



WACO, TEXAS

**COURSE SYLLABUS
AND
INSTRUCTOR PLAN**

Wellness of the Young Child

TECA 1318 50

Emily Stottlemire

Note: This is a 16-week course

**Wellness of the Young Child
TECA 1318.50**

Course Description:

Studies nutrition, health, safety, and related activities, including skill development in management of issues, guidelines, and practices in nutrition, as well as community health, hygiene, safety, and legal implications of these principles applied to a variety of settings. All Child Development (CDEC or TECA) courses must be passed with a grade of C or better for graduation. 25% of the requirements must be completed at McLennan. 2.000 Minimum GPA required for graduation. Semester Hours 3 (2 lec./2 lab)

Prerequisites and/or Corequisites:

No Prerequisite.

Course Notes and Instructor Recommendations:

TECA 1318 is currently offered in the spring semester. The lab component is an important aspect of the course and will involve the student doing lab at both the MCC Child Development Center and an elementary school.

A “hard copy” of all assignments is due at the beginning of each class on the due date. Emailing assignments will not be accepted. Exceptions will be made at the discretion of the professor.

Criminal Record Check: A criminal background check will be done during advising or during the first week of class. If the check reveals a conviction in your name, you may be dropped from class. Persons who have convictions must not work in a school/child-care facility.

Instructor Information:

Instructor Name: Emily Stottlemire
MCC Email: estottlemire@mclnnan.edu
Office Number: 254/299-8525
Office Location: CSC Child Development Center
Office Hours: Posted in Notebook in the Student Commons.

Required Text & Materials:

Title: Nutrition, Health and Safety for Young Childrem
Author: Sore, Daeschel, Amador,
Edition: Third Edition
Publisher: Pearson
ISBN: 978-0-13-395676-4

MCC Bookstore Website: <http://www.mclennan.edu/bookstore/>

Wellness of the Young Child TECA 1318.50

Student Support/Resources:

MCC provides a variety of services to support student success in the classroom and in your academic pursuits to include counseling, tutors, technology help desk, advising, financial aid, etc. A listing of these and the many other services available to our students is available at <http://www.mclennan.edu/campus-resource-guide/>

College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources, we encourage you to contact a success coach by calling (254) 299-8226. Students can visit the Completion Center Monday-Friday from 8:00 a.m.-5:00 p.m. to meet with a success coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) is open 12:00 p.m.-1:00 p.m., Monday-Friday, without an appointment. The Completion Center and pantry are located on the Second Floor of the Student Services Center (SSC).

Minimum Technical Skills:

Students should have basic computer skills, knowledge of word processing software, and a basic understanding of how to use search engines and common web browsers.

Backup Plan for Technology:

In the event MCC's technology systems are down, you will be contacted/notified through your MCC student email address. Please note that all assignments and activities will be due on the date specified in the Instructor Plan, unless otherwise noted by the instructor.

*** [Click Here for the Minimum System Requirements to Utilize MCC's D2L|Brightspace](http://www.mclennan.edu/center-for-teaching-and-learning/teaching-commons/requirements)**
(www.mclennan.edu/center-for-teaching-and-learning/teaching-commons/requirements)

Click on the link above for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

Methods of Teaching and Learning:

The content and information for this course will be presented through face to face lecture, power points, videos, class discussion, and in class group work. It is the student's responsibility to read the assigned material in preparation for class. A portion of the class time will be spent planning and implementing hands on activities that could be done with young children. The lab component is an important aspect of this course and will involve students completing lab hours at the MCC Child Development Center and an elementary school. More information will be available in class and from the instructor. Evaluation of the student is discussed later in this syllabus.

Wellness of the Young Child
TECA 1318.50

Course Objectives and/or Competencies:

By the end of the course, the student will be able to:

1. Analyze principles of nutrition.
 - a. Describe the role of carbohydrates, proteins, fats, water, vitamins and minerals in children's health.
 - b. Describe the Food Guide Pyramid and its application to children's needs.
 - c. Identify criteria for developmentally appropriate feeding practices with children, 0 – 12 - months; 13 months - 2 years; 3 - 5 years; 6 - 10 years.
 - d. Discuss nutritional needs of children including special dietary or cultural considerations.
 - e. Describe specific methods for planning nutritious meals and snacks for children.
 - f. Describe how nutritional factors may affect children in one or more developmental domains and the implications for the classroom teacher.
 - g. Plan and implement nutrition education activities with children.
2. Evaluate nutrition assessment.
 - a. Discuss the relationship between nutrition and children's health and wellbeing.
 - b. Evaluate a menu plan from a childcare setting for nutrients, inclusion of cultural foods, use of food guide pyramid and amounts of foods needed at various ages.
 - c. Observe and analyze a meal/snack time.
 - d. Plan a varied, nutritionally balanced diet for children.
 - e. Propose modifications for special dietary needs.
 - f. Participate in meal/snack times with children.
 - g. Share nutrition information with families.
3. Examine regulatory requirements for nutrition.
 - a. Identify agencies with nutritional regulatory guidelines affecting childcare settings.
 - b. Identify organizations with nutritional guidelines affecting childcare settings.
 - c. Compare nutritional guidelines and regulations.
4. Describe community health problems.
 - a. Describe factors in the local community affecting the health of children and families.
 - b. Describe symptoms of common childhood diseases, how they spread and reporting requirements.
 - c. Conduct health appraisals of children in child care settings.
 - d. Work cooperatively with colleagues and parents to meet individual/special health needs of children.
5. Describe universal health precautions.
 - a. List circumstances requiring the use of universal health precautions.
 - b. Demonstrate appropriate use of universal health precautions.
6. Describe legal implications regarding health.
 - a. Identify agencies with legal or regulatory authority over children's health issues.
 - b. Identify city, county, state and federal health regulations that apply to childcare

Wellness of the Young Child
TECA 1318.50

- settings.
- c. Identify organizations with health guidelines affecting childcare settings.
- d. Compare health guidelines and regulations.
- e. Adhere to health regulations to ensure the health of all children.
- 7. Analyze environmental and personal hygiene.
 - a. Describe hygiene principles.
 - b. Give examples of ways to minimize the spread of disease in child care settings.
 - c. Demonstrate basic health management practices.
 - d. Practice daily environmental and personal hygiene routines with children.
 - e. Provide children with opportunities to learn about and apply personal health practices.
 - f. Practice communicable disease control functions in child care settings.
- 8. Describe principles of safety as they relate to children.
 - a. List safety principles as they apply to children of differing ages.
 - b. Apply safety principles when working with children.
- 9. Evaluate regulations regarding child safety.
 - a. Identify agencies with regulations affecting safety in childcare settings.
 - b. Identify organizations with safety guidelines affecting childcare settings.
 - c. Compare safety guidelines and regulations.
 - d. Evaluate the childcare setting for compliance with regulations and/or guidelines.
 - e. Describe reporting procedures when unsafe conditions exist.
 - f. Apply regulations and guidelines that ensure the safety of children in care.
 - g. Describe ethical and legal responsibilities for child safety.
- 10. Evaluate safety procedures.
 - a. Explain the relationship between supervision and accident prevention.
 - b. Demonstrate safety procedures and practices in child care settings including specific situations, (e.g., transportation, field trips, evacuation procedures, etc.).
 - c. Demonstrate appropriate use of first aid procedures in childcare settings.
 - d. Provide children with opportunities to learn about and apply safety practices.
 - e. Evaluate procedures necessary for the safety of children of various ages and special needs.
- 11. Evaluate children's environments for safety.
 - a. Describe most common causes and types of unintentional injuries to children and ways of preventing such injuries.
 - 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.
 - c. Evaluate indoor and outdoor environments for safety.
- 12. Demonstrate skills in computation, record keeping, referrals and resources as they apply to nutrition, health and safety.
 - a. Identify community resources for specific types of referrals.
 - b. Complete nutrition, health and/or safety records/reports as needed.
 - c. Use computation skills in menu planning.
 - d. Use appropriate health appraisal procedures with children.

Wellness of the Young Child
TECA 1318.50

The Secretary's Commission on Achieving Necessary Skills (SCANS) was appointed by the Secretary of Labor to determine the skills our young people need to succeed in the world of work. The Commission's fundamental purpose is to encourage a high-performance economy characterized by high-skill, high-wage employment. The learning objectives of this course have been linked to the scans Competencies and Foundational Skills. (To view this report, see Attachment A.)

Course Outline or Schedule:

TECA 1318.50 Proposed Topics and Due Dates Dates Spring 2020 - Subject to change.
Changes announced in class or Brightspace.

Date	Topic	Assignments/Readings Due
1/14/20	Review Class Syllabus Lab Procedures Your Role in Children's Wellness	Read Chapters 1 in <i>Nutrition Health and Safety for Young Children</i> by Sorte 3rd ed
1/21/20	Creating a Healthy Environment; Children with Special Needs (Tentative: Guest speaker)	Read Chapter 8 Review chapter 1
1/28/20	Health Screening and Assessment Tools Lab: look at minimal standards and exclusion policies from centers. 2 nd hand /3 rd hand smoke Back to sleep .	Bring in Policy Manual from a center. Read chapter 9
2/4/20	Managing Infectious Disease HIV/ AIDS wash/sanitize toys	Lab #1 Due Read Chapter 10
2/11/20	Planning for Children's Safety Health and Nutritional Education Test 1 Health	Review appropriate information in chapter 1
2/18/20	Foundations of Optimal Nutrition Nutrition activities Lab: food labels and My Plate	Bring in Nutritional Labels Read Chapter 2 Bring in My Plate assignment
2/25/20	The Science of Nutrition Lab: Tasting/Cooking	Read chapter 3
3/3/20	What Makes a Good Menu? Menu Planning.	Read chapter 6 Lab 2 Due
3/10/20	No Class Spring Break	
3/17/20	Food safety. Test 2 Nutrition	Read chapter 7
3/24/20	Feeding Infants Lab: Activities/Cooking	Review chapter 4 Lab 3 Due
3/31/20	Feeding Toddlers/ Preschoolers/School Age Lab: Cooking with Preschoolers	Read chapter 5

**Wellness of the Young Child
TECA 1318.50**

4/7/20	Begin Creating Safe Environments/ Safe Practices Test 3 Feeding	Read chapter 13/14 Lab 4 Due
4/14/20	Safe Environments Teaching Children with Special Health Care Needs	Read Chapters 13/14 and Chapter 11/12
4/21/20	Responding to Emergencies Child Abuse issues/reporting Lab: Newsletter	Read chapters 15 Read Chapter 16 Lab 5 Due
4/28/20	Final Exam Review	Lab 6 Due
5-5/20	Final Exam	

Course Grading Information:

Assignments

Assignments are due at the beginning of class. Turn them in by placing them in the envelope. Your signature and the assignment in the envelope verify your assignment was turned in. Be sure to keep all returned assignments.

LAB ASSIGNMENTS

There will be 6 lab assignments to write and turn in. See individual lab assignments for due date and specific instructions.

MENUS

We will work on menus in class. You will be assessed in class and points will be assigned to your participation grade.

TESTS

There will be three tests and a final exam. You will need a Scantron, form #882E, and a number 2 pencil.

If you miss a test you have 2 weeks to make it up. It is your responsibility to schedule a makeup time. A different form of the test may be given. Only one test of the four may be taken late, unless prior approval from instructor is given.

Tests taken after the original test date are subject to -20 points.

Evaluation/Grading

Students are responsible for knowing material in reading assignments and information presented in class by the instructor, special speakers, and other students.

Class involvement (attendance, participation, interest)..... 15%
 In class assignments
Tests 35%
Written Lab Assignments..... 40%

**Wellness of the Young Child
TECA 1318.50**

Final exam..... 10%

- A minimum final grade of C is required in all CDEC/TECA classes for graduation.
- A grade of “W” (withdrew) is given for an instructor-or student-initiated course withdrawal through the 12th week of a semester. After the 12th week or until the end of the semester, if a student withdraws from a course, the instructor will either assign a W if passing work was being accomplished, or an F if the student was doing failing work.
- A grade of “I” (incomplete) is given when a course is incomplete because of reasons acceptable to the instructor (unfinished assignments or lab hours). To be eligible, the student must have essentially completed the course. If work is not made up within the following long semester, the “I” will be changed to an “F” and the course must be repeated if credit is to be given.

Grading The system of grading will be based on the general standard of:

Letter Grade	A	B	C	D	F
Total Points	100 - 90	89 – 80	79 – 70	69 – 60	59 or Below

A minimum final grade of C is required in all CDEC classes for graduation.

♦ **If you are doing make-up lab from a previous semester, please sign in on red folder in front office.**

Lab Experience – TECA 1318 requires a total of 16 lab hours.

A total of 10 hours must be done at the MCC Child Development Center and 6 hours at an elementary school. This information will be discussed in class. You will be assigned to an elementary school.

When doing lab hours at elementary school

The student in Child Studies and Education is expected to exhibit mature and responsible actions in all activities. This includes activities/lab hours at off campus sites. The following is expected:

- Arrive and depart at times arranged. Sign in and out as instructed.
- Follow appropriate dress code.
- Turn your **cell phone off and put it away.**
- Use appropriate and respectful language and behavior with adults and children.
- Remain attentive and interact with children as instructed by supervisors at the offsite location (teachers, staff, and/or administrators).
- Follow **all** instructions from supervisors at the offsite location (teachers, staff, and/or administrators)
- Use courteous manners at all times including greeting people and thanking them when you complete your lab hours.
- Let classroom teacher or appropriate staff know when you are leaving the classroom.

Wellness of the Young Child
TECA 1318.50

Consequences for not meeting these expectations can include loss of points for the assignment and/or the ability to complete the lab hours. If lab hours cannot be completed because the above expectations are not met, or other reasons, you could be counseled out of the Child Development Program.

More specific information will be provided/discussed in class, including the code of ethical conduct.

Off Campus Record of Lab Hours at Elementary School:

A record of lab hours must be turned in to receive your final grade for this course for the elementary school sites. Keep track of your off-campus lab hours. Follow instructions provided in class for verifying your hours off campus.

Lab at MCC Child Development Center: For this class, you may do lab in the any of the rooms in the Child Development Center. You will stay in one room for the entire semester. You will be assigned a room at the beginning of the semester.

*Refer to the Lab School Guidelines for lab school hours and other important lab information.

There will be lab assignments to write and turn in.

The computer keeps a running total of lab hours. This is the record of MCC CDC lab hours that I accept for credit. When you sign in, go directly to the classroom. When you leave the classroom, sign out. If you are not in the classroom (or observation booth for some assignments) when you have signed in on the computer, you may lose that lab time.

Choosing the right class when you log in on the computer is important. If you discover you have made a mistake in choosing a class, let the secretary know immediately. Lab minutes/hours will not be transferable from class to class.

♦ Lab hours may NOT be done during the first week of the semester and during the week of final exams.

Most lab assignments require hands-on participation. The assignment can vary depending on the course. Students who register for class should be prepared to interact with children ages 3 months through 5 years.

Some possible expectations are:

- ✓ Sitting on the floor
- ✓ Talking and singing to children
- ✓ Reading books
- ✓ Comforting children
- ✓ Using messy and creative materials (paint, play dough, goop, water, sand, etc...)
- ✓ Talking to children at eye level
- ✓ Light lifting of materials and equipment
- ✓ Implementing the lab assignment in the classroom or outside

**Wellness of the Young Child
TECA 1318.50**

- ✓ Interaction with children on the playgrounds – moving quickly if needed, assisting children with sand, water, paint, bubbles, etc...
- ✓ Sitting and eating with children during snack and mealtime

In order to receive credit for this class, all lab hours and lab assignments must be completed.

We ask you to turn off or leave behind your phones while you are doing lab (in the observation areas, in the classroom, outdoors and at the elementary school).

Late Work, Attendance, and Make Up Work Policies:

No late work will be accepted.

Tests: If a student misses a test, s/he must make up the test within a two-week period. The test will be at the Child Development Center front desk and you may take the missed test from the hours of 8:00 am to 3:30 pm. Any time other than those hours must be scheduled with the instructor.

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/ / A test taken after the original test date will be subject to -20 points. / /
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***Reminders:**

- A total of 16 hours of lab must be completed by each student for TECA 1318.
- Late assignments will not be accepted.
- To receive an incomplete, you must have a passing grade in the class.
- Students must do at least one hour of lab to get credit for lab log-in.
- Keep all returned assignments.
- You cannot receive a grade for the class until lab hours are complete.
-

Student Behavioral Expectations or Conduct Policy

In general, students are expected to maintain classroom decorum that includes respect for other students and the instructor, prompt and regular attendance, and an attitude that seeks to take full advantage of the education opportunity. The Highlander Guide describes the rights, privileges, and obligations of students affiliated with MCC. The complete guide may be accessed by clicking here: [Highlander Guide](#)

Ethics: It is the student's responsibility to read the General Conduct Responsibility Policy in the Highlander Guide (MCC Student Handbook) and the Child Development Code of Conduct Guidelines. Any breeches of conduct will result in disciplinary action. Acts of dishonesty and disruptive behavior will not be tolerated. Students may be asked to leave class if necessary.

Distractions: Cell phones and other electronic devices must be turned off during class. I welcome and encourage appropriate and pertinent questions, comments and discussion. I also encourage professional, mature behavior. Use time outside of class to catch up on personal conversations.

Tardiness: Students are expected to arrive at class on time and to remain for the entire class period. Arriving after class begins or leaving prior to the end of the class period will affect his/her grade. Two late arrivals or early departures equals one absence.

**Wellness of the Young Child
TECA 1318.50**

Points will be deducted if students repeatedly leave class while class is in progress and/or does not return after a break.

*** [Click Here for the MCC Academic Integrity Statement](#)**

(www.mclennan.edu/academic-integrity)

The link above will provide you with information about academic integrity, dishonesty, and cheating.

*** [Click Here for the MCC Attendance/Absences Policy](#)**

(www.mclennan.edu/highlander-guide/policies)

Click on the link above for the college policies on attendance and absences. Your instructor may have guidelines specific to this course.

Accommodations/ADA Statement

Any student who is a qualified individual with a disability may request reasonable accommodations to assist with providing equal access to educational opportunities. Students should contact the Accommodations Coordinator as soon as possible to provide documentation and make necessary arrangements. Once that process is completed, appropriate verification will be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification has been provided by the Accommodations Coordinator. Instructors should not provide accommodations unless approved by the Accommodations Coordinator. For additional information, please visit mclennan.edu/disability.

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:

disabilities@mclennan.edu

254-299-8122

Room 319, Student Services Center

*** [Click Here for more information about Title IX](#)**

(www.mclennan.edu/titleix)

We care about your safety, and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed behavior, we are here to help. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the Title IX Coordinator at titleix@mclennan.edu or by calling Dr. Drew Canham (Vice President for Student Success) at

Wellness of the Young Child
TECA 1318.50

299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC by calling 299-8210. The MCC Student Counseling Center is a confidential resource for students.

McLennan's Title IX webpage (<http://www.mclennan.edu/titleix/>) contains more information about definitions, reporting, confidentiality, resources, and what to do if you or someone you know is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence or domestic violence.

** You will need to access each link separately through your Web browser (for example: Internet Explorer, Mozilla, Chrome, or Safari) to print each link's information.*