PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: FCS 4686
2. Title (may not exceed 30 characters, including spaces): Facilitating Brain Development
3. Long title, if any (may not exceed 100 characters, including spaces): Activity Planning to Facilitate Brain Development and Concept Formation in Infant, Toddler, and Preschool Children
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-0-3
5. Term(s) to be offered: ☐ Fall ☐ Spring ☐ Summer X On demand
6. Initial term of offering: X Fall ☐ Spring ☐ Summer Year: 2011
7. Course description (not to exceed four lines): Study of the process of brain development during the infant, toddler and preschool years; appropriate interaction between child and caregiver related to neural connections; and activity planning based in concrete concept formation fitting the developmental imperatives for young children. Students will prepare, implement and evaluate activity plans.
8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). none
   b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. none
   c. Who can waive the prerequisite(s)?
      ☐ No one ☐ Chair X Instructor ☐ Advisor ☐ Other (Please specify)
   d. Co-requisites (course(s) which MUST be taken concurrently with this one): none
   e. Repeat status: X Course may not be repeated.
      ☐ Course may be repeated to a maximum of ______ hours or ______ times.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted:
      This course is restricted to students majoring in the B.S. in Family and Consumer Sciences, ABC (Associate’s to Bachelor’s in Child Care) Program, and B.S. in Career and Technical Education-Family and Consumer Sciences; minoring in Family and Consumer Sciences; and to students in the Lumpkin College of Business & Applied Sciences (or, student from another College who is pursuing a Minor in Family and Consumer Sciences).
   g. Degree, college, major(s), level, or class to be excluded from the course, if any:
      See preceding point (f.)
9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] none

10. **Grading methods** (check all that apply): X Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

11. **Instructional delivery method:** X lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research ☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad X other

**PART II: ASSURANCE OF STUDENT LEARNING**

1. **List the student learning objectives of this course:**
   Upon completion of this course students will be able to:
   1. Differentiate the processes and components of brain development during infancy, toddlerhood and the preschool years,
   2. Analyze the factors which inhibit maximum brain development,
   3. Correlate the interrelated aspects of developmental areas (cognitive, social, emotional, physical and language),
   4. Evaluate concepts that support brain development and their applications related to program and activity planning,
   5. Devise activities/experiences designed for specific developmental levels while applying concept supporting brain development, and
   6. Implement plans and evaluate the results in writing.

   a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment: N/A
      • EIU graduates will write and speak effectively.
      • EIU graduates will think critically.
      • EIU graduates will function as responsible citizens.

   b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level: N/A
      • Depth of content knowledge
      • Effective critical thinking and problem solving
      • Effective oral and written communication
      • Advanced scholarship through research or creative activity

2. **Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**
   Weekly discussions/reflections (includes short-term assignments) Students will engage in weekly discussions/reflections on topics of study (Objectives 1-6)
3. **Explain how the instructor will determine students’ grades for the course:**

- Discussions and reflections: 25%
- Program Criteria: 05%
- Activity Plans and Evaluations: 40%
- Evaluation of Peers: 10%
- Examination: 10%
- Curriculum Resources: 10%

**Grading Scale**

- A = 90-100% of total points
- B = 80-89% of total points
- C = 70-79% of total points
- D = 60-69% of total points
- F = 59% or less

4. **For technology-delivered and other nontraditional-delivered courses/sections, address the following:**

   a. **Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:** Students will be assigned a discussion question each week concerning material covered. They will also be required to post a response to at least one other student. A discussion rubric will be used to evaluate the content of the discussion. The course will be divided into 15 modules. Each module will require students to read assigned material, view PowerPoint slides (with audio and video selections) and complete brief written assignments. Each weekly writing assignment will be shared with the remainder of the class in a discussion format. Specific criteria will be provided for each assignment (i.e. APA format, minimal length and timeline for response, quality and depth of reflection on content and analysis of materials). Participation in discussion will be monitored. Quantitative testing, projects, discussion and reflective sessions will be utilized to engage students in effective interaction.

   b. **Describe how the integrity of student work will be assured:** The instructor will correspond with each student on a regular basis. Each posting on the discussion board and the assignment boxes reflect the student’s name and will be monitored carefully. A portion of the assignments are not rote memorization and are structured in a manner that will allow for the integration of material on a deeper level than mere memorization. Turnitin plagiarism software will be used to help ensure original and authentic written work. WebCT will allow for a structured open-book testing format.

   c. **Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):** Each student will be interacting directly with one another via WebCT. Discussion boards, email, chat rooms,
whiteboards, blog and assignment boxes will be used for direct communication. Students will also have the opportunity to correspond through telephone or in person if they so desire.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include: N/A
   a. course objectives;
   b. projects that require application and analysis of the course content; and
   c. separate methods of evaluation for undergraduate and graduate students.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.) N/A

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

The course will be divided into weekly modules with a specific topic of focus for each module.

Week 1: Physiological and chemical processes of brain development
Week 2: Birth to 6 weeks
Week 3: Infancy
Week 4: Toddlerhood
Week 5: Preschool years
Week 6: Life-long issues
Week 7: Concept formation supported by program and activity planning
Week 8: Identify materials and methods
Week 9: Develop concept lists with appropriate materials and methods
Week 10: Evaluation of plans and results
Week 11: Planning, implementing and evaluating activities and program segments
Week 12: Identifying programming components and activity planning for toddlers
Week 13: Identifying program components and activity planning for pre-schoolers
Week 14: Identifying how technology fits appropriately
Week 15: Defining criteria for methods and expanding sequence

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.

   a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment. N/A
b. If the course or some sections of the course may be technology delivered, explain why. The course is currently taught in a traditional face-to-face format. Offering an online option will enhance the accessibility of the program to students. Online section designed for ABC program students.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions. This course reflects upper-level work and requires a level of experience in, and/or familiarity with, the field of early childhood education; therefore enrollment in the ABC program is required. In unique circumstances, the instructor may determine that a student has the knowledge base to allow enrollment in the course based upon a combination of prior coursework and life experience.

3. If the course is similar to an existing course or courses, justify its development and offering. N/A

   a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal. N/A

   b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled. none

4. Impact on Program(s):

   a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective. This course is required for completion of the Bachelor’s of Arts in General Studies, option in Childcare Education (ABC program).

   b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective. N/A

   If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted. N/A

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Dr. Frances Murphy or other qualified FCS faculty member.

   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses. N/A

2. Additional costs to students: none

   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President’s Council.)

3. Text and supplementary materials to be used (Include publication dates): none, supplemental readings will be provided from research in academic journals such as Young Children.
PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded. A community college course will not be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: 11/16/2010

Date approved by the college curriculum committee: 2/15/2011

Date approved by the Honors Council (if this is an honors course): N/A

Date approved by CAA: 3/10/2011  CGS: N/A

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).