

Syllabus for
PRM 635—Human Growth and Development
(Crosslisted with GCSL 635)
3 Credit Hours
Spring 2017

I. COURSE DESCRIPTION

Addresses the biological, socioemotional, and cognitive factors that shape human development from infancy through old age and in diverse social contexts. Includes study of spiritual factors and developmental theories. (Crosslisted with GCSL 635)

Prerequisites: None

Students will interact with the goals and learning outcomes for this course through examinations, written in-class assignments, and a major paper.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Study the theories of individual development and transitions across the lifespan. (Section II, 1,G,3a)
- B. Study changes in the physical, cognitive, social and emotional development of humans, and determine how context, culture and neurobiology contribute to this development. (Section II, 1, G,3,a,b)
- C. Develop a framework for facilitating optimal development, exceptional abilities, and wellness over the lifespan. (Section II, 1,G,3,e,h)
- D. Consider spirituality and faith development within the context of human development
- E. Learn to think critically about issues relevant to human development.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Summarize and discuss expected developmental theories and unique transitional issues in each stage of the life cycle. (exam)
- B. Compare and contrast, in writing, the major perspectives of human development and identify major theorists associated with each. (exam, assignment)
- C. Reiterate a framework for facilitating optimal development, exceptional abilities, and wellness over the lifespan(discussion, assignment)
- D. Identify cultural, contextual, and neurobiological influences on human growth and development. (d2l interaction, discussion and assignment)
- E. Express in writing a personal response to ethical issues related to human development. (assignment)
- F. Integrate spirituality into a perspective of human development. (exam, assignment)

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks

Santrock, John W. *Essentials of Life-Span Development*. 4th ed. Boston: McGraw-Hill, 2011. ISBN: 978007786193-3

Fowler, James (1981). *Stages of faith: The psychology of human development and the quest for meaning*. San Francisco, CA: Harper.

American Psychological Association. *Publication Manual of the American Psychological Association*, 6th ed. Washington, DC: APA, 2010. ISBN: 9781433805615

2. Other

Reserve Reading

Crain, W. *Theories of Development*. 6th ed. Upper Saddle River, NJ: Prentice Hall, 2005. ISBN 9780205810468

Gold, Joshua M. *Counseling and Spirituality: Integrating Spiritual and Clinical Orientations*. Columbus, OH: Merrill, 2010. ISBN: 9780135002865

Miller, Patricia. *Theories of Developmental Psychology*. NY: Worth Publishers, 2011. ISBN: 978-1429216340

Sperry, Len. *Spirituality in Clinical Practice: Incorporating the Spiritual Dimension in Psychotherapy and Counseling*. NY: Routledge, 2011. ISBN: 9781583910672

B. Optional Materials

1. Textbooks

None

2. Other

Comstock, Dana. *Diversity and Development: Critical Contexts that Shape our Lives and Relationships*. Belmont, CA: Brooks/Cole, 2005. ISBN: 9780495796843

Arnett, Jeffrey Jensen. *Human Development, A Cultural Approach*. Boston: Pearson, 2012. ISBN: 9780205595266

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate

with other students on assignments.” Plagiarism is usually defined as copying someone else’s ideas, words, or sentence structure and submitting them as one’s own. Other forms of academic dishonesty include (but are not limited to) the following:

- a. Submitting another’s work as one’s own or colluding with someone else and submitting that work as though it were his or hers;
- b. Failing to meet group assignment or project requirements while claiming to have done so
- c. Failing to cite sources used in a paper;
- d. Creating results for experiments, observations, interviews, or projects that were not done;
- e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Graduate School of Theology and Ministry Policies and Procedures

1. **Completion of Assignments**

Assignments are due on the dates established in the course calendar, which is published in the syllabus. **Any assignments turned in after the scheduled due date are penalized five percent (5%) of the original value per day including weekends, breaks, and holidays.** All work turned in two weeks after the assignment deadline is received but is granted a grade of zero for that assignment. **No work** is accepted after the final date of regular classes.

2. **Incompletes**

On rare occasions, the grade of “I” may be given for work that is incomplete at the end of the course semester due to a catastrophic event.

- a. The student must establish with the instructor and the academic dean that work is incomplete for good cause and submit a Petition for Incomplete Grade, with documentation.
- b. **The Petition must be submitted at least two weeks prior to the end of the semester or summer course session, not exam week.**
- c. **The submission of a petition does not automatically ensure the granting of an Incomplete.**
- d. The petition must be approved by the academic committee of the Graduate School of Theology and Ministry.
- e. It is the responsibility of the student to initiate the petition, make up any incomplete work, and submit a completed Request for Grade Change form (which has been signed by the course professor) to the academic office.
- f. If the work is not completed by the end of the subsequent semester, the

incomplete will automatically convert to an “F,” unless an extension is formally granted.

3. **Examinations**

- a. Early examinations **are not** allowed. Late examinations without grade penalty are administered only when extenuating circumstances are present (such as a death in the family the week before exams or a sudden and major illness the week of exams that is documented by a physician).
- b. A Petition for Late Examination must be submitted to the academic dean’s office. A **\$15 fee**, plus proper documentation, must accompany the petition. The academic committee reviews each petition and grade penalties are assessed. (Late exam fee is not a grade penalty.)
- c. Students taking late exams should expect alternate versions of the original exams.
- d. **Not being present for the final examination automatically results in failure of the course.**

4. **Attendance**

The administration and faculty of the Graduate School of Theology and Ministry believe that class attendance is crucial in order for students to receive impartation, spiritual formation, and a community experience. Therefore, the Official Attendance Policy for the GSTM is as follows:

- a. Students will receive one letter grade reduction after missing more than two weeks of classes.
 - b. Students who miss more than one month of classes will fail the course.
 - c. **The absences allowed prior to a grade reduction are designed to allow for emergencies and illnesses and are not designed for indiscriminate use.**
 - d. Administrative excuses are granted only when a student is on official university business and has received approval in advance from the university administration.
 - e. Students are expected to be prompt for classes.
 - f. Students are expected to remain for the entire class session.
 - g. Leaving early without permission constitutes an absence.
5. Leaving early without permission constitutes an absence.
- The Disability Service Center, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, assures that no qualified individual with a disability will be denied reasonable accommodations based upon the individual’s needs. It is the responsibility of the student to contact the Disability Service Center and properly register for these services. For more information, call 918.495.7018 or go to www.studentresources.oru.edu.

C. Course Policies and Procedures

1. Evaluation Procedures

- a. Grading:

Three exams (3)	300 points
Integration Paper	150 points
Project: Power Point	100 points
Final Examination	100 points
- b. Grading scale:

A=90%-100%
B=80%-89%
C=70%-79%
D=60%-69%
F=Below 60%

2. Whole Person Assessment Requirements
 - a. All students entering the seminary are required to enroll in PRF 059—ePortfolio: Whole Person Assessment, which provides specific training to develop the skills needed to create an ePortfolio.
 - b. WPA requirements for this course:
No artifact required
3. Other Policies and/or Procedures: Students are expected to:
 - a. Complete reading and assignments prior to class sessions. Class procedures include discussion, case studies, application, and integration of textual material.
 - b. Write an integration paper that integrates information from Santrock with the faith development theories of Powers
 - c. Complete all exams online *via D2L*. No collaboration allowed. Exams will be available on Monday of February 13, March 6th, April 10th and Final Exam week and due by Friday at 11:59pm of that week. Each exam will last 2.5 hours.
 - d. Select one age group (early childhood, children, youth, adult) and prepare a power point including key developmental theories and theorists. Think about it as a teaching tool to present your discoveries to a group of teachers or caregivers. Needs to be at least 20 slides in length.
 - e. With an exemption for emergencies, missing an examination will be assessed a significant penalty (10 points for each day taken late) and will not be closely related to the study guide since an alternative exam is necessary. It should be taken prior to the next class period unless permission is given otherwise. Modifications to the final examination schedule can only be made through the Dean's office.
 - f. Silence and put away cellphones in class.
 - g. Communicate with the professor in person, or by way of e-mail or phone message if an absence from class becomes necessary, or if the student may need access to his or her cell phone.
 - h. The course requirements given in this syllabus do not automatically constitute the course requirements if an incomplete is granted.

VI. COURSE CALENDAR

January 16	Dr. Martin Luther King Jr. Holiday	
23	Santrock Chapters 1 and 2	Powers, Ch. 1
30	Santrock Ch. 3	
February 6	Santrock, Ch. 4	
13	Santrock, Ch. 5 First Exam	Powers, Ch. 2
20	Santrock, Ch. 6	
27	Santrock, Ch. 7	
March 6	Santrock, Ch. 8 Second Exam	Powers, Ch. 3
13	Spring Break	
20	Santrock, Ch. 9	Powers, Ch. 4
27	Santrock, Ch. 10 (Integration paper due)	
April 3	Santrock, Ch. 11	
10	Santrock, Ch. 12 Third Exam	Powers, Ch. 5
17	Santrock, Chs. 13,14 (Power Point Project due)	
24	Santrock Chs. 15-17	Powers, Ch. 8
Final exam (University schedule)		

**Inventory for Student Learning Outcomes
Graduate School of Theology and Ministry
M.A. Practical Theology/Teaching Ministries**

GCSL/PRM 635 Human Growth and Development

**Professor Edward Ewe, Instructor
Email: eewe@oru.edu**

Spring 2017

This course contributes to student learning outcomes for the Master of Arts in Practical Theology degree as indicated below:

Significant Contribution: Addresses the outcome directly and includes targeted assessment.

Moderate Contribution: Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution: Addresses the outcome indirectly and includes little or no assessment.

No Contribution: Does not address the outcome.

Degree Program Outcomes	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
Foundational Knowledge of OT/NT Scripture				
Articulate a foundational knowledge of the content of Scripture within its cultural and historical context with application to selected contemporary situations			X	
Basic Methods of Biblical Interpretation				
Exhibit competence and understanding in the Word of God by utilizing basic methods of biblical interpretation.			X	
Theology and Christian Doctrines				
Exhibit a basic knowledge of the contents and methods of Christian theology		X		
History of Christianity				
Research and synthesize key movements and figures together with their significance in the history of Christianity		X		
Communication Through Preaching/Teaching				
Effectively communicate the message of Christianity through the medium of preaching or teaching.		X		
Supervised Practice in Ministry Context				
Demonstrate understanding and skills for contemporary ministry contexts.	X			