcome and Introduction*  
               VP: *Safe Harbor for Children*  
               VP: *Building a Family Legacy* | Course Requirements Checklist  
                                  Class Introductions  
                                  DB Forum 1 | 10  
               0  
               50 |
| 2            | R: *Bringing up Girls*, ch. 1-7  
               R: *Your Legacy*, ch. 3-4  
               VP: *Building a Family Legacy*  
               AP: *Teaching Girls*  
               VP: *When They’re Young* | Quiz 1  
                                  Interview Summary | 50  
               200 |
| 3            | R: *Bringing up Girls*, ch. 8-15  
               R: *Your Legacy*, ch. 5-6  
               VP: *Building a Family Legacy*  
               VP: *Teaching Our Children* | DB Forum 2 | 50 |
| 4            | R: *Bringing up Girls* ch. 16-21  
               R: *Your Legacy*, ch. 7-8  
               VP: *Building a Family Legacy*  
               VP: *The Unique Challenges*  
               VP: *Adolescent Identity* | Quiz 2  
                                  Developmental Influences Paper – Girls | 50  
               200 |
| 5            | R: *Bringing up Boys* ch. 1-5  
               R: *Your Legacy*, ch. 9-10  
               VP: *Building a Family Legacy*  
               VP: *Doing What’s Right* | DB Forum 3 | 50 |
| 6            | R: *Bringing up Boys*, ch. 6-10  
               R: *Your Legacy*, ch. 11-12  
               VP: *Building a Family Legacy*  
               VP: *The Unique Challenges*  
               VP: *Bringing Up Boys* | Quiz 3 | 50 |
<table>
<thead>
<tr>
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<th>POINTS</th>
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</thead>
</table>
| 7            | R: *Bringing up Boys* ch. 11-15  
              | R: *Your Legacy*, ch. 13  
              | VP: *Building a Family Legacy*  
              | VP: *God Attachment*  
              | VP: *The Need for Self-respect* | DB Forum 4 | 50 |
| 8            | R: *Bringing up Boys* ch. 16-17  
              | VP: *Building a Family Legacy*  
              | VP: *This Old House* | Quiz 4 | 50 |
|              | Developmental Influences Paper – Boys | | 200 |
| TOTAL        |                |             | 1010   |

DB = Discussion Board  
R = Reading  
VP = Video Presentation  
AP = Audio Presentation

**NOTE:** Each course week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.