# 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 479: best practices in infant toddler settings** |  |
| [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. This course is taken in the final semester concurrently with the I/T Internship. The course supports candidates as they transition from candidate/learner to professional.  |
| 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 479 |
| B.2. Cross listing number if any |  | NA |
| B.3. [Course title](#title)  |  | Best Practices in Infant Toddler Settings |
| B.4. [Course description](#description)  |  | Issues and practices of care and education of infants/toddlers are analyzed to understand how collaborations among programs, families, community agencies, and assessment, in high quality infant/toddler care and education operate. |
| B.5. [Prerequisite(s)](#prereqs) |  | Admission to the FSEHD ECED Program/Concentration, Birth to Three. Completion of ECED 310, ECED 312, ECED 314, ECED 416, ECED 410, ECED 412, and SPED 305 |
| 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 | | 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)**?** |
| --- | --- | --- |
| Develop the knowledge and skills needed for planning developmentally appropriate infant toddler curriculum, assessing child development and learning, and using data to make informed decisions related to planning and future instruction. | NAEYC: 6bRI WKC: A1, 5, 7; C5 | Infant Toddler Work Sample |
| Analyze critical incidents in caregiving/educating infants and toddlers and apply skills for reflective action. | NAEYC: 6d | Professional Development Portfolio |
| Address current state and national initiatives, problems, and issues relevant to infant toddler care and education in order to engage in informed advocacy for children and the profession. | NAEYC: 6a, eRI WKC: P1, 4 | Professional Development Portfolio |
| Develop the role and disposition of a professional early childhood educator who collaborates with families, colleagues and community agencies. | NAEYC: 6a, cRI WKC: P6 | Professional Development Portfolio |
| Develop a professional identity within the field of early childhood education and engage with other related disciplines. | NAEYC: 6aRI WKC: P1 | Professional Development PortfolioInfant Toddler Work Sample |

| B.19. [**Topical outline**](#outline) |
| --- |
| **1**  | Introduction and Examination of Personal Assumptions and Beliefs* Identify professional involvement with the EC Field
 |
| **2** | Establishing Effective Professional Relationships* Engaging in collaborative learning communities

Interdisciplinary Collaborations* Understanding roles of other professionals working with infant/toddlers and their families
 |
| **3** | Program and Community Context* Influences of culture, linguistics, economic conditions

Context of Family * Child health and individual developmental and learning needs
 |
| **4** | Professionalism in the Field of Infant Toddler Care and Education* Understanding the history, values, knowledge base, and mission of the field of Infant/Toddler care and education
 |
| **5** | Developing a Professional Care and Educational Philosophy* Understanding own values and knowledge base to develop a professional philosophy
 |
| **6** | Developing an Assessment Plan and Individual Child Objectives* Understanding and applying thoughtful, appreciative, systematic observation and documentation of each child to effectively utilize data in decision making
 |
| **7** | Dispositions in Early Childhood – Professional and Child* Developing the stance and professional dispositions of a professional – moving from candidate to professional
* Understanding the unique dispositions of each child
 |
| **8** | National Context of Infant Toddler Care and Education* Understanding the broader federal context and the challenges within the field of infant/toddler care and education
 |
| **9** | State Context of Infant Toddler Care and Education* Understanding the broader state context and the challenges within the field of infant/toddler care and education
 |
| **10** | National IT Professional Competencies* Exploring Zero to Three IT Competencies
* Exploring Infant Mental Health Competencies
 |
| **11** | Reflective Caregiving – Critical Incidents* Taking a critical stance to examine own work and professional knowledge
 |
| **12** | Looking Ahead – Personal and Professional Development* Identifying areas for continuous learning to inform practice
 |
| **13** | IT WS Support |
| **14** | Final Presentations and Wrap Up |

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

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