Murray State University
COMMON SYLLABUS

Revised July 2007

Department: Early Childhood & Elementary Education
COURSE NUMBER: FCS 525
CREDIT HOURS: 3

I. TITLE: Advanced Child Development Programs

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

III. PURPOSE: To increase the understanding of the theories of development, current problems and critical issues, and how they relate to Early Childhood Education

IV. COURSE OBJECTIVES:
The behaviors indicated below are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Interdisciplinary Early Childhood Standards and in brackets are the Early Childhood Core Content. As a result of participation in this course the graduate students will:

A. Examine and interpret the history of child development from a familial and societal perspective. (IECE III, IV, VI), {ECCC 1, Level V and 3,K}

B. Develop an understanding of various theoretical frameworks as they relate to child development. (IECE III, IV, V), {ECCC Level V,1, A}

C. Analyze and reflect on current trends in thought, techniques and society which are evolving in the area of child development. (IECE III, V, VI), {ECCC Level V, 3 A}

D. Relate research findings in current trends and theories to practical situations involving children, families, and society. (IECE III, V, VI), {ECCC Level V, 3, E}

E. Demonstrate and apply knowledge of theoretical influence on current practices in the field of Interdisciplinary Early Childhood Education. (IECE III, V, VI), {ECCC Level V, 4 C}

COE Theme of Educator as Reflective Decision Maker is addressed in this course by requiring students to reflect on course content and make connections to their practice.

The theme of Diversity is explored in the course through the study of diversity and culture in the development of children through text chapters and course activities.
V. 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

VI. INSTRUCTIONAL ACTIVITIES: A variety of instructional activities will be used in this class including lecture, small and large group discussions, presentations, technology activities, performance events such as exams, in class activities, research and review.

VII. FIELD EXPERIENCE: None

VIII. RESOURCES: Waterfield Library, Curriculum Media Center, Kentucky Department of Education Web Site, Blackboard

IX. GRADE PROCEDURES: Grades will be assigned as total points accumulated for the
90-100%=A
80-89%=B
70-79%=C

Required Activities:
Chapter outlines summary sheets 8 chapter @ 20 points each=160 points
Six Class Participation/Blackboard Participation: Videos, CDs, quizzes, etc @ 10 points each=60 points
Child Study= 100 points
Project Presentation =25 points
Total points = 345

X. ATTENDANCE POLICY: This course adheres to University Attendance Policy found in the current MSU graduate bulletin. Students are expected to keep current with and participate in assignments posted on Blackboard and in class assignments.

XI. ACADEMIC HONESTY POLICY: The department adheres to the University Policy of Academic Honesty found in the current MSU graduate bulletin. Note: Faculty reserves the right to invalidate any examination or other evaluative measures if substantial evidence exists that the integrity of the examination has been compromised.
XII. TEXT:
New York: Freeman & Co.

XIII. PREREQUISITE: Graduate standing

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:
Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, martial 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, 270-809-3155.

XV. FLAG SYSTEM/CONTINUOUS ASSESSMENT:
Student progress, throughout the teacher preparation program, is continuously assessed for those students seeking initial certification at the graduate level. Appropriate professional characteristics and demeanors, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services (TES) and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admissions 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 GRADUATE PRACTICUM OR REVERSAL OF ADMITTED STATUS**