# 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) | **ECED 312: Infant toddler cognitive development and learning** |  |
| [Replacing](#Ifapplicable)  |  |  |
| 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 one of the several core courses for the proposed new ECED BS Concentration, Birth to Three. Understanding the cognitive development of 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 several 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 312 |
| B.2. Cross listing number if any |  | **NA** |
| B.3. [Course title](#title)  |  | Infant Toddler Cognitive Development and Learning |
| B.4. [Course description](#description)  |  | Candidates’ study the cognitive development of infants/toddlers and the role of primary caregiving relationships in supporting this development. Using theory, research, and reflection candidates’ strengthen their own practices.  |
| B.5. [Prerequisite(s)](#prereqs) |  | Admission to the FSEHD ECED Program/Concentration, 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 |**  |
| 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 |** **Class Work | Projects |**  |
| 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 infant toddler cognitive development and related current research | NAEYC: 1aRI WKC: DL1 | Class participationWeekly Observation/Reflection and planning assignmentsFinal Project |
| Students will know and understand the importance of positive relationships and supportive interactions as the foundation of their work with very young children. | NAEYC: 4aRI WKC: FE1, 2, P6 | Class participationWeekly Observation/Reflection and planning assignmentsFinal Project |
| Students will know and understand the importance of involving families and communities in their children’s development and learning. | NAEYC: 2cRI WKC: FE, 1, 3 | Class participationFinal Project – Photo documentation interactions |
| Students will observe and assess children’s development identifying specific features of children’s cognitive development and behavior. | NAEYC 3cRI WKC: A5, 6, 7 | Class participationWeekly Observation/Reflection and planning assignmentsFinal Project |
| Students will use their knowledge of cognitive development to create healthy, respectful, supportive, and challenging learning environments | NAEYC 1cRI WKC: C1, 2, 3, 4, 5 | Class participationWeekly Observation/Reflection and planning assignmentsFinal Project |
| Students will know and understand the multiple influences on cognitive development and the diverse needs of young children birth to three.  | NAEYC 1a, bRI WKC: DL2 | Class participationWeekly Observation/Reflection and planning assignmentsFinal Project |

| B.19. [**Topical outline**](#outline) |
| --- |
| **SESSION 1** | Introduction to CourseInfants as Active Meaning Makers |
| **SESSION 2** | Overview of development of social connectedness across the first 3 years and how this relates to cognition* Sense of Self and Other

Social Development* Social Understanding and Cooperation
 |
| **SESSION 3** | Regulation and its relationship to exploration, play, and brain development* Relationships Shape the Developing Brain

Attachment* First Feelings: Emotional development
* Self-regulations and control
 |
| **SESSION 4** | Theories of cognitive development* Piaget and Vygotsky

Cognitive Development* Knowledge from the Infant’s Point of View
 |
| **SESSION 5** | Modern developmental science* The Object Concept

Observation and Interpretation |
| **SESSION 6** | Imitation and Memory* Thinking and Cognitive Development
 |
| **SESSION 7** | What do Babies Think?* Problem Solving
* Attention Maintenance
* Developing Executive Functions
 |
| **SESSION 8** | Classification and Conceptual Development* Play Spaces Contexts for Wonder and Learning
 |
| **SESSION 9** | Causality* Development and Stages
 |
| **SESSION 10** | Number / Quantity* Development and stages
 |
| **SESSION 11** | Spatial Relations* Language of Blocks
 |
| **SESSION 12** | Symbolic Representation* Language Development
 |
| **SESSION 13** | Final Project Presentations |
| **SESSION 14** | Photo Documentation Presentations |

## 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 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 |  |  |
|  |  |  | Tab to add rows |

##### D.2. [Acknowledgements](#acknowledge)

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
|  |  |  |  |
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|  |  |  | Tab to add rows |