Murray State University
COMMON SYLLABUS

DEPARTMENT: ELC COURSE NUMBER: EDP 260 CREDIT HOURS: 3

I. TITLE: EDP 260 - Psychology of Human Development

II. CATALOG DESCRIPTION: A Study of the systematic changes in the cognitive, behavioral, social, and biological functioning of the individual across the developmental stages of life. Cannot be counted toward both teacher certification and the psychology major or minor.

III. PURPOSE: To provide a broad overview of changes during the human lifespan and to provide a framework from which to understand the central issues and characteristics of human beings at various stages of their lives.

IV. 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 New Teacher Standards. As a result of participation in this course, students will:

1. Utilize Blackboard to access course documents and assignments, submission of materials, and collaborative learning (NTS IX)
2. Develop an understanding of the theories of human development as a psychological foundation for life and for teaching (NTS II)
3. Apply the theories to all aspects of the course work (NTS II)
4. Become familiar with contemporary issues and trends in the field of human development
5. Form a holistic and integrated perceptual frame of reference for human development over the lifespan and the intrinsic value of diversity in people
6. Apply the knowledge of human development to the context of working with individuals in work settings and in the classroom
7. Participate effectively and professionally in collaborative situations within the classroom setting through group activities (NTS VI)
8. Utilize reflective statements through assessment, self-report, and class activities (NTS V)
9. Connect and integrate knowledge and experience of human development across cultures
10. Utilize technology through group activities and class assignments (NTS IX)
11. Reflect upon growth and development as a reflective decision-maker (NTS V)
12. Explore human development from a multicultural perspective
13. Develop an understanding and recognition of dispositions (Dispositions)
14. Develop an understanding of and a beginning plan for classroom management (CHAMPS)

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by including a reflection for each assignment during the semester. Students learn to reflect on observations and interviews, knowledge gained from the self-report, philosophy, and theory journal, and the eligibility and CHAMPS portfolios. Reflections include analyzing each situation, deciding the most relevant information, and what changes could be made in the future.

The Theme of Diversity is explored in the course through observations of diverse individuals of different ages, an interview with someone of a different culture, and an interview with an older adult. This diversity enables students to better understand issues related to learning and development across gender, ethnicity, learning styles, backgrounds, and age levels.
V. 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 Social 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 Bereavement

VI. INSTRUCTIONAL ACTIVITIES: Instructional methods will be a mixture of instructor presentation, group discussion and problem solving, collaborative group work, field and lab experiences, and both group and independent assignments. 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.

VII. FIELD AND LAB EXPERIENCES: Students will participate in a minimum of 12 hours of field and 18 hours of lab experiences. These will include observations, videos, readings, speakers, and evaluative processes.
A. Observations and Interviews: Evaluation will center on: (1) listing of all behaviors observed during a 30-45 minute objective observations (2) relating the observed behaviors to a specified minimum number of theorists relevant to the designated observation age level; (3) discussing the observation utilizing the three component areas of CHAMPS module II (see LiveText and/or assignments on Blackboard), and (4) reflecting on what was learned from the observation

B. Portfolio: A Portfolio will be developed addressing how to create and maintain a learning environment through classroom management strategies. The development of this Portfolio will be based on, but not limited to, CHAMPS and New Teacher Standard II. *****Education majors are required to post this artifact on the LiveText working portfolio site. Directions to access the working portfolio are on Blackboard under Assignments and Portfolio. A printed copy of the portfolio entry will be turned in to the instructor

B2. Research Articles: A minimum of three research articles will be required. For education majors, these professional journal articles will focus on each of the three areas of the portfolio. For non-education majors, the research articles will focus on the career area of interest. The information included in the research article will be included in the portfolio and will focus on practical applications of educational psychology theory concepts. A copy of the article will be submitted with the portfolio and an abstract (summary of the research article) of the articles will be submitted when due. The graded abstract will also be included in the portfolio.

NEW TEACHER STANDARD II
Creates and Maintains a Learning Environment: The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
Performance Criteria: The extent to which the teacher:
1. Communicates with and challenges students in a positive and supportive manner.
2. Establishes and maintains standards of mutually respectful classroom interaction by establishing the importance of shared expectations during individual and group responsibilities.
3. Shows consistent sensitivity to individual academic, physical, social, and cultural differences and responds to all students in a caring manner.
4. Shows flexibility and modifies classroom processes and instructional procedures as the situation demands.
5. Organizes materials and equipment to create a media-rich environment, including technology.
6. Motivates, encourages, and supports individual and group inquiry.
   Encourages responsibility to self and to others.
8. Promotes student willingness and desire to receive and accept positive and negative feedback.

C. CHAMPS: Education majors will complete an artifact for CHAMPS module II. This may be in conjunction with the Portfolio Assignment.

D. Self-Report: This project is designed to enable students to apply the theories of life-span development to his/her life to develop an understanding of how these theories apply in the individual’s own life. This exercise promotes the development of a personal conceptual framework. This understanding contributes to the concept of individuals as lifetime learners. (Questions are posted on Blackboard).

E. Theory Journal and Philosophy: From each section of the text, a journal will be developed discussing those theories considered most relevant for the individual’s future career. Education majors developed a philosophy of education in EDU103. This philosophy will be utilized and revised to include support for the concepts/ideas based on a theoretical foundation.

VIII. RESOURCES:
1. Waterfield Library at Murray State University
2. MSU Computer Centers
3. Resource materials – Third Floor, AL 313
4. Relevant Handouts posted on Blackboard
5. Web Sites for additional information

IX: GRADING PROCEDURE:
ALL assignments must be completed before a final grade will be given!! Assignments turned in after the due date will result in a deduction of 5 points per day the assignment is late.
Make up tests are a VERY rare occurrence and will only be permitted with prior approval. As all students are expected to be present for all class periods, make-up exams may be scheduled only for substantial and unavoidable reasons.

X. ATTENDANCE POLICY: Regular attendance is required and expected. More than three absences during the semester will result in a lowered letter grade. Each additional absence beyond three will result in a further lowering of the letter grade.

XI. ACADEMIC HONESTY POLICY:
(adopted by Board of Regents, February 14, 1973)
Cheating, plagiarism (submitting another person's material as one’s own), or doing work for another person which will receive academic credit, are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, term papers or the presentation of unacknowledged material as if it were the student’s own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place. (See 2001-2003 Undergraduate Bulletin)

XIII. **PREREQUISITES:** none

XIV. **STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY** Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-762-3155.

**(FOR TEACHER EDUCATION STUDENTS ONLY) 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 ADMIITTED STATUS.

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

**Tolerant:** Considers new ideas, alternative possibilities, different perspectives, and people representing a variety of differences without prejudice or bigotry.

**Responsible:** Considers consequences and makes decisions in a relational and thoughtful manner for the welfare of others; acts with integrity to pursue an objective with thoroughness and consistency.

**Enthusiastic:** Show eager and passionate interest; focuses on tasks that relate to beliefs.

**Caring:** Demonstrates devotion, compassion, and regard for the welfare of others.

**Confident:** Exhibits certainty about possessing the ability, judgment, and internal resources needed to succeed as a teacher.

**Ethical:** Conforms to accepted professional standards of conduct by making decisions based on knowledge of moral principles and inner convictions.

**CHARACTERISTICS OF THE MSU GRADUATE**

- Engage in mature, independent and creative thought and express that thought effectively in oral and written communication
- Understand and apply the critical and scientific methodologies that academic disciplines employ to discover knowledge and ascertain its validity
- Apply sound standards of information gathering, analysis and evaluation to reach logical decisions
- Understand the roles and applications of science and technology in the solution of the problems of a changing world
- Demonstrate a critical understanding of the world’s historical, literary, philosophical and artistic traditions
- Understand the dynamics of cultural diversity, of competing economic and political systems, and of complex moral and ethical issues
- Understand the importance of and engage in ethical behavior and responsible citizenship
- Understand the importance of the behaviors necessary to maintain a healthy lifestyle
- Demonstrate mastery of a chosen field of study
- Value intellectual pursuit and continuous learning in a changing world