# 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) | **HPE 345- Wellness for the young child** | | | |  |
| [Replacing](#Ifapplicable) |  | | | |  |
| A.2. [Proposal type](#type) | **Course: creation**  **Program: revision** | | | |  |
| A.3. [Originator](#Originator) | **Karen Castagno** | [Home department](#home_dept) | **Health and Physical Education** | | |
| A.4. [Rationale](#Rationale) | **This course has been offered as HPE 450 (workshop) for four semesters. It is requested to turn this offering into an official course.**  **This course was created to provide teacher candidates opportunities to be introduced to and become competent in a variety of standards for Early Childhood Education certification and recognition. The National Association for the Education of Young Children (NAEYC) Standards are addressed in the course content, including 5.A. – Promoting and Protecting Children’s Health and Controlling Infectious Disease, 5.B. – Ensuring Children’s Nutritional Well-being, and 9.A. Providing a variety of age- and developmentally appropriate materials and equipment available indoors and outdoors for children throughout the day.**  **Additionally, the RI State Department of Education (RIDE) has requested articulation of Early Childhood (ECED) courses between RIC, URI and CCRI where appropriate – this course meets this request.**  **HPE 450 (which is much more specific to ECED) replaced HPE 346 when the ECED program was revised.**  **HPE 346 – Pedagogical Skills in Elementary Health/Physical Education continues to be an elective option for students accepted to the elementary education programs.** | | | | |
| A.5. [Date submitted](#date_submitted) |  | 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.)*: | **None – this course has already been consistently offered as HPE 450.** | | | |
|  | [*Library*:](#library) | **None** | | | |
|  | [*Technology*](#technology) | **None** | | | |
|  | [*Facilities*](#facilities): | **The use of gymnasium space is also required.** | | | |
| A.8. [Program impact](#prog_impact) | **This course satisfies the Council for the Accreditation of Educator Preparation (CAEP), NAEYC, and RIDE standards for Early Childhood certification and recognition.** | | | | |
| A.9. [Student impact](#student_impact) | **This course provides teacher candidates with specific topical areas, skills, and assessments to meet a variety of NAEYC and RIDE standards that previously had been inadequate or lacking. It is already part of the teacher candidate’s plan of study** | | | | |
| 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) | **HPE 450** | **HPE 345** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) |  | **Wellness for the Young Child** |
| B.4. [Course description](#description) |  | Wellness topics for early childhood education (B-8) programs are addressed. This course includes experiences in teaching specific basic wellness topics (e.g., health, safety, nutrition, and overall wellness). Hybrid course. |
| B.5. [Prerequisite(s)](#prereqs) | Admission into the ECED Program | Admission into the ECED Program or consent of the HPE Department Chair. |
| B.6. [Offered](#Offered) | **Spring | Summer** | **Spring | Summer** |
| B.7. [Contact hours](#contacthours) | **3** | **3** |
| B.8. [Credit hours](#credits) | **3** | **3** |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) | **Letter grade** | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) | **Lecture Hybrid** | [**Hybrid**](#Hybrid) |
| B.12.[Categories](#required) | **Required for major | Required for Certification** | **Required for major | Required for Certification** |
| B.13. Is this an Honors course? | **NO** | **NO** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. | **NO** | **NO** |
| B.15. [How will student performance be evaluated?](#performance) | **Attendance | Class participation | Exams | Presentations | Papers |**  **Class Work | Interviews | Quizzes |**  **Projects** | **Attendance | Class participation | Exams | Presentations | Papers |**  **Class Work | Interviews | Quizzes |**  **|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)**?** |
| --- | --- | --- |
| At the conclusion of HPE 345 the teacher candidate will be able to:   1. Define the factors that influence young children’s health and well-being. 2. Define the role of the early childhood teacher in supporting the overall wellness of young children and their families 3. Understand the components of National Health Education Standards. 4. Develop and implement appropriate curriculum that addresses the content of wellness including personal health, mental health, safety, nutrition and physical activity. 5. Understand State and Federal Health and Safety regulations for early childhood programs including emergency procedures and environmental requirements. | Early Childhood Workforce Knowledge and Competencies (WKC), National Association for the Education of Young Children (NAEYC),  Rhode Island Professional Teaching Standards (RIPTS)  WKC 3, 4; NAEYC 1a, 1b, 1c;  RIPTS 2 & 3  WKC P1; NAEYC 6a; RIPTS 1 & 2  WKC C1a; NAEYC 5a, b; RIPTS 2  WKC C1a; NAEYC 5a, b; RIPTS 3,4, 5, & 10  WKC HSW1, 2; NAEYC 1c 9a; RIPTS 2 | Discussion Board Assignments  Discussion Board and Literacy Integration Assignment  Discussion Board and Literacy Integration Assignment  Peer Teaching #1 and #2  Examination  Playground Observation and Safety Checklist |

| B.19. [**Topical outline**](#outline) |
| --- |
| Course Outline:  **Week 1: F2F**  Introduction, Course Expectations, Overview   * What is Health/Wellness? * Exploration of the 6 components of wellness-Triangle Assignment * Summary of Health Content Areas * Importance of Health/Wellness in Early Childhood Education * Introduction to course Blackboard   **Week 2: Online**  Promoting Children’s Health including Mental Health   * Assessing Children’s Health Feelings, emotional needs, stress, childhood depression, violence * Supporting emotional needs through yoga, mindfulness, and meditation   **Week 3: Online**  Disease and Disease Prevention   * Stages of disease, hand washing, healthy environment, medication, immunizations * Communicable and Non Communicable Disease-cause and management of these diseases * Development of health education activity on disease prevention/safety/unintentional injuries   **Week 4: F2F**  Peer Teaching #1  Mental Health, Disease Prevention, and Safety  **Week 5: Online**  Keeping Young Children Safe: Health and Safety Regulations and Procedures   * State and Federal Health & Safety Regulations * Emergency Procedures & Promoting Safe Learning Environments   **Week 6: F2F**  Keeping Young Children Safe: Health and Safety Regulations and Procedures   * Child Abuse & Neglect Laws Including Filing Reports * Parents’ and Teachers’ Roles – Keeping Young Children Safe   **Week 7: Online**  Exam on Health and Safety Regulations and Procedures  **Week 8: F2F**  Planning Effective Health Education Lessons for the Young Children   * Health Literacy * Health Education Topics: Personal Health and Nutrition   **Week 9: Online**  Personal Health   * Key Concepts for Promoting Children’s Health   Nutrition   * Introduction to the Essential Nutrients (Carbohydrates, Protein, Fat, Vitamins, Minerals, & Water)   Healthy Eating Tools   * My Plate, Dietary Guidelines for Americans, Determining Portion Sizes   **Week 10: F2F**  Nutrition   * Healthy Meal Planning for Infants, Toddlers, and Preschoolers * Nutritional Needs for Special Populations * Nutrition Education: Rationale, Concepts & Lessons   **Week 11: Online**  Food Label  Food Safety  **Week 12: F2F**  Literacy Integration Poster Session  **Week 13: Online**  Play   * The importance of Play and Big Body Play * Safe Environments - Indoor and Outdoor * Academic and health benefits of physical activity   **Week 14: F2F**  Movement Education –BSER (Body, Space, Effort, Relationships) Framework   * Developmentally appropriate physical activity * Peer Teaching #2 Movement Activities   **Week 15: F2F**  Peer Teaching  Catch up and Wrap Up |

### C. [Program Proposals](#program_proposals) **complete only what is relevant to your proposal Delete this whole page if the proposal is not revising, creating, deleting or suspending any prOgRam.**

|  | [Old (for revisions only)](#old_program) | New/revised |
| --- | --- | --- |
| C.1. [Context](#summary) |  | **No change** |
| C.2. [Enrollments](#enrollments) |  | **No change** |
| C.3. [Admission requirements](#admissions) |  | **No change** |
| C.4. [Retention requirements](#retention) |  | **No change** |
| C.5. [Course requirements](#course_reqs) for each program option | **Early Childhood Education BS**  ***Concentration in Teaching***  Professional Courses   |  |  |  |  | | --- | --- | --- | --- | | Course | Title | Credits |  | | [ARTE 340](http://ric.smartcatalogiq.com/en/2016-2017/Catalog/Courses/ARTE-Art-Education/300/ARTE-340) | Methods and Materials in Art Education | 2 |  | | [CEP 315](http://ric.smartcatalogiq.com/en/2016-2017/Catalog/Courses/CEP-Counseling-and-Educational-Psychology/300/CEP-315) | Educational Psychology | 3 |  | | | [ECED 439](http://ric.smartcatalogiq.com/en/2016-2017/Catalog/Courses/ECED-Early-Childhood-Education/400/ECED-439) | Student Teaching in Early Childhood Settings | 9 |  | | | [ECED 469](http://ric.smartcatalogiq.com/en/2016-2017/Catalog/Courses/ECED-Early-Childhood-Education/400/ECED-469) | Best Practices in Early Childhood Settings | 3 |  | | | [FNED 346](http://ric.smartcatalogiq.com/en/2016-2017/Catalog/Courses/FNED-Foundations-of-Education/300/FNED-346) | Schooling in a Democratic Society | 4 |  | | | [HPE 346](http://ric.smartcatalogiq.com/en/2016-2017/Catalog/Courses/HPE-Health-and-Physical-Education/300/HPE-346) | Pedagogical Skills in Elementary Health/Physical Education | 3 |  | | | [MUSE 241](http://ric.smartcatalogiq.com/en/2016-2017/Catalog/Courses/MUSE-Music-Education/200/MUSE-241) | Methods and Materials in Music Education | 2 |  | | | [SPED 300](http://ric.smartcatalogiq.com/en/2016-2017/Catalog/Courses/SPED-Special-Education/300/SPED-300) | Introduction to the Characteristics and Education of Children and Youth with Disabilities | 4 |  | | | [SPED 310](http://ric.smartcatalogiq.com/en/2016-2017/Catalog/Courses/SPED-Special-Education/300/SPED-310) | Principles and Procedures of Behavior Management for Children and Youth with Disabilities | 4 |  | | | [SPED 415](http://ric.smartcatalogiq.com/en/2016-2017/Catalog/Courses/SPED-Special-Education/400/SPED-415) | Early Childhood Developmental Screening and Assessment | 3 |  | |   ***Concentration in Community Programs***  Professional Courses   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Course | Title | Credits | | | Credits |  | | [ARTE 340](http://ric.smartcatalogiq.com/en/2016-2017/Catalog/Courses/ARTE-Art-Education/300/ARTE-340) | Methods and Materials in Art Education |  | 2 | | |  | | [ECED 449](http://ric.smartcatalogiq.com/en/2016-2017/Catalog/Courses/Narrative-Courses/ECED-449) | Early Childhood Community Program Internship |  | 6 |  | | | | | [FNED 346](http://ric.smartcatalogiq.com/en/2016-2017/Catalog/Courses/FNED-Foundations-of-Education/300/FNED-346) | Schooling in a Democratic Society |  | 4 |  | | | | | [HPE 346](http://ric.smartcatalogiq.com/en/2016-2017/Catalog/Courses/HPE-Health-and-Physical-Education/300/HPE-346) | Pedagogical Skills in Elementary Health/Physical Education |  | 3 |  | | | | | [MUSE 241](http://ric.smartcatalogiq.com/en/2016-2017/Catalog/Courses/MUSE-Music-Education/200/MUSE-241) | Methods and Materials in Music Education |  | 2 |  | | | | | [SPED 300](http://ric.smartcatalogiq.com/en/2016-2017/Catalog/Courses/SPED-Special-Education/300/SPED-300) | Introduction to the Characteristics and Education of Children and Youth with Disabilities |  | 4 |  | | | | | [SPED 310](http://ric.smartcatalogiq.com/en/2016-2017/Catalog/Courses/SPED-Special-Education/300/SPED-310) | Principles and Procedures of Behavior Management for Children and Youth with Disabilities |  | 4 |  | | | | | [SPED 415](http://ric.smartcatalogiq.com/en/2016-2017/Catalog/Courses/SPED-Special-Education/400/SPED-415) | Early Childhood Developmental Screening and Assessment |  | 3 |  | | | | | **Early Childhood Education BS**  ***Concentration in Teaching***  Professional Courses   |  |  |  |  | | --- | --- | --- | --- | | Course | Title | Credits |  | | [ARTE 340](http://ric.smartcatalogiq.com/en/2016-2017/Catalog/Courses/ARTE-Art-Education/300/ARTE-340) | Methods and Materials in Art Education | 2 |  | | [CEP 315](http://ric.smartcatalogiq.com/en/2016-2017/Catalog/Courses/CEP-Counseling-and-Educational-Psychology/300/CEP-315) | Educational Psychology | 3 |  | | | [ECED 439](http://ric.smartcatalogiq.com/en/2016-2017/Catalog/Courses/ECED-Early-Childhood-Education/400/ECED-439) | Student Teaching in Early Childhood Settings | 9 |  | | | [ECED 469](http://ric.smartcatalogiq.com/en/2016-2017/Catalog/Courses/ECED-Early-Childhood-Education/400/ECED-469) | Best Practices in Early Childhood Settings | 3 |  | | | [FNED 346](http://ric.smartcatalogiq.com/en/2016-2017/Catalog/Courses/FNED-Foundations-of-Education/300/FNED-346) | Schooling in a Democratic Society | 4 |  | | | [HPE 34](http://ric.smartcatalogiq.com/en/2016-2017/Catalog/Courses/HPE-Health-and-Physical-Education/300/HPE-346)5 | Wellness for the Young Child | 3 |  | | | [MUSE 241](http://ric.smartcatalogiq.com/en/2016-2017/Catalog/Courses/MUSE-Music-Education/200/MUSE-241) | Methods and Materials in Music Education | 2 |  | | | [SPED 300](http://ric.smartcatalogiq.com/en/2016-2017/Catalog/Courses/SPED-Special-Education/300/SPED-300) | Introduction to the Characteristics and Education of Children and Youth with Disabilities | 4 |  | | | [SPED 310](http://ric.smartcatalogiq.com/en/2016-2017/Catalog/Courses/SPED-Special-Education/300/SPED-310) | Principles and Procedures of Behavior Management for Children and Youth with Disabilities | 4 |  | | | [SPED 415](http://ric.smartcatalogiq.com/en/2016-2017/Catalog/Courses/SPED-Special-Education/400/SPED-415) | Early Childhood Developmental Screening and Assessment | 3 |  | |   ***Concentration in Community Programs***  Professional Courses   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Course | Title | Credits | | | Credits |  | | [ARTE 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310](http://ric.smartcatalogiq.com/en/2016-2017/Catalog/Courses/SPED-Special-Education/300/SPED-310) | Principles and Procedures of Behavior Management for Children and Youth with Disabilities |  | 4 |  | | | | | [SPED 415](http://ric.smartcatalogiq.com/en/2016-2017/Catalog/Courses/SPED-Special-Education/400/SPED-415) | Early Childhood Developmental Screening and Assessment |  | 3 |  | | | | |
| C.6. [Credit count](#credit_count) |  | **No Change** |

## 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 |
| --- | --- | --- | --- |
| Robin Kirkwood Auld | Chair of Health and Physical Education |  |  |
| Pat Cordeiro | Chair of Elementary Education |  |  |
| Don Halquist | Dean of FSEHD |  |  |

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

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
| Leslie Sevey | Coordinator – Early Childhood Program |  |  |