# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## Cover page roll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, JUST DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **Course ECED 310: Contextualizing Infant Toddler Care and Education** | | | |  |
| A.2. [Proposal type](#type) | **Course: creation |** | | | |  |
| A.3. [Originator](#Originator) | **Leslie Sevey** | [Home department](#home_dept) | **ELED** | | |
| A.4. [Rationale](#Rationale) | This course will serve as an introductory course for the proposed new ECED BS Concentration, Birth to Three. Understanding the Context of Care and Education for Infants and Toddlers is important to the overall knowledge and understanding of a candidate who strives to work with infants, toddlers, and their families. | | | | |
| A.5. [Date submitted](#date_submitted) | **2/8/17** | A.6. [Semester effective](#Semester_effective) | | **Fall 2017** | |
| A.7. [Resource impact](#Resource) | *[Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.)*: | This concentration would best be supported by a faculty position with specialization in B-3 issues, FT or PT and may require additional FT and/or PT faculty to meet the potential needs for traditional early childhood undergraduate students; and potential off-campus cohorts. | | | |
|  | [*Library*:](#library) | NA | | | |
|  | [*Technology*](#technology) | No additional technology, beyond Blackboard, is required | | | |
|  | [*Facilities*](#facilities): | No impact on facilities is expected beyond the availability of classroom space during typical teaching times. | | | |
| A.8. [Program impact](#prog_impact) | This proposed course is one of seven courses within in the proposed new ECED BS Concentration Birth to Three. | | | | |
| A.9. [Student impact](#student_impact) | This proposed course provides content that is not currently available at RIC or in the state. | | | | |
| A.10. The following screen tips are for information on what to do about catalog copy until the new CMS is in place; check the “Forms and Information” page for updates. [Catalog page.](#catalog)  [Where are the catalog pages](#catalog)? [Several related proposals](#catalog)? Do **not** list catalog pages here. **All** catalog copy for a proposal must be contained within a **single** file; put page breaks between sections. Make sure affected program totals are correct if adding/deleting course credits. | | | | | |

B. [NEW OR REVISED COURSES](#delete_if) **DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL within specific categories, but do not delete any of the categories. DO NOT use highlight. Delete this whole page if this proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions)) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) |  | ECED 310 |
| B.2. Cross listing number if any |  | NA |
| B.3. [Course title](#title) |  | Contextualizing Infant Toddler Education and Care |
| B.4. [Course description](#description) |  | Students explore effective tools emphasizing positive attention, approval, and affection in infant-toddler care/development, and apply a structured caregiving model to current trends and theories to enhance development across developmental domains. |
| B.5. [Prerequisite(s)](#prereqs) |  | Admission to the FSEHD ECED BS Concentration in Birth to Three, or by permission of Department Chair |
| B.6. [Offered](#Offered) |  | **Fall** |
| B.7. [Contact hours](#contacthours) |  | **3** |
| B.8. [Credit hours](#credits) |  | **3** |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) | **Letter grade | Pass/Fail | CR/NCR** | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) |  | **Lecture | [Hybrid |](#Hybrid" \o "Only select these if you want the course to be listed in the catalog in this way; this selection means that this course can only be taught in this fashion. Courses that are occasionally hybrid/online only appear that way in the bulletin, not catalog.)** |
| B.12.[Categories](#required) |  | **Required for major/minor |** |
| B.13. Is this an Honors course? | **YES | NO** | **NO** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. | **YES | NO |**  **category:** | **NO**  **category:** |
| B.15. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Exams | Presentations | Papers |**  **Class Work |** |
| B.16. [Redundancy statement](#competing) |  |  |
| B. 17. Other changes, if any |  | |

| B.18**.** [**Course learning outcomes**](#outcomes) | [**Standard(s)**](#standards) | [**How will they be measured**](#measured)**?** |
| --- | --- | --- |
| Students will know and understand theories of the context of Infant and Toddler care and education and current related research. | NAEYC: 1a  RI WKC: DL1, 2 | Theory Report |
| Students will know and understand the importance of positive relationships and supportive interactions as the foundation of their work with children. | NAEYC: 4a  RI WKC: FE1; P6 | Curriculum Project  Journal Entries |
| Students will use their knowledge of care and educational contexts to create healthy, respectful, supportive, and challenging learning environments to meet the needs of diverse needs of infants and toddlers. | NAEYC: 1a, c  RI WKC: DL1, 2; P3 | Curriculum Project  Discussion Boards |
| Students will know and understand the importance of involving families and communities in their children’s development and learning. | NAEYC: 2c  RI WKC: FE1, 2, 3 | Final Project  Quiz |
| Students will observe and assess classroom contexts to understand the impact of social and physical environments on infant and toddler development. | NAEYC: 3c  RI WKC: A3, 5, 6, 7 | Curriculum Project |

| B.19. [**Topical outline**](#outline) |  |
| --- | --- |
| Week 1: | Introduction to the course   * Course Expectations   Attachment Theory   * Teaching as Profession |
| Week 2: | Physical Development  Cognitive/Language Development   * The impact of social and physical environment on development and learning |
| Week 3: | Social and Emotional Development   * The impact of social and physical environment on development and learning * Role of relationships (child and family) to meet individual child needs and family goals |
| Week 4: | Attachment Theory   * Attachment * Approval * Attunement   Responsive Interactions   * Synchronicity of interactions between adult and child |
| Week 5: | Effective Preparation and Tools   * Organization of the Physical Environment   Combining New and Familiar Experiences   * Engaging infants and toddlers at their own pace |
| Week 6: | Building Relationships   * Caregiving-child relationships as the foundation for development and learning of infants and toddlers   Guiding Behaviors   * Using a relationship based approach (Circle of Security) to support children’s exploration, learning, and identity formation |
| Week 7: | Supportive Communication with Families   * Establish positive relationships with each family to meet values, expectations, and childrearing practices.   Supportive Communication with Colleagues   * Understanding the various roles and services available to children and families to support infant toddler development * Continuity of Care |
| Week 8: | The Indoor Learning Environment   * Responsive and accessible learning experiences in the classroom for all children * Routines   The Outdoor Learning Environment   * Responsive and accessible learning experiences in the outdoor environment for all children |
| Week 9: | Designing the Infant Toddler Curriculum   * Understanding and applying the RIELDS and other relevant child standards (Birth to Three)   Using Assessment to Inform Curriculum   * Conducting observations and formative assessments of children’s development across all domains |
| Week 10: | Early Intervention   * Key Principles of Early Intervention Referral for Services * Identifying local and national resources |
| Week 11: | Developmentally Appropriate Infant Toddler Content   * Understanding and applying the RIELDS to curriculum   Curriculum   * Content and Process * Teaching and Facilitating * Context * Building meaningful curriculum |
| Week 12: | Meeting the Needs of Children Birth to 12 Months   * Applying the RIELDS   Planning for Infants Birth to 12 Months   * Continuity of Care * Respect for Infants as People * Developing a Sensory Environment |
| Week 13: | Meeting the Needs of Children 12 – 24 Months   * Applying the RIELDS   Planning for Mobile Infants 12-24 months   * Continuity of Care * Respect for Infants as People * Environments: play spaces and playful interactions |
| Week 14: | Meeting the Needs of Children 24 - 36 Months   * Applying the RIELDS   Planning for Toddlers 24 - 36 months   * Continuity of Care and Communication * Environments: objects for manipulation and exploration; organization and access to materials |

### D. Signatures

##### D.1. Approvals

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [curriculum@ric.edu](mailto:curriculum@ric.edu) and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Patricia Cordeiro | Chair of Elementary Education |  |  |
| Don Halquist | Dean of FSEHD |  |  |
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##### D.2. [Acknowledgements](#acknowledge)

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
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