APPLICATION FOR NEW COURSE

1. Submitted by College of Education Date 10/4

Department/Division offering course Department of Special Education & Rehabilitation Counseling

2. Proposed designation and Bulletin description of this course

a. Prefix and Number IEC 557
b. Title* Infant Development

*NOTE: If the title is longer than 24 characters (including spaces), write a sensible title (not exceeding 24 characters) for use on transcripts

c. Lecture/Discussion hours per week 2 hours
d. Laboratory hours per week 2 hours
e. Studio hours per week
f. Credits 3

g. Course description

The development of the young child during the prenatal period, infancy and toddlerhood. Care and guidance of the child during the first two years of life.

h. Prerequisites (if any)

6 hours of child development, psychology or equivalent.

i. May be repeated to a maximum of (if applicable)

4. To be cross-listed as

FAM 557

Prefix and Number

Signature, Chairman, cross-listing department

5. Effective Date Fall, 2005 (semester and year)

6. Course to be offered

☐ Fall ☐ Spring ☐ Summer

7. Will the course be offered each year? (Explain if not annually)

☐ Yes ☐ No

8. Why is this course needed?

Program Revision and to provide flexibility in staffing this course.

9. By whom will the course be taught? Faculty in IEC

a. Are facilities for teaching the course now available?
If not, what plans have been made for providing them?

☐ Yes ☐ No
APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated?  15-20

11. Will this course serve students in the Department primarily?  
Will it be of service to a significant number of students outside the Department? 
If so, explain.

12. Check the category most applicable to this course
   ✗ traditional; offered in corresponding departments elsewhere;
   ☐ relatively new, now being widely established
   ☐ not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky?  
   ✗ Yes  ☐ No

14. Is this course part of a proposed new program:
   If yes, which?  
   ☐ Yes  ✗ No

15. Will adding this course change the degree requirements in one or more programs?* 
   If yes, explain the change(s) below  
   ☐ Yes  ✗ No

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.  ☐ Check here if 100-200.

18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales.  ☐ Check here if 400G-500.

19. Within the Department, who should be contacted for further information about the proposed course?

Name  Katherine M. McCormick  Phone Extension  7-9573

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
APPLICATION FOR NEW COURSE

Signatures of Approval:

[Signatures]

Department Chair

Date

Dean of the College

Date

UNDERGRADUATE COUNCIL

*Undergraduate Council

Date

*University Studies

Date

*Graduate Council

Date

*Academic Council for the Medical Center

Date

*Senate Council (Chair)

Date

Date of Notice to University Senate

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL

Rev 3/04
Course Description
The development of the young child during the prenatal period, infancy, and toddlerhood will be examined. In addition, the care and guidance of the young child during the first two years of life in a variety of settings will be outlined. Lecture, two hours; laboratory, two hours per week. Prerequisite: Six hours of child development, psychology or equivalent.

Learning Outcomes
After completing the assigned readings and course requirements, the student will be able to:

1. Describe the influences if hereditary and environmental factors on the growth and development of infants.
2. Name, describe, and compare several theories of learning and development.
3. Discuss past and current research as it relates to prenatal and infant development.
4. Discuss the impact of family and societal influences on infants and toddlers.
5. Recognize and describe the behaviors of typically developing infants and toddlers using observation and assessment tools, with respect to social, emotional, physical/motor, cognitive, and communicative development.
6. Plan and implement an inclusive, developmentally, and culturally appropriate environment and experiences for infants and toddlers utilizing observation and assessment information.
7. Discuss developmentally and culturally appropriate guidance principles for infants and toddlers.
8. Work cooperatively and reflectively with family members and their infants as well as other professionals in planning, implementing, and evaluating appropriate group programming. Assess the quality and value of commercially marketed infant and toddler equipment and materials.

**Texts:**

**Required—**


**Selected readings on reserve in the Educational Library**

**RECOMMENDED—**


**Conceptual Framework**

The conceptual framework utilized in this course follows the Reflective Decision Maker Model, which encourages reflective thinking, open mindedness, and the ability to challenge personal beliefs by continually seeking new information.

In addition, this course utilizes concepts of the Human Ecological Systems Perspective and Systems Theory. These concepts emphasize the reciprocal influence of systems (i.e., individual, family, community, and the larger cultural world). Developmental and Constructivist Theories are foundational to the philosophy of this course. Thus, the professor views active learning and acquiring personal meaning as central to the learning process.
The Interdisciplinary Early Childhood Education (IECE) certification is designed around eight Teacher Standards that were developed as a result of the Kentucky Educational Reform Act (KERA). The standards describe the skills that teachers certified in this area should have. This course places a specific emphasis on the four (4) standards listed and discussed below.

II. The early childhood educator shall create appropriate learning environments for infants, toddlers, preschool children and kindergarten children that are supportive of developmental need of the age group and goals established by KRS 158.6451. The early childhood educator shall provide developmental and learning activities in classroom and home settings, such as other preschools, childcare programs, and hospitals. Within these settings, the learning context may include individual child activities, parent-child activities, small groups, and large groups. The early childhood educator shall create appropriate learning environments for children with diverse abilities including children with and without disabilities.

V. The early childhood educator shall reflect on and evaluate teaching and learning situations, learning environments, and programs for infants, toddlers, preschool children, kindergarten children, and their families. This shall include learning situations and programs that are provided in relations to an IFSP or an IEP and by the early childhood educators, a teaching assistant or other staff member, the family, or other caregiver.

VI. The early childhood educator shall collaborate and consult with the following to design, implement and support learning programs for children: (a) staff in a team effort, (b) volunteers, (c) families and primary caregivers, (d) other educators, child care, health and social service providers in an interagency and interdisciplinary team, and (e) local, state, and federal agencies.

VII. The early childhood educator shall support and promote self-sufficiency of families as they care for and provide safe, healthy, stimulating, and nurturing environments for young children.

Course Requirements and Grading
**ALL ASSIGNMENTS MUST BE TYPED.**
ASSIGNMENTS ARE DUE AT THE BEGINNING OF CLASS IN THE DUE DAY. TEN POINTS WILL BE SUBTRACTED FOR EACH DAY THE ASSIGNMENT IS LATE.

1. Exams- Two exams will be given in the course. Exams will include information covered in the texts and other course reading materials, class handouts, lectures, and videos. All exams will be essay and given during class period. Students must receive an excused absence to be eligible to take a make-up exam. Students must meet the criteria established by the University Senate Excused Absence Policy (see Student Rights and Responsibilities Handbook) to receive an excused absence.

2. Laboratory Observations/Curriculum Planning- Students are expected to participate in the UK Infant/Toddler program two hours per week. Participation times will be negotiated during the first class period. Laboratory is a mandatory portion of this course. A current TB test must be on file for all students in order to participate in the Early Childhood Laboratory. The test can be administered at the University Health Services for full and part-time students. County Health departments can administer the test. Please note that you must go back two days later to have the test read in order to receive your certificate. All students must hand the certificate to the instructor by February 3rd.

If a lab is missed for any reason, students must make up the time within one week. If you are going to be late or miss for any reason, please call JoAnn Walker (257-77320) and leave a message for Laura. It is your responsibility to reschedule your lab time with Laura. Completion of the laboratory is required for course completion.

3. Curriculum Planning- During the course of participating in the infant-toddler classroom, all students will select a target child and will participate in curriculum planning for that child as well as other children in the program. Three curriculum plans will be submitted to the instructor throughout the course of the semester. Each plan is worth 50 points for a total value of 150 points. The curriculum plans have two due dates- one date is for review by the lead teacher (Laura/Melissa) and the second date is for implementation in infant-toddler lab program. On the first date, the plan should be submitted to the lab teacher and the course instructor. Following implementation, the curriculum plan should be re-submitted to include: The original plan, modifications made, and a review of the implementation
including recommendations for practice. See attached sheet for guidance on lesson planning.

4. Environmental Evaluation Project (IECE Portfolio Entry)- The Infant/Toddler Rating Scale (ITERS) will be used to assess the infant/toddler lab. You will identify and describe factors in the environment that positively impact children’s development and provide recommendations to improve the learning environment. The portfolio should be contained in a three-ring binder. You are required to include other photographs, slides, or a videotape if the learning environment t with this project. You must provide the equipment and supplies to document your assessment. Students may turn a draft of the project in to the instructor approximately two weeks prior to the due date for feedback. **IECE majors must each an A or B on this IECE portfolio entry, with corrections completed by the end of the semester, in order to receive the instructor’s signature for verification** **signature for verification of completion of the portfolio entry.** ITERS observations and related work should NOT be completed during the required two-hour lab period.

5. Graduate Student Paper- Graduate students are expected to complete all of the undergraduate requirements of the course and complete a literature review in a selected area relevant to the development of infants and toddlers. The topic should be selected in consultation with the instructor with a topic finalized prior to the date of the mid-term exam. The paper should be 15-25 pages in length and should review the relevant academic literature in the designated area. Peer-reviewed journal articles should be used as primary information sources (at least 10). The literature review will be worth 100 points. The total combined points for all class assignments is 700 points. The following outlines the grading criteria for the literature review.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction/Rationale/Statement of the Issue</td>
<td>15</td>
</tr>
<tr>
<td>Organization and Clarity of Writing</td>
<td>15</td>
</tr>
<tr>
<td>Summary of Primary Research Findings</td>
<td>35</td>
</tr>
<tr>
<td>Implications for Research and Practice</td>
<td>15</td>
</tr>
<tr>
<td>APA Format</td>
<td>10</td>
</tr>
<tr>
<td>Quality of References</td>
<td>10</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 POINTS</strong></td>
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6. Acceptable reasons for excused absences are listed in the Student Rights and Responsibilities. Attendance and participation are expected both in laboratory and lecture portions of the course. Unexcused absences will result in a lowering of your grade- see grading procedures below. Policies related to unexcused absences, cheating, plagiarism, withdrawal, incompletes, final exams and common exams can be found in your copy of Student Rights and Responsibilities.
EVALUATION SYSTEM:

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (2)</td>
<td>200</td>
<td>33.3%</td>
</tr>
<tr>
<td>Observations/Curriculum Planning (4)</td>
<td>150</td>
<td>25%</td>
</tr>
<tr>
<td>Environmental Assessment</td>
<td>150</td>
<td>25%</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>100</td>
<td>16.7%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>600</strong></td>
<td><strong>100%</strong></td>
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</table>

Grading Scale

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>450-500</td>
<td>A</td>
<td>Exceptionally High Achievement</td>
</tr>
<tr>
<td>400-449</td>
<td>B</td>
<td>High Achievement</td>
</tr>
<tr>
<td>350-399</td>
<td>C</td>
<td>Average Achievement</td>
</tr>
<tr>
<td>300-349</td>
<td>D</td>
<td>Minimum Passing Grade</td>
</tr>
<tr>
<td>250-299</td>
<td>E</td>
<td>Failure of the course</td>
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</table>

Course Policies

Participation/Attendance: Students are expected to attend and participate in each class. To be counted as present, you must be present for the entire class session and not be more than five minutes late. The university policies regarding excused absences will be followed. Please refer to your copy of the Student Rights and Responsibilities handbook. All students are expected to attend and participate in class as well as be prepared for class discussion of course content. Attendance and participation also includes lab participation. Missed lab hours will result in deducted participation points.

Policies: Please refer to your copy of the Student Rights and Responsibilities for policies that I will be upholding related to excused absences, cheating, plagiarism, incompletes, withdrawal, and final exams. All students and faculty in the University Of Kentucky are responsible for adhering to these policies.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 18</td>
<td>Introduction to course&lt;br&gt;Early Childhood Laboratory Lab Responsibilities&lt;br&gt;Syllabus</td>
<td></td>
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<tr>
<td>Jan 25</td>
<td>Overview of caregiving in infant-toddler environments&lt;br&gt;Gonzalez-Mena &amp; Eyer Chap. 1 &amp; 2</td>
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<tr>
<td>Feb 1</td>
<td>Overview of the ITERS-R&lt;br&gt;**TB Test Due</td>
<td></td>
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<tr>
<td>Feb 8</td>
<td>Curriculum in the infant-toddler environment&lt;br&gt;Gonzalez-Mena &amp; Eyer Chap. 3 &amp; 4&lt;br&gt;Greenman &amp; Stonehouse Chap. 7 &amp; 8&lt;br&gt;**Curr. Plan #1 Review</td>
<td></td>
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<tr>
<td>Feb 15</td>
<td>Attachment&lt;br&gt;Gonzalez-Mena &amp; Eyer Chap. 5&lt;br&gt;**Curr. Plan #1 Implementation in lab (completed due Fri by 4:00)</td>
<td></td>
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<td>Feb 22</td>
<td>Perception &amp; Motor Development&lt;br&gt;Gonzalez-Mena &amp; Eyer Chap 6 &amp; 7&lt;br&gt;Greenman &amp; Stonehouse Chap. 12&lt;br&gt;**Curr. Plan # 2 Review</td>
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<td>Mar 1</td>
<td>Cognitive Development&lt;br&gt;Gonzalez- Mena &amp; Eyer Chap. 8&lt;br&gt;Greenman &amp; Stonehouse Chap. 11&lt;br&gt;**Curr. Plan #2 Implementation in lab (completed due by Fri 4:00)&lt;br&gt;**Research Paper Topic must be determined and approved</td>
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<td>Mar 8</td>
<td>MID-TERM EXAM&lt;br&gt;ATTEND LAB AS USUAL!!!</td>
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<tr>
<td>Mar 15</td>
<td>SPRING BREAK !!!</td>
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<tr>
<td>Mar 22</td>
<td>Language Development&lt;br&gt;Gonzalez-Mena &amp; Eyer Chap. 9</td>
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</tbody>
</table>
Mar 29  Social/ Emotional Development
Gonzalez-Mean & Eyer  Chap. 10 & 11
Greenman & Stonehouse  Chap. 9
**Curr. Plan #3 Implementation in lab (completed due Fri by 4:00)
** Will look at ITERS drafts for review

Apr 5*  NO CLASS
NO LABS- Labs closed due to Fayette Co. Spring Break

Apr 12  Social Environment
Gonzalez-Mena & Eyer  Chap. 13
Physical Environment in infant-toddler programs
Gonzalez-Mena & Eyer  Chap. 12
Greenman & Stonehouse  Chap. 10
**ITERS Assessment Due

Apr 19  Relationships with Families and Staff
Anti-Bias Issues
Gonzalez-Mean & Eyer  Chap. 14
Greenman & Stonehouse  Chap. 14 – 16
**Research paper Due for Grad. Students

Apr 26  Review for Final Exam
Return Research Papers
Return ITERS

May 3  FINAL EXAM (Have a great summer!)