



Course Information

Course Title	Wellness of the Young Child
Course Prefix, Num. and Title	TECA 1318 Wellness of the Young Child
Division	Technology & Business
Department	Education & Early Childhood
Course Type	Academic General Education Course (from ACGM, but not WCJC Core)
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.
Pre-Requisites	Students must pass a criminal history check.
Co-Requisites	None

Semester Credit Hours

Total Semester Credit Hours (SCH): Lecture Hours:	3:3:0
Lab/Other Hours	
Equated Pay Hours	3
Lab/Other Hours Breakdown: Lab Hours	0
Lab/Other Hours Breakdown: Clinical Hours	0
Lab/Other Hours Breakdown: Practicum Hours	0
Other Hours Breakdown	16 hours of observation scheduled outside of class

Approval Signatures

Title	Signature	Date
Prepared by:		
Department Head:		
Division Chair:		
Dean/VPI:		
Approved by CIR:		

Additional Course Information

Topical Outline: Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, and 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

Course Learning Outcomes:

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 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 and differentiate between safe and unsafe practices in environments for children (birth-grade 6).
7. Describe how physical, social, and emotional environments influence a child's health
8. Students will identify ways to recognize visual, hearing, speech, and language disorders in children ages birth-grade 6.
9. Students will describe how to plan effective environments, learning activities, and family involvement suggestions that maintain the physical and mental health of children ages birth-grade 6.

Methods of Assessment:

1.-5 and 8. 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.

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. Students will submit a term project of 3 lesson plans for one age on topics related to physical and mental health and create a 2-page family newsletter to match the wellness unit. (Term projects will be graded according to a rubric with a minimum grade of 70 indicating mastery.)

Required text(s), optional text(s) and/or materials to be supplied by the student:

Most recent edition of

Marotz, L. R. (most recent edition). Health, safety, and nutrition for the young child. Clifton Park, NY: Wadsworth/ Cengage.

Suggested Course Maximum:

35

List any specific 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.

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

90-100-A Excellent Work

80-89-B Good Work

70-79 C Average Work

60-69 D Minimal Level of Work

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.

3 tests (20% each) 60%

Lesson plan/ family newsletter project- 20%

Observation summaries-10%

Attendance/class participation-10%

Curriculum Checklist:

Administrative General Education Course (from ACGM, but not in WCJC Core) – No additional documents needed.

Administrative WCJC Core Course. Attach the Core Curriculum Review Forms

Critical Thinking

Communication

Empirical & Quantitative Skills

Teamwork

Social Responsibility

Personal Responsibility

WECM Course -If needed, revise the Program SCANS Matrix and Competencies Checklist