# 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 416: infant toddler language 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 several core courses for the proposed new ECED BS Concentration, Birth to Three. Understanding the language/literacy development and learning 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 416 |
| B.2. Cross listing number if any |  | NA |
| B.3. [Course title](#title) |  | Infant Toddler Language Development and Learning |
| B.4. [Course description](#description) |  | Students explore language development for infants/toddlers including theoretical perspectives, the role of caregiving relationships, and environmental, cultural, and socioeconomic influences. |
| B.5. [Prerequisite(s)](#prereqs) |  | Completion of ECED 302, 310, 312, 314, 332, 410, and SPED 305 (B- or higher). |
| 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/** |
| 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 | | Papers | 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 the language development characteristics and diverse needs of young children birth to three. | NAEYC 1a  WKC 3 | observations |
| Students will observe and assess children’s development identifying specific features of children’s development and behavior. | NAEYC 3c  WKC 4, 5 | observations |
| Students will know and understand theories of infant toddler language development and the various historical and diverse perspectives. | NAEYC 1a  WKC 3 | reading responses/ discussion posts |
| Students will know and understand the multiple influences on infant toddler language development. | NAEYC 1b  WKC 3 | reading responses/ discussion posts |
| Students will know and understand the importance of positive relationships and supportive interactions as the foundation of their work with children and their families. | NAEYC 4a  WKC 2, 3, 4 | interactions self-assessment |
| Students will use their knowledge of language development to create healthy, respectful, supportive, and challenging learning environments and share this knowledge with families. | NAEYC 1c  WKC 2, 3, 4 | final project |

| B.19. [**Topical outline**](#outline) | |
| --- | --- |
| Session 1 | Introduction to Course  Relationships & Culture   * Importance of relationships with child and family * Influence of culture on development of relationships |
| Session 2 | Orienting to Language   * Effect of positive interactions on language development   Positive Interactions   * Interactive learning strategies |
| Session 3 | Approaches to Care & Education   * Promoting experiences versus activities   RIE Approach to Care and Education of Infants   * Magda Gerber |
| Session 4 | Self-Assessment & Observation   * Overview CLASS™ Tools   Indicators of Positive Relationships   * Supportive Interaction Assessments |
| Session 5 | Socio-Cultural and Theoretical Influences on Language   * Articulation of theories of early childhood development   Creating Mini Learning Communities   * Role of Sociocultural factors |
| Session 6 | Influence of Environment on Language   * Active role of environment on language/literacy development   Dimensions of Teaching-Learning Environments   * Difference between meaningful materials and those that limit exploration |
| Session 7 | Dual Language Learners   * Benefits of Dual Language Learning from Birth   Strategies to Promote Young Children’s Learning of Multiple Languages   * Culture influence on DLL |
| Session 8 | Language and Literacy Development & RIELDS   * Use of RIELDS in practice   Specific Standards-based Strategies |
| Session 9 | Language Development and Learning in Care Settings and at Home   * Key Characteristics of Language Development B-3   Progression and Developmental Milestones   * Connections between Language Development and Teacher Practice |
| Session 10 | Building Receptive Language   * Key milestones B-36 months   Concept Development   * Key milestones B-36 months |
| Session 11 | Expanding Expressive Language   * Language Exchange   Vocabulary and Pragmatics |
| Session 12 | Promoting Early Literacy   * Emergent literacy   Strategies to Promote Emergent Literacy   * Selecting and using quality books for infants/toddlers |
| Session 13 | Authentic Assessment   * Formative Assessment   Screenings   * Objective observations and documentation |
| Session 14 | Curriculum Methods   * Responsive Curriculum for infants/toddlers   Role of Relationships and Interactions |

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

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

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