**Course Title** – Wellness of the Young Child  
**Course Prefix and Number** – TECA 1318  
**Department** – Education/Early Childhood  
**Division** – Technology and Business  

**Course Type:** (check one)  
☐ Academic General Education Course (from ACGM – but not in WCJC Core)  
☐ Academic WCJC Core Course  
☐ WECM course (This course is a Special Topics or Unique Needs Course: Y☐ or N☐)

**Semester Credit Hours # : Lecture Hours # : Lab/Other Hours #**  
3:3:0

**Equeted Pay hours for course - 3**

**Course Catalog 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; course content must be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards; and coincide with the National Association for the Education of Young Children 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.

**Prerequisites/Co-requisites** - Students must pass a criminal history check.

**Prepared by Barbara S. Lynn**  
**Date** 02-26-2015

**Reviewed by Department Head Barbara S. Lynn**  
**Date** 02-26-2015

**Accuracy verified by Division Chair David Kucera**  
**Date** 07/10/2015

**Approved by Dean or Vice President of Instruction Leigh Ann Collins**  
**Date** 12/3/15
I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non-lecture instruction):

1. Nutrition principles relevant to a childcare/school setting. (birth-age 12 years)
2. How to conduct a nutrition assessment and health assessment of young children in a childcare/school setting up to sixth grade.
3. How to practice nutrition promotion activities, personal hygiene practices, and safety procedures with a group of children (birth-sixth grade).
4. Regulatory requirements (local, national) for nutrition and safety.
5. Community health problems and universal health precautions.
6. Environmental hazards and possible implications concerning the health of young children (e.g., lead poisoning, access to prenatal and well-baby care).
7. How to evaluate the environment in a childcare/school setting regarding health and safety practices (birth-grade 6).
8. How to identify child abuse and neglect and the actions that a teacher can take in suspected cases.
9. Read and discuss information found in professional literature on health, safety, and nutrition.
10. Describe local and national standards on the well-being of the child (ages birth-grade 6) as it relates to healthy behavior, food, nutrition, and safety practices.
11. Describe the relevant policies and regulations at the local, state, and national level and understand the associated legal implications.

In addition to the 48 hours of contact time in class (lecture/class discussions), students will participate in a minimum of 16 hours of observations in programs for children ages birth through 12 years at sites approved by the Department of Education/Early Childhood.

National Association for the Education of Young Children Standards measured in this course:
1. Promoting child development and learning
2. Building family and community relationships
3. Observing, documenting, and assessing
4. Using developmentally appropriate approaches to connect with children and families
5. Using content knowledge to build meaningful curriculum
6. Becoming a professional

II. Course Learning Outcomes

Upon successful completion of this course, students will:

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

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Methods of Assessment</th>
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<tbody>
<tr>
<td>1. Describe the relationship between health, safety and nutrition.</td>
<td>1.-5. Three tests and any other tests or quizzes deemed appropriate by the instructor. (Grade of 70 or more indicates mastery) The midterm exam must include at least one essay question to assess higher levels of Bloom’s Taxonomy.</td>
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<tr>
<td>2. Describe the basic principles of healthy behavior and guidance practices that influence health promotion, safe practices and disease prevention for</td>
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Administrative-Master Syllabus
Revised April 2014
| Course Objectives | 6.-7. The summaries of the observations will address the appropriateness of the following wellness criteria:  
|-------------------|------------------------------------------------------------|
|                   | a. physical and emotional safety offered to children in the program  
|                   | b. nutritional assessment of the menus offered to children in the program  
|                   | c. practices for avoiding children's illnesses being extended by the program with a minimum grade of 70 indicating mastery.  
|                   | 8.-9. Three tests and any other tests or quizzes deemed appropriate by the instructor. (Grade of 70 or more indicates mastery) The midterm exam must include at least one essay question to assess higher levels of Bloom’s Taxonomy.  
|                   | 9. Students will submit a term project of 5 lesson plans for one age on topics related to physical and mental health. (Term projects will be graded according to a rubric with a minimum grade of 70 indicating mastery.)  
|                   |  

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Most recent edition of  

IV. Suggested Course Maximum - 35

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

Sufficient space for small group work on occasion

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.

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

Following the reading of text materials and the participation in class lectures and discussions, students will submit a term project of six (6) obsevations of programs for young children (birth-grade 6). The observation summaries will be graded by a departmental rubric and will be used in class discussions. The 16 hours of observations in programs for children will be conducted outside of class.
Students will use college level reading comprehension skills, composition skills, and basic computer literacy skills in completing assignment for the course. Additionally, students will conduct themselves in a professional manner (as stipulated by departmental guidelines) while engaging in the observation component of the course.

Grading System –

90-100-A Excellent Work  3 tests (20% each) 60%
80-89-B Good Work Lesson plan project- 20%
70-79 C Average Work Observation summaries-10%
60-69 D Minimal Level of Work attendance/class participation-10%
59 and below-F Does not pass course standards

Passing TECA 1318 is contingent upon the student’s documentation of 16 hours of observation at approved sites from ages infancy-12 years.

VII. Curriculum Checklist

☑ - Academic General Education Course (from ACGM – but not in WCJC Core)
  No additional documentation needed

☐ - Academic WCJC Core Course
  Attach the Core Curriculum Checklist, including the following:
  • Basic Intellectual Competencies
  • Perspectives
  • Exemplary Educational Objectives

☐ - WECM Courses
  If needed, revise the Program SCANS Matrix & Competencies Checklist.