

**MURRAY STATE UNIVERSITY
COMMON SYLLABUS**

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: FCS

COURSE NUMBER: 625

CREDIT HOURS: 3

I. TITLE: Advanced Child Development Programs

II. COURSE DESCRIPTION AND PREREQUISITE(S):

In-depth study of theories of child development and an examination of current problems and critical issues.

Prerequisite(s): None

III. COURSE OBJECTIVES: Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Early Childhood Standards (KYECS), the Kentucky Core Academic Standards (KYCAS), the Kentucky IECE Teacher Standards for Preparation and Certification (IECE), the National Association for the Education of Young Children (NAEYC), the Council for Exceptional Children (CEC), and the Interstate Teacher Assessment and Support Continuum (InTASC) Standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. examine and interpret the history of child development from a familial and societal perspective (IECE V; NAEYC 1, 2; CEC 1, 3; InTASC 1,2, 4);
- B. develop an understanding of various theoretical frameworks as they relate to child development (IECE I, II, V; NAEYC 1, 4, 5; CEC 1, 2, 3; InTASC 1, 2, 3, 4);
- C. analyze and reflect on current trends in thought, techniques and society which are evolving in the area of child development (IECE V; NAEYC 1, 4, 5, 6; CEC 1, 2, 3; InTASC 1, 2, 3, 4, 5);
- D. relate research findings in current trends and theories to practical situations involving children, families, and society (IECE V, VI, VIII; NAEYC 1, 2, 4, 5; CEC 1, 2, 3, 6, 7; InTASC 1, 3, 4, 5, 8); and
- E. demonstrate and apply knowledge of theoretical influence on current practices in the field of Interdisciplinary Early Childhood Education (IECE IV, V; NAEYC 1, 3, 4, 5, 6, 7; CEC 1, 2, 5; InTASC 1, 2, 3, 4, 5, 6).

The COEHS Conceptual Framework and the Theme of Educator Reflective Decision Maker are addressed in this course by requiring students to reflect on course content and make connections to their practice.

The EPSB Themes of Diversity, Closing the Achievement Gap, and Technology are explored in the course through observing for a diverse population and learning styles which includes developmental levels as well as cultural backgrounds. Child development theories are observed and analyzed for learning and achievement to take place for all learners regardless of gender, class, ethnicity, learning styles, and exceptionalities.

Kentucky Early Childhood Standards (KYECS) and Kentucky Core Academic Standards (KYCAS) are resources for IECE teacher candidates.

IV. COURSE OUTLINE:

- A. Introduction Overview of theories
- B. Piaget's Cognitive-Stage Theory and the Neo-Piagetians
- C. Psychoanalytic Theories – Freud , Erikson
- D. Social Learning Theory
- E. Information Processing Theory
- F. Ethology and Other Evolutionary Theories
- G. Gibson's Ecological Theory of Perceptual Developmental
- H. Vygotsky and the Sociocultural Approach
- I. Contemporary Minitheories and Emerging Approaches

V. INSTRUCTIONAL ACTIVITIES:

- A. Small group and large group discussions
- B. Presentations
- C. Student planning, observations, recordings and reflections
- D. Field experience participations
- E. Prewriting, drafting, revising, and editing activities

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

12 hours of field experience are required for successful completion of this online course (16 KAR 5:040). To earn a grade in this course, students must successfully complete the required field experiences and record the hours and related components on the LiveText FEM site. Students are also expected to record field experiences in KFETS.

VII. TEXT(S) AND RESOURCES:

Miller, P.H. (2011). *Theories of developmental psychology* (5th ed.). New York: Freeman & Company.

Resources

- A. Waterfield Library: <http://lib.murraystate.edu/>
- B. Curriculum Materials Center: <http://libguides.murraystate.edu/cmcc>
- C. National Association for the Education of Young Children (NAEYC): <http://www.naeyc.org/>
- D. Council for Exceptional Children (CEC): <https://www.cec.sped.org/Standards>
- E. Kentucky IECE Teacher Standards: <http://www.epsb.ky.gov/teacherprep/iecestandards.asp>
- F. Kentucky Early Childhood Standards (Birth-4yrs): <http://kidsnow.ky.gov/Improving-Early-Care/Pages/Tools-and-Resources.aspx>
- G. Kentucky Core Academic Standards: <http://kate.murraystate.edu/resources/pdresource/49/>

VIII. EVALUATION AND GRADING PROCEDURES:

Grading for this course will be rewarded for required assignments and field experiences in accordance with the MSU scale.

<u>Assessment Scale:</u>	<u>Final Grade</u>
93-100% of total points	A
85-92% of total points	B
75-84% of total points	C
68-74% of total points	D
below 68% of total points	E

Required Activities:

Chapter summary and educational implications	45 points
Compare and contrast the theories of Freud and Erikson	20 points
Compare and contrast the theories of Piaget and Vygotsky	20 points
Family Resource Center interview	20 points
Observation and analysis of three different learning theories	40 points
Total points:	<u>145 points</u>

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

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 Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:

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. FLAG SYSTEM/CONTINUOUS ASSESSMENT: Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services 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.**