

**Murray State University**

**DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP AND COUNSELING**

**COURSE PREFIX: EDP**

**COURSE NUMBER: 260**

**CREDIT HOURS: 3**

**I. TITLE:** Psychology of Human Development

**II. COURSE DESCRIPTION AND PREREQUISITE(S):**

A study of the systematic changes in the cognitive, behavioral, social, and biological functioning of the individual across the developmental stages of life. Note: Cannot be counted toward both teacher certification and the psychology major or minor. Field hours required.

**Prerequisites:** None

**III. COURSE OBJECTIVES:**

The course is designed to provide an understanding of how individuals develop and change across the lifespan. This knowledge can be applied to work, civic duties, leisure, relationships, and teaching. For the benefit of education majors, each objective is followed by numbers referencing the Kentucky Teacher Standards (KTS) and the Interstate Teacher Assessment and Support Consortium (InTASC).

As a result of participation in this course, students will be able to

- A. develop an understanding of the theories of human development as a psychological foundation for life and for teaching (KTS 1,3; InTASC 1,4),
- B. apply the theories to all aspects of the course work (KTS 1; InTASC 5),
- C. become familiar with contemporary issues and trends in the field of human development (KTS 1; InTASC 4),
- D. form a holistic and integrated perceptual frame of reference for human development over the lifespan and the intrinsic value of diversity in people (KTS 3,7; InTASC 1,2,9),
- E. apply the knowledge of human development to the context of working with individuals in work settings and in the classroom (KTS 1,3,8; InTASC 1-5),
- F. participate effectively and professionally in collaborative situations within the classroom setting through group activities (KTS 8; InTASC 10),
- G. utilize reflective statements through assessment, self-report, and class activities (KTS 5,7; InTASC 6).
- H. connect and integrate knowledge and experience of human development across cultures (KTS 1; InTASC 4,5),
- I. utilize technology through group activities and class assignments (KTS 6),
- J. reflect upon growth and development as a reflective decision-maker (KTS 7; InTASC 9), and
- K. explore human development from a multicultural perspective (KTS 1,7; InTASC 1,5).

**IV. CONTENT OUTLINE**

- A. Theory and Research in Human Development
- B. Foundations of Development: Prenatal development
- C. Infancy and Toddlerhood: The first two years (Physical, cognitive, and socioemotional development)
- D. Early Childhood: Two to six years (Physical, cognitive, emotional, and social development)
- E. Middle Childhood: Six to eleven years (Physical, cognitive, emotional, and social development)
- F. Adolescence: The transition to adulthood (Physical, cognitive, emotional, and social development)
- G. Early Adulthood (Physical, cognitive, emotional, and social development)
- H. Middle Adulthood (Physical, cognitive, emotional, and social development)
- I. Late Adulthood (Physical, cognitive, emotional, and social development)
- J. Death, Dying, and Grieving

This course addresses the EPSB theme of Educator as Reflective Decision-Maker by requiring students to reflect on their personal developmental experiences; the developmental trends and experiences of children and adults across the life span, with an emphasis on school as a context for development; and their future practices as teachers.

The EPSB theme of Diversity is addressed in this course through ongoing exploration of the context of human development, including differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The EPSB theme of Diversity also is addressed by requiring students to interview an adult from a culture other than the student's own culture and to analyze and reflect upon the similarities and differences between the two cultures and cultural variations in developmental experiences.

**V. INSTRUCTIONAL ACTIVITIES**

- A. instructor presentation
- B. group discussion and problem solving
- C. collaborative group work
- D. field experiences
- E. independent assignments.

Students are expected to behave responsibly, respectfully, and professionally at all times whether in the classroom or on a field experience.

**VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES**

Students will participate in 7 hours of field experiences, including observations and interviews. See assignment handouts for details. Education majors will log their field experience hours on LiveText.

**VII. TEXT(S) AND RESOURCES**

- A. Texts
  - 1. Santrock, J. W. (2014). *Essentials of life-span development* (3rd ed.). New York, NY: McGraw-Hill.
  - 2. College LiveText-EDU Solutions Students Membership. (Required for students in the teacher education program; available for purchase at Murray State University bookstore.)
  - 3. Sprick, R. (2009). *CHAMPS: A proactive and positive approach to classroom management* (2nd ed.). Eugene, OR: Pacific Northwest Publishing. (Partially required.)
- B. Resources
  - 1. Waterfield Library at Murray State University and KY Virtual Library
  - 2. Resource materials – Third Floor, AL 313
  - 3. In-class handouts & videos

**VIII. EVALUATION AND GRADING PROCEDURES:**

Students are expected to submit their work on time. **Late assignments will result in a deduction of at least 20 percent of the assignment points per day the assignment is late.** An assignment is considered late if it is submitted **after the official beginning of class on the date the assignment is due.** Failure to complete **all** of the assignments and learning tasks before the last day of class will result in a grade of *Incomplete*. A student seeking to have an *Incomplete* course grade changed must follow the established university regulation and policy.

**The grading system is:**

Assignment Type	Number	Percentage of Grade	Point Value
Observation	3	25%	75
Interview	4	28%	85
Test	3	20%	60
Development Chart	4	20%	60
In-Class Activity	Varies	7%	20
Total Possible Points:			300

Grading Scale
A = 90%+
B = 80 – 89%
C = 70 – 79%
D = 60 – 69%
E = below 60%

**Submission of assigned work:**

Except when specified otherwise on an assignment sheet, students may submit assignments as hard copies at the beginning of the class period during which the assignment is due OR as an email attachment (Word document or PDF) prior to the class period during which the assignment is due. All assignments submitted through email will be acknowledged as received; it is the student’s responsibility to ensure that a readable copy of his/her assignment has been received by the instructor prior to the due date & time.

**IX. ATTENDANCE POLICY:**

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*. **Regular, on-time attendance is required and expected.** Unexcused absences and late arrival to class will result in point deductions.

- 1. Any unexcused absence during the semester will result in a **lowered letter grade** (*i.e.* grade deduction of 30 points). Each additional unexcused absence will result in a further lowering of the letter grade.
- 2. Two unexcused tardy count as one unexcused absence.

According to the *MSU Bulletin*, excused absences fall into two broad categories: 1. Absence due to personal illness or death in the immediate family or other extraordinary personal circumstance. 2. Absence due to student participation in a University Sanctioned Event in which the student serves as a representative of the institution.

Students missing class(es) as a result of activities covered above shall notify the instructor in writing at the beginning of the semester and, in the case of scheduled events, this notification shall not be less than one week prior to the absence. Students with excused absences are excused from class attendance but are not excused from work assigned or expected as a part of that class period. Students are required to develop a plan for the make-up of all work missed and must complete this work within a time frame mutually agreed upon with the instructor.

Students are required to provide appropriate authentication or documentation so that the absences can be excused. Notification of an anticipated absence or late arrival must be made to the instructor prior to the class session in question.

## X. ACADEMIC HONESTY POLICY

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

### Violations of Academic Honesty include:

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

## XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

### Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

### Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

## **XII. OTHER REQUIRED DEPARTMENTAL /COLLEGIATE COMMITTEE INFORMATION**

**FLAG SYSTEM/ CONTINUOUS ASSESSMENT:** Student progress, throughout the teacher preparation program, is continuously assessed. Appropriate professional characteristics and demeanors, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to T.E.S. and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION and/or STUDENT TEACHING, or REVERSAL OF ADMITTED STATUS.**

**NOTE:** The instructor expects that cell phones and other electronic devices will be turned off during class time and stored away. The cell phone should not be in use during class time – this includes text messaging. **Use of a cell phone during class will result in your dismissal from class; this will be counted as an unexcused absence.**

### DISPOSITIONS OF A MURRAY STATE UNIVERSITY COLLEGE OF EDUCATION GRADUATE

1. Inclusive -- Is an advocate for an inclusive community of people with varied characteristics, ideas, and worldviews.
2. Responsible -- Considers consequences and makes decisions in a rational and thoughtful manner for the welfare of others; acts with integrity to pursue an objective with thoroughness and consistency.
3. Enthusiastic -- Is eager and passionately interested in tasks that relate to beliefs about education.
4. Caring -- Demonstrates regard for the learning and wellbeing of every student.
5. Confident -- Exhibits certainty about possessing the ability, judgment, and internal resources needed to succeed as a teacher.
6. Ethical – Conforms to accepted professional standards of conduct by making decisions based on standards and principles established by the education profession.

**The instructor reserves the right to modify the format of this course as circumstances demand.**