

ACC Child Care & Development Dept.
CDEC /TECA 1318 Wellness and the Young Child
Master Syllabus

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. Focus on local and national standards and legal implications of relevant policies and regulations. Students are required to participate in a minimum of 15 hours of field experiences with children, infant through 12 years old, in a variety of relevant settings with varied and diverse populations. (Formally CDP 1423) (3-3-1)

Prerequisites: DEVR 0303 and DEVW 0403 or satisfactory score on appropriate placement test.

Co-requisites: DEVR 1303 or DEVW 1403 or satisfactory score on appropriate placement test.

Required Texts: Current edition of Health, Safety & Nutrition for the Young Child, Marotz, Cross, and Rush; Cengage-Delmar Publishers.

Instructional Methodology:

- **In Class:** Students will participate in a variety of activities in class including instructor lectures, group discussions and projects. In addition, a regularly scheduled lab will be required.
- **OPC/ITV:** This course is part of the open campus (OPC) offerings at ACC. There are no regularly scheduled class meeting times. This course is also designated as ITV (Instructional Television). Students are responsible for textbook reading, video viewing, and should adhere to the attached calendar to meet various due dates for tests and projects. Both observation and participation in a toddler or preschool classroom are required.

Course Rationale: This course serves as an introduction to the health, safety and nutritional issues related to young children including related care giving behaviors needed by parents and teachers to positively encourage growth and development.

NAEYC Standards:

All coursework in ACC's Child Development Department include student learning opportunities and outcomes that address the National Association for the Education of Young Children's Standards for Early Childhood Professional Preparation in Associate Degree Programs. The Standards intentionally cover areas of professional preparation that are required to be sure that all young children will receive the kind of early education they need and deserve. Following are the Standards which are included in your coursework:

STANDARD 1: *Promoting Child Development And Learning*

1a: Knowing and understanding young children's characteristics and needs

1b: Knowing and understanding the multiple influences on development and learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

STANDARD 3: *Observing, Documenting, And Assessing To Support Young Children And Families*

3d: Knowing about assessment partnerships with families and other professionals

Course Objectives:

1. Describe the basic principles of healthy behavior that influence health promotion and disease prevention for young children
 - a. Describe the relationships between personal health behaviors and individual well-being in young children
 - b. Identify indicators of mental, emotional, social and physical health during childhood.
 - c. Describe how the family influences a child's health
 - d. Describe how physical, social, and emotional environments influence a child's health
 - e. Describe factors in the local community affecting the health of children and families. (7)
 - f. Describe symptoms of common childhood health concerns and diseases, communicability, prevention and reporting requirements as they relate to young children. (1,2,8,10)
 - g. Observe health appraisals of children in early childhood settings including child care and public school. (1,8)
 - h. Work cooperatively with colleagues and parents to meet individual/special health needs of children. (1,3,7,8)
2. Describe universal health precautions. (1,2,7,8, 10)
 - a. List circumstances requiring the use of universal health precautions. (7,10)
 - b. Demonstrate appropriate use of universal health precautions in early childhood settings. (1,2,7,8,10)
3. Describe legal implications regarding health. (1,4,7,8,10)
 - a. Identify agencies with legal or regulatory authority over children's health issues. (1,4,7)
 - b. Identify city, county, state and federal health regulations which apply to early childhood settings. (1,7,8)
 - c. Identify state and local health guidelines affecting early childhood settings. (1)
4. Analyze environmental and personal hygiene. (1,2,4,5,6,7,8,10)
 - a. Describe hygiene principles. (1,10)
 - b. Practice daily environmental and personal hygiene routines with young children (1,7,8,10)
 - c. Provide young children with opportunities to learn about and apply personal health practices. (1,5,7,10,ExCET 013)
 - d. Practice communicable disease control functions in early childhood settings. (1, 7,8,10)
5. Analyze principles of nutrition. (1,2,5,6,7,8,10)
 - a. Describe the role of carbohydrates, proteins, fats, water, vitamins, and minerals in children's health. (1)
 - b. Describe the Food Guide Pyramid and its application to children's needs. (1,8)
 - c. Identify criteria for developmentally appropriate feeding practices with children, 0 -12 months; 12 months - 2 years; 3 - 5 years; 6-12 years. (1,7,10)
 - d. Discuss nutritional needs of children including special dietary or cultural considerations. (1,2)
 - e. Describe specific methods that are used for planning nutritious meals and snacks for young children through elementary school. (1)
 - f. Describe how nutritional factors may affect children in one or more developmental domains and the implications for the classroom teacher. (ExCET 020)
 - g. Plan and implement nutrition education activities with children. (1,7,8,10)

6. Evaluate nutrition assessment. (1,4,7,8)
 - a. Discuss the relationship between nutrition and children's health and well being (1)
 - b. Evaluate menu plans in early childhood settings for nutrients, inclusion of cultural foods, use of food guide pyramid and amounts of foods needed for various ages. (1,7)
 - c. Observe and analyze meal/snack times for children ages 0 -12 months; 12 months - 2 years; 3 - 5 years; 6-12 years. (1,4)
 - d. Plan varied, nutritionally balanced diets for young children. (1,4,8)
 - e. Propose modifications for special dietary needs. (8)
 - f. Participate in meal/snack times with children ages 0 -12 months; 12 months - 2 years; 3 - 5 years; 6-10 years. (1,4,7,8)
 - g. Prepare appropriate nutrition information for families. (7,8)
 - h. Share appropriate nutrition information with families of children ages 0 -12 months; 12 months - 2 years; 3 - 5 years; 6-12 years.

7. Examine regulatory requirements for nutrition. (1).
 - a. Identify city, county, state and federal nutritional regulations which apply to early childhood settings. (1,7,8)
 - b. Identify state and local nutritional guidelines affecting early childhood settings. (1)
 - c. Compare nutritional guidelines and regulations. (1)

8. Describe the importance of physical fitness
 - a. Discuss the relationship of health education and physical activity for young children based on current literature.
 - b. Describe appropriate practices in developing, planning, teaching and assessing physical activities for young children.
 - 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 young children ages 0 -12 months; 12 months - 2 years; 3 - 5 years; 6-12 years.
 - d. Identify state and local physical education guidelines affecting early childhood settings. (National Standards and TEKS)

9. Describe principles of safety as they relate to young children. (8,10)
 - a. List safety principles as they apply to children ages 0 -12 months; 12 months - 2 years; 3 - 5 years; 6-10 years. (10)
 - b. Apply safety principles when working with children. (8,10)

10. Evaluate regulations regarding child safety. (1,5,7,8,10)
 - a. Identify organizations and agencies with safety regulations affecting safety in early childhood settings (1,7,8)
 - b. Compare safety guidelines and regulations. (1)
 - c. Evaluate early childhood settings for compliance with safety regulations and guidelines. (1,7)
 - d. Identify and describe reporting procedures when unsafe conditions exist. (1,7,8)
 - e. Apply regulations and guidelines which ensure the safety of children in care. (1,7)
 - f. Describe ethical and legal responsibilities for child safety. (1)

11. Evaluate safety procedures. (1,2,6,7,8,10)
 - a. Explain the relationship between supervision and accident prevention. (1)
 - b. Demonstrate safety procedures and practices in early childhood settings including

- specific situations related to various age groups. (e.g., transportation, field trips, evacuation procedures, etc.) (1,7,8,10)
- c. Demonstrate appropriate use of first aid procedures in early childhood settings. (1,2,7,8)
 - d. Provide young children with opportunities to learn about and apply safety practices. (1,7, ExCET 013)
 - e. Evaluate procedures necessary for the safety of children of various ages and special needs.(10)
12. Evaluate children's environments for safety. (1,2,4,6,7,8,10)
- a. Describe most common causes and types of unintentional injuries to children and ways of preventing such injuries. (1,7)
 - 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. (1,2,4,7,8,10, ExCET 022)
 - c. Evaluate indoor and outdoor early childhood environments for safety. (1,7,8,10)
13. Demonstrate skills in computation, record keeping, referrals and resources as they apply to health, nutrition, fitness and safety practices. (2,4,7,8)
- a. Identify community resources for specific types of referrals related to health, nutrition, fitness and safety. (4,7,8)
 - b. Complete health, nutrition, fitness and safety records/reports as required in various early childhood settings. (2,8)
 - c. Use computation skills in menu analysis and planning.

SCANS Competencies: covered in TECA 1318 Nutrition, Health and Safety include: identifying, organizing, planning, and allocates resources (**Resources**); acquiring and using information (**Information**); working with others (**Interpersonal**); reading, writing, performs arithmetic and mathematical operations, listening and speaking (**Basic Skills**); thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reasons (**Thinking Skills**); displays responsibility, self-esteem, sociability, self-management, integrity, and honesty (**Personal Qualities**).

Course and Lab Policies and Requirements:

This course has 16 required hours of field experiences. These hours may be completed at the ACC Children's Lab School, an approved early childhood program in the community or the student's place of employment, if appropriate. One visit to the ACC Children's Lab School may be required during the semester. Lab assignments consist of a combination of direct observation in a classroom and several projects that may or may not require participation with children. To be eligible to participate in field experiences, you must meet the eligibility criteria of the Child Development's Eligibility for Field Experiences Policy. The Child Development Department's policy reflects the standards established by both:

- o the Texas Department of Family and Protective Services, which is explained in the catalog and on the "Austin Community College Children's Lab School Criminal Conviction Statement for Child Development Lab Students",
- o and criteria set by the Austin Independent School District for volunteer eligibility which prohibits anyone with a felony within the last five years for offenses involving moral turpitude (acts that are generally considered morally or ethically wrong, including crimes that involve dishonesty, fraud, deceit, theft, misrepresentation.)

You must complete all required hours to receive credit for this course.

Course Grading Lab Pass Statement: To successfully pass this course you must pass lab. If you do not receive a passing evaluation from your Lab School supervising teacher or from me, you may not pass the course. You may be asked to withdraw, receive an "F" or be asked to continue working on lab competencies for this course. All of this is explained in more detail on your handouts: "Procedure for Assisting Child Development Students to Improve Their Lab Practice" and the "Child Development Department Lab and Field Work Agreement".

To successfully complete the lab portion of this course, you are expected to:

- demonstrate the behaviors required in *Minimum Standards for Licensed Child Care Centers* and noted on the "Child Development Department Lab and Field Work Agreement"
- demonstrate the competencies discussed in your "Lab Expectations Handout"
- follow the policies of your lab placement site

Attendance: Each instructor will establish an attendance policy. Students must adhere to the attendance policy as stated in the individual course syllabus.

Withdrawals: Students may withdraw from one or more courses prior to the withdrawal deadline by submitting a request form to Admissions and Records. Withdrawal deadlines are published in the academic calendar. Withdrawal courses appear on the student's record with a grade of W. Until a student is officially withdrawn, the student remains on the class roll and may receive a grade of F for the course.

Students are responsible for understanding the impact withdrawing from a course may have on their financial aid, veterans' benefits, international student status, and academic standing. Students are urged to consult with their instructor or an advisor before making schedule changes.

Per state law, students enrolling for the first time in fall 2007 or later at any Texas college or university may not withdraw (receive a W) from more than six courses during their undergraduate college career. Some exceptions for good cause could allow a student to withdraw from a course without having it count toward this limit. Students are encouraged to carefully select courses; contact an advisor or counselor for assistance.

'Third attempt' course tuition

Per state law, effective spring 2006 any student taking a class for the third time or more may be charged an *additional* \$60 per credit hour unless exempted. We call it the **Rule of Three or Third Course Attempt.**

The Texas Higher Education Coordinating Board has mandated that all publicly funded higher-education institutions will not receive funding for courses a student takes for the third time or more. Without the state funding for those affected classes, ACC will charge additional tuition to pay for the cost of the class. The new "Third Course Attempt" tuition costs will not apply to developmental courses, Continuing Education courses, special-studies courses in which the content changes each time, or other select courses.

Students affected by this new policy should note the following:

- This policy affects class enrollments beginning with the fall 2002 semester (Aug. 2002).
- Financial aid may be used to cover the additional tuition charge.
- If you are taking a class for the second time and are considering a third attempt in the future, consult with your instructor and/or advisor. ACC is here to help you succeed.
- Appeals for waivers will be reviewed on a case-by-case basis by the relevant Dean of Student Services at each campus.

Reading and Writing Requirements: This course requires that students have successfully completed the Fundamentals of Reading (DEVR 0303) and the Fundamentals of Writing (DEVW 0403) or obtained a satisfactory score on an appropriate placement test. To remain in this course, you must be concurrently enrolled in Reading Skills I (DEVR 1303) and Writing Skills I (1403) or have obtained a satisfactory score on an appropriate placement test.

Legible Assignments: I expect all assignments to be written in complete sentences and to contain understandable paragraphs. Work that does not reflect these expectations will be returned to you for correction. The ACC Labs are wonderful resources and the Lab tutors will help you be sure that your assignments meet these expectations.

Professional Ethics: You are expected to maintain professional ethics while in this course. Careful adherence to NAEYC's Professional Code of Ethics when dealing with families, children, colleagues and supervising teachers is mandatory. Information about the Code of Ethics is available on NAEYC's website at www.naeyc.org. In addition, classroom discussions and all written work must reflect our commitment to maintaining issues of confidentiality for all children and families who allow our observations.

Withdrawals: Students may withdraw from one or more courses prior to the withdrawal deadline by submitting a request form to Admissions and Records. Withdrawal deadlines are published in the academic calendar. Withdrawal courses appear on the student's record with a grade of W. Until a student is officially withdrawn, the student remains on the class roll and may receive a grade of F for the course.

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Incompletes: An incomplete means that there are extenuating circumstances which have prevented you from completing the class within the semester time-frame.

An "I" will be given upon the request of the student only if at least 60% of course and lab work has been completed in a satisfactory manner. You will then have a limited amount of time to complete the course requirements. An automatic F results when the course is not completed as agreed upon.

Scholastic Dishonesty: ACC's Scholastic Dishonesty Policy is stated in the Student Handbook: "Acts prohibited by the College for which discipline may be administered include scholastic dishonesty, including but not limited to cheating on an exam or quiz, plagiarizing, and unauthorized collaboration with another in preparing outside work. Academic work submitted by students shall be the result of their thought, research or self-expression. Academic work is defined as, but not limited to tests, quizzes, whether taken electronically or on paper; projects, either individual or group; classroom presentations, and homework." Failure to comply with this policy will result in loss of course credit for the assignments and may result in withdrawal from this course.

Electronic Technology:

During all tests, please be sure that all electronic technology like cell phones, PDA's, etc., are turned off. Doing this prevents any misunderstanding about the use of the equipment for obtaining test information.

Students with Disabilities: The Student Handbook states "Each ACC campus offers support services for students with documented physical or psychological disabilities. Students with disabilities must request reasonable accommodations through the Office for Students with Disabilities on the campus where they expect to take the majority of their classes. Students are encouraged to do this three weeks before the start of the semester." **The Office for Students with Disabilities for Eastview can be reached at 223-4159; Rio Grande has a TTY, 223-9000.**

Student Freedom of Expression: Each student is strongly encouraged to participate in an open dialog. In any instructional situation that includes critical thinking, there are bound to be many differing viewpoints. These differences enhance the learning experience and create an atmosphere encouraging us to think and learn. I do expect that we respect the views of each other even if they differ substantially on volatile and sensitive topics.