

Course Syllabus

Course: **TECA 1318.151 ~ Wellness of the Young Child**
 Semester: Spring 2015
 Instructor: Stephanie Deering
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“South Plains College improves each student’s life.”

GENERAL COURSE INFORMATION

Course Description

This course provides a study of factors impacting the well-being of young children, including healthy behavior, food, nutrition, fitness, and safety practices. It focuses on local and national standards and legal implications of relevant policies and regulations. Course content is aligned with State Board of Educator Certification Pedagogy and Professional Responsibilities standards.

*Course requires students to participate in a minimum of **16 hours field experience** with children from infancy through age 12 in a variety of settings with varied and diverse populations.

Learning Outcomes (See attached NAEYC Associates Standards)

See attached NAEYC Associate’s Standards	NAEYC Standards	NAEYC Supportive Skills
Students will:		
Analyze principles of nutrition, evaluate nutrition assessment, & examine regulatory requirements for nutrition.		
Describe community health problems, universal health precautions, legal implications regarding health, and analyze environmental and personal hygiene.	S1 S3 S7	SS3 SS5
Describe principles of safety as they relate to children; evaluate regulations regarding child safety, safety procedures and children’s environments for safety.		
Demonstrate skills in computation, record keeping, referrals and resources as they apply to nutrition, health, and safety.		

Course Goals and Objectives (FOUNDATION and SCANS Skills)

1. **Describe the basic principles of healthy behavior that influence health promotion and disease prevention for children.** (F 1,2,5,6,11,12,15)
 - a. Describe the relationships between personal health behaviors and individual well-being in children. (C7)
 - b. Identify indicators of mental, emotional, social and physical health during childhood.(C5)
 - c. Describe how the family influences a child’s health. (C5,7,15)
 - d. Describe how physical, social, and emotional environments influence a child’s health.(C5,7,15)
 - e. Describe factors in the local community affecting the health of children and families.(C5,7,15)
 - f. Describe symptoms of common childhood health concerns and diseases, communicability, prevention and reporting requirements as they relate to children. (C5,6,7)
 - g. Conduct health appraisals of children in settings serving children birth through age 12.(C9,11,18)
 - h. Identify techniques for working with colleagues and parents to meet individual / special health needs of children. (C9,11,14)
2. **Describe universal health precautions.** (F1,2,6)
 - a. List circumstances requiring the use of universal health precautions. (F2,12)(C5,6)
 - b. Demonstrate appropriate use of universal health precautions in early childhood settings. (F11)(C10)
3. **Describe legal implications regarding health.** (F1,2,5,6)
 - a. Identify agencies with legal or regulatory authority over children's health issues.(C15)
 - b. Identify city, county, state and federal health regulations which apply to settings for children birth through age 12. (C5,6,15)(F10)
 - c. Identify national, state and local health guidelines affecting settings for children birth through age 12. (C5,6,15)(F10)

- 4. Analyze environmental and personal hygiene. (F10,11,12)**
 - a. Describe hygiene principles. (F2,6)(C5,7)
 - b. Practice environmental and personal hygiene routines for children (F8,11,13,16)(C10,12)
 - c. Identify opportunities for children to learn about and apply personal health practices.(C9,10)
 - d. Practice communicable disease control functions in settings serving children birth through 12 years.(F8,9,17)(C10,11,12)
- 5. Analyze principles of nutrition. (F10,11,12)**
 - a. Describe the role of carbohydrates, proteins, fats, water, vitamins, and minerals in children's health. (F11,12)(C7)
 - b. Describe the Food Guide Pyramid and its application to children's needs.(F4,10)
 - c. Identify criteria for developmentally appropriate feeding practices with children, 0-12 months; 12 months-2 years; 3-5 years; and 6-12 years. (C5,6,7)(F7,8)
 - d. Discuss nutritional needs of children including special dietary or cultural considerations. (F9)(C13,14)
 - e. Describe specific methods that are used for planning nutritious meals and snacks for children through elementary school. (C7,9,15)(F8,9)
 - f. Describe how nutritional factors may affect children in one or more developmental domains and the implications for the classroom teacher. (F11,12)(C10,15)
 - g. Plan and demonstrate nutrition education activities for children. (F7,8,15)(C1,3,10,18)
- 6. Evaluate nutrition assessment. (F1,2,3,4,6)**
 - a. Discuss the relationship between nutrition and children's health and well-being.(F12)(C5)
 - b. Evaluate menu plans in childhood settings for nutrients, inclusion of cultural foods, use of food guide pyramid and amounts of foods needed for various ages. (F4,10,11)(C12)
 - c. Observe and analyze meal/snack times for children ages 0-12 months; 12 months-2 years; 3-5 years; 6-12 years. (C1, 15)(F5, 15)
 - d. Plan varied, nutritionally balanced diets for children. (F7,8,10)(C6,8)
 - e. Propose modifications for special dietary needs. (C12,13,14)
 - f. Participate in meal/snack times with children ages 0-12 months; 12 months-2 years; 3-5 years; 6-10 years. (C10,11,14,15)(F13,14,15)
 - g. Prepare appropriate nutrition information for families. (C3,6)(F2,10)
 - h. Develop a file of appropriate nutrition information for families of children. (C6,11)(F10)
- 7. Examine regulatory requirements for nutrition. (F1,5,10,11)**
 - a. Identify city, county, state and federal nutritional regulations which apply to settings serving children birth through age 12. (C5,6)
 - b. Identify national, state and local nutritional guidelines affecting settings serving children birth through age 12. (C5,6,15)
 - c. Compare nutritional guidelines and regulations. (C7,12)
- 8. Describe the importance of physical fitness. (F1,2,5,6)**
 - a. Discuss the relationship of health education and physical activity for children based on current literature. (C5,7,12)
 - b. Describe appropriate practices in developing, planning, teaching and assessing physical activities for children. (C7,12)
 - c. Prepare appropriate physical activities (movement concepts and motor skills including dance and rhythmic experiences, educational gymnastics, games, fine and gross motor activities as well as individual expression) for children ages 0-12 months; 12 months-2 years; 3-5 years; 6-12 years. (C1, 3, 4, 18)(F7, 8)
 - d. Identify national and state physical education guidelines affecting settings serving children birth through age 12. (National Standards and TEKS) (C5,7)
- 9. Describe principles of safety as they relate to children. (F1,2,5,6,11)**
 - a. List safety principles as they apply to children ages 0-12 months; 12 months-2 years; 3-5 years; 6-12 years.(C5, 7)
 - b. Observe the application of safety principles for working with children in settings serving children birth through age 12. (C1,5,15)
- 10. Evaluate regulations regarding child safety. (F1,2,5,6)**
 - a. Identify organizations and agencies with safety regulations affecting safety in settings serving children from birth through age 12. (C5,15)
 - b. Compare safety guidelines and regulations. (C7)
 - c. Evaluate settings serving children from birth through age 12 for compliance with safety regulations and guidelines. (C12,15)
 - d. Identify and describe reporting procedures when unsafe conditions exist. (F8,17)
 - e. Observe the application of regulations and guidelines which ensure the safety of children. (F8,13,16)
 - f. Describe ethical and legal responsibilities related child safety. (F6,13,17)
- 11. Evaluate safety procedures. (F1,2,5,6)**
 - a. Explain the relationship between supervision and accident prevention. (F12)
 - b. Identify safety procedures and practices used in settings serving children from birth through age 12 including specific situations related to various age groups. (e.g., transportation, field trips, evacuation procedures, etc.) ((C7,15)

- c. Demonstrate appropriate use of first aid procedures. (C10,18)
 - d. Develop activities that provide children with opportunities to learn about and apply safety practices. (F7,8)(C10,11)
 - e. Evaluate procedures necessary for the safety of children of various ages and special needs. (C5)(F8,9)
- 12. Evaluate children's environments for safety. (F2,3,6,13,16)**
- a. Describe most common causes and types of unintentional injuries to children and ways of preventing such injuries. (C6,7)(F8)
 - b. Describe ways to structure space and time to create safe, developmentally appropriate indoor and outdoor learning environments for children, including those with special needs. (C1,3)
 - c. Evaluate indoor and outdoor environments in settings serving children from birth through age 12 for safety. (C5,12)(F8)
- 13. Demonstrate skills in computation, record keeping, referrals and resources as they apply to health, nutrition, fitness and safety practices. (F2,3,6,13,16)**
- a. Identify community resources for specific types of referrals related to health, nutrition, fitness and safety. (C6,15)
 - b. Complete health, nutrition, fitness and safety records/reports as required in various settings serving children from birth through age 12. (C1,6)(F4)
 - c. Use computation skills in menu analysis and planning. (C18,19)(F3,4)

EVALUATION METHODS

- | | |
|---|---|
| 1. Regular class attendance and participation | 4. Field experience w/written documentation |
| 2. Chapter quizzes | 5. Unit Exams |
| 3. Activity plans; Menu plan | |

Academic Integrity

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

Cheating:

Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in an office are examples of cheating.

Plagiarism:

Offering the work of another as one's own, without proper acknowledgement, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from the themes, reports or other writings of a fellow student, is guilty of plagiarism.

Logging into Course:

Under no circumstances are students allowed to give their User ID and/or password to anyone. If someone besides the student is logging into this course, the student will be dropped immediately with an 'F', regardless of the reason.

Exams:

In this course the instructor reserves the right to require an exam in a proctored setting, should it be deemed necessary to maintain the integrity of the coursework.

SCANS and FOUNDATION SKILLS - Refer also to Course Objectives. SCANS and Foundation Skills attached.

Resources	Interpersonal	Technology	Thinking Skills
Information	Systems	Basic Skills	Personal Qualities

VERIFICATION OF WORKPLACE COMPETENCIES

TECA 1318 students will design developmentally appropriate activity plans in the areas of nutrition, health and safety for young children. These activity plans will be added to students' professional portfolios.

SPECIFIC COURSE INFORMATION

Computer requirements

It is the responsibility of the student to have the necessary computer resources and skills to take this class. Students are not required to purchase their own computer, but must have access to one that meets specifications. Computer labs are available for student use on Levelland, Lubbock, & Reese campuses.

Anti-virus Software: Please make sure that your computer has an up-to-date antivirus software program installed.

Programs: **Microsoft Word** and **Adobe Reader** (free download at www.adobe.com)



Text and Materials

Marotz, L.R., Cross, M.Z., and Rush, J.M. (2009)

Health, Safety, and Nutrition for the Young Child, (7th Edition). Thomson/Delmar Learning.

Suggested: 3-ring binder with dividers for course materials

Attendance Policy

*Rule of Attendance:

"Never go more than 2 days without logging on!" "Daily is the best practice."

Attendance & participation in this course will contribute to the final grade, and will be closely monitored by instructor.

Students are expected to complete the following tasks:

Daily (3 of 7 days)

- Log on to Blackboard/ TECA 1318
- Check **Schedule** and **Announcements**
- Read new **Mail** messages and **Discussion** postings.

Weekly

- Complete **Reading** assignments and **Study Guides**.
- Compose and post responses to **Discussion** topics.
- **Reply** to classmates' discussion with quality interaction.
- Complete **chapter quizzes**. Check **Grades** to verify record of completion.
- Schedule and complete 2-3 hours **Field Experience**
- Work on **Activity Planning** assignments

Monthly

- Continue to practice **Time Management**
- **Submit** assignments as indicated on Schedule
- Increase **Interactivity** online
- Review text and study guides for **Exams**

*If a student finds that he/she cannot fulfill the requirements of the course, **it is the student's responsibility to initiate withdrawal from the course.** A formal drop of the course will prevent an "F" and will help protect the student's grade point average. Drops may be completed through the registrar's office at South Plains College. Last drop date for the college is **April 28, 2015.**

Assignment and Exam Policy

1. All class assignments are to be written in Standard English form, typed, saved, and labeled as instructed.
2. Assignments are to be mailed to instructor as attachments, within the Blackboard system.
3. Field Experience documentation will require signatures on the FE form to be printed out from the course. Final documentation for FE will be scanned and e-mailed, faxed, or hand delivered to instructor by the designated date.
4. Discussion responses will be posted in Blackboard under the designated topic, during the week specified. Topics will close at the end of the designated week.
5. Late assignments will be docked 10% of the point value per week, up to two weeks past the due date.
6. Exams will be available online during a 36 hour window. (Ex: 8:00 am Sat. ~ 8:00 pm Sun.) No make-up tests will be given.
7. Instructor reserves the right to require a proctored exam setting, should it be deemed necessary.



**Please do not wait until the last minute to turn in assignments ~
Remember the saying "TECHNOLOGY HAPPENS"!**

Instructor Response Time

Students may expect instructor responses to mail messages within 48 hours, unless advance notice has been given.

Grading Policy

Exams (3 @ 100)	300 points
Activity Plans (3 @ 100)	300 points
Field Experience Includes 3 reflection papers @25 each	150 points
Menu Plan	50 points
Attendance/Participation Weekly Discussion & Quizzes	200 points
Total	1000 points

Final grades will be assigned as follows:

900-1000	90-100%	A
800-899	89-89%	B
750-799	75-79%	C
700-749	70-74%	D
0-699	0-69%	F

A grade of C or better is required for course to be applied to Child Development degree or certificate.

Communication Policy

- Electronic communication between instructor and students, if necessary outside Blackboard, will utilize the South Plains College email system. Instructor will not initiate communication using private email accounts or text messaging. Students are encouraged to check SPC email on a regular basis.
- The CDEC program has a Facebook page at www.facebook.com/pages/South-Plains-College-Child-Development-Early-Childhood-Program. In addition to the South Plains College website, this Facebook page will be used to keep students up-to-date on program activities, South Plains College announcements, and will help with program recruitment. "Liking" the CDEC Facebook page is not mandatory, nor are personal Facebook accounts, in order to access this page.

Student Conduct

- Students are expected to abide by standards of student conduct as defined in the SPC Student Guide pages. See last page of syllabus for signature page.

Special Requirements

- Remember: "Technology Happens!"** When it does, it is the student's responsibility to locate a computer that works for Blackboard access. "Computer Problems" are not a valid reason for failure to log in, participate, or complete assignments. Technology issues may not be used as an excuse for irresponsibility in this course.

COURSE OUTLINE

- I. Introduction
 - A. Blackboard and Course Requirements
 - B. Interrelationship of Health, Safety, and Nutrition
- II. Children's Health
 - A. Healthy Lifestyles
 - B. Health Appraisals
 - C. Health Assessment Tools
 - D. Conditions affecting Children's Health
 - E. Infection Process and Environmental Control
 - F. Communicable and Acute Illness – Identification and Control
 - G. Planning for Health Education
- III. Safety for Young Children
 - A. Creating Quality Environments
 - B. Safety Management
 - C. Management of injuries and Acute Illness
 - D. Maltreatment of Children – Abuse and Neglect
 - E. Planning for Safety Education
- IV. Nutrition for Young Children
 - A. Nutritional Guidelines
 - B. Nutrient Categories
 - C. Feeding Toddlers and Young Children
 - D. Planning and Serving Nutritious Meals
 - E. Planning for Nutrition Education

ACCOMMODATIONS

Diversity Statement

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

Disabilities Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Coordinator of Disability Services. For more information visit the Disability Services Office at Reese Center, Building 8, or call 806-716-4654.

January 2015



I _____ have received a copy of the South Plains College Student Guide. I understand that I must comply with all areas of the Student Guide as a student in the Child Development Program at South Plains College.

I have read the above syllabus for Child Development and understand the requirements.

Signature

Date

SCANS COMPETENCIES

RESOURCES

- C-1 TIME – Selects goals-relevant activities, ranks them, allocates time, prepares and follows schedules.
- C-2 MONEY – Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.
- C-3 MATERIALS AND FACILITIES – Acquires, stores allocates, and uses materials or space efficiently.
- C-4 HUMAN RESOURCES – Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION – Acquires and Uses Information

- C-5 Acquires and evaluates information.
- C-6 Organizes and maintains information.
- C-7 Interprets and communicates information.
- C-8 Uses computers to process information.

INTERPERSONAL – Works with Others

- C-9 Participates as members of a team and contributes to group effort.
- C-10 Teaches others new skills.
- C-11 Serves Clients/Customers – works to satisfy customer's expectations.
- C-12 Exercises Leadership – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- C-13 Negotiates – works toward agreements involving exchanges of resources; resolves divergent interests.
- C-14 Works with Diversity – works well with men and women from diverse backgrounds.

SYSTEMS – Understands Complex Interrelationships

- C-15 Understands Systems – knows how social, organizational, and technological systems work and operates effectively with them.
- C-16 Monitors and Corrects Performance – distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.
- C-17 Improves or Designs Systems – suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY – Works with a Variety of Technologies

- C-18 Selects Technology – chooses procedures, tools, or equipment, including computers and related technologies.
- C-19 Applies Technology to Task – understand overall intent and proper procedures for setup and operation of equipment.
- C-20 Maintains and Troubleshoots Equipment – prevents, identifies, or solves problems with equipment, including computers and other technologies.

FOUNDATIONS SKILLS

BASIC SKILLS—Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

- F-1 Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- F-2 Writing—communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- F-3 Arithmetic—performs basic computations; uses basic numerical concepts such as whole numbers, etc.
- F-4 Mathematics—approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- F-5 Listening—receives, attends to, interprets, and responds to verbal messages and other cues.
- F-6 Speaking—organizes ideas and communicates orally.

THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

- F-7 Creative Thinking—generates new ideas.
- F-8 Decision-Making—specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
- F-9 Problem Solving—recognizes problems, devises and implements plan of action.
- F-10 Seeing Things in the Mind's Eye—organizes and processes symbols, pictures, graphs, objects, and other information.
- F-11 Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills.
- F-12 Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

- F-13 Responsibility—exerts a high level of effort and perseveres towards goal attainment.
- F-14 Self-Esteem—believes in own self-worth and maintains a positive view of self.
- F-15 Sociability—demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.
- F-16 Self-Management—assesses self accurately, sets personal goals, monitors progress and exhibits self-control.
- F-17 Integrity/Honesty—chooses ethical courses of action.

**National Association for the Education of Young Children
Standards for Early Childhood Professional Preparation**

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

- 1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8.
- 1b: Knowing and understanding the multiple influences on early development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

- 2a: Knowing about and understanding diverse family and community characteristics
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in young children’s development and learning

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

- 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
- 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
- 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
- 3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
- 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
- 4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

- 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
- 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL

- 6a: Identifying and involving oneself with the early childhood field
- 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
- 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
- 6e: Engaging in informed advocacy for young children and the early childhood profession

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

- 7a. Opportunities to observe & practice in at least two of the three early childhood age groups (birth–3, 3-5, 5-8)
- 7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

NAEYC SUPPORTIVE SKILLS

- Supportive Skill #1: Self-assessment and self-advocacy
- Supportive Skill #2: Mastering and applying foundational concepts from general education
- Supportive Skill #3: Written and verbal communication skills
- Supportive Skill #4: Making connections between prior knowledge/experience and new learning
- Supportive Skill #5: Identifying and using professional resources