New Course Request

Indiana University  
Fort Wayne Campus

Check Appropriate Boxes: Undergraduate credit ✔  Graduate credit ☐  Professional credit ☐

1. School/Division  Educational Studies
2. Academic Subject Code  EDUC

3. Course Number E349  (must be cleared with University Enrollment Services)  4. Instructor  Swin

5. Course Title  Teaching and Learning for All Young Children I: Focus on Birth to Age 3

Recommended Abbreviation (Optional)  Teach/Learn Children: B to age 3

(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year):  Spring 2011

7. Credit Hours: Fixed at 3 or Variable from  to  

8. Is this course to be graded S-F (only)? Yes  No  X

9. Is variable title approval being requested? Yes  No  X

10. Course description (not to exceed 50 words) for Bulletin publication: 
Students will connect theory with typically and atypically pedagogical skills in real-life settings with typically and atypically developing young children, birth to age three. They will learn how to become keen observers of children, and will acquire proficiency in designing, implementing, and assessing environments that are developmentally appropriate and literacy-rich.

11. Lecture Contact Hours: Fixed at 3 or Variable from  to  

12. Non-Lecture Contact Hours: Fixed at 0 or Variable from  to  

13. Estimated enrollment: 20 of which 1 percent are expected to be graduate students.

14. Frequency of scheduling: 2 semester/year Will this course be required for majors? Yes

15. Justification for new course: MATCHING COURSE from IUB to be a part of our early childhood education majors

16. Are the necessary reading materials currently available in the appropriate library? Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:  
Date  11-22-10  

Date Department Chairman/Division Director

Dean of Graduate School (when required)  
Date  1-24-11

Approved by:  
Date  11/23/10  

Dean

Chancellor/Vice-President

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724
Indiana University Purdue University Fort Wayne
School of Education

E 349 Teaching and Learning for All Young Children: Focus on Birth to Age 3 (3 credits; CRN xxxxx)
Fall 20xx

Terri Jo Swim, Ph.D.
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Office Hours: TBA
Class time and Location: TBA

The Mission of the IPFW School of Education (SOE; adopted January 10, 1996) is “To prepare professionals in teaching, counseling, and leadership who demonstrate the capacity and willingness to continuously improve schools and related entities so that they become more effective with their clients by:

1. Becoming more caring, humane, and functional citizens in a global, multicultural, democratic society;
2. Improving the human condition by creating positive learning environments;
3. Becoming change agents by demonstrating reflective professional practice;
4. Solving client problems through clear, creative analyses;
5. Assessing client performance, creating and executing effective teaching, counseling and educational leadership, by utilizing a variety of methodologies reflecting current related research; and
6. Utilizing interdisciplinary scholarship, demonstrating technological, and critical literacies, and effectively communicating with all stakeholders.”

The Conceptual Framework – A Learning and Leadership Model – for the IPFW SOE (February 9, 2000) declares that we are committed to the following for our programs:

1. Democracy and community
   Effective educators,¹ such as teachers, counselors, and administrators needs to be a part of a dynamic educational community as a model for the climate of community they hope to create. To do this, these educators need an understanding of the moral, cultural, social, political, and economic foundations of our society. Consequently, the SOE should foster a democratic, just, inclusive learning community among its students, faculty, and staff, and with all other stakeholders in the educational enterprise.

2. Habits of Mind
   Effective educators realize that knowledge alone is not sufficient. They practice critical reflection in all endeavors. Within the context of a compassionate, caring community, educators foster habits of minds necessary to engage learners, such as investigating, inquiring, challenging, critiquing, questioning, and evaluating. Consequently, the SOE must integrate critical habits of the mind in all aspects of the teaching/learning process.

3. Pedagogy
   Effective educators need to understand multiple approaches to pedagogy as well as the multiple roles of the teacher, such as facilitator, guide, role model, scholar, and motivator. Educators appreciate and are receptive to the diverse perspectives, modes of understanding, and social circumstances that they and their students bring to the educational setting. Consequently, the SOE needs to prepare educators to understand and use pedagogy creatively and thereby ensure active learning, conceptual understanding, and meaningful growth.

4. Knowledge
   Effective educators need to be well-grounded in the content which they expect to teach. Educators need to understand how knowledge is constructed, how the processes of inquiry are applied, how domains of knowledge are established, how disciplines can be integrated and most effectively communicated to their students. Educators also need understanding of themselves, of communities in which they intend to teach, and of students. Consequently, the SOE should immerse educators in nurturing learning communities that deepen knowledge, and encourage ongoing intellectual, emotional, and personal growth.

¹ Educator is broadly defined as pre-service and in-service teachers, administrators, and counselors.
Experience
Effective educators learn their craft through experiences in actual educational settings. Through onsite campus activities and field-based experiences students will observe and emulate exemplary teaching and learning. These educators will practice, collaborate, and interact with practitioners and their students. Consequently, the SOE must integrate field and/or clinical experiences that reflect the diversity of educators, students, and schools into all aspects of the curriculum, and help educators to assess and reflect on those experiences.

Leadership
Effective educators are leaders. They have developed educational and social visions informed by historical and cultural perspectives. They strive to set the highest goals for themselves and inspire students to do likewise. Educators are enriched by the convergence of knowledge, theory, and practices as they optimistically face the educational challenges of the twenty-first century. Consequently, the SOE must provide opportunities for educators to develop as leaders in their profession and their communities.

I. Course title: Teaching and Learning for All Young Children: Focus on Birth to Age 3 (3 credits)

II. Required Course readings (in addition to articles linked directly in elearning):

Indiana State Standards for infants and toddlers (http://www.doe.in.gov/primetime)

III. Course description from IPFW Undergraduate Bulletin:
Students will connect theory with typically and atypically pedagogical skills in real-life settings with typically and atypically developing young children, birth to age three. They will learn how to become keen observers of children, and will acquire proficiency in designing, implementing, and assessing environments that are developmentally appropriate and literacy-rich.

IV. Course Content and Objectives:
Students will gain understanding of and practice in:

1. Observing, recording, and analyzing infants’ and toddlers’ actions to better understand their learning, growth, and development within each area (e.g., physical, social) (CF Knowledge; NAEYC 1, 3; INTASC 2, 8).

2. Creating a caring community as well as positive relationships with infants and toddlers which can be used as the basis for guiding them toward more positive behaviors (CF Habits of Mind; NAEYC 1; INTASC 2, 5).

3. Selecting materials, creating environments, and building curriculum for infants and toddlers (in single-age and multi-age groupings) that reflects knowledge of best practices, diversity issues, and individual rights, interests, and capabilities while actively engaging the children (CF Habits of Mind, Knowledge, Experience, NAEYC 3, 4, 5; INTASC 3, 5, 7).

4. Building open, reciprocal relationships with children, families, colleagues, and community members, including the importance of continuity of care (CF Knowledge; NAEYC 2; INTASC 9).

5. Analyzing one’s own personal and professional values and beliefs, how they may conflict with another person’s, and devising strategies for addressing those differences (e.g., the importance of an infant teacher) (CF Habits of Mind, Leadership; NAEYC 6; INTASC 9).

6. Making decisions about and taking charge of their own learning. (CF Democracy and Community)

V. INTASC and NAEYC Standards
This syllabus aligns course objectives to the Interstate New Teacher Assessment and Support Consortium (INTASC) Model Standards for Beginning Teacher Licensing and Development (1992) and the National Association for the Education of Young Children’s (NAEYC) teacher preparation standards (2009).

**INTASC Standards** — Students in Professional Studies for Initial Teacher Preparation will develop understanding and use of:

1. The central concepts, tools of inquiry, and structures of the discipline(s) the teachers and create learning experiences that make these aspects of subject matter meaningful for students.
2. How children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
3. How students differ in their approaches to learning and create instructional opportunities that are adapted to diverse students.
4. A variety of instructional strategies to encourage students’ development of critical thinking, problem-solving, and performance skills.
5. Individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Planning instruction based upon knowledge of subjective matter, students, community, and curriculum goals.
8. How to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. How to be a reflective practitioner who continually evaluates the effects of her choices and actions on others (students, parents, and other professionals in the learning community) and how actively seeks out opportunities to grow professionally.
10. The knowledge to foster relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

**NAEYC Standards for Early Childhood Teacher Preparation** (see http://www.naeyc.org/files/naeyc/file/positions/ProfPrepStandards09.pdf for a more detailed explanation):

1. **Promoting Child Development and Learning** Students prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs and of the multiple interacting influences on children’s development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.
2. **Building Family and Community Relationships** Students prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children’s development and learning.
3. **Observing, Documenting, and Assessing to Support Young Children and Families** Students prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.
4. **Using Developmentally Effective Approaches to Connect with Children and Families** Students prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Students know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.
5. **Standard 5. Using Content Knowledge to Build Meaningful Curriculum** Students prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Students understand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for every young child.
6. **Becoming a Professional** Students prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.
VI. Course Requirements (all formal assignments will be assessed with a grading rubric):

1. Field Experience: Each student will be placed in a center-based infant and/or toddler (b-3) classroom. You are expected to attend your assigned placement each week (see Attendance/Professional Behaviors below). In order to attend your placement, you must provide evidence of a clean Limited Criminal History through the Indiana State Police, medical exam and TB test. If you are currently employed and these items are current (completed within past year), you may provide copies of these documents. Links to documents were provided via email before the class began. Each student will be expected to create a paragraph (with accompanying photo) describing themselves to center staff and parents (I’m trying to make arrangements to do this at a campus lab).

2. In-class experiences: We will engage in experiences that require you synthesize and apply knowledge, engage in critical analysis, and consider multiple perspectives. Experiences include but are not limited to creating/analyzing scenarios/cases/ethical scenarios; comparing developmentally appropriate/inappropriate practices and/or teaching/learning; designing appropriate learning centers; and analyzing videotapes. As these will be completed in class and are rich because of the input from colleagues, there is no opportunity for making up missed experiences.

3. Experience plans: You will plan, implement, and reflect on a minimum of 4 experience plans. The plans must demonstrate a child-centered, emergent curriculum based on specific observations of children. The plans must also show your understanding of the guidelines for developmentally appropriate practice (e.g., culturally appropriate, reciprocal relationships with families). The reflection after implementing each experience will connect observations of the children’s development with scholarship on child development and observations of their learning with the foundational standards for children age b-3. Additional directions/forms will be provided via elearning.

4. Observation Binder: You will locate and use various assessment tools for gathering observational data on all areas of development as well other authentic methods of assessment such as taking photographs or collecting work samples. You will gather this information over the course of the semester to inform your lesson plans and interactions with children during field. Your binder will also include specific observations assigned concerning the physical (room layout and arrangement), intellectual (curriculum), and social (respectful teacher-child interactions; guidance strategies used by you or teachers, the three As) environments. Some observation tools will be provided via elearning; binder will be graded throughout the semester as indicated on the Course Calendar.

5. Child & Family Case Study: You will select one child to collect observational data on throughout the semester. Gather data at each field experience to create a picture of the child’s whole development (this data will initially be kept in your observation binder, see #4 above). Take care to select this child/family carefully so that you optimize your chances of interacting with folks who have had different experiences and (potentially) hold beliefs different than your own (e.g., single mother, grandparent raising a grandchild, low income, gay/lesbian parent). You will interview family members to gain an understanding of the child outside of school, the family, and contextual variables that might impact the child’s learning and development. You will incorporate information gained during the family interview in at least one experience plan (see #3 above). A formal paper will be written which explains the data gathered using scholarship; directions will be provided on elearning.

6. Interviewing/Shadowing a Professional: You will select a professional working with infants, toddlers, and families (e.g., First Step provider, Early Head Start, SCAN) who have identified challenges or special rights to interview/shadow. The goal of this experience is to gain valuable insight into the work of an experienced professional, hopefully challenging your beliefs, understanding, and perspectives on children and families. A formal paper will be written which explains the data gathered using scholarship; directions will be provided on elearning.

7. Final Exam: Students will complete a Final Exam which pulls together the major concepts in the course and relates them to current field experiences and future applications. Questions and grading rubric will be provided via elearning.
VII. Course Policies and Guidelines:
This syllabus is a guide for you to fulfill the course objectives and assignments. All students are responsible for both assigned readings in the textbook and class content, including discussions and handouts. Many of the course assignments will be useful in the creation of your professional portfolio. When necessary, the syllabus will be changed to better meet your needs, to enhance your learning, to respond to teachable moments, and/or to better meet the objectives of the course.

All assignments must be original to this course. Take special care to cite all sources APA style so that no questions arise about your work or the use of other persons’ ideas (i.e., plagiarism). All IPFW policies (e.g., attendance, cheating/plagiarism, as well as withdrawal, incompletes, and final examinations) will be followed (see IPFW Undergraduate Bulletin and Student Handbook Planner). If you, for example, do not appear on the university’s official class list, you will not be permitted to participate (attend class, take exams, or receive credit). Failing to make yourself familiar with these stated regulations does not exempt you from being responsible for following them.

1. **Attendance** will be taken at each class period. No points will be awarded for attending as none will be subtracted for not attending. However, this data will be used when determining final grades, especially the use of a plus or a minus. **Missing class is a serious problem** as it blocks the creation of an intellectual bridge between course content and field experiences. **Missing more than 2 class periods will result in a conversation between you and the instructor to discuss the consequences of your decisions.** The success of your learning depends on the quality of your participation in lecture, discussions, and group activities. I want to hear your interpretations/reflections/evaluations of course content. In order to participate knowledgeably in class, you must be prepared. This includes but is not limited to having completed all readings/assignments before class.

   Attendance at your practicum site is mandatory. Any missed time must be made up in order for you to pass the Field Experience. Missing more than 2 days of field experience (or coming late/leaving early) will result in a conversation between yourself, Dr. Swim, and your Cooperating Teacher. If you cannot be counted on to be present and fully engaged as a member of the teaching team, you will be asked to drop the course. Your syllabus serves as a warning for these behaviors. Other official forms will be used for addressing any other unprofessional behaviors deemed necessary.

2. **Grading policies and scale** are as follows. Professional quality of all work is expected. This includes spelling, grammar, usage and all the mechanics of good writing, as well as meaningful content and an articulate command of the language. All assignments must be typed and references must be cited using APA style. To promote professional behaviors, **unexcused late assignments will NOT be graded.** Therefore, you must take the responsibility for contacting me (in person, via email, or on the phone) before the assignment is due to discuss these rare and extenuating circumstances that prevent you from completing your work.

   The course utilizes the concept of Mastery Learning for some assignments. This entails providing predetermined standards of performance and assisting students will meeting them. When the need for Mastery arises, you will have **one week** from when the assignment is handed back on elearning to refine and resubmit your work. Resubmissions must be done in hardcopy and handed in during class. All versions of the paper must be provided in order for it to be regraded. If Mastery level is not achieved at that point, you will receive a “Below Mastery” evaluation on the assignment. **Late** Mastery work will NOT BE ACCEPTED and will automatically receive a “Below Mastery” evaluation for the assignment.

Your grade for the course will be assigned based on the following data:
<table>
<thead>
<tr>
<th>Criteria*</th>
<th>Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GROUP A:</strong> Experience Plans, Child/Fam Case, Shadow Prof, and Final Exam</td>
<td>A</td>
</tr>
<tr>
<td>One at Mastery 2 and rest at Mastery 1</td>
<td>2 or more at Mastery Level 2</td>
</tr>
<tr>
<td><strong>GROUP B:</strong> Attendance, In-class Work, Obs binder</td>
<td>Completed 96-100% of all reflections/ experiences</td>
</tr>
</tbody>
</table>

* These categories are not equally weighted in calculating your final grades. Performance on GROUP A assignments will be given significant weight when determining final grades. However, performance on GROUP B items can be used in the assignment of (+) and (-) grades.

3. **Readings** The textbooks and articles are chosen because of their value to this course. You are expected to complete all reading assignments before class sessions begin. However, it is unreasonable to expect that there will be enough class time to discuss every topic presented in the readings. As a responsible, adult learner, you are expected to reflect on reading assignments and take a problem-solving approach to material that is unclear to you. Your journal can be an excellent forum for raising questions. Assignments will require you to utilize information discussed in the textbook or articles but not necessarily during lecture.

4. **Respect** In keeping with the spirit of collaborative, constructive education principles, students will need to quickly become comfortable with sharing ideas/work, critiquing the ideas/work of colleagues, and having your own ideas/work critiqued. Classroom discussions and projects will undoubtedly result in differences of opinions. Thus, it is imperative that everyone demonstrates respect for the opinions of others (instructor, peers, and young children). It is my expectation that healthy disagreements will be handled professionally and you will enjoy the rights and responsibilities afforded to you as an IPFW student (see the Student Handbook Planner for more details).

5. **Handicapped, Diversity and Multiculturalism** IPFW and the SOE recognize our responsibility to create an environment conducive to learning for every student. Therefore, the instructor of this course will not discriminate against any student in terms of race, ethnicity, gender, disability, or sexual orientation. Moreover, the content of this course relates to understanding and respecting the diverse needs of children and families. Unless those who teach understand and include these differences, early childhood programs are apt to be sterile places where groups of children experience frustration and failure rather than a sense of well-being and success.

If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Services for Students with Disabilities (Walb Union, Room 113, telephone number 481-6658) as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the web site for SSD at [http://www.ipfw.edu/ssd/](http://www.ipfw.edu/ssd/)

6. **Writing Center** Whether you are honing an honors essay or struggling with the fundamentals of writing, the Writing Center can help you write more effective papers and gain confidence in your abilities. Writing Center consultants help you discover strategies for: analyzing your purpose and
audience; generating, organizing, and developing ideas; writing more effective sentences and strengthening your word choice; researching and documenting your sources; and editing and proofreading your own work. Sign up for appointments on the bulletin board outside of Kettler G19 or register for online consultation at http://www.ipfw.edu/cessa/writing/. Information also available in the Student Handbook Planner.

7. Course Calendar ♦

<table>
<thead>
<tr>
<th>Topic</th>
<th>Assignments for Field</th>
<th>Assignments for Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking a Developmental Perspective</td>
<td>Read syllabus, course calendar</td>
<td>Swim Ch 1</td>
</tr>
<tr>
<td>Child Development 0-3 (Phy &amp; Cog)</td>
<td>Introduce self, get to know children, routine</td>
<td>Swim Ch 2</td>
</tr>
<tr>
<td>CD, cont (Emot &amp; Soc)</td>
<td>Use checklist from text on two children</td>
<td>Swim Ch 3</td>
</tr>
<tr>
<td>Master Tools and Respect</td>
<td>Complete Q &amp; Exp Ref, p. 117, Q #1 Gather Case Study data</td>
<td>Swim Ch 4</td>
</tr>
<tr>
<td>What teachers need to know Tools for obtaining that info</td>
<td>Practice running record and anecdotal record</td>
<td>Swim Ch 5</td>
</tr>
<tr>
<td>Physical Envir – Inside</td>
<td>Complete Q &amp; Exp Ref, p. 248, Q #3 Gather Case Study data</td>
<td>Swim Ch 8</td>
</tr>
<tr>
<td>Physical Envir – Outside</td>
<td>Complete Q &amp; Exp Ref, p. 248, Q #6 Use checklist on same children as above</td>
<td>Website: Complete Web Activity and Elearning Reflection</td>
</tr>
<tr>
<td>No Class – Spring Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Envir – Building Relationships with children</td>
<td>Complete Q &amp; Exp Ref, p. 172, Q #4 Gather Case Study data Midterm Evaluation/Discussion</td>
<td>Swim Ch 6 Swim Ch 7 (CAT: interview questions)</td>
</tr>
<tr>
<td>Social Envir – Building Relationships with Families, Colleagues, and Comm Agencies</td>
<td>Practice, Record, &amp; Analyze 3 Guidance Strategies used</td>
<td></td>
</tr>
<tr>
<td>Intellectual Environment (IE) – Building Curriculum: Routines and Experiences</td>
<td>Implement 2 Experiences Gather Case Study data</td>
<td>Swim Ch 9 Finalized Questions for Case Study Due Observation Binder Due Post Exp Plan 1 &amp; 2 Pre-plan and Reflection</td>
</tr>
<tr>
<td>IE – Emergent Curriculum (using commercially produced resources)</td>
<td>Implement 1 Experience Gather Case Study data Gather Case Study data</td>
<td>Read on Website: Expanding your Knowledge section Post Exp Plan 3 Pre-plan and Reflection</td>
</tr>
<tr>
<td>IE – Dev Appropriate Curriculum</td>
<td>Implement Case Study Experience</td>
<td>Read: Go to Zero to Three website and find article on curriculum. Family Interview Due</td>
</tr>
<tr>
<td>IE - TBA</td>
<td></td>
<td>Swim Ch 10-16* Child &amp; Family Case Study Due (including Exp Pln 4 preplan/ref)</td>
</tr>
<tr>
<td>IE – TBA</td>
<td>Last week in field, Say good-bye to children and thank staff Final Eval/Discussion</td>
<td>Articles as assigned</td>
</tr>
<tr>
<td>Share Child &amp; Family Case Study</td>
<td></td>
<td>Final Exam Due</td>
</tr>
</tbody>
</table>

♦ Subject to change. All changes will be announced during class or via elearning and will become part of the official syllabus.
* Chapters assigned will reflect your field placement.