



Course Syllabus Wellness of the Young Child TECA 1318

Semester with Course Reference Number (CRN)	Fall, 2016 CRN 15045
Instructor contact information (phone number and email address)	Professor Saran Winters 713-718-6237 saran.winters@hccs.edu
Office Location and Hours	Central Campus EDC Building, D-108 By Appointment
Course Location/Times	Online Course August 22 – December 11, 2016
Course Semester Credit Hours (lecture, lab)	Credit Hours 3.00 Lecture Hours 2.00 Laboratory Hours 3.00
Total Course Contact Hours	80
Course Length (number of weeks)	16 weeks
Type of Instruction	Distance Education Field experience required
Course Description	A study of the factors that impact the well-being of the young child including healthy behavior, food, nutrition, fitness, and safety practices. Focuses on local and national standards and legal implications of relevant policies and regulations. Course content must be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards and coincide with the National Assessment of Educational Progress position statement related to developmentally appropriate practices for children from birth to age eight. Requires students to participate in field experiences with children from infancy through age 12 in a variety of settings with varied and diverse populations. Course includes a minimum of 16 hours of field experiences.
Course Prerequisite(s)	None
Academic	NAEYC Standard 1. Promoting Child Development and Learning

Discipline/CTE Program Learning Outcomes	NAEYC Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families NAEYC Standard 6. Becoming a Professional
Course Student Learning Outcomes (SLO)	Upon successful completion of this course, students will: <ol style="list-style-type: none"> 1. Describe the relationship between health, safety and nutrition. 2. Describe the basic principles of healthy behavior and guidance practices that influence health promotion, safe practices and disease prevention for young children. 3. Analyze principles of nutrition and the application to nutritional assessment. 4. Identify policy and regulatory requirements for nutrition. 5. Describe the role of physical fitness as it contributes to healthy behavior. 6. Evaluate and make recommendations for modifications of regulations regarding child's safety, safety procedures, and children's environments for safety. 7. Describe how physical, social, and emotional environments influence a child's health.
Learning Objectives	<ol style="list-style-type: none"> 1. Describe the relationship between health, safety and nutrition. 2. Describe the basic principles of healthy behavior and guidance practices that influence health promotion, safe practices and disease prevention for young children. <ol style="list-style-type: none"> 2.1 Describe symptoms of common childhood diseases, how they spread and reporting requirements. 2.2 List circumstances requiring the use of universal health precautions. 3. Analyze principles of nutrition and the application to nutritional assessment. <ol style="list-style-type: none"> 3.1 Describe the Food Guide Pyramid and its application to children's needs. 3.2 Describe specific methods for planning nutritious meals and snacks for children. 3.3 Plan and implement nutrition education activities with children. 3.4 Plan a varied, nutritionally balanced diet for children. 3.5 Participate in meal/snack times with children. 3.6 Use computation skill in menu planning. 4. Identify policy and regulatory requirements for nutrition. <ol style="list-style-type: none"> 4.1 Compare nutritional guidelines and regulations. 5. Describe the role of physical fitness as it contributes to healthy behavior. 6. Evaluate and make recommendations for modifications of regulations regarding child's safety, safety procedures, and children's environments for safety. <ol style="list-style-type: none"> 6.1 Identify organizations with health guidelines affecting early childhood settings. 6.2 Identify community resources for specific types of referrals. 6.3 Compare safety guidelines and regulations. 7. Describe how physical, social, and emotional environments influence a child's health. <ol style="list-style-type: none"> 7.1 Explain the relationship between supervision and accident prevention. 7.2 Describe ways to structure space and time to create safe, developmentally appropriate indoor and outdoor injuries.
SCANS and/or Core	<u>Systems</u> : The student will become familiar with Minimum Standard Rules

Curriculum Competencies	<p>and understand its importance relating with child care (<i>understands systems</i>), and evaluates a child care environment during practicum assignment using a checklist (<i>monitor/correct system performance</i>).</p> <p><u>Information:</u> The student will gather information about foods from Minimum Standard Rules and food pyramid (<i>acquire/evaluate information</i>), organize foods into food groups and maintain adequate food portions (<i>interpret/communicate information.</i>)</p> <p><u>Basis Skills:</u> The student will perform basic math computation when developing menu (<i>arithmetic</i>).</p>
Course Calendar	See attached table at end of the file.
Instructional Methods	Distance (100%)
Required Component	<p>This course includes at least one of the following required components: practicum assignment, key assessment, field experience hours, and/or First Aid/CPR certification. If this assignment is not completed with 70% of possible points, you will not receive a passing grade in this class. Your instructor will explain the required component identified for this course-<u>practicum assignment, CPR/First Aid and field experience.</u></p>
Student Assignments	<p>All assignments are due by midnight on their designated due date listed on the class calendar. Submit assignments through Eagle online or via HCC email. Assignments must be word documents saved as the course number 1318, underscore, your last name, underscore, and the assignment number (This is how I would save Project 1: 1318_Winters_P1). Assignments must be typed and double-spaced, cite references when necessary, using APA format. Spelling and grammar are graded. College standards of writing/documentation are expected. Grading rubrics will be used for grading. More information will be provided.</p> <ol style="list-style-type: none"> a. Projects: 14 @ 20 points = 280 points These assignments are designed to apply information from the readings into written papers. Read the requirements for each project. Some projects will take some planning for observing or interacting with children. These projects will not be accepted late. Grading rubrics will be used for grading. b. Topic Paper and Power Point: 80 points + 20 points respectively = 100 points Choose a topic dealing with <u>one</u> of the following – health, safety, or nutrition of young children (birth through 12 years). For example, in the area of safety, you could choose to write about Bicycle Safety. Email your <u>one</u> topic choice to your professor by the designated due date on the class calendar or a topic choice will be assigned to you. c. Practicum Assignment: 100 points <u>Students will not be given a passing grade for the course without successfully completing this assignment.</u> Choose a National Association of Education for Young Children (NAEYC) accredited child care center. Instructions for finding a NAEYC accredited center may be found by visiting the NAEYC website: http://www.naeyc.org/accreditation/center_search.asp Call for an appointment to visit the center. Complete the center's required paperwork for Criminal History Check. Print the checklist and complete the instrument while observing 3 hours in the accredited center. Write a reflection paper relating your observations with our text. Check the class calendar for the due

date. Grading rubric will be used for grading.

d. Field Experience: 100 points

Students will not be given a passing grade for the course without successfully completing this assignment.

Students are required to participate in 16 hours of field experiences with children from infancy through age 12 in a variety of settings with varied and diverse populations. These hours must be documented and signed by the contact person at your site on the field experience form. After completing these hours, write a reflection paper relating your observations with our text. Check the class calendar for the due date. Grading rubric will be used for grading.

e. CPR/First Aid: 50 points

Students will not be given a passing grade for the course without successfully completing this assignment.

Students must obtain current Infant/Adult CPR and First Aid training and submit a copy of documentation. Check the class calendar for the due date.

Student Assessment(s)

Tests: 4 @ 50 points = 200 points

Timed tests will be taken online through the Eagle online course. Check class calendar for testing closing dates.

Makeup Tests: Students who have an approved documented excuse may complete a makeup test within two weeks of the original testing date. Approved excuses include: personal illness, a death in the immediate family, and participation in official college functions. Students who miss a test should contact the professor before the scheduled exam or as soon as possible to reschedule.

Instructor's Requirements

THIS IS NOT A SELF-PACED COURSE, there are due dates set on our class calendar. Students need basic computer skills to feel successful in this course. Correspondence will be through students' HCC email. All of your assignments will be sent via the Eagle online class or HCC email, therefore you will need to know how to download and upload files. Information about Eagle may be found online when you log on. Email correspondence should be through my HCC email: saran.winters@hccs.edu check my email frequently and will respond as needed. Feel free to contact me if you have any questions.

Student Responsibilities:

- a. Communicate with your professor. If a student uses their private email to communicate, please be aware that I will only reply to their HCC student email.
- b. Use professional writing in all correspondence and assignments.
- c. Practice regular attendance for class by logging into the Eagle online course at least twice a week and regularly checking your student HCC email.
- d. Prepare for class assignments by reading required textbook chapters.
- e. Actively participate in class by completing all assignments by their due dates according to our class calendar.
- f. Follow guidelines set forth in this course syllabus.

Program/Discipline Requirements

NOTICE This course of study would not be appropriate for anyone who falls into the following category as noted by the Texas Department of

Family and Protective Services. "No person with a conviction or who is under indictment for, or is the subject of an official criminal complaint alleging violation of any of the crimes listed as a felony against the person or felony violation of the Texas Controlled Substance Act may be present while children are in care."

Orientation Students who are completing lab, practicum, or field experience components at Houston Community College Child Development Lab School must complete a mandatory orientation. Contact the department at 713-718-6303 for more details about the orientation.

HCC Grading Scale

A = 100- 90	4 points per semester hour
B = 89 - 80:	3 points per semester hour
C = 79 - 70:	2 points per semester hour
D = 69 - 60:	1 point per semester hour
59 and below = F	0 points per semester hour
IP (In Progress)	0 points per semester hour
W(Withdrawn)	0 points per semester hour
I (Incomplete)	0 points per semester hour
AUD (Audit)	0 points per semester hour

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

Instructor Grading Criteria

Grading Scale:

830 - 747	A
746 – 664	B
663 – 581	C
580 – 498	D
497 or below	F

Instructional Materials

Marotz, L. R., Cross, M. A. and Rush, J. M. (2015). *Health, Safety, and Nutrition for the Young Child* (9th ed.). Albany, NY: Delmar.

Texas Department of Family and Protective Services. (2014). *Minimum Standards Rules for Licensed Child-Care Centers*.

http://www.dfps.state.tx.us/documents/Child_Care/Child_Care_Standards_and_Regulations/746_Centers.pdf

EGLS3 – Evaluation for Greater Learning Student Survey System

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

Access Student Services Policies on their Web site

<http://www.hccs.edu/district/about-us/policies/d-student-services/>

Access DE Policies on their Web site

<http://de.hccs.edu/media/houston-community-college/distance-education/student-services/2013-2014HCCDEStudentHandbook-%28Revised8-1-2013%29.pdf>

Attendance Policy

For a 3-credit-hour lecture class, meeting 3 hours per week (48 hours of instruction), you can be dropped after 6 hours of absence. The 6 hours includes accumulated minutes late to class and leaving class early.

DE Attendance Policy

All students are expected to attend classes regularly, thus DE students must login to this course on a regular basis. DE students who do not login and actively participate before the Official Day of Record will be AUTOMATICALLY dropped for non-attendance. Completing the DE online orientation does not count towards attendance.

Active participation means turning in assignments each week. If you are having technical difficulties and cannot login, you must immediately contact your professor and the *Eagle Online* Help desk or you will be counted as absent.

Title IX

HCC is committed to providing a learning and working environment that is free from discrimination on the basis of sex which includes all forms of sexual misconduct. Title IX of the Education Amendments of 1972 requires that when a complaint is filed, a prompt and thorough investigation is initiated. Complaints may be filed with the HCC Title IX Coordinator available at 713 718-8271 or email at oie@hccs.edu.

Course Calendar

TECA 1318

CRN #15045

Fall 2016

Week	Date	Topics	Assignments
1	8-26	Introductions Course Requirements	**Turn in all assignments on their Friday due dates by 11:55 p.m.**
2	9-2	Ch. 1 - Children's Well-Being Ch. 2 - Daily Health Observations	Project #1 - Kidshealth Email Professor Topic Choice
3	9-9	Ch. 3 - Assessing Children's Health Ch. 4 - Caring for Children with Special Medical Conditions	Project #2 - Measure Children's Growth

4	9-16	Ch. 5 - The Infectious Process and Environments Control Ch. 6 - Childhood Illnesses: Identification and Management	Project #3 - Handwashing Project #4 - Letter to Parents
5	9-23	Test #1	Test #1: Chapters 1 - 6 Health Topic Papers
6	9-30	Ch. 7 - Creating High-Quality Environments Ch. 8 - Safety Management Ch. 9 - Management of Injuries and Acute Illness	Project #5 - US Consumer Product Safety Commission Project #6 - Play Equipment
7	10-7	Ch. 10 - Maltreatment of Children: Abuse and Neglect Ch. 11 - Planning for Children's Health and Safety Education	Project #7 - Resources for Parents
8	10-14	Test #2	Test #2: Chapters 7 - 11 Safety Topic Papers
9	10-21	Ch. 12 - Nutritional Guidelines Ch. 13 - Nutrients that Provide Energy Ch. 14 - Nutrients That Promote Growth and Regulate Body Functions	Project #8 - Advertisement Project # 9 - Fast Food Restaurant Project #10 - Eating Habits
10	10-28	Test #3	Test #3: Chapters 12 - 14 Nutrition Topic Papers

11	11-4	Ch. 15 - Feeding Infants Ch. 16 - Feeding Toddlers and Young Children	Project #11 - Infant Feedings
12	11-11	Ch. 17 - Planning and Serving Nutritious and Economical Meals	Project #12 - 5-day Menu Project #13 - Snack Practicum Checklist & Reflection Paper
13	11-18	Ch. 18 - Food Safety	Field Experience & Reflection Paper CPR/1st Aid
14	11-25	Thanksgiving Break	Thanks giving Break
15	12-2	Ch. 19 - Nutrition Education: Rationale, Concepts, and Lessons	Project #14 - Children's Book and Activity
16	12-5	Test #4	Test #4: Chapters 15 - 19

No assignments accepted after December 2, 2016