DEPARTMENT: ECE      COURSE NUMBER: FCS 210      CREDIT HOURS: 3

I. **TITLE:** FCS 210: Child Development I

II. **COURSE DESCRIPTION:**

In-depth study of infancy to include concepts, principles, and development theories. Students will observe, record and analyze the social, emotional, physical, and cognitive development of the typical and atypical infant and toddler in the social and cultural context. Lecture two hours; laboratory two hours.

III. **PURPOSE:**

To increase the understanding of the concepts in all areas of infant development.

IV. **COURSE OBJECTIVES:**

The behaviors listed below are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines as well as the CDA Competency Goals and Functional Areas. Following each objective, and enclosed in parentheses are roman numerals, which reference the Kentucky IECE Teacher Standards. The numerals enclosed in brackets reference the CDA Competency Goals. As a result of participation in this course, the student will:

A. Demonstrate an understanding of the theories of infant and toddler development. (II, III) {II}
B. Demonstrate that infants and toddlers learn holistically and therefore there is an inextricable link between communication skills and the quality of early concrete experiences. (I, II, III) {II, III}
C. Demonstrate an understanding of infant and toddler sensorimotor, cognitive, adaptive, language/communication, social aesthetic, emotional, and physical development. (I, II, III) {II, III}
D. Demonstrate knowledge of potential impacts of general and specific disabilities, delays, or risk factors on the different domains of development. (I, II, III, IV) {I, II, III}
E. Recognize in in-depth knowledge about the major cultural and sociological differences in infant and toddler development and demonstrate an understanding of the young child’s interaction in a social and cultural context (i.e., home and group settings, with parents, alternative caregivers, peers, etc.) (V, VI, VIII) {I, II, III, V, VI}
F. Review current research in area of Early Childhood development. (I, II)

V. **COURSE OUTLINE:**

A. Theories of Development
   1. Psychoanalytic
   2. Cognitive
   3. Learning/Environmental
   4. Ecological/Systems

B. Study of Infants
   1. History of the Study of Infancy
   2. Methods of Studying Infancy
   3. Issues of Concern
C. Prenatal Development and Environmental Influences
   1. Development from Conception to Birth
   2. Environmental Effects on Developing Infants
D. Birth and the Neonatal Period
E. Growth and Basic Function
F. Nutrition, Feeding and Other Infant Routines
G. Perception and Cognition
H. Language Development
I. Socioemotional Development
J. The Social World of the Infant

VI. INSTRUCTIONAL ACTIVITIES:

A. Lecture
B. Large and Small Group Discussion
C. Role play
D. Special Projects and Reports
E. Readings
F. Examinations

VII. FIELD AND CLINICAL EXPERIENCES:

Observation of infants in community, and in public, private, corporate or family child care settings.

VIII. RESOURCES:

A. ATCOM Computer Lab
B. Waterfield Library

IX. GRADING PROCEDURES:

Student progress throughout the teacher preparation program is continuously assessed. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to T.E.S. and then presented to admissions committees. Negative flags are carefully reviewed to make determination as to whether a student should be denied admission 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 STUDENT TEACHING, or REVERSAL OF ADMITTED STATUS.

The following grading scale will be use for this course:

A=90-100% of total points
B=80-89% of total points
C=70-79% of total points
D=60-69% of total points
E=below 59% of total points
X. ATTENDANCE POLICY:

This class adheres to the University Attendance Policy found in the current Undergraduate Bulletin.

XI. ACADEMIC HONESTY:

The Department adheres to the University Policy on Academic Honesty found in the current Undergraduate Bulletin.

XII. TEXT AND REFERENCES:


XIII. PREQUISITES: None

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