



**SOUTH DAKOTA BOARD OF REGENTS  
ACADEMIC AFFAIRS FORMS**

**New Course Request**

<b>SDSU</b>	<b>Education &amp; Human Sciences / Counseling &amp; Human Development</b>
<b>Institution</b>	<b>Division/Department</b>
Dennis D. Hedge	3/24/2021
<b>Institutional Approval Signature</b>	<b>Date</b>

**Section 1. Course Title and Description**

Prefix & No.	Course Title	Credits
HDFS 451 - 551	Infant & Early Childhood Mental Health	3

<b>Course Description</b>	<p>This course provides students with a comprehensive understanding of socioemotional development and mental health during infancy and early childhood. Course content will examine history, theory, research, concepts, and pertinent developmental and mental health issues in infant and early childhood.</p>
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**Pre-requisites or Co-requisite**

Prefix & No.	Course Title	Pre-Req/Co-Req?
None		

**Registration Restrictions**

None
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**Section 2. Review of Course**

**2.1. Will this be a unique or common course?**

**Unique course**

Prefix & No.	Course Title	Credits
HDFS 227	Human Development I: Child Development	3
ECE 240	Child Development I: Prenatal to 2	3
ECE 241	Child Development II: 3 to 8 Years	3
PSYC 327	Child Psychology	3
PSYC 427	Child Psychopathology	3

*Provide explanation of differences between proposed course and existing system catalog courses below:*

HDFS 227, ECE 241, and PSYC 327 provide broad overviews of physical, social, emotional and cognitive development, through middle childhood, with discipline specific applications. ECE 240 focuses on prenatal to age 2, with an emphasis on early care and education. PSYC 427 provides an introduction to the study of abnormal child psychology from the perspective of psychological science.

The proposed course is unique in its focus on the early childhood period (0-5 years of age) and in-depth examination of social-emotional development, prevention, and interventions for mental health concerns. HDFS 451-551 further differentiates itself by examining development and interventions beyond the individual level, to include consideration of family system dynamics and larger contextual factors that contribute to adversity and resilience within early childhood development. The development and delivery of HDFS

451-551 Infant & Early Childhood Mental Health (3 cr.) has been funded by a Substance Abuse and Mental Health Services Administration (SAMSHA) grant. This course will be delivered to participating entities that are part of a \$2.3 million dollar SAMSHA grant that faculty have received at SDSU.

**Section 3. Other Course Information**

**3.1. Are there instructional staffing impacts?**

No. Schedule Management, explain below: Course will be offered when faculty are available to support the delivery based on their workload. This course will be delivered to participating entities that are part of a \$2.3 million dollar SAMSHA grant that faculty have received at SDSU. Making the credit available to area practioners will be coordinated with grant training. In addition, efficiencies are potentially available as the online delivery of the HDFS continues to develop in a positive manner.

**3.2. Existing program(s) in which course will be offered:** Human Development and Family Studies (B.S.); Human Sciences (M.S.) – Developmental Sciences Specialization; Counseling and Human Resource Development (M.S.) – Clinical Mental Health Counseling Specialization, College Counseling Specialization, Marriage and Family Counseling Specialization, Rehabilitation Counseling, and School Counseling Specialization

**3.3. Proposed instructional method by university:** R - Lecture

**3.4. Proposed delivery method by university:** 001 - Face to Face Term Based Instruction, 015 - Internet Asynchronous – Term Based Instruction

**3.5. Term change will be effective:** Spring 2022

**3.6. Can students repeat the course for additional credit?**  Yes, total credit limit:  No

**3.7. Will grade for this course be limited to S/U (pass/fail)?**  Yes  No

**3.8. Will section enrollment be capped?**  Yes, max per section:  No

**3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report?**  Yes  No

**3.10. Is this prefix approved for your university?**  Yes  No

**Section 4. Department and Course Codes (Completed by University Academic Affairs)**

**4.1. University Department:** Counseling & Human Development

**4.2. Banner Department Code:** SCHD

**4.3. Proposed CIP Code:** 19.0706

Is this a new CIP code for the university?  Yes  No

**NEW COURSE REQUEST  
Supporting Justification for On-Campus Review**

Christin Carotta	Christin Carotta	2/15/2021
<b>Request Originator</b>	<b>Signature</b>	<b>Date</b>
Jay Trenhaile	Jay Trenhaile	2/16/2021
<b>Department Chair</b>	<b>Signature</b>	<b>Date</b>
Jill Thorngren	Jill Thorngren	2/22/2021
<b>School/College Dean</b>	<b>Signature</b>	<b>Date</b>

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.  
9.5-14.2% of children ages 0-5 experience an emotional or behavioral disturbance (Brauner & Stephens, 2006). This includes, early symptoms of autism spectrum disorder, depression, anxiety, post-traumatic stress disorder, and other mental health conditions that can present in infancy and toddlerhood. The negative effects of toxic stress can have a particularly profound

impact during early childhood, influencing brain and physical development, self-regulation, behavior patterns, academic achievement, and overall health. As a result, additional educational training is needed with regards to infant and early childhood mental health, particularly within vulnerable populations. This course will examine history, theory, research, concepts, and pertinent developmental and mental health issues in infant and early childhood.

2. Note whether this course is:       Required       Elective
3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?  
None. This course would be an elective open to all students.
4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.  
For graduate course credit, students will be required to complete additional academic tasks. This will include an expanded literature review, paper, or a special topics presentation.
5. Desired section size 35
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).  
Staci Born, Assistant Professor, Ed. D.  
Christin Carotta, Assistant Professor, Ph.D.
7. Note whether adequate facilities are available and list any special equipment needed for the course.  
No special equipment or room needed.
8. Note whether adequate library and media support are available for the course.  
No special equipment is required.
9. Will the new course duplicate courses currently being offered on this campus?  
 Yes       No
10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.  
N/A