Reese Campus

Course Syllabus

Course: **TECA 1318.151 ~ Wellness of the Young Child**
Semester: Spring 2016
Instructor: Stephanie Deering
Office: Reese Campus, Building 5, Room 512A
Office Hours: Monday, Tuesday, Thursday   2:00-6:00
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"South Plains College improves each student's life."

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 Associate's Standards Students will:	NAEYC Standards	Supportive Skills
Identify principles of nutrition, health and safety.	S1	SS3 SS5
Conduct nutritional, health, and safety assessment.	S3	
Examine regulatory requirements for nutrition, health, and safety.	S6	

Course Objectives

1. Describe the relationship between health, safety, and nutrition. (C7, F12)
2. Explain basic principles of health promotion and disease prevention for children. (F2, F6)
3. Identify community health issues and regulations regarding health. (C5, C15)
4. Describe principles of safety as they relate to children. (F2, F6)
5. Evaluate policies, procedures, and children's environments regarding safety. (C5, F9)
6. Explain basic principles of nutrition related to children. (C6, C7)
7. Examine nutrition regulations and evaluate children's environments regarding nutrition. (C5, F9)
8. Plan health, safety, and nutrition activities to promote children's well-being. (C10, F7, F8)
9. Demonstrate skills in computation and record keeping as they apply to nutrition, health, and safety. (F4, C8)

Evaluation Methods

- Regular class attendance and participation
- Chapter quizzes
- Activity plans
- Menu plan
- Field experience w/written documentation
- Exams

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

Information	Systems	Thinking Skills
Interpersonal	Basic Skills	

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: 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.

SPC Attendance Policy

Students are expected to attend all classes in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus.

 When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student's responsibility to complete work missed within a reasonable period of time as determined by the instructor. Students are officially enrolled in all courses for which they pay tuition and fees at the time of registration. Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first class meeting.

Students who enroll in a course but have "Never Attended" by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of "X" or "F" as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student's responsibility to be aware of that policy.

It is the student's responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate and the student will owe any balance resulting from the adjustment.

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** (2-3 days per week)
> - Log on to Blackboard/ TECA 1318
> - Check **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 **My Grades** to verify record of completion.
> - Schedule and complete 2-3 hours **Field Experience**
> - Work on **Activity Planning** or other assignments

*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, 2016**.

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"!**

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.

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 Disability Services Office. For more information, call or visit the Disability Services Office at Levelland Student Health & Wellness Center 806-716-2577, Reese Center (also covers ATC) Building 8: 806-716-4675, Plainview Center Main Office: 806-716-4302 or 806-296-9611, or the Health and Wellness main number at 806-716-2529.

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.

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

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

☐   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.

_____   _____

Signature   Date