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 psychological factors that influence the development of personality. It seeks to understand what makes a person distinctively different along with a critical evaluation of various theories of 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. 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 6–8-slide 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 6–8-slide 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
D- = 730–749  F = 0–729

C. LiveText Submission Policy

All LiveText assignments—including those submitted in Blackboard and/or via
SafeAssign—must be submitted to LiveText in order for the student to receive
credit for them.

D. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must
contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the
instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be
reviewed by the instructor on a case-by-case basis.

E. Disability Assistance

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

## EDUC 600

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<th>Module/Week</th>
<th>Reading &amp; Study</th>
<th>Assignments</th>
<th>Points</th>
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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.