

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

EDUC 600

HUMAN DEVELOPMENT ACROSS THE LIFESPAN

COURSE DESCRIPTION

This course includes a survey of the organic, social, and physical factors that influence the development of the individual. It seeks to understand what makes a person distinctively different along with a critical evaluation of various theories of learning and personality development, particularly as they relate to questions of values and religious commitment.

RATIONALE

This course is designed to encourage the candidate to understand and critique human development models and theories in light of a Christian worldview as well as to interact with some significant contemporary issues in human development as they relate to Scripture. Additionally, this course will provide the candidate with an understanding of the physical, mental, emotional, socio-cultural, and spiritual aspects of human development while examining his or her own developmental issues.

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. Apply appropriate theoretical approaches—including a biblical perspective—related to development of diverse populations across the life span.

- (CACREP – II. G.2.c.; G.3.a.; G.3.b.; G.3.d.; and III.H.1); *assessed with Discussion Board Forum #1, Quiz #1, Life Span Development PowerPoint*
- B. Demonstrate an understanding of developmental theories and prevention, intervention, and treatment from a biblical perspective.
(CACREP – II. G.2.e) *assessed with Quiz #1, Discussion Board Forum #3, Discussion Board Forum #4*
- C. Identify the effects of crises, disasters, and other trauma-causing events on life span development, including behavior.
(CACREP – II. G.3.c; G.3.f.; SC: A.6; G.1; and III.G.2); *assessed with Discussion Board Forum #2, Quiz #4, Quiz #5, Crisis and Intervention PowerPoint, Research Paper*
- D. Identify strategies to increase resilience within life span development.
(CACREP – II. G.3.d.; SC: C.3; H.5); *assessed with Discussion Board Forum #1, Quiz #3, Quiz #6, Crisis and Intervention PowerPoint, Research Paper*
- E. Identify addictions and addictive behaviors while discussing prevention, intervention, and treatment from a biblical perspective.
(CACREP – II. G.3.g.; SC: A.6; D.3; G.2); *assessed with Discussion Board Forum #3, Quiz #6, Crisis and Intervention PowerPoint*
- F. Identify current research in the area of human development—including neurobiology—that continues to develop.
(CACREP – II. G.3.b.); *assessed with Discussion Board Forum #3, Quiz #2, Research Paper*
- G. Demonstrate an understanding of life span development—including transitions—as it relates to middle and late adulthood.
(CACREP – II. G.3.a.; G.3.b.; G.3.c.; G.3.d.; G.3.e.; G.3.f.; G.3.g.; G.3.h.); *assessed with Discussion Board Forum #4, Discussion Board Forum #5, Quiz #7, Quiz #8, Observation Paper*

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- 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 (5)
Discussion boards are collaborative learning experiences. Therefore, the student is required to create a thread in response to the provided prompt for each forum. Participation in Discussion Board Forums is critical to evaluating mastery of the learning objectives for this course by demonstrating understanding and ability to apply knowledge gleaned from course texts, lecture presentations, and assigned

research articles. For each forum, the student must submit a thread of 500–550 words and must include at least 1 source from a peer-reviewed journal article (outside of assigned course readings) cited in current APA format. The student must also submit a reply of 250–300 words to at least 1 other student’s thread. (MLO: A, B, C, D, E, F, G).

D. Life Span Development PowerPoint

The student will develop a 10-slide minimum PowerPoint on life span development from infancy to late adulthood. Learning development and transitional periods of life must be addressed. (MLO: A).

E. Crisis and Intervention PowerPoint

The student will develop a 10-slide minimum PowerPoint on life span development from infancy to late adulthood. Effects of crises on development and prevention and intervention plans that will encourage healthy development must be addressed. (MLO: C).

F. Observation Paper

The student will conduct an observation for at least 1 hour in a setting where a wide range of developmental stages are present (e.g., shopping mall, restaurant, church, etc.) and answer a set of questions regarding his or her experience. The Observation Paper must be at least 3 pages. (MLO: G).

G. Research Paper (Benchmark)

The student will choose a topic related to human development and write an 8–10-page double-spaced paper (plus title page, abstract, references, and other required elements) that presents known research on that topic. The student must include at least 8 relevant journal articles in the paper; at least 5 of those articles must be empirical and recent (within the last 5 years). (MLO: C, D, F).

The paper must be completed in the following stages:

1. Topic: The student will submit the topic with a brief description of the approach to be taken.
2. Annotated Bibliography: The student will submit an annotated bibliography with at least 8 sources (as defined above).
3. Final: The student will submit the completed research paper—including the title page, abstract, thesis statement, and annotated bibliography—to LiveText (and ONLY LiveText).

H. Quizzes (8)

The student will take 8 open-book/open-notes quizzes that cover each module/week’s reading and lecture materials. Quiz 1 contains 10 multiple-choice questions and 1 essay question and has a time limit of 45 minutes. Quizzes 2–8 each contain 10 multiple-choice questions and have a time limit of 45 minutes. Each quiz can only be taken 1 time. (MLO: A, B, C, D, E, F, G).

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (5 at 50 pts ea)	250
Life Span Development PowerPoint	75
Crisis and Intervention PowerPoint	75
Observation Paper	75
Research Paper (Benchmark)	
Topic	25
Annotated Bibliography	50
Final	250
Quizzes (8 at 25 pts ea)	200
Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

C. LiveText Submission Policy

All LiveText assignments must be submitted to LiveText in order for the candidate to receive credit for them in Blackboard.

D. 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](#).

COURSE SCHEDULE

EDUC 600

Textbooks: APA, *Mastering APA Style: Student's Workbook and Training Guide* (2010).
Feldman, *Development Across the Life Span* (2016).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Feldman: chs. 1–3 2 presentations 5 websites	Course Requirements Checklist	10
		Class Introductions	0
		MAT/MED Core Advising Guide Quiz	0
		Quiz 1	25
2	Feldman: chs. 4–6 1 presentation 7 websites	Life Span Development PowerPoint	75
		Research Paper – Topic	25
		Quiz 2	25
3	Feldman: chs. 7–8 1 presentation 4 websites	DB Forum 1	50
		Quiz 3	25
4	Feldman: chs. 9–10 1 presentation 3 websites	DB Forum 2	50
		Research Paper – Annotated Bibliography	50
		Quiz 4	25
5	Feldman: chs. 11–12 1 presentation 3 websites	DB Forum 3	50
		Crisis and Intervention PowerPoint	75
		Quiz 5	25
6	Feldman: chs. 13–14 1 presentation 2 websites	DB Forum 4	50
		Observation Paper	75
		Quiz 6	25
7	APA: pp. 25–27 Feldman: chs. 15–16 1 presentation 4 websites	DB Forum 5	50
		Research Paper – Final	250
		Quiz 7	25
8	Feldman: chs. 17–19 1 presentation 4 websites	Quiz 8	25
TOTAL			1010

DB = Discussion Board

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