

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

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Proposing Department/Unit HDES Department - Child and Family Studies	Phone 7-4046

**Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.**

<b>1. Course Proposals (check all that apply)</b>		
<input type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	<input type="checkbox"/> Course Deletion
<input checked="" type="checkbox"/> Course Revision	<input checked="" type="checkbox"/> Course Number and/or Title Change	<input checked="" type="checkbox"/> Catalog Description Change
CDFR 317 Infant Development	CDFR 410 Infant & Toddler Development	
<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>	
<b>2. Additional Course Designations: check if appropriate</b>		
<input type="checkbox"/> This course is also proposed as a Liberal Studies Course.	<input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African)	
<input type="checkbox"/> This course is also proposed as an Honors College Course.		
<b>3. Program Proposals</b>		
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> Program Title Change	<input type="checkbox"/> Other
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> New Track	
<i>Current program name</i>	<i>Proposed program name, if changing</i>	
<b>4. Approvals</b>		<b>Date</b>
Department Curriculum Committee Chair(s)	<i>Brooke Judkins</i>	<i>2/21/06</i>
Department Chair(s)	<i>Mary E. Sunder</i>	<i>2/21/06</i>
College Curriculum Comm. Chair	<i>Elizabeth Palmer</i>	<i>4/24/06</i>
College Dean	<i>Carleen Zoni</i>	<i>7-14-06</i>
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
Received SEP 11 2006	Received UWUCC Co-Chairs OCT 12 2006	<i>Caril Sechrist</i> <i>10-17-06</i>

## **Part II. Description of the Curriculum Change**

*1. Syllabus of record, including catalog description with course title, number of credits, class and lab hour designation, prerequisites, an appropriately written course description, and an updated bibliography.*

## Syllabus of Record

(NEW)

- I. Catalog Description** 3 class hours  
CDFR 410 Infant and Toddler Development 0 lab hours  
3 credits  
(3c-01-3cr)

Prerequisites: Grade of C or better in CDFR 310, 321, and 322 and compliance with current agency regulations (e.g., current TB, physical exam, Child Abuse and State Police Clearances)

A study of characteristic developmental changes of human infants and toddlers, from birth to approximately 36 months. Participation as teacher assistant in the infant/toddler child care center provides experience in developmentally appropriate guidance and programming for very young children.

### II. Course Outcomes:

Students will be able to

1. identify behavioral characteristics and developmental trends as they emerge in children during the first 36 months of life.
2. recognize developmental milestones that caregivers and parents should anticipate and document in the first 36 months.
3. discuss current infant and toddler standards in relation to child care and programming for young children.
4. relate current theories of human development to observable infant/toddler behavior.
5. analyze neuroscience research on brain development and the implications for providing optimal environments for infants and toddlers.
6. demonstrate an understanding of the current issues concerning group care and programming for infants and toddlers.
7. integrate components of developmentally appropriate practice into infant and toddler group care.

### III. Course Outline

- A. Current Issues and Research in the Care of Infants and Toddlers (10 hours)
1. Postpartum depression
  2. Birth Trauma
  3. Neuroscience and brain development

Exam ( 1 hour)

**B. Characteristics of Development (12 hours)**

1. Prenatal Development
2. Birth and the Newborn
3. Growth and Development – birth through 36 months
  - a. Physical and Motor Development
  - b. Perceptual and Sensory Development
  - c. Cognitive Development
  - d. Language Development
  - e. Social and Emotional Development

**C. Developmental Delays and Red Flags ( 2 hours)**

1. Delays in Gross Motor Development
2. Delays in Fine Motor Development
3. Delays in Communication
4. Delays in Social/Emotional Development

Exam 2 ( 1 hour)

**D. Settings Which Support the Optimal Development of Young Children (10 hours)**

1. Physical Environment
2. Current Infant and Toddler Standards
3. Caregiver Characteristics and Behaviors
4. Safety Issues
5. Nutrition
6. Parent-Caregiver Relationships

**E. Health Concerns of Group Care ( 6 hours)**

1. Prevention
2. Common Injuries
3. Infection & Control of Illnesses

Final Exam ( 2 hours)

**IV. Evaluation Methods**

The final grade will be determined as follows:

50 % Three Exams – two exams during the term and a final during exam week  
Each exam may consist of multiple-choice, completion, true/false, and short-essay questions.

**33 % Logs of Service Learning**

Twenty-four hours of service learning will be completed in the University Infant/Toddler Group Care Center

1. Twelve observation assignments consisting of one hour observations for twelve weeks.
2. Twelve logs, detailing one-hour interactions with infants and toddlers for twelve weeks.

**12 % Three written assignments.**

These assignments will focus on current topics relating to group care of infants and toddlers.

**5% Five in-class assignments**

The in-class assignments will include reaction papers to videos and guest speakers, small group activities and reflections of interactions with infants and toddlers.

**V. Attendance Policy**

Students are required to attend all classes. Class attendance will be taken at the beginning of the class session and will be considered in the student's final grade. The instructor recognizes the student's need to miss class because of illness or personal emergency. Medical excuses will be required for classes missed because of illness.

**VI. Required Textbooks**

Bredekamp, S. (Ed.). (1997). Developmentally appropriate practice in early childhood program serving children from birth through age eight. Washington, DC: National Association for the Education of Young Children,

Gonzalez-Mena, J. & Eyer, D.W. (2004). Infant, Toddlers, and Caregivers (6<sup>th</sup> ed.). McGraw Hill Companies, Inc., New York, New York.

**VII. Special resource requirements**

None

**VIII. Bibliography**

Berk, L. and Winsler, A. (1995) Scaffolding Children's Learning: Vygotsky and Early Childhood Education. #7 NAEYC Research into Practice.

Boyd, R. A. (2006). KIDEX for Infants: Practicing Competent Child Care for Infants. Clifton Park, NY: Thomson Delamar Learning.

Boyd, R. A. (2006). KIDEX for Ones: Practicing Competent Child Care for One-Year-Olds. Clifton Park, NY: Thomson Delamar Learning.

Boyd, R. A. (2006). KIDEX for Twos: Practicing Competent Child Care for Two Year Olds. Clifton Park, NY: Thomson Delamar Learning.

Caruso, D.A. (1988). Play and learning in infancy: research and implications. *Young Children.*, 43, 63-70.

Fogel, A. (2001). Infancy: infant, family & society (4<sup>th</sup> Ed.). St. Paul, MN: West Publishing Co.

Gonzalez-Mena, J. (1992). Taking a culturally sensitive approach in infant toddler programs. *Young Children.*, 47, 4-9.

Honig, A.S. (1985). High quality infant/ toddler care: Issues and dilemmas. *Young Children.*, 41, 40-46.

Lewis, M. (1991). Emotional development in the young child. In M. Lauter-Katell (Ed.). *Readings in child development.*, (pp.51-55). Mountain View, CA: Mayfield.

Nelson, L. and Nelson, A. (2006). Child Care Administration. Tinley Park, Illinois: TheGoodheart-Willcox Company, Inc.

Shore, R. (1997). Rethinking the brain: new insights into early development. Families and Work Institute. Alexandria, VA: Association for Supervision and Curriculum Development.

Wolfe, P. (2001) Brain Matters: Translating Research into Classroom Practice. Alexandria, VA: Association for Supervision and Curriculum Development.

## *2. Summary of the Proposed Revisions*

The catalog description has changed to include human infants and toddlers to approximately 36 months of age. The class hours have been changed from two to three hours per week with two lab hours per week for 12 weeks as a service learning component ( 24 hours lab hours per semester).

## *3. Justification/rationale for the revision.*

The course content has been expanded from two hours of lecture to three hours of lecture to increase the course content, incorporating current topics such as neuroscience research/ brain development and health issues relating to group care. Students will continue to work, twenty-four hours per semester, in the Infant/Toddler Lab at the University Child Care Program, Davis Hall. The lab component of the course will become a service learning component. Historically, the lab hours did not require supervision by the course instructor (the Infant/Toddler Classrooms are staffed and supervised by qualified teachers and assistant teachers from the Indiana County Child Care Program). Changing the lab requirement to a service learning component aligns the course more closely with another service learning course, CDFR 463 Family and Community, in the Child & Family Studies Program.

## *4. The old syllabus of record. (Attached)*

**Course Description:** Study of characteristic developmental changes of human infants from birth to approximately 36 months. Participation as teacher assistant in the infant/toddler child care center provides experience in developmentally appropriate guidance and planning for very young children. (3 credits: 2 lecture hours/2 lab hours per week).

**Course Objectives:**

Students will be able to:

1. Identify behavioral characteristics and developmental trends as they emerge in the child during the first two and 1/2 years of life.
2. Relate current theories of human development to observable infant/toddler behavior.
3. Analyze research findings and theoretical implications as these relate to the providing of optimal environments for the development of infants and toddlers.
4. Express an understanding of the current issues concerning group care and programming for infants and toddlers.
5. Recognize significant developmental milestones that caregivers and parents should celebrate with the child.

**Course Outline**

- I. Current Issues and Research in the Care of Infants and Toddlers
- II. Characteristics of Development
  - A. Prenatal Development
  - B. Birth and the Newborn
  - C. Physical Growth and Motor Development
  - D. Perceptual and Sensory Development
  - E. Cognitive Development
  - F. Language Development
  - G. Social and Emotional Development
- III. Settings which Support the Optimal Development of Young Children
  - A. The Physical Environment
  - B. Caregiver Characteristics and Behaviors
  - C. Health and Safety Issues
  - D. A Stimulating Environment
  - E. Working with Parents



**Procedures:**

The course will be taught by two hours of lecture/discussion and two hours of laboratory work weekly involving student / child interaction. The students will serve as teacher assistants and will help to manage the daily child care program. Daily logs reflecting thoughtful consideration of the lab experiences will be kept by each student. It is expected that every student's logs will show connections between observations and class assignments. Audio-visual aids and resource materials will be used as appropriate.

**Evaluation:**

Students will be evaluated by their performance on three exams, three mini-papers, daily logs, class discussion, participation, and group projects, and growth in skills demonstrated in their direct work with children.

The final grade calculations will be made according to the following formula:

<u>Points Breakdown:</u>	<u>Grading Scale:</u>
Logs - 10 pts each week - 12 weeks = 120	600-540 = A
Lab Observation - 12 weeks = 80	539-479 = B
In-class assignments (5 pts. each) = 25	478-419 = C
Three mini-assignments - 25 pts each = 75	418-359 = D
Three Exams - 100 pts each = 300	358 - 0 = F
Total = 600	

There will be a ten percent penalty for late submission of assignments or logs. Any student who does not complete the lab portion of this course cannot pass the class.

No make-up exams or late assignments will be accepted unless arrangements are made with the instructor in advance of the due date. All written work must be completed by April 26, 2005.

**Attendance:**

All students are expected to attend class. Although the need to miss class because of illness or personal emergency is recognized, the number of unexcused absences should not exceed one class. Attendance will be taken at the beginning of each class. Unexcused absences or late arrival may result in a loss of ten points for each class period.

In-class activities are an integral and important part of the course and cannot be made-up. Your participation in class discussion is strongly encouraged. Lab sessions require each student to sign-in and out at the lab site.

**TB/Physical Exam/Clearances:**

These are required by the Pa Department of Welfare and the licensed participating centers. There is a \$30 fee to have the physical exam done at the Health Center. Copies only of current physical exam and TB must be on file by the 4th class session (you

should keep the originals for personal files) or lab cannot be continued. Students must complete the Childline and State Police clearances. Copies should be submitted for your lab file with the original document available for review. All materials plus staff data sheet and two references must be on file with the lab site by the 4<sup>th</sup> week of classes. If the lab portion of this class is not completed, you cannot pass this course.

**References:**

Berk, Laura E. and Adam Winsler. (1995) Scaffolding Children's Learning: Vygotsky and Early Childhood Education. #7 NAEYC Research into Practice.

Carpenter, M. and S. Kalson. "Who Cares? Day Care in America" Series, Pittsburgh Post Gazette, June 2-9, 1996.

Caruso, D.A. (1988, Sept.). Play and learning in infancy: Research and implications. Young Children, 43, 63-70.

Fogel, A., Infancy: infant, Family & Society (4<sup>th</sup> Ed.), St. Paul, MN: west Publishing Co., 2001.

Gonzalez-Mena, J. (1992, Jan.). Taking a culturally sensitive approach in infant toddler programs. Young Children, 47, 4-9.

Honig, A.S. (1985, Nov.). High quality infant/toddler care: Issues and dilemmas. Young Children, 41, 40-46.

Lewis, M. (1991). Emotional development in the young child. In M. Lauter-Katell (Ed.). Readings in child development, (pp. 51-55). Mountain View, CA: Mayfield.

Shore, Rima. (1997). Rethinking the Brain: New Insights into Early Development. Families and Work Institute.

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**Part III. Letters of Support or Acknowledgement**

N/A, course changes will not affect other departments/programs.