



BCCE 5400 Developmental Studies in Christian Education

Baptist College Partnership Program
New Orleans Baptist Theological Seminary
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Mission Statement

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Characteristic Excellence. - What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are:

Biblical exposition - biblical description of the developing persons

Effective servant leadership - more effectively serve families with an understanding of various life stages

Interpersonal relationships - foster communication between family members

Disciple making - equip concerning family discipleship

Course Description

Besides reviewing the content of the course through textbook readings prior to the start of the seminar, the seminar also will provide students with the opportunity to research and discuss specific topics related to the field of Human (Lifespan) Development. The prerequisites to taking this seminar are the completion, with a "B" or better, of at least one college course in the area of Human (Lifespan) Development and at least one course in Christian Education. Additionally, the approval of the Director of the Baptist College Partnership Program is required for entrance into the course.

Student Learning Outcomes

The student involved in this course should be able to accomplish the following:

Cognitive:

- Describe the background of developmental studies including the identification of the various stages of the lifespan.
- Examine typical milestones in each period of growth and development.
- Identify learning distinctives, teaching learning styles and educational principles for each age group targeted for ministry by typical (or atypical) local churches.
- Identify “big picture” developmental issues which have implications for local church programming in Christian education.

Affective:

- Understand implications for the nurture of persons in each developmental period.
- Process the value in ministry of being attentive to developmental concepts.

Psychomotor:

- Evaluate significant resources for the continued study of the human growth and development process.
- Identify ways developmental concepts can be applied in ministry.
- Demonstrate integration of educational and developmental principles for practical application in local church ministry.

Required Readings

The following texts and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

NOTE: THESE ARE SUGGESTED TEXTS, BUT ANY RECENT HUMAN DEVELOPMENT OR LIFESPAN DEVELOPMENT TEXT WILL SUBSTITUTE. THE PRE-ASSIGNMENT REMAINS THE SAME REGARDLESS OF THE TEXT UTILIZED

Suggested:

Berk, Laura, *Exploring Lifespan Development*, 2nd ed., Boston, MA: Pearson, 2010.

Berger, Kathleen *The Developing Person Through the Life Span*, New York, NY: Worth Publishers, 2012.

Fiore, Lisa. *Lifesmart: Exploring Human Development*. Mc-Graw-Hill, New York, 2011.

Course Teaching Methodology

Units

Unit 1: Overview

Unit 2: Birth and Infancy

Unit 3: Childhood

Unit 4: Adolescence

Unit 5: Young - Middle Adulthood

Unit 6: Mature Years

Unit 7: Death and Dying

Methodology

A seminar approach is used with lecture, discussion, video, case study, and collaborative projects.

Format

This course is taught on the main campus in a seminar format.

Course Requirements

The workshop is made up of three components: pre-assignments which are due upon arrival at the workshop, class assignments which are completed during the workshop, and post-assignments that are due three weeks after the workshop ends.

PRE-ASSIGNMENTS: Before coming to the course, complete the following:

- I. **Textbook Summary.** Read the textbook and summarize each section or parts in the table of contents of your textbook. For example, in the Turner and Helms text, there are nine parts which correspond with the stages in the lifespan, birth through death.
 - Summarize the basic information in each section of the text in one paragraph of 5-8 sentences per section. Excessive detail is not necessary, just the main concepts.
 - Write one page of critique (narrative) in which you describe what you feel to be strengths and weaknesses of the text.

2. **Journal Articles.** Locate six articles written in the last five years from professional research journals- one in each of the following focus areas: (1) infancy (birth – 2 years) (2) childhood (early or middle), (3) adolescence, (4) early adulthood, and (5) middle adulthood, and (6) late adulthood. If assistance is needed in locating journal articles please contact the Help Desk at the John Christian Library.

Journals suitable for this assignment include, but are not limited to: *Adolescence, Child Development, Child Welfare, Developmental Psychology, Journal of Applied Gerontology, Journal of Applied Psychology, Journal of Divorce, Journal of Family Psychology, Journal of Gerontology, Journal of Marital and Family Therapy, Journal of Marriage and the Family, Psychology and Aging, Social Forces, Social Problems, Social Work, Sociology of Education, and Sociology of Religion.* **Journal Articles may be found in our library or in another University (i.e. Tulane, UNO, LSU, Emory, UGA, GA State, etc.).**

As you dissect each article

- Identify the four sections of a research article: introduction, method section, results section, and discussion.
- Write a 2-3 page report of each article, keeping in mind appropriate notation, style, and form, addressing the following questions:
 - What was the purpose of the article/research?
 - What predictions were made about the outcome of the study?
 - Describe the types of studies contained in the literature review.
 - Who were the subjects in the study? How many? How were they selected?
 - Describe the methodology, including any statistical tests that were used.
 - Summarize the steps taken to carry out the study.
 - What outcomes measure was used?
 - What were the results of the study? What statistical information was presented?
 - What was the importance of the findings of the researchers?
 - How may the findings of this research be applied to ministry?
- Submit the assignment formatted according to Turabian style, complete with a cover page to Blackboard on the assigned date(s).

Seminar Research

3. **Developmental Chart.** Conduct research on specific stages of the lifespan each day. *The written chart detailing the research will be submitted to the professor each day, and will be discussed on the day following the assignment.*
 - Use library resources, Internet, your journal articles—whatever you can locate to construct a developmental chart.
 - The chart will include sources consulted, a summary of findings, and the conclusions drawn by the student. *See a sample of the chart below.* The ITC is open for anyone needing access to a computer.

Monday: (a) The profile of an infant. Beginning with the newborn stage of life, describe two major developmental milestones/characteristics in each of the developmental areas – physical, mental, social, emotional, spiritual (total of ten entries) of a child from birth through age 2 as well as the implications for Christian educators. Each entry should

include the source from which you cite. A bibliography for all of your daily research will be submitted on Friday, so keep up with your sources. Here are three sample entries:

(b) The profile of a child in early childhood. Using the age range of 36 months – 60 months (3s and 4s), describe two major developmental milestones for each of the developmental areas (physical, mental, social, emotional, spiritual) of the child, as well as the implications for Christian educators (total of ten entries). Each entry should include the source from which you cite. A bibliography for all of your daily research will be turned in on Friday, so keep up with your sources.

Age	Developmental Characteristic	Source	Implication
0-2	spiritual—beginning to understand God as Creator	Shelly, p.22	Parent ministry. Still may confuse parents with God
0-2	mental—egocentric speech	Thomas, p. 277	Sunday school. Help practice saying words correctly. Make it a game
0-2	physical (motor skills)—can turn doorknob	Waldrop, p. 29	VBS: Old doorknobs make good toys

Tuesday: The profile of a child (middle childhood). Using the parameter of ages 5-12, describe two major developmental milestones for each of the developmental areas (physical, mental, social, emotional, spiritual) of a child, as well as the implications for Christian educators (total of ten entries). Each entry should include the source from which you cite. A bibliography for all of your daily research will be submitted on Friday, so keep up with your sources.

Wednesday: The profile of the adolescent. Using the age range of 13-18, describe two major developmental milestones for each of the developmental areas (physical, mental, social/emotional, spiritual) of an adolescent, as the implications for Christian educators (total of ten entries). Each entry should include the source from which you cite. A bibliography for all of your daily research will be submitted on Friday, so keep up with your sources.

Thursday: The profile of the adult. You may choose to chart a young adult (25-40), a middle adult (40-65) or one in late adulthood (65+). Using your chosen group, describe two major developmental milestones for each of the developmental areas (physical, mental, social, emotional, spiritual) for that age group, as well as the implications for Christian educators (total of ten entries). Each entry should include the source from which you cite. A bibliography for all of your daily research will be submitted on Friday, so keep up with your sources.

POST-ASSIGNMENT

4. **Research Paper.** Due on Monday - 3 weeks and a weekend after completion of seminar
Write a 10-page (no more, no less), double-spaced paper on the application of developmental theory to Christian Education.
Research paper requirements are as follows:
 - a. Introduction: (2 pages) Why are you interested in this particular topic?
 - b. Theory/theorist: (6 pages): Examine a particular developmental theory or theorist.
 - Present a brief biography of the theorist
 - Explain the principles of the theory, identify strengths and weaknesses
 - Comment on personal agreement or disagreement with the theory. Support your position.
 - c. Application to Christian Education: (2 pages): Suggest applications of the theory for ministry in the local church, with particular attention to the age group in which you are most interested.

This paper should be of publication quality, demonstrating your ability to engage in research, dialogue honestly with differing viewpoints, and reach defensible conclusions. The form of the paper should follow NOBTS style manual (Turabian or APA). You may use footnotes, endnotes, or APA-style parenthetical

references. Your bibliography should have a minimum of eight. Internet sources are acceptable if they are academically credible.

Course Evaluation

Textbook Summary	10%
Journal Articles (6)	30%
Developmental Chart	30%
Research Paper	30%

SEMINAR SCHEDULE AND RESEARCH TOPICS:

Monday, 1:00pm–4:00pm

- Introduction
- Studying Human Development
- Theories of Lifespan Development
- Theories of Lifespan Development
- Gene-Context Interaction
- Prenatal Development and Birth

Tuesday, 8:30 a.m.–11:30 a.m.

- Infancy: Physical and Cognitive Development
- Infancy: Social Development
- Early Childhood: Physical/Cognitive Development
- Early Childhood: Social Development
- Middle Childhood: Physical/Cognitive Development
- Middle Childhood: Social Development

Wednesday, 8:30 a.m.–11:30 a.m.

- Adolescence: Physical/Cognitive Development
- Adolescence: Social Development
- Early Adulthood: Physical and Cognitive
- Early Adulthood: Social Development

Thursday, 8:30 a.m.–11:30 a.m.

- Middle Adulthood: Physical and Cognitive
- Middle Adulthood-Social Development

Friday, 8:00 a.m.–11:00 a.m.

- Late Adulthood: Physical and Cognitive
- Late Adulthood: Social Development
- Death and Dying
- Curriculum Development and implications for Christian Education

Course Policies

Absences: You are not permitted absences from this course.

Academic Honesty Policy: All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Assignment Formatting: Unless otherwise noted, all assignments are to be created in Turabian format. All written assignments must be Word documents, written in third person unless otherwise instructed, and created in 12 pt. Times New Roman font. PDFs will not be accepted.

Assignment Submission: All assignments are to be submitted to Blackboard by 11:59 p.m. of the due date unless otherwise indicated. Do not send files as attachments via email to the professor. For technical reasons, this mode of file transmission is extremely inefficient.

Classroom Decorum: Your participation is required for every class session. You are expected to:

- Come to the class with a constructive point of view, prepared to interact with the readings and resources related to the course topic.
- Dress appropriately and in accordance with the NOBTS Student Handbook.
- Turn off cell phones and not accept any calls and/or text messages during class.
- Use laptops appropriately during class.

Electronic Devices: Electronic devices may be used in class only for taking notes and other activities assigned by the professor. Other activities are strictly prohibited. Laptops may not be open during presentations unless requested by the presenter. Phones must be silenced during class time. Any student found violating this policy may be asked to leave class and will be counted absent.

Grading Scale: Grading is on a pass/fail basis, with pre-assignments, seminar assignments, and the post-assignment each counting one-third of the total grade.

Late Assignments: Only under extreme circumstances, and with prior approval, will a late assignment be accepted. Late assignments will be assessed an initial 10 percent penalty and 1 percent for each day after the due date (i.e. 10/1 points for a 100 point assignment, 3/3 points for a 30 point assignment). No assignments will be accepted more than two weeks after the original due date.

Netiquette: Appropriate Online Behavior: Each student is expected to demonstrate appropriate Christian behavior when working online. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Plagiarism: A high standard of personal integrity is expected of all students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are strictly forbidden. *Although anything cited in three sources is considered public domain, we require that all sources be cited.* Any infraction will result in failing the course. Any infraction will be reported to the Dean of Students for further action.

Professor's Absence or Tardiness: If the professor is late in arriving to class, you must wait a full 20 minutes after the start of class before you may leave without being counted absent, or you must follow any written instructions that may be given to you.

Recording Policy: Recordings of class, including any audio and/or video recordings, regardless of the media or format, and regardless of the intended or actual use, are not permitted without prior written permission of the professor. The class will be notified in advance should any such recording be approved. This policy is intended to protect the privacy of the students.

Revision of the Syllabus: The course syllabus is not a legal contract. Any syllabus revision will be preceded by a reasonable notice to students. The standards and requirements set forth in this syllabus may be modified at any time by the professor. Notice of such changes will be by announcement in class or by email notice.

Withdrawal from the Course: The administration has set deadlines for withdrawal. These dates and times are published in the academic calendar. Administration procedures must be followed. You are responsible to handle withdrawal requirements. A professor can't issue a withdrawal. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in the course if you choose not to attend once you are enrolled.

Additional Information

Blackboard and SelfServe: You are responsible for maintaining current information regarding contact information on Blackboard and SelfServe. The professor will utilize both to communicate with the class. Blackboard and SelfServe do not share information so you must update each. Assignment grades will be posted to Blackboard. You will be need to enroll in the course on Blackboard.

Correspondence with the Grader: You should contact the grader via email at peaveygrader@gmail.com. The grader responds to email during normal business hours, 8 a.m. and 5 p.m. on weekdays only. The grader may not respond to late night or weekend e-mails until regular "business" hours. Please respect the grader's personal time. Remember, graders are students as well and have their own coursework and research to complete. Please be respectful in the language you use in your emails to the grader.

Correspondence with the Professor: Every effort is made to respond to emails and phone calls within 24-48 hours, excluding weekends. Please feel free to contact the professor(s) with any question you may have regarding this course.

Hurricane/Severe Weather Evacuation: For up-to-date weather information stay tuned to:

- WBSN FM-89.1
- WWL Channel 4
- WWL AM-870
- www.nobts.edu

Mandatory Evacuation: Hurricane season lasts from June 1 to November 30. If the Mayor or the President of NOBTS recommends that you leave the city, then do so. If a mandatory evacuation is called everyone except emergency personnel must leave. Staying on campus is not an option. See the *Student Handbook* for further information regarding hurricane preparedness, evacuation, and shelter.

NOBTS Emergency Text Messaging Service: Once you have established a SelfServe account you may sign up for the NOBTS emergency text messaging service by going to <http://nobts.edu/NOBTSEmergencyTextMessage.html>.

Special Needs: If you need an accommodation for any type of disability, please set up a time to meet with the professor(s) to discuss any modifications you may need that are able to be provided.

Technical Support: If you experience any problems with your Blackboard account you may email BlackboardHelpDesk@nobts.edu or call the ITC at 504-282-4455, ext. 8180.

Selected Bibliography

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