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 501
ADVANCED CHILD DEVELOPMENT

COURSE DESCRIPTION

An examination of physical, cognitive, spiritual and social/emotional development, and guidance of a young child.

RATIONALE

"And Jesus increased in wisdom and stature, and in favor with God and man" (Luke 2:52, King James Version). This statement of Jesus's human development encompasses the domains examined in this course: cognitive, physical, social/emotional, and spiritual. An understanding of child development is essential for developmentally appropriate practice in the classroom.

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.   Differentiate the characteristics and developmental needs of children in the domains of social, emotional, cognitive, physical, and gross and fine motor development.

    B.   Recognize indicators of atypical development of children in the domains of social, emotional, cognitive, physical, and gross and fine motor development.

    C.   Analyze the multiple interacting influences on child development (biological and environmental), and interconnectedness of developmental domains.

D. Describe the wide range of ages at which developmental skills are manifested and the individual differences in behavioral styles.

E. Analyze child development within the context of family, culture, and society.

F. Apply principles of developmental practice for the classroom, including practices that are appropriate to the child's age and stage of development.

G. Design activities appropriate for children with a wide range of individual differences in abilities, interests, and behavioral styles and the child's cultural background and experience.

V. **COURSE REQUIREMENTS AND ASSIGNMENTS**

A. Textbook readings and 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 (7)

Discussion boards are collaborative learning experiences. Therefore, the candidate will answer the presentation questions and incorporate content from the assigned readings to write an analysis of the presentation observations. The thread must be at least 400 words. The candidate will then read and reply with at least 250 words each to at least 2 of his/her classmates.

D. Requirements for Teacher Preparation Programs

The candidate will read the Special Education documents and Dyslexia Awareness Training materials related to the Requirements for Teacher Preparation Programs. Then submit the Dyslexia Awareness Completion Certificate in LiveText.

E. Reading Summary (7)

The candidate will write a summary and reflection of the assigned reading utilizing the form located in the course content area. The approximate length of the summaries must be 125–150 words, and the reflections must be 150–200 words for each assigned chapter.

F. Developmental Case Study

The final part of this assignment is to be uploaded in LiveText for grading. The candidate will identify 2 students in different levels of development (preschool, elementary, or middle school). The candidate will obtain permission to observe each student and make note of characteristics observed in at least 3 developmental domains (physical, cognitive, social/emotional).

- Developmental Case Study Plan: The candidate will submit the names and ages of the 2 students and the setting(s) for observing each student (school, community, etc.). This will be done through the Discussion Board Forum.

- Developmental Case Study References: This assignment will be turned in as an annotated bibliography. A minimum of 3 separate references are required. The course text must be used and 1 text citation for each of 3 domains must be included. The candidate will cite specific pages from the course text that will be used to identify behaviors typical for the developmental level of the 2 students observed (helpful tables provided in the text include the Observation Guide and Developmental Trends).

- Developmental Case Study: The candidate will write at least 2 pages for each student describing the behaviors observed in each of the 3 domains and indicate whether the behaviors observed are typical for the developmental level of each child based upon course readings and current research. This must be completed in current APA format, and the references presented in the annotated bibliography/references assignment are to be used to support the descriptions. The final paper will be uploaded in LiveText for grading.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (7 at 60 pts ea)	420
Dyslexia Awareness Training	20
Reading Summary (7 at 60 pts ea)	420
Developmental Case Study Plan	10
Developmental Case Study References	30
Developmental Case Study	100
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—including those submitted in Blackboard and/or via All LiveText assignments must be submitted to Blackboard and LiveText in order for the candidate to receive credit. **LiveText Submission Exception:** Candidates pursuing the following programs: M.Ed. in Higher Education, Ed.S. in Higher Education Administration, the Ph.D. in Education, and the Ph.D. in Higher Education Administration, are not required to submit this assignment in LiveText, but must submit this assignment 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 501

Textbook: McDevitt & Ormrod, *Child Development and Education* (2016).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	McDevitt & Ormrod: chs. 1–3 5 presentations	Course Requirements Checklist Advising Guide Acknowledgement Class Introductions DB Forum 1 Reading Summary 1	10 0 0 60 60
2	McDevitt & Ormrod: chs. 4–5 9 presentations	DB Forum 2 Reading Summary 2 DCS Plan	60 60 10
3	McDevitt & Ormrod: chs. 6–7 9 presentations	DB Forum 3 Reading Summary 3	60 60
4	McDevitt & Ormrod: chs. 8–9 7 presentations	DB Forum 4 Reading Summary 4	60 60
5	McDevitt & Ormrod: chs. 10–11 10 presentations	DB Forum 5 Reading Summary 5 DCS References	60 60 30
6	McDevitt & Ormrod: chs. 12–13 9 presentations	DB Forum 6 Reading Summary 6	60 60
7	McDevitt & Ormrod: chs. 14–15 9 presentations	DB Forum 7 Reading Summary 7	60 60
8	None	Dyslexia Awareness Training DCS	20 100
		TOTAL	**1010**

DB = Discussion Board
DCS = Developmental Case Study

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