I. **TITLE:** Child Development II

II. **CATALOG DESCRIPTION:**

Study of the characteristics of growth and development of young children ages three to eight. Guided observations in the child development center as a basis for understanding children and oneself. Lecture, two hours; laboratory, two hours. Prerequisites: FCS 210

III. **PURPOSE:**

To promote an understanding of the principles of growth and development of young children, ages three to eight years of age. We will also spend some time looking at growth and development through teen yrs.

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 Standards. 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 Standards. As a result of participation in this course, the student will:

A. Demonstrate knowledge about young children's physical, emotional, social and cognitive development. (I, II) {II, III}
B. Describe the principles of growth and development as they apply to individual and the group. (I, II)
C. Demonstrate knowledge of the major concepts which are needed for an understanding of the study of human growth and development. (I, II) {I, II, III}
D. Become familiar with the major research and learning theories in the field of child development. (I, II, III) {I, II, III}
E. Demonstrate knowledge and understanding of child development through observing and working with young children. (I, II, III, IV) {I,II, III}
F. Describe the impact of early environments on children's development. (I, III, VIII) (I, IV)

The COE Theme of Educator as Reflective Decision Maker is addressed in this course by requiring students to read text chapters, complete observations of children and reflect on growth and various aspects of development of young children. This will culminates in a written child study paper.

The EPSB Theme of Diversity is explored in the course through a study of chapters on different rates of growth and development based on a variety of genetic and environmental influences. Students observe a diverse group of children in a laboratory setting for 2 hours each week during the first half of the semester and discuss and relate their observations to chapters in the text.

V. **COURSE OUTLINE:**

A. Introduction and science of child development (Review from FCS 210)
B. Physical development in early and middle childhood
C. Cognitive development in early and middle childhood  
D. Socioemotional development in early and middle childhood  
E. Role of play in development  
F. Adolescent growth and development  

VI. INSTRUCTIONAL ACTIVITIES;  
A. Lecture  
B. Large and small group discussion  
C. In-class participation activities  
D. Special projects and reports  
E. Case study  
F. Child observations  
G. Exams and required activities  

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:  
The student will observe and participate in a quality early childhood program enrolling preschool children two hours each week during first half of semester. Other lab observations will be assigned during last half of course. Specific written assignments will be provided for completion each week.  

VIII. RESOURCES:  
A. Computer Lab  
B. Waterfield Library  
C. Instructor course materials  

IX. GRADING PROCEDURES:  
Approximately three tests will be given (IF Necessary, makeup exams will be given at end of semester)  
Research report/library assignment on related topic  
Case study on preschool child  
Daily and course assignments (No credit for late assignments after one week.)  

Final grades will use the following grading scale:  
90-100% = A  
80-89% = B  
70-79% = C  
60-69% = D  
59% or below = E  

X. ATTENDANCE POLICY:  
This course adheres to the policy published in the current MSU Undergraduate Bulletin. Students are required to attend classes. Students will be assigned a lab schedule and attendance is mandatory. In all cases, students will be responsible for any materials covered during absences. Excessive absences will result in a lower grade.  

XI. ACADEMIC HONESTY POLICY:  
The course adheres to the academic honesty policy stated in the current MSU Undergraduate Bulletin. Dishonesty will result in an “E” for the course. Any plagiarism will result in a grade of zero and could result in failure of the course.  

XII. TEXT AND REFERENCES:
XIII. PREREQUISITES: FCS 210

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 accommodations 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.

XV. FLAG SYSTEM/CONTINUOUS ASSESSMENT:
Student progress throughout the program is continuously assessed. In class activities, tests, research reports, laboratory observations and other assignments will be included in the assessment. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admission committees. Negative flags are carefully reviewed to make a 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.

***ALL CELL PHONES AND PAGERS MUST BE TURNED OFF DURING CLASS AND LABORATORY SESSIONS.***

Note: The instructor reserves the right to make any changes in course activities deemed necessary during the semester.