**CAMPBELLSVILLE UNIVERSITY**

 **COURSE SYLLABUS**

# PLEASE TYPE. DATE 3/20/17

ACADEMIC UNIT School of Education

Please check to indicate this course has a service learning component.

FACULTY Goodwin, Marilyn & Hundley, Sharon

Discipline Course# Section

Title of Course Credit Hours Cross Reference

(if applicable)

 IEC 630-01 Advanced Child Development 3

TEXTBOOK **Required** See Syllabus Not Required

Author

Title \_

Publisher

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

PLEASE ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER AND ATTACH TO THIS FORM. See Syllabus

1. DESCRIPTION OF COURSE: Develop a brief description of the course as it will appear in the Catalog.
2. STUDENT LEARNING OBJECTIVES: List the student learning objectives for the course. Please relate these objectives to the mission and goals of the University and the Academic Unit. For general education courses, please indicate which student learning objectives address general education goals and the intended method of assessment. A minimum of four of the seven general education goals must be included.

*Example: Students will demonstrate their ability to compare and contrast two types of basket weaving. (Goal: Oral and Written Communication; Evidence: research paper and class presentation)*

1. COURSE OUTLINE: Outline the topics/units that are to be taught.
2. EVALUATION: How do you plan to determine the grade in the course? Please include grading scale.
3. REQUIREMENTS:
	1. Examinations: State when tests are to be administered, including unit, mid-term, and final examinations.
	2. Reports: How many, length required, and what type (Oral, term and/or research, book critiques).
	3. Supplemental reading assignments or outside work required.
	4. Supplemental instruction aids: Audio visual aids, field trips, guest speakers, etc.
4. BOOKLIST

DEAN: Beverly Ennis Date Copy Received

VICE PRESIDENT FOR ACADEMIC AFFAIRS Date Copy Received

FORM FH-E.2.7A; rev. 12/21/10 Page 1 of 1

IEC 630- G6 Term 2017

May 15 – July 5 [Web Resource # 52017]

#### Advanced Child Development

# **School of Education Theme: Empowerment for Learning**

# **Conceptual Framework Model**

****

**Marilyn Goodwin, Ph.D.**

**Office Location:** EB 122

#1 University Dr., UPO #938, Campbellsville, KY 42718

Phone: 270 -789-5168 (office)

270-789-08997 (cell)

School of Education FAX: 270-789-5206

**mggoodwin@campbellsville.edu**

**Office Hour by appointment**

**Sharon Hundley, Ed. D.**

**Office Location:** EB 118

#1 University Dr., UPO #833, Campbellsville, KY 42718

Phone: 270-789-5503 (office)

270-300-7983 (cell)

School of Education FAX: 270-789-5206

**slhundley@campbellsville.edu**

**Office Hours by appointment**

**Sharon Hundley, Ed. D.**

**Office Location:** EB 118

#1 University Dr., UPO #833, Campbellsville, KY 42718

Phone: 270-789-5503 (office)

270-300-7983 (cell)

School of Education FAX: 270-789-5206

**slhundley@campbellsville.edu**

**Office Hour by appointment**

1. **Description:**

This course is an advanced study for the application of current research and major theories of child development and learning with emphasis on implications for professional practice. Special emphasis is given to the relationship between theory and quality in early childhood settings to support and refine professional practices. Students engage in an in-depth study of biological, familial/cultural, and environmental influences on the cognitive, adaptive, physical, social, affective, language, moral, and spiritual development of young children. **Ten (10) Field Hours required.**

1. **Course Credit:** 3 credits
2. **Course Objectives:** Upon completion of this course, the student will be able to:
3. Describe typical and atypical development across domains; Tasks 1,7 [*NAEYC Initial/AP Standards 1, 4b, 5; IECE KTS I, V, VII; CEC 1*]
4. Examine various theoretical, philosophical, and historical frameworks of child development; Tasks 1, 2, 3, 6 4 [*NAEYC Initial/AP Standards 1, 2, 5; IECE KTS V, VII, VIII; CEC 6*]
5. Differentiate between and critique major foundational theories informing the early childhood profession; Tasks 1, 2, 3, 6 [*NAEYC Initial/AP Standards 1, 2, 4a, 4b, 5; IECE KTS I, V, VII, VIII; CEC 6*]
6. Integrate research findings and theoretical foundations with early childhood professional practice; Tasks 1, 2, 4, 6 [*NAEYC Initial/AP Standards 1, 2, 4a, 4b, 5; IECE KTS I, II, III, V, VII, VIII; 1, 2,3, 4, 5, 6, 7, 8,10 ; CEC 2, 3, 5, 6* ]
7. Demonstrate an understanding of child development and interacting influences to refine classroom strategies and support for young children and families; Tasks 1, 2, 4, 6 [*NAEYC Initial/AP Standards 1, 2, 3, 4a, 4b, 5; IECE KTS I, II, III, IV, V, VII, VIII; CEC 1, 5, 7*]; and
8. Provide leadership to increase understanding of child development and learning. Task 4 [*NAEYC Initial/AP Standards 1, 5; IECE KTS V, VII, X; CEC 6*]
9. **Course Textbook Options:**
10. Horn, E.M., & Jones, H. (Eds.). (2006). *Young Exceptional Children Monograph Series No. 8: Social and emotional development.* Longmont, CO: Sopris West. ISBN-13: 978-0-9773772-3-7.
11. Mooney, C. G. (2013). *Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget, & Vygotsky* (2nd ed.)*.* St. Paul, MN: Redleaf Press. 9781605541389
12. Sprenger, M. (2013). *The developing brain: Building language, reading, physical, social, and cognitive skills from birth to age eight.* New York, NY: Skyhorse. 978-1-62636-164-5

*If you need any of the three (3) "Building a Strong Foundation for School Success" documents (KY Early Childhood Standards; Quality Self Study; excluding the Assessment Guide as it is currently undergoing revision). The ECE Program is no longer selling these documents and they are not attached to a specific course they may be purchased through the bookstore. Some students may have already purchased some but not all of these documents. When the student contacts the bookstore, they should reference a course titled "ECE 000". It is a pseudo course established at the bookstore only for these particular documents.*

*1. Kentucky Core Academic Standards for English/Language Arts Mathematics, and Science for Kindergarten; Core Content for Kindergarten.*

*2. Kentucky Department of Education (2009). Kentucky Early Childhood Standards (Rev. ed) [KYES-R]. Frankfort, KY: Author.*

*3. Kentucky Department of Education (2005). Building a strong foundation for school success: Kentucky’s early childhood quality self-study. Frankfort, KY: Author.*

1. **Course Tasks and Grading Scale:**
2. **Ecological Case Study/Child Assessment Report** **with child development inventory and analysis for classroom implications. For M.Ed. Montessori students, this format will be used again for the Case Study completed during the Practicum Phase and presented as one of the required culminating assessments in ED 650………………………..200 points**

 [*NAEYC Initial/AP Standards 2, 3, 4a, 4b, 4c, 4d, 5; IECE KTS I, II, III, IV, V, VII, VIII; CEC 1, 2, 3, 4, 5, 6, 7, 8, 10*]

1. **Research paper with focus on development from birth through six including a comparative analysis of at least two major theories or theories and application for classroom or professional practice. 100 points**

[*NAEYC Initial/AP Standards 1, 5; IECE KTS I, II, V, VII; CEC 1, 2, 3, 4, 5, 6, 7, 8, 9*]

1. **Personal Philosophy of Inclusive Early Childhood Education (Quality Self-Study 3.1).**

[*NAEYC Initial/AP Standards 1, 4a, 4b, 4c, 4d, 5; IECE KTS I, II, III, VII*; *CEC 1*] **100 points**

1. **Brain Development Workshop, Seminar, or Information Blog prepared for presentation to early childhood professionals or families 150 points**

 [*NAEYC Initial/AP Standards 1, 5; IECE KTS V, VII, X; CEC 2*, *3, 4, 5, 6, 7, 9, 10*]

1. **Professional Growth Plan Reflection** **25 points**

[*NAEYC Initial/AP Standard 5\*; IECE KTS VII\*; CEC 9*]

1. **Monograph #8 Activity 25 points**
2. **Reflective responses to readings/viewings; Class Participation** **200 points**

**(20 points each week except for week 1 and 7 worth 40 points)**

[*NAEYC Initial/AP Standards 1, 4a. 4b, 4c, 4d, 5; IECE KTS I, V, VII; CEC 1, 2, 9*]

1. **Tests (2 at 100 points each) 200 points**

\*Depending on topics or specific growth plan goals, additional Standards may be applicable.

Field Experience Assignments

Students will complete various field assignment activities related to course topics as required by assignments. Reflections will be submitted with assignments.

1. Ecological Case Study

**GRADING SCALE**:

A = 90-100% (900-1000)

B = 80 - 89% (800- 899)

C = 70 - 79% (700-799)

D = 60 - 69% (600 -699)

F = below 60% (0 -599)

1. **Teaching Approaches**
* Online or hybrid delivery includes interactive discussions with individual consultations as needed
* Reflective reading, research, application
* Lecture/discussion
* Critical analysis
* Oral and Written Presentations
* Observation and Assessment
* Guest Speakers
* Internet resources including videos
1. **Class Session Outline**
2. Overview of Theories
	1. Historical and Early Theories
	2. Piaget
	3. Vygotsky
	4. Maslow
	5. Montessori
	6. Freud, Erikson
	7. Bronfenbrenner
	8. Gardner
	9. Derman-Sparks
	10. Information Processing
	11. Emerging Approaches
3. Brain Development
	1. Current Research and Theories
	2. Sensitive Periods, Windows of Opportunities
4. Prenatal Development
5. Infant and Toddler Development
	1. Milestones and Domains
	2. Atypical Development
	3. Influences on Development
	4. Assessing Development
6. Development of Young Children 3 – 6 Years
	1. Milestones and Domains
	2. Atypical Development
	3. Influences on Development
	4. Assessing Development
7. Application of Research and Development to Professional Practice
8. Leadership in Child Development
9. **Resources**
10. Bailey, D. B. (2001). *Critical thinking about critical periods.* Baltimore, MD: Paul H. Brookes. 978-1-55766-495-2
11. Hyson, M. L. (Ed.). (2003). *Preparing early childhood professionals: NAEYC’s standards for programs.* Washington, DC: NAEYC.
12. Shonkoff, J. P., & Phillips, D. A. (Eds.). *From neurons to neighborhoods: The science of early childhood development.* Washington, DC: National Academy Press. ISBN-10: 0309069882; ISBN-13: 978-0309069885
13. Shore, R. (1997). *Rethinking the brain: New insights into early development.* New York: Families and Work Institute.
14. Wasserman, L. H., & Zambo, D. (Eds.). (2013). *Early childhood and neuroscience – Links to development and learning.* \_\_\_: Springer. ISBN-13: 978-9400766709 ISBN-10: 940076670X

**Professional Resources:**

1. Association of Early Childhood Education International (ACEI)

[www.acei.org](http://www.acei.org)

1. National Association for the Education of Young Children (NAEYC)

[www.naeyc.org](http://www.naeyc.org)

1. Southern Early Childhood Association (SECA)

<http://www.southernearlychildhood.org/>

1. The Council for Exceptional Children: Division of Early Childhood (DEC)

<http://www.dec-sped.org/>

1. Zero the Three

<http://www.zerotothree.org/>

1. American Montessori Society

<https://www.amshq.org/>

1. North American Montessori Teacher Association

[www.montessori-namta.org](http://www.montessori-namta.org)

1. Association Montessori Internationale

[www.amiusa.org](http://www.amiusa.org)

1. Brain-based Learning

<http://www.jlcbrain.com/>

1. Association for Supervision and Curriculum Development (ASCD)

[www.ascd.org](http://www.ascd.org)

1. James Fowler’s Stages of Faith

<http://www.usefulcharts.com/psychology/james-fowler-stages-of-faith.html>

1. Frank Porter Graham Child Development Institute <http://fpg.unc.edu/>
2. National Center for Early Development and Learning (NCEDL) <https://www.woodfords.org/library/education/national-center-for-early-development-and-learning-ncedl/>
3. **Performance Standards/Competencies**

 ***IECE Teacher Standards:***

* IECE Standard I: Designs/Plans Instruction
* IECE Standard II: Creates/Maintains Learning Environment
* IECE Standard III: Implements Instruction
* IECE Standard IV: Assesses & Communicates Learning Results
* IECE Standard V: Reflects/Evaluates Professional Practices
* IECE Standard VII: Engages in Professional Development
* IECE Standard VIII: Supports Families
* IECE Standard X: Provides Leadership within School, Community, and Community

 ***NAEYC Advanced Program Standards:***

* Standard #1: Promoting Child Development & Learning
* Standard #2: Building Family & Community Relationships
* Standard #3: Observing, Documenting, Assessing to Support Young Children and Families
* Standard #4a: Connecting with Children and Families
* Standard #4b: Using Developmentally Appropriate Approaches
* Standard #5: Growing as a Professional

 ***NAEYC Essential Professional Tools in Advanced Programs:***

* Cultural Competence – Tasks 1, 2, 3, 6
* Knowledge and Application of Ethical Principles – Tasks 1, 2,
* Communication Skills – Tasks 1, 2, 3, 4,
* Mastery of Relevant Theory and Research – Tasks 1, 2
* Skills in Identifying and Using Professional Resources Tasks 1
* Inquiry Skills and Knowledge of Research Methods Tasks – 1, 2
* Skills in Collaborating, Teaching, and Mentoring Tasks 1, 2,4
* Advocacy Skills – Task 4
* Leadership Skills – Tasks 3, 4

      ***CEC Special Education Standards:***

* Standard #1: Learner Development and Individual Learning Differences
* Standard #2: Learning Environments
* Standard #3: Curricular Content Knowledge
* Standard #4:    Assessment
* Standard #5: Instructional Planning and Strategies
* Standard #6: Professional Learning and Ethical Practice
* Standard #7:    Collaboration

 ***CAEP Standards:***

* Standard #1: Content and Pedagogical Knowledge
* Standard #2: Clinical Partnerships and Practice

 ***InTASC Categories:***

* Category #1: Learner and Learning
* Category #2: Content Knowledge
* Category #3: Instructional Practice
* Category #4: Professional Responsibility
1. **EPSB Themes**

 ***Diversity*** – Course Content and Field Experiences

* Readings and Research include diversity issues related to development, learning, and theoretical applications

 ***Assessment*** – Course Content and Field Experiences

* Ecological Case Study includes child development inventory, assessment report, and analysis with implications for classroom or intervention services

***Literacy/Reading Instruction*** – Course Content and Field Experiences

* Ecological Case Study analyzes all domains of development and learning standards

***Closing the Achievement Gap*** – Course Content and Field Experiences

1. Ecological Case Study considers individual development; if applicable, strategies for individual intervention are suggested.

**PGES – Framework for Teaching (Charlotte Danielson Model):** [**http://education.ky.gov/teachers/PGES/Pages/PGES.aspx**](http://education.ky.gov/teachers/PGES/Pages/PGES.aspx)

**Domain 1: Planning and Preparation**

 1a: Knowledge of content/pedagogy

 1b: Demonstrates knowledge of students

 1c: Setting Instructional outcomes

 1d: Demonstrating knowledge of resources

 1e: Designing coherent instruction

 1f: Designing student assessment

**Domain 2: Classroom Environment**

 2a: Creating environment of respect and rapport

 2b: Establishing culture of learning

 2c: Managing classroom procedures

 2d: Managing student behavior

 2e: Organizing physical space

**Domain 3: Instruction**

 3a: Communicating with students

3b: Using questioning and discussion techniques

 3c: Engaging students in learning

 3d: Using assessment in instruction

 3e: Demonstrating flexibility and responsiveness

**Domain 4: Professional Responsibility**

 4a: Reflecting on teaching

 4c: Communicating with families

 4d: Participating in a professional community

 4e: Growing and developing professionally

 4f: Demonstrating professionalism

**IECE 630 G-6 Schedule 2017**

|  |  |  |
| --- | --- | --- |
| **Date** | **Topic** | **Assignments** |
| Week #1May 15 - 21 | **Theories to Practice;****Importance of Theories;****Early Theories informing Early Childhood Profession (e.g., Locke, Rousseau, Gesell)****Dewey, Bronfenbrenner, and Maslow** **Task #1 *Ecological Case Study*** **(due Week 7)** | **Readings:**Syllabus and Assignment Checklist[TC] Ch 1PP: Early Theories Informing Early Childhood EducationAt-a-Glance: Bronfenbrenner; Maslow**DUE May 21, 11:59 p.m.:** 1. **Task #7:Weekly Reflective Response #1 and Welcome Activity**
 |
| Week #2May 22 - 28 | **Montessori****Brain Development****Task #2 *Theory comparison research paper* (Due Week 7)** | **Readings:**[TC] Ch 2[DB] Introduction; Ch 1Sensitive Periods Chart**DUE May 28, 11:59 p.m:** 1. **Task #7: Weekly Reflective Response #2**
2. **Task #1: Interview Questions**
 |
| Week #3May 29 – June 4 | **Piaget****Gardner****Cognitive Development****Task #3 *Personal Philosophy of Early Childhood Inclusive Education*** **(Due Week 7)** | **Readings:**[TC] Ch 4[DB] Chs 2 – 5 Cognitive DevelopmentAt-a-Glance: Gardner**DUE June 4, 11:59 p.m.:** * 1. **Task #7 Weekly Reflective Response #3**
 |
| Week #4June 5 - 11 | **Erikson****Freud****Social and Emotional Development****Bowlby – Attachment****Goleman – Emotional Intelligence****Task #4 *Workshop/Seminar*****(Due Week 8)** | **Readings:**[TC] Ch 3[DB] Chs 2 – 5 Social Emotional DevelopmentAt-a-Glance: Freud; Bowlby; Goleman**DUE June 11, 11:59 p.m.:** 1. **Task #7: Weekly Reflective Response #4**
2. **Test 1**
3. **Task #6: Monograph #8 Activity**
 |
| **Date** | **Topic** | **Assignments** |
| Week #5June 12 - 18 | **Vygotsky****Language and Literacy Development** **Task #5 *PGP Reflection*****(Due Week 8)** | **Readings:**[TC] Ch 5[DB] Chs 2 – 5 Language Development**DUE June 18, 11:59 p.m.:** 1. **Task #7 Weekly Reflective Response #5**
2. **Task #4: Workshop/Seminar Audience/Participants; Format; Focus**
 |
| Week #6June 19 - 25 | **Bandura****Behaviorism (Skinner)****Physical and Motor Development** | **Readings:**[DB] Chs 2 – 5 Physical and Motor Development At-a-Glance: Skinner; Bandura**DUE June 25, 11:59 p.m.:** 1. **Task #7: Weekly Reflective Response #6**
2. **Task #4: Workshop/Seminar Outline; Activities**
 |
| Week #7June 26 – July 2 | **Kohlberg – Moral Development****Spiritual Development****Other theories (e.g., Mahler, Schachtel, Derman-Sparks)** | **Readings:**At-a-Glance: Kohlberg; Mahler; Schactel; Derman-SparksSpiritual Development Chart**DUE July 2, 11:59 p.m.:** 1. **Task #7: Weekly Reflective Response #7 and *Brain Compatible Teaching Practices***
2. **Task #1: *Ecological Study Report Complete***
3. **Task #2: *Theory Comparison Research Paper***
4. **Task #3 *Personal Philosophy of Early Childhood Inclusive Education***
5. **Task #4: Workshop/Seminar Presentation**
 |
| Week #8July 3 – July 5 | **Workshop/Seminar Presentations** | **Readings:****Workshop/Seminar Presentations of colleagues****DUE July 7, 11:59 p.m.:** 1. **Task #7 Reflective Response #8 to three Task #4 Presentations**
2. **Task #5: *PGP Reflection***
3. **Test 2**
4. **Field Hour Log**
 |