DEBRE MARKOS UNIVERSITY COLLEGE OF POST GRADUATESCOURSE SYLLABI FOR SECOND SEMESTER

COURSES/2012 E.C

INSTITUTE: EDUCATIONAL AND BEHAVIORAL SCIENCES

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|  |  | COURSE DETAILS | | | |  |
| DEPARTMENT | PROGRAM NAME | COURSE TITLE AND CODE | COURSE CODE | CREDIT HR | COURSE DESCRIPTION | REMARK |
| Psychology | Developmental Psychology | Advanced Psychology of adolescence | PsyD 512 | 3 | Adolescent development examines the physical, cognitive, social, and moral development of adolescents in the contexts of family, peers, school, work, and the media. It discusses major theories, methods of studying adolescents, adolescent development, and contemporary adolescent issues and concerns.  The course covers development during the adolescent years, with some focus on how adolescence fits into the lifespan of development. In addition to presenting the general theoretical issues and the methods of studying development, the course covers physical, cognitive, personality, and social development during adolescence, in the contexts of family, peer group, school, work, and culture. Specific topics covered in depth are identity, autonomy, sexuality, and moral development. Although the focus is on normal development, there is some discussion of behavioral and emotional problems such as delinquency, substance abuse, depression, suicide, and eating disorders. |  |
|  | **‘’** | Practicum in Adolescent Development | PsyD522 | 1 | Adolescent Practicum is a course that provides graduate students the opportunity to integrate theoretical knowledge with guided practical experience as they work individually with an adolescent and the adolescent's family. This course is designed to address two areas of study that are fundamental for adolescent development professionals:  1. Observation as the basis of adolescent assessment  2. Culturally responsive, family-based practice  The overarching goal of the course is for the student to become a reflective trainer, teacher or practitioner, developing a deeper awareness of his or her own beliefs and of the life experience of the adolescents and families with whom they work.  During this Practice, students will learn how to observe and record adolescents’ behavior in a variety of settings--home, school, and community. Through regular interactions with the adolescent, the student constructs a full, respectful and increasingly complex understanding of the adolescent, as he/she exists in his/her family, culture, and community, with special emphasis on the strengths of the adolescent and his/her social environment. Based on analysis and synthesis of their observations, students will develop and present a thorough, detailed, and respectful study of the adolescent that will inform their work with the adolescent during the time frame assigned for this course. Through discussion, course readings, and analysis of observations, students develop greater awareness of their own perspectives and beliefs, and the ways their personal experience affects what they notice and how they interpret their observations of adolescents and families. Students will also begin to integrate information on adult development, family systems theory, and cultural/linguistic diversity as a basis for developing their understanding of and relationship with the family |  |
|  | ‘’ | Advanced Psychology of Adulthood and Ageing | PsyD 532 | 3 | The study of changes and life styles in different areas of adults become an increasing issue in life-span development. Studying adults is not merely for scientific interest, but it has also practical importance to improve their lives. Adulthood is a period of great paradox. There is change and stability, success and failure, crisis and success, joy and sadness, health and disease. Adulthood can be a time when a person matures fully to take responsibility to own and others. Taking responsibility is an important indicator of adult status. Investigations into adult development, aging, and change over the life course were very recent phenomenon specially emerged in the 1960s and 1970s. In the past, more emphasis was placed on children and adolescence lives. But in the contemporary world, life-span developmental Psychologists have argued that every age period has its own agenda, its unique demands, and opportunities that yield some similarities in development across many individuals. So this course focuses on the newly emerged science (the psychology of adulthood including issues of death and dying) .The psychology of adult development focuses on current trends on adult development and aging, conceptual issues, forces, controversies, methodological and ethical issues. The course has also emphasized developmental changes, issues of relationships, work, leisure, retirement, as well as dying and bereavement. |  |
|  |  | Practicum in Adult Development and Ageing | PsyD542 | 1 | The supervised practicum in adulthood and ageing intends to create opportunity for the trainers to integrate the knowledge and skills acquired in classroom to the different sectors of the practical world- where the issue of adulthood and aging prevail. Students are expected to adopt culturally sensitive practical works in different settings such as the labor and social affairs, elderly care projects (community based and institutionalized), special population intervention settings (Persons living with HIV/AIDS), marginalized individuals, intervention for persons with disability, associations, hospital, religious settings… etc.  Depending on the type of the setting and project students are involved in, they are expected to gather and analyze information, and intervene. They will write well organized report about their practicum project and present to seminar. In addition to the practical applications, they will learn how to disseminate and conduct seminar with their peer. The practicum will make trainees to integrate the different core and supportive courses taken |  |
|  |  | Cross-cultural Developmental Psychology | PsyD 552) | 3 | This course emphasizes on students’ understanding and integration of theory and research findings about the role of culture in mediating human behavior and the impact of culture on psychology of parents in particular and the culture sharing group in general. The course focuses on how development across different cultures looks like with special emphasis on theories, socialization practices across the lifespan, gender roles as well as cultural conceptions of health and healing. |  |
| Early Childhood Care and Education | Early Childhood Development and Education | School, child, family and community relationships | ECDE 7151 | 2 | This course is designed to provide learners with the diverse needs of the child within the context of family, school and community. It enables them to examine the interplay of diverse cultures, lifestyles, abilities, language and communication with the role of the early childhood environment and other community institutions. The course equips learners with specific principles, philosophies and practical techniques to build relationship with children and families. Learners will also gain an understanding of their professional role in supporting evidence-based practices that strengthen respectful, collaborative family/child partnerships through effective use of community and family resources |  |
| ‘’ | ‘’ | Science and math for early childhood | ECDE 6222 | 3 | This course will expose the students to various ways of teaching young children mathematics and science. The course enables preschool teachers to stimulate children identify the physical and social world that they see every day. It also gives emphasis to methods useful to promote prosocial skills in children such as sharing, making friends, helping, and conflict resolution. Overviews of how children construct mathematical meaning, mathematical learning principles and experiences; counting and computing with numbers, patterning things into numerical shapes is the focus of this course. Emphasis is on stimulating children’s individual and interactive analytical and thinking skills thereby laying the bases for subsequent learning and development. The course will enable preschool teachers to begin the concept of science and math in children and its relation to cultures, people’s application of scientific and mathematical concepts in their daily lives. |  |
| ‘’ | ‘’ | Art and Play in early Childhood | ECDE 6232 | 2 | The course relates the concept of art and play with creativity and child development. It shows how to use arts like drawing, painting and sculpture for child learning. The course deals with relevance and classification of play. The course also enables to aware how to use music for children learning. The course includes concepts of how to arrange use playing materials safely. In addition to this, the course shows how to use art and play for therapy. |  |
| ‘’ | ‘’ | Research Methods in Early Childhood Education | ECDE 6322 | 3 | This course requires development and application of early childhood professional experience, reflection, and ECD research methods. While applying ECD research methods, students identify purpose of researching, distinguish between quantitative and qualitative research paradigms, learn the research components (defining a research area, design or research questions, reviewing relevant literature, developing the objectives, methods of study, analysis, and writing a research proposal) by teaching in individual or team situation and working with families and substituting preschool staff for some or all day for some weeks. Proposal development on already documented and refreshed issues of ECD area following the research methods facilitates student’s development of becoming a reflective researcher. ‘Theorizing from the classroom’ or ‘teacher as a researcher’ is the outcome. Proposal development is required to support and evaluate the students’ progress in observation, recording, reflection, and practice of methods of assessing child development |  |
| ‘’ | ‘’ | Advanced Statistical methods in Early Childhood care and education | ECDE 6331 | 3 | This course introduces the students to the concepts, principles, and techniques in statistics as applied in early childhood care and education. Descriptive and inferential statistics will be thoroughly discussed as one learns to organize, analyze, interpret quantitative data and then evaluate scientific hypotheses using an appropriate statistical inference test. Also, this course prepares students to develop skills as critical thinkers as they will understand how results were analyzed and arrive at their own conclusions about the study under investigation. In this course, the student is expected to be able to apply the various statistical techniques in the treatment of research data, and effectively utilize a computer application (SPSS). |  |
| ‘’ | ‘’ | Advanced Methods of Assessment and Diagnosis of Children | ECCE 7332 | 2 | This module will examine advanced methods of assessment and diagnosis that will help distinguish typical and atypical development of early children. The discussion will include advances in cross-cultural assessment, the assessment of cognitive and affective functioning of Early children. It also explores international experiences in assessment and how this could be used in the Ethiopian context. |  |
| Education | MA in curriculum and instruction | School Curriculum Implementation and Evaluation | CuIn-514 | 3 | The success/failure of curriculum is determined by the way it is implemented. It is also through curriculum evaluation that objective and unbiased information could be obtained concerning the success of intended educational/curricular purposes. Therefore, this course is designed to equip students with advanced knowledge and skills of curriculum implementation and evaluation. In this course, students will learn fundamentals of curriculum change, implementation and evaluation; causes and processes of curriculum change and implementation; planning, doing, and coping with curriculum change; and models of curriculum evaluation |  |
|  |  | Comparative Studies in Curriculum and Instruction | CuIn-518 | 3 | As we are living in the age of globalization what happens in one part of the world affects our practices and ways of life. Hence, understanding about major global educational issues, experiences, challenges and trends enables educationalists, educational leaders, policy makers and curriculum professionals to develop and implement better educational/curricular programs. This course treats the fundamentals of international comparative education and major theories of education. Emerging global issues such as education for sustainable development, educational movements in Ethiopia, global educational movements and challenges, quality issues in education, and trends on international education are the major concerns of this course. By doing so, students will acquire basic understanding on global educational issues and trends, which directly or indirectly influence our national educational system. |  |
|  |  | Current Issues in Education | CuIn-526 | 2 | Various educational issues are emerging and influencing the fields of education, curriculum and instruction. Hence, this course is designed to familiarize students with some emerging educational issues that should be reflected and addressed in curriculum development, implementation and the teaching-learning process. Hence, it examines quality issues in education and curriculum, post-modern curriculum development, early childhood care and education, multicultural education, alternative assessment and continuous professional development in teaching. |  |
|  |  | Seminar on Educational Issues | CuIn-528 | 2 | This course is designed to investigate different educational, curricular and instructional issues pertinent to the general and higher educational institutions in a flexible manner. Students will be given opportunities to select and investigate educational issues and problems that prevail in institutions of Ethiopia or other countries elsewhere in the world. This course is therefore designed to enable students investigate specific issues or problems related to the general, and higher education curricula that could be analyzed from a variety of theoretical, methodological, and practical viewpoints of curriculum development, implementation and evaluation as well as of instructional processes that undertake in classrooms. In doing so, they will be encouraged to thoroughly review the literature, assess research findings, collect and analyze data on the problems or issues they deal with, and to make presentations/reflections in classrooms. In addition, students will be engaged in a review of published article in reputable journals. |  |
|  |  | Reflective Practice in Curriculum and Instruction | CuIn-512 | 3 | This course is intended to equip students with the theory and practice of reflection as applied to the curriculum and instruction. The main purpose of this course is to create awareness and understanding in trainees about the basic concepts of reflection and the effect of its practice in curriculum development and teaching -learning process. Therefore, the course gives the student the opportunity to examine the educational theories and principles in the wake of applying reflective thinking and action to teaching and to exercise it during the block of time allotted to the course. As a result, teachers are believed to be responsible of their professional growth as well as their students’ learning progress. In short, the course prepares the trainee to become a better reflective teacher. Among the core contents of the course are the meaning and nature of reflection, reflective thinking and practice, reflective teaching, the reflective teacher and strategies of reflective teaching in higher education. Action research, as one of the tools of reflection, will be one major part of the course. |  |
|  |  | Statistical Methods in Curriculum and Instruction | CuIn-532 | 2 | This course is designed to introduce students to the basic terms in statistics; meaning and role of statistics in curriculum and instruction; basic mathematical operation; levels of measurement; coding data; frequency distribution; graphing frequency distribution; shape of frequency distribution; describing data through percentile; measure of central tendency and variation for group and ungrouped data. It also introduces students with the concept of standard scores; Pearson product moment correlation, Spearman rho, Point biserial, Phi coefficient, partial and part correlation. Additionally, it introduces students with the principle and techniques of linear regression and multiple regression analysis. It also introduces students with SPSS. |  |