Course Purpose

Traditional and multicultural theories of child psychological development and related research will be treated, as well as current issues and developments in the field. (Lecture)

Course Description

This course is designed with three goals as its focus. The first is to provide the graduate student with a broad comprehensive overview of the field of developmental child psychology. Toward this end, there will be extensive presentations relative to the theoretical, research and applied approaches that impact the field of child psychology from a developmental perspective. While not minimizing the importance of theory, this course will concentrate on the factual research data that supports what is currently known about child development rather than the theoretical conjecture. The second goal of this course is to examine the role of culture, as expressed through diversity, and its impact on the variations in child development that occur in various socio-cultural milieu. Particular emphasis is placed upon enhancing an understanding of this course is to assist each student in pursuing their unique area of interest in the field of child development in order to create a meaningful and interesting academic experience. It is hope that this goal will help inspire the graduate student to make use of knowledge gained in this course such that it becomes an integral component of their professional knowledge base. Consistent with this emphasis, a central objective is to assist each student in the acquisition of analytical perspectives necessary for appreciating the practical and empirical issues that have implications for the study of child development.

Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with
the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework:

![Diagram of the Exemplary Professional Conceptual Framework]

**DIVERSITY**

- **CF 1**
- This focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 1.1 (K)</td>
<td>Demonstrate understanding of diverse backgrounds of individuals.</td>
<td>F: 5, 6, 7</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF: 1.2 (S, D)</td>
<td>Demonstrate diverse student learning through differentiated instruction.</td>
<td>F: 5, 7</td>
<td>I: 3, 8</td>
</tr>
<tr>
<td>CF: 1.3 (S, D)</td>
<td>Create and foster learning opportunities adapted to diverse learners.</td>
<td>F: 5, 6</td>
<td>I: 3, 8</td>
</tr>
<tr>
<td>CF: 1.4 (S)</td>
<td>Practice responsive strategies that foster acculturation, mediation, and resolution.</td>
<td>F: 5, 6</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF: 1.5 (K, S)</td>
<td>Establish a climate that values diversity and supports learning for all students.</td>
<td>F: 5, 7, 9, 10</td>
<td>I: 5</td>
</tr>
</tbody>
</table>

**TECHNOLOGY**

- **CF 2**
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
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<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 2.1 (S)</td>
<td>Use a variety of technology tools and software to support student learning.</td>
<td>F: 4, 12</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 2.2 (S)</td>
<td>Use technology to manage, evaluate, and improve instruction.</td>
<td>F: 1, 4, 10, 12</td>
<td>I: 6, 7</td>
</tr>
<tr>
<td>CF: 2.3 (K)</td>
<td>Demonstrate knowledge of fundamental concepts in technology.</td>
<td>F: 12</td>
<td>I: 1, 6</td>
</tr>
<tr>
<td>CF: 2.4 (K)</td>
<td>Demonstrate an understanding of concepts related to software, hardware, and applications</td>
<td>F: 2, 12</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 2.5 (S)</td>
<td>Use technology to prepare and teach lessons and promote creativity among students.</td>
<td>F: 12</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 2.6 (S, D)</td>
<td>Demonstrate the ability to access a variety of tools to enrich media communication.</td>
<td>F: 12</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 2.7 (S)</td>
<td>Teach students to use various types of technology.</td>
<td>F: 4, 12</td>
<td>I: 6</td>
</tr>
</tbody>
</table>

**VALUES**

- **CF3**
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>CF: 3.1 (S)</td>
<td>Work with colleagues in a professional manner.</td>
<td>F: 6</td>
<td>I: 2, 5</td>
</tr>
<tr>
<td>CF: 3.2 (S)</td>
<td>Use clear and accurate communication with students, families and other stakeholders.</td>
<td>F: 11, 6</td>
<td>I: 9, 10</td>
</tr>
<tr>
<td>CF: 3.3 (S, D)</td>
<td>Promote perspectives, ideas, people, and culture.</td>
<td>F: 5, 6</td>
<td>I: 1, 3</td>
</tr>
<tr>
<td>CF: 3.4 (D)</td>
<td>Demonstrate achievement of goals.</td>
<td>F: 3, 9</td>
<td>I: 5, 9</td>
</tr>
<tr>
<td>CF: 3.5 (D)</td>
<td>Create learning opportunities that foster cooperation, support, and individual participation among students.</td>
<td>F: 7, 2</td>
<td>I: 5, 10</td>
</tr>
</tbody>
</table>

**CRITICAL THINKING**

• CF4

• Through this focal area, the FAMU professional education candidate will:

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</tr>
</thead>
<tbody>
<tr>
<td>CF: 4.1 (K)</td>
<td>Demonstrate an understanding of a variety of instructional / professional strategies to encourage student development of critical thinking and performance.</td>
<td>F: 4, 7</td>
<td>I: 4</td>
</tr>
<tr>
<td>CF: 4.2 (S)</td>
<td>Demonstrate the use of a variety of instructional / professional strategies to encourage students’ development of critical thinking and performance.</td>
<td>F: 2, 7</td>
<td>I: 4</td>
</tr>
<tr>
<td>CF: 4.3 (D)</td>
<td>Create and foster opportunities for student learners to demonstrate critical thinking and self-directed learning as habits of mind.</td>
<td>F: 4</td>
<td>I: 1, 4</td>
</tr>
<tr>
<td>CF: 4.4 (K)</td>
<td>Demonstrate the use of performance assessment techniques and strategies that measure higher order thinking skills of student.</td>
<td>F: 1, 4</td>
<td>I: 1, 8</td>
</tr>
<tr>
<td>CF: 4.5 (S)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>F: 7, 2</td>
<td>I: 5, 10</td>
</tr>
</tbody>
</table>

**PROFESSIONALISM**

• CF 5

• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
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<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 5.1 (K)</td>
<td>Know the content.</td>
<td>F: 8</td>
<td>I: 1</td>
</tr>
<tr>
<td>CF: 5.2 (S)</td>
<td>Use the appropriate pedagogy to provide all students with the opportunity to learn.</td>
<td>F: 7, 9</td>
<td>I: 74</td>
</tr>
<tr>
<td>CF: 5.3 (D)</td>
<td>Demonstrate commitment to personal growth and development.</td>
<td>F: 3, 7</td>
<td>I: 9</td>
</tr>
<tr>
<td>CF: 5.4 (K, S)</td>
<td>Use major concepts, principles, theories, and research related to the development and acquisition of knowledge and motivation.</td>
<td>F: 7</td>
<td>I: 2</td>
</tr>
</tbody>
</table>
Construct learning opportunities that support student development and acquisition of knowledge and motivation.

Display effective verbal and non-verbal communication techniques to foster valuable interaction in the classroom.

Display appropriate code of conduct including dress, language, and respective behavior.

Know and use student personnel services.

**URBAN/RURAL EDUCATION**

- CF 6
  - Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
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<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 6.1 (S)</td>
<td>Demonstrate the ability to work in school settings with varied levels of human and material resources.</td>
<td>F: 9, 10, 11</td>
<td>I: 10</td>
</tr>
<tr>
<td>CF: 6.2 (S, D)</td>
<td>Demonstrate the ability to work in school settings that focus on rural/urban context with opportunities and challenges that these opportunities provide.</td>
<td>F: 11</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF: 6.3 (K)</td>
<td>Understand the conditions of both rural and urban students and families.</td>
<td>F: 5, 11</td>
<td>I: 2, 3</td>
</tr>
<tr>
<td>CF: 6.4 (S)</td>
<td>Communicate effectively with students’ parents and the community.</td>
<td>F: 1, 4</td>
<td>I: 1, 8</td>
</tr>
</tbody>
</table>
APPENDIX
Overall Goals of the Course

The central goal of this course is to enhance the student’s knowledge of the theoretical and empirical issues impacting the cognitive and behavioral development of infants and children. Tangentially, it is expected that this course will favorably influence the analytical and expository skills of the student. A major objective of this experience is to encourage the use of best practices in the interface between the child and teacher, practitioner or parent.

Specific Behavioral Objectives

Upon completion of this course each student should have a knowledge of or appreciation of the following:

1.1 The theoretical, research and applied approaches that impact the field of child psychology from a developmental perspective. (C.F. 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, ESOL 1.0, 2.0, 3.0, 4.0; FPEAPs, 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, INTASC 1.0, 4.0, 6.0, 9.0, 10.0, NASP 2.2, 2.3, 2.4, 2.5, 2.9, 2.10, SAE, 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0).

1.2 The factual research data that supports what is currently known about child development rather than the theoretical conjecture. (C.F. 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, ESOL 1.0, 2.0, 3.0, 4.0; FPEAPs, 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, INTASC 1.0, 4.0, 6.0, 9.0, 10.0, NASP 2.2, 2.3, 2.4, 2.5, 2.9, 2.10, SAE, 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0).

1.3 A conceptual framework for implementing cross-cultural approach to intervention with children and families (C.F. 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, ESOL 1.0, 2.0, 3.0, 4.0; FPEAPs, 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, INTASC 1.0, 4.0, 6.0, 9.0, 10.0, NASP 2.2, 2.3, 2.4, 2.5, 2.9, 2.10, SAE, 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0).

1.4 The influence of culture on views of family, child rearing, schooling, health-disability, and dying. (C.F. 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, ESOL 1.0, 2.0, 3.0, 4.0; FPEAPs, 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, INTASC 1.0, 4.0, 6.0, 9.0, 10.0, NASP 2.2, 2.3, 2.4, 2.5, 2.9, 2.10, SAE, 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0).

1.5 To examine the role of culture, as expressed through diversity, and its impact on the variations in child development that occur in various socio-cultural milieu. (C.F. 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, ESOL 1.0, 2.0, 3.0, 4.0; FPEAPs, 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, INTASC 1.0, 4.0, 6.0, 9.0, 10.0, NASP 2.2, 2.3, 2.4, 2.5, 2.9, 2.10, SAE, 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0, 10.0).

Standard Crosswalk

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral objectives</th>
<th>INTASC Standards</th>
<th>Professional Organization</th>
<th>FEAPS</th>
<th>FTCE SAE</th>
<th>PEU Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Infant Protocol</td>
<td>Develop capacity to record child/infant behavior</td>
<td></td>
<td></td>
<td>4.1, 8.1, 5</td>
<td></td>
<td>CF4.5, CF5.1, 3.2</td>
</tr>
<tr>
<td>Paper Project</td>
<td>Demonstrate effective expository and research skills</td>
<td></td>
<td></td>
<td>5C</td>
<td></td>
<td>CF1.1, 3.3, 4.1, 4.5, 5.1, 5.4</td>
</tr>
<tr>
<td>In-class Presentation</td>
<td>Demonstrate effective communication skills &amp; analytical reasoning</td>
<td></td>
<td></td>
<td>5C</td>
<td></td>
<td>CF1.1, 3.3</td>
</tr>
</tbody>
</table>

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National and State Standards Addressed in the Course

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

Professional Organization/Learned Society Standards

Florida Educator Accomplished Practices (FEAPs)

Florida Teacher Certification Examination (FTCE) Subject Area Examination

Topical Outline

Prior to class read

Week 1
6/ 25-29   Chapter 1 Essay Questions due 6/27
            Chapter 2 Essay Question due 6/29
            Personal Log #1 due 6/29

Week 2   Chapter 3 Essay Questions due 7/6
7/2-6      Personal Log #2 due 7/6
            Chapter 4 Essay questions due 7/6

Week 3   Chapter 5 Essay Questions due 7/11
7/9-13     Personal Log # 3 due 7/13
            Chapter 5 Essay questions due 7/13

Week 4   Chapter 7 Essay questions due 7/18
7/16-20    First Paper Project due 7/16
            Personal Log # 4 due 7/20
            Chapter 8 Essay questions due 7/20

Week 5   Chapter 9 Essay questions due 7/23
7/23-27    Personal Log #5 due 7/25
            Chapter 10 Essay questions due 7/27
            Second Paper Project due 7/27

Week 6   Chapter 11 Essay questions due 7/30
7/30-8/3   Personal Log # 6 due 8/3
            Chapter 12 Essay questions due 8/1

Teaching Methods

The primary method of teaching will involve the utilization of a seminar format with short lectures and activities and class discussions. Class member interactions, group discussions and reports, case studies, role-playing and exercises will also be incorporated in the class format.

From time to time there may be discussions led by members of the profession who are practicing in the local community. These guests are valuable resources and should be afforded the utmost respect and courtesy befitting professional psychologists.

Course Evaluation

A. Each student will be expected to complete a major paper (of no less than fifteen typed pages) which addresses a child
development topic. The character and focus of the paper is individually determined by the student’s own particular spectrum of interests. The paper is expected to reflect the ingenuity and impassioned scholarship of serious graduate effort. Papers will be assessed according to the quality and tenor of the analysis contained therein. It is expected that the paper will refrain from a simple descriptive treatment of the subject matter that typically characterizes undergraduate term papers. All papers will be submitted on or before April, 2009.

B. A synopsis of each paper will be presented in class at a pre-arranged date and time. In class presentation will be judged according to both the quality of the presentation and the quality of the exchange that is generated as a result of the discussion that it incites.

C. A midterm examination will be given at the eight week of class. This examination will be an essay and will consist of questions regarding the issues and theories discussed up to that point.

D. A final examination will be given during the final examination period with essay questions relating to any of the theories discussed over the course of the semester. Examinations will be graded based on the extent to which the student demonstrates a capacity to analyze and integrate the course readings into some relevant treatise based on the articulated issues.

Grading

GRADING SYSTEM

The final grade earned in this course will be determined by a relatively equal weighting of:

1) oral presentation (25%)
2) mid-term examination (25%)
3) paper product (25%)
4) final examination (25%)

Course Policies

REQUIREMENTS:
1. The application exercises following each chapter are due weekly.
2. Students are expected to attend classes regularly and punctually.
3. Students are expected to actively contribute to the class discussion and should come to class well-prepared, having read and thought about the assigned reading.
4. When you are absent from class, you are responsible for all material presented and discussed.

Tentative Course Calendar

Week 1 Introduction to Child Development
Week 2 Theories of Cognitive Development
Week 3 Theories of Social Development
Week 4 Prenatal Development
Week 5 Biology and Behavior
Week 6 Infancy: Perception, Motor Development, Learning
Week 7 Conceptual Development
Week 8    Midterm Examination
Week 9    Intelligence and Academic Achievement
Week 10   SPRING BREAK   3/10-14
Week 11   Attachment and Development of Self
Week 12   The Family
Week 13   Peer Relationships
          Papers due – 4/2
Week 14   Moral Development
Week 15   Wrap up
Week 16   Final Examination

References

Course References


**Related Readings and Resources:**


American Psychological Association
Ethics Code: Revised June 1, 2003
http://www.apa.org/ethics/

American School Consultants Association
Ethical Standards for School Counselors: Revised June 25, 1998
www.schoolcounselor.org

Florida Association of School Psychologists
Information on Florida School Psychologists
http://www.fasp.org/

Florida Board of School Psychologists
Florida School Psychology: Laws and Rules
Chapter 490: Florida Statutes
http://www.doh.state.fl.us/mqa/schoolpsych/ss_home.html

National Association of School Psychologists
Comprehensive Information on School Psychology/Psychologists
http://www.nasponline.org/