

10-151

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		09-661	AP 9/13/10	App-12/7/10

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Kris K. Ramassini	Email Address k.ramassini@iup.edu
Proposing Department/Unit Human Development & Environmental Studies	Phone 357-4422

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

1. Course Proposals (check all that apply) ☐ New Course ☐ Course Prefix Change ☐ Course Deletion ☒ Course Revision ☐ Course Number and/or Title Change ☒ Catalog Description Change		
CDFR 410: Infant & Toddler Development		
<u>Current Course prefix, number and full title</u>		<u>Proposed course prefix, number and full title, if changing</u>
2. Additional Course Designations: check if appropriate ☐ This course is also proposed as a Liberal Studies Course. ☐ Other: (e.g., Women's Studies, Pan-African) ☐ This course is also proposed as an Honors College Course.		
3. Program Proposals ☐ New Degree Program ☐ Program Title Change ☐ Program Revision ☐ New Minor Program ☐ New Track		
<u>Current program name</u>		<u>Proposed program name, if changing</u>
4. Approvals		
Department Curriculum Committee Chair(s)	<i>Freda Lem. Bowen</i>	1/22/10
Department Chair(s)	<i>Mary E. Swinker</i>	1/22/10
College Curriculum Committee Chair	<i>Robert K. Kunk</i>	2/22/10
College Dean	<i>Parleen J. Fox</i>	2-24-10
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail S. Schmitt</i>	7-16-10

* where applicable

Received

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FEB 25 2010

JUL 16 2010

Liberal Studies

Liberal Studies

105

Part II. 1. NEW SYLLABUS OF RECORD

I. Catalog Description

CDFR 410 Infant and Toddler Development

3 class hours

0 lab hours

3 credits

(3c-01-3cr)

Prerequisites: Grade of C or better in CDFR 218, 310, 315, and 321; compliance with current agency regulations; and enrolled in major or by permission of instructor.

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

II. Course Outcomes

Students will be able to

1. Identify the behavioral characteristics and developmental trends as they emerge in the child during the first 36 months of life.
2. Observe and record the behavioral characteristics and developmental trends of infant- and toddler-aged children through the use of various assessment tools.
3. Discuss the systemic interplay between various aspects of the environment (physical, family, community) and children, including their play, from prenatal development through the first 36 months of life.
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 including health and safety and caregiver-parent relationships.
7. Integrate components of developmentally appropriate practice into infant and toddler group care using the current Pennsylvania early learning standards through direct interaction with infant- and toddler-aged children.

III. Course Outline

A. Infant/Toddler Education, Care, & Curriculum (8 hours)

1. History of Parent-Child Relationships
2. What is Infant/Toddler Education?
 - a. Curriculum
 - b. Role of Play
3. Assessment of the Infant/Toddler
4. Developmental Appropriate Practice in Infant/Toddler Care
5. Current PA Dept of Education Early Learning Standards

B. Health Concerns of Group Care (3 hours)

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

Exam 1 (1 hour)

C. Characteristics of Development (21 hours)

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

Exam 2 (1 hour)

D. Supporting the Optimal Development of Young Children (6 hours)

1. The Physical Environment
2. Caregiver Characteristics and Behaviors
3. Safety Issues
4. Nutrition
5. Parent-Caregiver Relationships

E. 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

Final Exam – During Final Exam Week

IV. Evaluation Methods

The faculty person assigned to teach this course could be one of several faculty members within the CDFR Program. The following is an example of the evaluation methods used for this course:

50% - Examinations. The examinations could include multiple choice, true/false, matching, short answer/essay with materials coming from lecture notes, the text(s), videos, and class handouts.

20% - Twelve observation logs each based on two hours of direct interaction with infant/toddler-aged children. Students will discuss developmentally appropriate practices and apply the theoretical frameworks of infant/toddler development as well as information learned in class.

20% - Six observation assignments each based on four hours of direct interaction with infant/toddler-aged children. The assignments will include observations of areas of development, the physical environment, and health and safety practices in the infant/toddler classroom setting.

10% - Graded assignments may include an annotated bibliography, interview, individual or small group project, or a reaction paper. Also, in class, online, and/or take-home assignments based on readings, online resources, class discussions (online or in the classroom), and/or videos may be used.

V. Grading Scale

90-100% = A

80-89% = B

70-79% = C

60-69% = D

Below 60 = F

VI. Attendance Policy

Student learning is enhanced by regular attendance and participation in class discussions, the instructor expects all students to attend class. The attendance policy for this class follows the Undergraduate Course Attendance Policy, which is included in the Undergraduate Catalog. The total number of absences should not exceed one week of classes.

VII. Required Textbook(s), Supplemental Books and Readings

Required Texts/Readings:

Bredekamp, S., & Copple, C. (Eds.). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (3rd ed.). Washington, DC: National Association for the Education of Young Children.

Gonzalez-Mena, J. & Eyer, D. W. (2009). *Infants, toddlers, and caregivers* (8th ed.). N.Y., N.Y.: McGraw-Hill.

Hitz, R., & Driscoll, A. (1988). Praise or encouragement? New insights into praise: Implications for early childhood teachers. *Young Children*, 43, 6-13. Washington, D.C.: NAEYC.

Suggested:

Publication manual of the American Psychological Association (5th ed.). (2001). Washington, D.C.: American Psychological Association.

VIII. Special Resource Requirements

None

IX. Bibliography

Berk, L., & Winsler, A. (1995). Scaffolding children's learning: Vygotsky and early childhood education. #7 *NAEYC Research into Practice*. Washington, DC: NAEYC.

Boyd, R. A. (2006). *KIDEX for infants: Practicing competent child care for infants*. Clifton Park, NY: Thomson Delamer Learning.

Boyd, R. A. (2006). *KIDEX for ones: Practicing competent child care for infants*. Clifton Park, NY: Thomson Delamer Learning.

Boyd, R. A. (2006). *KIDEX for twos: Practicing competent child care for infants*. Clifton Park, NY: Thomson Delamer Learning.

Center on the Developing Child at Harvard University (2007). *A science-based framework for early childhood policy: Using evidence to improve outcomes in learning, behavior, and health for vulnerable children*. <http://www.developingchild.harvard.edu>

Clarke-Stewart, A. (1993). *Daycare* (Rev. ed.). Cambridge, MA: Harvard University Press.

Field, T. (1990). *Infancy*. Cambridge, MA: Harvard University Press.

Fogel, A. (2009). *Infancy: Infant, family, and society* (5th ed.). Cornwall-on-Hudson, NY: Sloan Publishing.

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

Gross, D. (2008). *Infancy: Development from birth to age 3*. Boston, MA: Allyn & Bacon.

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

Nelson, L., & Nelson, A. (2006). *Child-care administration*. Tinley Park, IL: The Goodheart-Wilcox Company, Inc.

Shonkoff, J. P., & Phillips, D. A. (Eds.) (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.

Thierman, S. (1999). *The discipline gradient: Choosing the right discipline for your child's age and personality*. Fairbanks, AK: Spruce Mountain Press.

Wolfe, P. (2001). *Brain matters: Translating research into classroom practice*. Alexandria, VA: Association for Supervision and Curriculum Development.

Student Outcomes Matrix

Course Objectives	NAEYC Standards	NCFR- CFLE Standards	PDE Competencies
1	1a	3	IC4 IC7 IC8 IC12
2	1 a, b 3 a, b, c, d	3	IC3 IG5 IH II11 IIIF IIIN
3	1 a, b 2 a, b, c		IC9 IC12 IG4 II11 II12 IVB VC VF VG VL
4	1 a & b		ID
5	1 a & b		IC12
6	1 a, b, c		IC2 IC12 IG1 IG2 VA VD
7	1 2 3 4 5		IC12 II4-7, 9 VA-R

Part II. 2. SUMMARY OF PROPOSED REVISIONS

A. CDFR410 was revised in the following ways:

1. The course description was modified.
2. The second course outcome was divided and expanded into the second and third course outcome.
3. The course outline was rearranged and expanded.
4. The evaluation methods were modified.

Part II. 3. JUSTIFICATION FOR THE REVISIONS

1. The course description was modified to include children birth-36 months, extending the age range of coverage of the course by six months. The word planning was changed to programming because the students do not create lesson plans; they assist the teachers in implementing the current lesson plans thus assisting with the programming.
2. The second course outcome was expanded into the second and third outcome to incorporate needed content reflects the National Council on Family Relation's (NCFR) Certified Family Life Educator (CFLE) program certification standards, the National Association for the Education of Young Children's (NAEYC) standards and the State of Pennsylvania's Early Learning standards.
3. The course outline was rearranged and expanded to incorporate all that is covered in this course to meet the National Council on Family Relation's (NCFR) Certified Family Life Educator (CFLE) program certification standards, the National Association for the Education of Young Children's (NAEYC) standards and the State of Pennsylvania's Early Learning standards.
4. The evaluation methods were modified to incorporate the change in the course outcomes and the standards of NCFR, NAEYC, and the PA Early Learning standards.

Part II. 4. THE OLD SYLLABUS OF RECORD

The Old Syllabus of Record is attached.

Part III. LETTERS OF SUPPORT

None needed.

Syllabus of Record

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

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. relate current theories of human development to observable infant/toddler behavior.
4. analyze neuroscience research on brain development and the implications for providing optimal environments for infants and toddlers.
5. demonstrate an understanding of the current issues concerning group care and programming for infants and toddlers.
6. 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. Caregiver Characteristics and Behaviors
3. Safety Issues
4. Nutrition
5. 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

Bredenkamp, 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 (6th 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 (4th 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.