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.
Prerequisite(s): 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. The behaviors indicated below are reflective of, but not limited to, those behaviors advocated by the Kentucky Education Reform Act Guidelines. For the benefit of education majors, each objective is followed by numbers referencing the Kentucky Teacher Standards (KTS) and Characteristics of Highly Effective Teaching and Learning (CHETL).
Upon successful completion of this class, the student will be able to
A. Utilize Canvas to access course documents and assignments, submission of materials, and collaborative learning (KTS 6; CHETL 1.F)
B. Develop an understanding of the theories of human development as a psychological foundation for life and for teaching (KTS 3; CHETL 5)
C. Apply the theories to all aspects of the course work (KTS 3; CHETL 1)
D. Become familiar with contemporary issues and trends in the field of human development (KTS 3; CHETL 5)
E. Form a holistic and integrated perceptual frame of reference for human development over the lifespan and the intrinsic value of diversity in people (KTS 2; CHETL 3, 4)
F. Apply the knowledge of human development to the context of working with individuals in work settings and in the classroom. (KTS 4; CHETL 3, 4)
G. Participate effectively and professionally in collaborative situations within the classroom setting through group activities (KTS 8; CHETL 1.C)
H. Utilize reflective statements through assessment, self-report, and class activities (KTS 7; CHETL 2)
I. Connect and integrate knowledge and experience of human development across cultures (KTS 4; CHETL 3, 4)
J. Utilize technology through group activities and class assignments (KTS 6; CHETL 1.F)
K. Reflect upon growth and development as a reflective decision-maker (KTS 7; CHETL 2)
L. Explore human development from a multicultural perspective (KTS 2; CHETL 3, 4)

IV. CONTENT OUTLINE:
A. Theory and Research in Human Development
B. Foundations of Development – prenatal development
C. Infancy: The first two years Physical, Cognitive, and Social development
D. Early Childhood: Three to six years Physical, Cognitive, Emotional and Social development
E. Middle Childhood: Six to Twelve 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. Dying and Death

V. INSTRUCTIONAL ACTIVITIES:
Instructional methods will be a mixture of instructor presentation, group discussion and problem solving, collaborative group work, field and lab experiences, and online learning & assessment. The model of the reflective decision-maker as the foundation for development, including learning techniques for reflection, self-assessment, and self-improvement will be emphasized in all aspects of the course and assignments.
This course utilizes the Canvas course management system. (https://murraystate.instructure.com/login). You need your Murray State University ID and Password to log in. The course instructor will communicate with students via a variety of interactive tools including discussions, announcements, and email. Students in this course are required to log in Canvas regularly (at least once a week) to access the course content, to participate in class discussions or chats, and to complete course assignments.

Student learning requirements:
Email Account: An email account is mandatory for this course. Throughout the semester, course-related information may be distributed to the student’s Murray State University email address (RacerMail). Students are expected to check their RacerMail regularly (at least once a week for course updates). Please note: Email is used primarily as a tool of communication in this course. All assignments in this course must be submitted to Canvas (Detailed “How to submit” instructions will be provided for each assignment).

Internet Access: Students in this course are required to have access to high-speed internet and a computer in order to have a successful experience in this course.

File storage: Students in the course are required to have a file storage/retrieval media (such as a computer hard disk, USB flash drive, memory card, or CD-RW) for the purpose of saving students’ own work completed in this course. Students in this course are required to make backups regularly to safeguard their own data.

Digital camera: Students in the course are required to have access to a digital camera. Students may be required to take photos of the artifacts they created for this course and to upload photos (in jpg file format) to Canvas.

Software: Students in this course are required to have access to the following software in order to complete this course: Web browser and Plugins (such as Firefox®, Internet Explorer®), Adobe Reader®, Microsoft Word®, Microsoft Excel®, and Microsoft PowerPoint® software.

LiveText: Students in the teacher education program are required to have access to LiveText (a server program available for purchase at Murray State University bookstore).

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
Students will participate in a minimum of 12 hours of field experiences. These will include observations, interviews, LiveText assignment, and homework.

1. Observations: Students are expected to conduct three 35-45 minutes objective observations on children of various ages and write observation reports accordingly. For the observation 1 assignment, students are expected to observe one 0-2 year old infant. For the observation 2 assignment, students are expected to observe one 3-6 year old child. For the observation 3 assignment, students are expected to observe one 7-11 year old child. Evaluation of the observation report will center on: (a) the significance of the observation questions/ hypotheses; (b) the format, quantity, and quality of the recorded behaviors; (c) the analysis and interpretation of recorded behaviors using relevant human development theories; (d) the depth of reflection on what was learned about the developmental theories and what was learned from the observation; and (e) the quality of writing.

2. Interviews: Students will be expected to conduct three interviews. In the interview 1 assignment, students are expected to interview an individual (at least 18 years old but less than 40 years old) from another culture. In the interview 2 assignment, students are expected to interview an individual (approximately 40 years of age but less than 65 years of age). In the interview 3 assignment, students are expected to interview an individual (at least 65 years old). Some interview questions will be provided. The interview assignments will be evaluated on the quality of the interview, writing, organization, and depth of thinking.

3. LiveText assignment: A LiveText assignment will be developed addressing how to create and maintain a learning environment through classroom management strategies. The development of this LiveText assignment will be based on, but not limited to, CHAMPS (Sprick, 2009) and Kentucky Teacher Standard 3. *****Teacher education major students and non-education students who wish to construct the assignment in an educational classroom setting are required to post their work on the LiveText. *****Students not in the education program will meet the course instructor to discuss the development of a topic/focus relevant to their major and future career goals. Students not in the education program are required to submit their work to the course instructor electronically via RacerMail and/or Canvas.

4. Homework will include both short essay assignments and objective multiple-choice tests administered online via Canvas and McGraw-Hill Connect ® in a timed setting. Some short essay assignments will focus on the application of lifespan psychology and the development of a personal conceptual framework.

VII. TEXT(S) AND RESOURCES:

Resources:
1. Waterfield Library at Murray State University and KY Virtual Library
2. Resource materials – Third Floor, AL 313
3. Relevant Handouts and information posted on Canvas

**VIII. EVALUATION AND GRADING PROCEDURES:**

Students are expected to submit their work no later than the due date. **Assignments turned in after the due date will result in a deduction of 50 percent of the assignment points per day the assignment is late.** Even though an assignment turned in two days after the due date will result in a grade of zero, students are still required to complete the assignment. Failure to complete all the assignments and learning tasks before the last day of class will result in a letter 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 as follows:

<table>
<thead>
<tr>
<th>Type of assignments</th>
<th>Number of assignments</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observations</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Interviews</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>LiveText assignment</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Homework (in short essay and/or multiple-choice format) assigned via Canvas and McGraw-Hill Connect®</td>
<td>10</td>
<td>45%</td>
</tr>
<tr>
<td>Total:</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

A = 90 – 100%
B = 80 – 89%
C = 70 – 79%
D = 60 – 69%
E = below 60%

**IX. ATTENDANCE POLICY:**

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

**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:
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).

XII. Other required departmental or collegiate committee information
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.
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 cell phone during class will result in your dismissal from class and this will be counted as an absence.

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