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| For Academic Affairs and Research Use Only | |
| Proposal Number |  |
| CIP Code: |  |
| Degree Code: |  |

**New or Modified Course Proposal Form**

**[ x] Undergraduate Curriculum Council**

**[ ] Graduate Council**

|  |
| --- |
| **[x ]New Course, [ ]Experimental Course (1-time offering), or [ ]Modified Course (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

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| --- | --- |
| Joanna Gryms 2/20/2020 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Ronald Towery 2/20/2020 **Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (if applicable)** |
| |  |  | | --- | --- | | Mary Elizabeth Spence | 2/25/2020 | | **Office of Assessment** |  | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Wayne Wilkinson 3/8/2020 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| Lance G. Bryant 3/11/2020 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (if applicable)** |  |

1. **Contact Person (Name, Email Address, Phone Number)**

Joanna Grymes, [grymesj@astate.edu](mailto:grymesj@astate.edu), 870 680 8430

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

.FALL 20

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

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| --- | --- | --- |
|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)**  *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **ECH** |
| **Number\*** |  | **3623** |
| **Title** |  | **Infants and Toddlers in Early Education**  **Short Title: Infants and Toddlers** |
| **Description\*\*** |  | Focused consideration of curriculum, assessment, guidance, environment, family engagement, and staffing for infants and toddlers in group care settings. Five hours field experience required. |

***\**** (Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. ) CONFIRMED

\*\*Forty words or fewer as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? Yes/No]**

(Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. NO Are there any prerequisites?
   1. If yes, which ones?

Enter text...

* 1. Why or why not?

Basic course focusing on aspects of curriculum and setting for working with infants and toddlers.

1. NO Is this course restricted to a specific major?
   1. If yes, which major? Enter text...
2. **Proposed course frequency [Modification requested? Yes/No]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

Spring

1. **Proposed course type [Modification requested? Yes/No]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

**lecture**

1. **Proposed grade type [Modification requested? Yes/No]**

What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

**standard**

1. NO Is this course dual-listed (undergraduate/graduate)?
2. NO Is this course cross-listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross-listed course.)*

**a.** – If yes, please list the prefix and course number of the cross-listed course.

Enter text...

**b.** – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

Enter text...

1. NO Is this course in support of a new program?

a. If yes, what program?

Enter text...

1. NO Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

Enter text...

**Course Details**

1. **Proposed outline** **[Modification requested? Yes/No]**

(The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

WEEK 1: Who defines best practice? Developmentally Appropriate Practice, CLASS, and ITERS (and how does licensing fit?)

1. Identify infant toddler professional competencies and credentials (III)
2. Self-reflect on the infant toddler professional competencies the student has and wishes to further develop (III)
3. Compare aspects of early education programs such as staff ratios, group sizes, staff requirements, between best practice documents and state licensing regulations (III)
4. Define curriculum for infants and toddlers (IV)

WEEK 2: Development, observation, and assessment for children and program quality

1. Complete an ITERs assessment (II, III) (Field experience)
2. Create observational assessment tools (II)
3. Describe/justify an assessment system for children and program quality (II)

WEEK 3: Foundations of social emotional development and supporting infant mental health outcomes

1. Define infant mental health (I)
2. Identify characteristics of typical, delayed, and atypical social emotional development for infants and toddlers (I)
3. Describe how caregiver mental health impacts infant toddler caregiving (III)
4. Evaluate scenarios to identify responsive caregiving and non-responsive caregiving including continuity of care concerns (III)
5. Recommend approaches to support typical and challenging infant/toddler behavior (III)
6. Plan appropriate activities to support social emotional development (IV)
7. Develop/justify a guidance (discipline) plan for a classroom for an identified group size/age range (III, IV)

WEEK 4: Foundations of safe physical environments and supporting infant and toddler physical development: safety, health, physical development

1. Differentiate between appropriate and inappropriate health and safety practices (III)
2. Identify characteristics of typical, delayed, and atypical physical development for infants and toddlers (I)
3. Describe and justify appropriate activities, materials, equipment, and indoor and outdoor classroom space to support physical development of infants and toddlers (III, IV)

WEEK 5: Foundations for cognitive and language development: supporting learning, language and literacy

1. Create materials and activities to support cognitive/language/literacy development (III, IV)
2. Identify characteristics of typical, delayed, and atypical cognitive and language development for infants and toddlers (I)
3. Evaluate commercial materials and curriculum for its appropriateness for young children (III, IV)

WEEK 6: Bringing it all together in an infant toddler setting

1. Plan an infant toddler classroom for an identified group size/age range that meets (III)
2. Create a Week’s worth of activities/lesson plans for an identified group size/age range that works within the planned classroom including appropriate methods for collecting observational data (II, IV)

WEEK 7: Reciprocal relationships with families

1. Write a letter of introduction to self and classroom (above) to families of the children served (V)
2. Write a detailed plan for developing and continuing reciprocal relationships with families of infants and toddlers (V)
3. Write a rationale for the above plan for the program administrator (V)
4. **Proposed special features** **[Modification requested? Yes/No]**

(e.g. labs, exhibits, site visitations, etc.)

Will be online; will require field experience in infant/toddler settings

1. **Department staffing and classroom/lab resources**

No additional needs

1. Will this require additional faculty, supplies, etc.?

No

1. NO Does this course require course fees?

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

Enter text...

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

This course will address professional preparation standards developed by the National Association for the Education of Young Children. The current coursework offered through the BGS has a limited focus on infant and toddler programming, with the emphasis more on preschool children. The National Association for the Education of Young Children considers early childhood from birth to age eight. This course will provide a better foundation for those interested in working with very young children (for example, child care, Early Head Start, some Arkansas Better Chance programs, and settings serving children with special developmental needs). The emphasis for development, curriculum, assessment, and program planning will be only infant and toddler.

b. How does the course fit with the mission of the department? If course is mandated by an accrediting or certifying agency, include the directive.

The mission of the Department of Teacher Education encompasses three areas: teaching, service, and research. The major purpose of the department is teaching, which contributes significantly toward the accomplishment of the department’s primary goals: preparing Professionally Emerging Teachers and Emerging Professionals in the fields of early childhood education, elementary education, middle grades education, secondary education, and reading. This course helps prepare individuals working directly in the early childhood field.

c. Student population served.

BGS students pursuing the early childhood emphasis area. This course provides content that is most applicable to students working in Early Head Start, Home Visiting, infant/toddler Arkansas Better Chance, and other infant toddler programs.

d. Rationale for the level of the course (lower, upper, or graduate).

This course will have an applied focus which is generally considered appropriate as upper level.

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. **Yes / No** Do the proposed modifications result in a change to the assessment plan?

*If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

As a BGS emphasis area course, there are no specific program-level assessments in place. This course will address National Association for the Education of Young Children standards.

1. Considering the indicated program-level learning outcome/s (from question #20), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #23)** | SERVICE COURSE FOR BGS PROGRAM |
| Assessment Measure |  |
| Assessment  Timetable |  |
| Who is responsible for assessing and reporting on the results? |  |

*(Repeat if this new course will support additional program-level outcomes)*

**Course-Level Outcomes**

1. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| --- | --- |
| **Outcome 1** | Identify characteristics of typical, delayed, and atypical infant toddler development in the social-emotional, physical, cognitive and language domains. |
| Which learning activities are responsible for this outcome? | Readings, videos, course lectures, discussion boards |
| Assessment Measure | Objective and constructed response test items |

*(Repeat if needed for additional outcomes)*

|  |  |
| --- | --- |
| **Outcome 2** | Develop and utilize child and program assessments for infant toddler settings |
| Which learning activities are responsible for this outcome? | Readings, videos, class lecture, discussion boards, class activities, internet research |
| Assessment Measure | Student created child assessments graded with a rubric provided to students along with the assignment; student completion of an ITERS classroom evaluation, evaluated with a rubric provided with the assignment |

*(Repeat if needed for additional outcomes)*

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| **Outcome 3** | Describe and apply elements of developmentally appropriate infant toddler settings |
| Which learning activities are responsible for this outcome? | Readings, class lecture, discussion board, internet searches |
| Assessment Measure | Evaluate scenarios of responsive vs non-responsive caregiving (test); develop and justify a guidance plan for an identified group size/age range evaluated with a rubric provided along with the assignment; differentiate between appropriate and inappropriate health and safety practices (test); evaluate commercial materials for appropriateness, assessed with a rubric provided with the assignment; plan an infant/toddler classroom (space, materials, equipment, schedule, etc.) assessed with a rubric provided with the assignment |

*(Repeat if needed for additional outcomes)*

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| **Outcome 4** | Plan developmentally appropriate curriculum |
| Which learning activities are responsible for this outcome? | Readings, class lecture, videos, discussion board, class activities |
| Assessment Measure | Plan individual activities for identified groups of children for the developmental domains, assessed with rubrics provided with the assignments; complete planning for an entire week of curriculum for an identified class, assessed with a rubric provided along with the assignment. |

*(Repeat if needed for additional outcomes)*

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| **Outcome 5** | Describe approaches for developing and maintaining reciprocal relationships with families |
| Which learning activities are responsible for this outcome? | Readings, videos, class discussions, internet searches |
| Assessment Measure | Write a detailed plan for developing/continuing reciprocal relationships with families and a rationale for the plan to be submitted to the program administrator; assessed with a rubric provided with the course assignment |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Please include a before (with changed areas highlighted) and after of all affected sections.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** |

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BEFORE

ECH 3603. Literacy for Children and Families Provides students with knowledge of literacy development beginning at birth, and methods to involve families in the literacy process. Six clock hours of observation is required with infants, toddlers, and preschoolers. Prerequisites, ECH 2013, 2023. Spring.

ECH 3613. Strategies for Supporting Learning Through Play Emphasizes the role of play in the development and learning of typically and atypically developing children, play as a mode to understand children, and strategies to use play to support the learning and development of children. Ten clock hours of Field Experience required. Spring.

ECH 4002. Classroom Management for Inclusive Settings Group and individually oriented best practices for classroom management, discipline and positive behavior guidance with a focus on inclusive classrooms. Prerequisites, Admission to the Teacher Education Program, ELSE 3643, ECH 3073. Spring.

AFTER

ECH 3603. Literacy for Children and Families Provides students with knowledge of literacy development beginning at birth, and methods to involve families in the literacy process. Six clock hours of observation is required with infants, toddlers, and preschoolers. Prerequisites, ECH 2013, 2023. Spring.

ECH 3613. Strategies for Supporting Learning Through Play Emphasizes the role of play in the development and learning of typically and atypically developing children, play as a mode to understand children, and strategies to use play to support the learning and development of children. Ten clock hours of Field Experience required. Spring.

**ECH 3623. Infants and Toddlers in Early Education. Focused consideration of curriculum, assessment, guidance, environment, family engagement, and staffing for infants and toddlers in group care settings. Five hours field experience required. Spring.**

ECH 4002. Classroom Management for Inclusive Settings Group and individually oriented best practices for classroom management, discipline and positive behavior guidance with a focus on inclusive classrooms. Prerequisites, Admission to the Teacher Education Program, ELSE 3643, ECH 3073. Spring.