

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of change:** New course

2.

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Infant toddler development
Course Prefix & Number	ECE 313
Course Title	Supporting Social Emotional Development for Infants & Toddlers
Description	The domains of development, strategies for promoting healthy development, primary caregiving, continuity of care, and building positive relationships will be explored.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

To develop practitioners' knowledge, skills, and dispositions for engaging in culturally responsive and culturally sustaining pedagogy to support the social-emotional development of infants & toddlers. Supporting the social-emotional development of infants and toddlers in culturally responsive and sustaining ways provides opportunities through observations, interactions, and critical reflection for practitioners to learn and understand that positive and nurturing relationships are the foundation of infant/toddler social emotional development. The course includes a semester-long, 15 hour fieldwork practicum and is designed for educators who work in home or center-based group settings with infants and/or toddlers.

4. Learning Outcomes (By the end of the course students will be expected to):

Upon completion of this course, students will be expected to demonstrate the following capacities--

- Knowledge and understanding of the theoretical and philosophical frameworks for establishing and maintaining positive, nurturing and culturally responsive-sustaining relationships with infants/toddlers, and their families. These frameworks include but are not limited to: Attachment Theory, Socio-cultural Theory, and Continuity of Care.
- Engage in warm, positive, and nurturing relationships with infants/toddlers by providing consistent and culturally responsive caregiving.
- Knowledge and understanding of the culturally and developmentally appropriate social-emotional behaviors of infants/toddlers; including non-verbal cues, language development, language use, temperament and personality.
- Promote infants/toddlers' sense of identity, belonging, and their developing self-esteem.
- Support infants/toddlers emotional expression and regulation by promoting socialization, autonomy, and guiding infants/toddlers behavior.
- Reflect and evaluate their own current practices to build new knowledge and skills.

5. Date of Departmental Approval: October 28, 2020.

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Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Infant toddler development
Course Prefix & Number	ECE 314
Course Title	Supporting Language & Early Literacy Development for Infants & Toddlers
Description	Supporting connections between the language practices of mono/bi/multilingual families-communities and their effect on infants/toddlers developmental milestones.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

To develop practitioners' knowledge, skills, and dispositions for engaging in culturally responsive and culturally sustaining pedagogy to support the language & early literacy development of infants & toddlers. Supporting the language & early literacy development of infants and toddlers provides opportunities through observations, interactions, and critical reflection for practitioners to learn and understand the connections between the language practices of mono/bi/multilingual families-communities and their effect on infants/toddlers developmental milestones. The course includes a semester-long, 15 hour fieldwork practicum and is designed for educators who work in home or center-based group settings with infants and/or toddlers.

4. Learning Outcomes (By the end of the course students will be expected to):

Upon completion of this course, students will be expected to demonstrate the following capacities--

- Knowledge and understanding of the sociolinguistic and psycholinguistic foundations and theories of language acquisition.
- Knowledge and understanding of the features of simultaneous and sequential bi/multilingual language development.
- Knowledge and understanding of the language practices of mono/bi/multilingual families and its effect on infants/toddlers language & early literacy development.
- Identify and reflect on some of the most prominently held assumptions regarding teaching and learning in linguistically diverse infant and toddler settings.
- Promote both verbal and non-verbal communication exchanges in culturally responsive and sustaining ways.
- Demonstrate an ability to expand infants/toddlers expressive and receptive language vocabulary through conversations, naming, and following infants/toddlers interests.
- Demonstrate an ability to promote early literacy through the use of a variety of active and multimodal experiences—such as storytelling, fingerplays.
- Reflect and evaluate their own current practices; including their own language(s) history to build new knowledge and skills.

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Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Infant toddler development
Course Prefix & Number	ECE 315
Course Title	Supporting the Exceptional Infant & Toddler Learner
Description	Supporting the exceptional learning needs of infants/toddlers through observations, interactions, and critical reflection.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

To develop practitioners' knowledge, skills, and dispositions for engaging in culturally responsive and culturally sustaining pedagogy in support of infants/toddlers exceptional

learning needs. Supporting the exceptional learning needs of infants/toddlers provides opportunities through observations, interactions, and critical reflection for practitioners to learn and understand the purpose for and practice of differentiated guidance and teaching. The course includes a semester-long, 15 hour fieldwork practicum and is designed for educators who work in home or center-based group settings with infants and/or toddlers.

4. Learning Outcomes (By the end of the course students will be expected to):

Upon completion of this course, students will be expected to demonstrate the following capacities--

- Knowledge and understanding of the socio- historical and legal foundations of special education of the birth-3 population in the United States.
- Knowledge and understanding of the various causes and effects of various exceptionalities, including but not limited to: social-emotional, cognitive/giftedness, physical, visual, auditory.
- Identify and analyze the characteristics of exceptional infant/toddler learners and their families within strengths-based, culturally congruent frameworks.
- Demonstrate familiarity with and evaluate a variety of assessment tools and adaptive resources.
- Demonstrate an ability to identify and plan for a variety of infants/toddlers learning needs as it relates to: social-emotional development, language/early literacy development, and cognitive development within a culturally responsive-sustaining approach.
- Understand, develop, and adopt a stance of “advocacy” in support of the exceptional learning needs of infants/toddlers and their families.
- Reflect and evaluate their own current practices to build new knowledge and skills.

5. Date of Departmental Approval: October 28, 2020.