



WACO, TEXAS

**COURSE SYLLABUS
AND
INSTRUCTOR PLAN**

Wellness of the Young Child

TECA - 1318 - 50

Jasmine Frett

NOTE: This is a 16-week course.

COVID 19 Notice:

McLennan Community College is committed to providing you with every resource you need to reach your academic goals including your safety. We will continue to monitor the evolving situation with COVID 19 and adjust our safety guidelines to make sure we offer a safe environment for you and our faculty. Please make sure to consult your faculty and the MCC website at <https://www.mclennan.edu/crisis-management/coronavirus-updates/index.html> on any changes to these guidelines.

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Course Description:

TECA 1318 – Wellness of the Young Child:

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.

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 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. Semester Hours 3 (2lec/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 the MCC Child Development Center, an elementary school and/or virtually.

A “hard copy” of all assignments is due at the beginning of each class on the due date. Assignments that are emailed will be accepted in a “Word” document only and will be due at the beginning of class on the due date. 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:	Jasmine Frett
MCC Email:	jfrett@mclennan.edu
Office Phone Number:	254) 299-8710
Office Location:	CSC-CDC D07

Office/Conference Hours: Tuesdays 4:00 p.m.-6:00 p.m.

Required Text & Materials:

Title: Nutrition, Health, and Safety for Young Children

Author: Sorte, Daeschel, Amador, and Au

Edition: 4th

Publisher: Pearson

ISBN: 978-0-13-395676-4

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

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, an elementary school, and/or virtually. More information will be available in class and from the instructor. Evaluation of the student is discussed later in this syllabus.

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.

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- 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 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.

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 during this semester.

FINAL EXAM

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Your final exam will consist of all the information that you have learned throughout the semester. It will include multiple choice, short answer, and true/false questions.

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%
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:

90-100	= A
80- 89	= B
70- 79	= C
60- 69	= D
Below 60	= F

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

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Course Outline or Schedule:

**TECA 1318.50 Proposed Topics and Due Dates Spring 2022 - Subject to change.
Changes announced in class or by email.**

Date	Topic	Assignments/Readings Due
1/11/22	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
1/18/22	Creating a Healthy Environment; Children with Special Needs (Tentative: Guest speaker)	Read Chapter 8 Review chapter 1
1/25/22	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
2/1/22	Managing Infectious Disease HIV/ AIDS wash/sanitize toys	Lab #1 Due Read Chapter 10
2/8/22	Planning for Children's Safety Health and Nutritional Education Test 1 Health	Review appropriate information in chapter 1
2/15/22	Foundations of Optimal Nutrition Nutrition activities Lab: food labels and My Plate	Bring in Nutritional Labels Read Chapter 2 Bring in My Plate assignment
2/22/22	The Science of Nutrition Lab: Tasting/Cooking	Read chapter 3
3/1/22	What Makes a Good Menu? Menu Planning.	Read chapter 6 Lab 2 Due
3/8/22	No Class Spring Break	
3/15/22	Food safety. Test 2 Nutrition	Read chapter 7
3/22/22	Feeding Infants Lab: Activities/Cooking	Review chapter 4 Lab 3 Due
3/29/22	Feeding Toddlers/ Preschoolers/School Age Lab: Cooking with Preschoolers	Read chapter 5
4/5/22	Begin Creating Safe Environments/ Safe Practices Test 3 Feeding	Read chapter 13/14 Lab 4 Due
4/12/22	Safe Environments Teaching Children with Special Health Care Needs	Read Chapters 13/14 and Chapter 11/12
4/19/22	Responding to Emergencies Child Abuse issues/reporting Lab: Newsletter	Read chapters 15 Read Chapter 16 Lab 5 Due
4/26/22	Final Exam Review	Lab 6 Due
5/3/22	Final Exam	

Late Work, Attendance, and Make Up Work Policies:

Late work will **not** be accepted.

If a student misses a test, they will have two weeks to make up the test. It is your responsibility to contact your instructor to schedule a time to take your test. No extension will be given after the two-week period.

Student Behavioral Expectations or Conduct Policy:

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.

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.

[Click Here for the MCC Attendance/Absences Policy](https://www.mclennan.edu/highlander-guide/policies.html)

(<https://www.mclennan.edu/highlander-guide/policies.html>)

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

McLennan

C O M M U N I T Y

COLLEGE

ACADEMIC RESOURCES/POLICIES

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. For additional information, please visit www.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

Title IX:

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 (Chief of Staff for Diversity, Equity & Inclusion/Title IX) at (254) 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC at (254) 299-8210. The MCC Student Counseling Center is a confidential resource for students. Any student or employee may report sexual harassment anonymously by visiting <http://www.lighthouse-services.com/mclennan/>.

Go to McLennan's Title IX webpage at www.mclennan.edu/titleix/. It 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.

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 or want to explore strategies for balancing life and school, we encourage you to contact a Success Coach by calling (254) 299-8226 or emailing SuccessCoach@mclennan.edu. Students may visit the Completion Center Monday-Friday from 8 a.m.-5 p.m. to schedule a meeting with a Success Coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff based on household size. Text (254) 870-7573 to schedule a pantry appointment. The Completion Center and pantry are located on the Second Floor of the Student Services Center (SSC).

MCC Foundation Emergency Grant Fund:

Unanticipated expenses, such as car repairs, medical bills, housing, or job loss can affect us all. Should an unexpected expense arise, the MCC Foundation has an emergency grant fund that may be able to assist you. Please go to <https://www.mclennan.edu/foundation/scholarships-and-resources/emergencygrant.html> to find out more about the emergency grant. The application can be found at https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf.

MCC Academic Integrity Statement:

Go to www.mclennan.edu/academic-integrity for information about academic integrity, dishonesty, and cheating.

Minimum System Requirements to Utilize MCC's D2L|Brightspace:

Go to <https://www.mclennan.edu/center-for-teaching-and-learning/Faculty-and-Staff-Commons/requirements.html> for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

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 notified via 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.

Email Policy:

McLennan Community College would like to remind you of the policy (<http://www.mclennan.edu/employees/policy-manual/docs/E-XXXI-B.pdf>) regarding college email. All students, faculty, and staff are encouraged to use their McLennan email addresses when conducting college business.

A student's McLennan email address is the preferred email address that college employees should use for official college information or business. Students are expected to read and, if needed, respond in a timely manner to college emails.

Instructional Uses of Email:

Faculty members can determine classroom use of email or electronic communications. Faculty should expect and encourage students to check the college email on a regular basis. Faculty should inform students in the course syllabus if another communication method is to be used and of any special or unusual expectations for electronic communications.

If a faculty member prefers not to communicate by email with their students, it should be reflected in the course syllabus and information should be provided for the preferred form of communication.

Email on Mobile Devices:

The College recommends that you set up your mobile device to receive McLennan emails. If you need assistance with set-up, you may email Helpdesk@mclennan.edu for help.

Forwarding Emails:

You may forward emails that come to your McLennan address to alternate email addresses; however, the College will not be held responsible for emails forwarded to an alternate address that may be lost or placed in junk or spam filters.

Disclaimer:

The resources and policies listed above are merely for informational purposes and are subject to change without notice or obligation. The College reserves the right to change policies and other requirements in compliance with State and Federal laws. The provisions of this document do not constitute a contract.