Educational Psychology 304
The Psychology of Early Childhood:
Conception through Age Eight

COURSE INFORMATION
Credit Hours: Three (3)

PREREQUISITES
Must have completed Education 201 & EDUC 211 or EDUC 202 or EDUC 203 & 212 with a grade of B or better, and Provisional SARTE status.

COURSE DESCRIPTION
This child development course covers conception through age eight. Course will discuss major developmental theories as they relate to physical, psychosocial, and cognitive domains. Extensive applications for those who will teach and work with young children.


COURSE RATIONALE:
This course serves as a foundation for pre-service teachers in the PK-3 certification area. More specifically, the knowledge base illustrates principles related to learning (cognitive psychology, constructivism, social cognitive theory and behaviorism,) motivation, and child development (Piaget, Vygotsky, Kohlberg,) diversity (cultural and gender differences,) and students with special needs (physical disabilities, learning disabilities, mental retardation, emotional disturbances and traumatic brain injury.) Examining both the theoretical and the practitioner perspectives allows the student to explore: “What develops?” “How and why children behave and develop as they do?” “Why are some research and teaching approaches more applicable than others?,” and “How does an individual’s development impact the teaching and learning process?”
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT CONCEPTUAL FRAMEWORK

VISION

The faculty of the College of Education and Human Development prepare candidates to become effective professionals who set the standard for excellence through best practices.

MISSION

The College of Education and Human Development exists to serve the regional, state, national, and global communities by developing effective professionals through implementing innovative and progressive programs. The COEHD’s Conceptual Framework provides direction for the development of effective professionals. It is a living document that continuously evolves as opportunities and challenges emerge. The four components of the CF are the institutional standards used for candidate assessment in undergraduate and graduate programs. They are Knowledge of Learner (KL), Strategies and Methods (SM), Content Knowledge (CK), and Professional Standards (PS). Diversity (D) and Technology (T) are included in the assessment process as themes that are integrated throughout all programs in the educational unit.

- Knowledge of the Learner - Candidates’ understanding of the learner which is necessary to provide effective and equitable instruction
- Content Knowledge - Candidates’ thorough understanding of the content appropriate to the area of specialization
- Strategies and Methods - Strategies and methods appropriate to each program within the educational unit which are necessary to develop effective professionals
- Professional Standards - Established criteria that guide effective professionals in each discipline area

COURSE OBJECTIVES:

The student will be able to:

1. define and give examples of essential terms associated with early childhood development. (KL, PS, SM)
2. identify and explain major theoretical perspectives of cognitive, language, psychosocial, psychomotor, and moral development in early childhood development. (SM, PS)
3. identify and explain major theoretical perspectives of learning and motivation. (KL, SM, PS)
4. identify the major components of qualitative and quantitative research designs as related to early childhood professionals. (SM, T)
5. recognize and develop appropriate learning environments. (SM)
6. explain key concepts necessary to understand individual differences and determine the impact of providing for exceptionalities within the classroom. (KL, SM, PS, D)
7. analyze the role that relationships play in learning and identify means of improving relationships among various participants, including parents. (KL, SM, PS, D)
8. identify the needs of diverse learner considering but not limited to varying abilities, ethnic and cultural backgrounds, as well as family socioeconomic status. (SM, KL, D)
9. utilize field observation in pre-approved school locations to connect the theoretical constructs to real-life experiences of early learners. (KL, SM)
10. analyze case studies that reveal the managerial needs of an early childhood educational setting. (SM, PS)

ASSESSMENT
Students will be evaluated through exams, assignments, participation, observations, and a professional project. Each instructor reserves the right to establish additional methods of assessment. Successful completion of EPSY 304 requires a grade of C or better and a passing grade on the required field-based experiences.

FIELD EXPERIENCE:
Fifteen Observation hours are required at a pre-approved school location.

CLASS POLICIES:

Attendance: Your participation and attendance in this class will add to the enjoyment of our class, and your learning experience. You are expected to attend and participate in class. Please do your assigned readings prior to coming to class so you can be an active participant in class discussions and activities. It is impossible to participate if you are absent; thus absences will affect your participation grade.

When a student receives excessive unexcused absences (e.g. ten percent of the total classes) in any class prior to the established withdrawal date, the instructor may withdraw the student with a grade of W.

Expectations Regarding Student Behavior/Classroom Decorum: Free discussion, inquiry, and expression are encouraged in this class. Classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable. Examples may include routinely entering class late or departing early; use of beepers, cellular telephones, or other electronic devices; repeatedly talking in class without being recognized; talking while others are speaking; or arguing in a way that is perceived as crossing the civility line. In the event
of a situation where a student legitimately needs to carry a beeper/cellular telephone to class, prior notice and approval of the instructor is required.

Classroom behavior, which is determined inappropriate and cannot be resolved by the student and the faculty member, may be referred to the Office of Judicial Affairs for administrative or disciplinary review as per the Code of Student Conduct which may be found at http: www.selu.edu/StudentAffairs/Handbook/.

Academic Integrity: Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Examples are the use of unauthorized material, communication with fellow students during an examination, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other class work. Cheating on examinations, plagiarism, improper acknowledgement of sources in essays/assignments and the use of a single essay or paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action as outlined in the current General Catalogue.

Candidate Work Samples: Candidate work samples (e.g. student assignments, projects) may be kept by the instructor as exemplars for program accreditation purposes. All identifying information will be removed when specific work samples are used. Students are advised to keep a back-up copy of all work submitted.

If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the Office of Student Life, Room 203, Student Union. No accommodations will be granted without documentation from the Office of Disability Services.

KNOWLEDGE BASE:


