# 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 344: infant toddler health and wellness** |  |
| [Replacing](#Ifapplicable)  |  |  |
| A.2. [Proposal type](#type) | **Course: creation |**  |  |
| A.3. [Originator](#Originator) | **Leslie Sevey/Kristen Pepin** | [Home department](#home_dept) | **ELED/HPE** |
| 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 health and wellness needs 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 health and wellness issues.  |
|  | [*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)  |  | HPE 344 |
| B.2. Cross listing number if any |  | NA |
| B.3. [Course title](#title)  |  | Infant Toddler Health and Wellness |
| B.4. [Course description](#description)  |  | Students explore infant/toddler development including physical health, motor development, and impact of environmental, socioeconomic and cultural influences on development. Basic health, safety, and nutritional practices are also studied.  |
| 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/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 | Presentations | 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)**?** |
| --- | --- | --- |
| 1. Identify and describe the physical health and motor development characteristics and diverse needs of young children birth to three years of age.
 | NAEYC: 1a,1b,3a-cCEC: 1.2 | Infant Toddler Growth and Development Observations |
| 1. Understand the multiple influences on infant /toddler physical health and motor development.
 | NAEYC: 1a CEC: 1.2 | Infant Toddler Growth and Development ObservationsDevelopment of Maltreatment Gold Standard Policies and Procedures (P & P) based on Agency P & P and State & National P & P. |
| 1. Design, implement, and evaluate meaningful, challenging curricula for each child.
 | NAEYC: 1a, 1c, 2a, 2c, 4a-c,5a-c,6dCEC: 1.2,3.1,5.1. | Nutrition Education Tool for Families |
| 1. Utilize knowledge of physical health and motor development to create healthy, respectful, supportive, and challenging learning environments
 | NAEYC: 1a-c, 2a-cCEC: 2.1, 7.1-7.3. | Safety Audit and Plan of ActionCommunicable and Incommunicable Disease Interview and Checklist |
| 1. Support, engage, guide, and involve family and the community in the individual child’s development and learning process.
 | NAEYC: 2a-c, CEC: 7.1-7.2 | Develop a Movement Related Activity & Determine Required Space & Equipment |

| B.19. [**Topical outline**](#outline) |
| --- |
| Week 1 | Orientation, expectations, and introductions |
| Week 2 – 3 Growth and Development | 1. Identify the factors that influence the health of infants and toddlers. NAEYE 1a,1b,3a-c, CEC 1.2
2. Discuss the impact of Healthy People 2020 on the health and wellbeing of infants and toddlers. NAEYC 3c,3d,5c,
3. Discuss the role of the early childhood educator in facilitating growth, development and learning. NAEYC 4d, 6a,

Identify the major biologic, psychosocial, cognitive, and social development of infants and toddlers. NAEYC 1a, RIELDS: SE 1a, 1c, PH 2a, PH 3a, CEC 1.2 |
| Week 4 - 5 Nutrition | 1. Analyze how the nutritional needs change from B to age 3 years. NAEYC 1a, 2a-c,
2. Recognize the development of self-help skills within infants and toddlers to food and food routines. NAEYC 2a, RIELDS: PH 1c, 3a.
3. Demonstrate proper food preparation and safe handling techniques. NAEYC 6b,

Selects and defend selections of nutritionally sound and age –appropriate snacks. NAEYC 4c, 4d, CEC 7.1-7.3 |
|  Week 6 - 7 Environmental Stressors | 1. Identify environmental factors that influence infant and toddler growth and development and physical and emotional wellbeing. NAEYC 1a, 1b, IIELDS: SE 2a,3a, CEC 1.1
2. Design curriculum that accommodates the needs of diverse learners and the community. NAEYC 1a, 1c, 2a, 2c, 4a-c,5a-c,6d, RIELDS: PH 1a, CEC 1.2,3.1,5.1.
3. Compare and contrast environmental factors that impact learning and development. NAEYC 1a,1b, 2a, 4a-d, 5a-c,6c, ,RIELDS: PH 1a, CEC 1.2,3.1,5.1

Work collaboratively with families and communities to create an environment that supports infant and toddler development. NAEYC 1a-c, 2a-c, RIELDS:SE 1a, 1b,CEC 2.1, 7.1-7.3. |
| Week 8  | In-Service Reflection & Guest Speaker |
| Week 9 Maltreatment and Neglect | 1. Discuss the historical developments that led to the passage of laws to protect children from abuse and neglect. NAEYC 5c, CEC 6.1,6.2
2. Define and discuss discipline, punishment, and child maltreatment (NAEYC 5c, RIELDS PH 1b
3. Identify cultural practices that may trigger child maltreatment suspicions NAEYC 1a-c,2a,3b,5c,6b,6e,RIELDS PH 1b
4. Identify risk factors for child maltreatment. NAEYC 1a-c,2a,3b,5c,6b,6e, RIELDS PH 1b
5. Investigate Child protective resources for programs and teachers at the agency, state, and national levels. NAEYC 3c,5c,6b,6e,

Participate in online certification program focused on maltreatment, abuse, neglect related to infants and toddlers. NAEYC 6a-c, |
| Week 10 Safety | 1. Discuss injury prevention in infants and toddlers related to developmental accomplishments. NAEYC 1a,3c,4c,6a-e,
2. Discuss the principles of risk management and their respective agency’s emergency and disaster response plans, NAEYC 1c, 3b, 3c, 6a-e, RIELDS PH1b, CEC 2.1,2.3

Evaluate agency movement spaces and recognize areas of concern, NAEYC 1c, RIELDS PH 1b, CEC 2.1 |
| Week 11 Communicable and Childhood Diseases | 1. Discuss the transmission of communicable childhood illnesses. NAEYC 1a-c,3c,3d, RIELDS PH 1c
2. Identify policies, procedures, and environmental interventions to control the spread of Illnesses. NAEYC 1a-c, RIELDS PH 1c
3. Discuss the role of the teacher in addressing common childhood illnesses NAEYC 1c,6a,6c,6e,
4. Describe universal precautions and its implementation in the school environment. NAEYC 1a,1b,

Describe ways to restructure the physical environment to minimize communicable and infectious agents. NAEYC 1a,1c, RIELDS PH 1c |
| Week 12- 13 Environmental Design and Curriculum Development | 1. Use developmental knowledge and standards to create healthy, supportive, and age appropriate learning environments and curriculum that reflects a respect for diverse populations and learning styles. NAEYC 1a,1c,5c,CEC 2.1,2.2, 3.1-3.3,5.1
2. Understand the goals, benefits, and uses of assessment pertaining to student learning. NAEYC 3a,3c,3d, CEC 4.1-4.4
3. Reflect on and provide suggestions to revise curriculum being implemented and learning spaces utilized at current agency. NAEYC 1a,1c, 5c, ,CEC 2.1,2.1,3.1-3.3,5.1

Design, implement, and reflect on movement related activities. NAEYC 1a, 4b-4d, 5a,5b,6b,6d, Rields PH 1A, CEC 2.1,3.1-3,1, 5.1 |
| Week 14 Family Education and Anticipatory Guidance ANDCourse Reflection | 1. Support and engage families through respectful, reciprocal relationships and involve family in the learning process. NAEYC 2a-c, 11.4, CEC 7.1-7.2
2. Describe strategies for building and/or strengthening family and community relationships with educational partners. NAEYC 2a-c, CEC 7.1,7.2

Engage in knowledgeable advocacy for children, safety, nutrition, and wellness. NAEYC 6e, 11.1-5, CEC 7.1-7.2 |

## 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 |
| --- | --- | --- | --- |
| Robin Auld | Chair of Health & Physical Education |  |  |
| Don Halquist | Dean of FSEHD |  |  |
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##### D.2. [Acknowledgements](#acknowledge)

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
| Patricia Cordeiro | Chair Elementary Education |  |  |
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