I. INTRODUCTION

A. A study of the factors that impact the well-being of the young child including healthy behavior, food, nutrition, fitness, and safety practices. Focuses on local and national standards and coincide with the National Certification Pedagogy and Professional Responsibilities standards and coincide with the National 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.

B. This course is a required course for the AAS Degree and Certificates in the Child Development field.

C. This course is occupationally related and serves as preparation for careers in Child Development.

D. Prerequisite(s): None

II. LEARNING OUTCOMES  

Upon successful completion of this course, Wellness of the Young Child, the student will be able to:

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 safety.

7. Describe how physical, social, and emotional environments influence a child’s health.
8. Analyze principles of nutrition
   a. Describe the role of carbohydrates, proteins, fats, 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, 0-2 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.

9. Evaluate nutrition assessment
   a. Discuss the relationship between nutrition and children’s health and well being
   b. Evaluate a menu plan from a child care 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 time with children.
   g. Share nutrition information with families.
10. Examine regulatory requirements for nutrition.
   a. Identify agencies with nutritional regulatory guidelines affecting child care settings.
   b. Identify organizations with nutritional guidelines affecting child care settings.
   c. Compare nutritional guidelines and regulations.

11. Evaluate safety procedures
   a. Explain the relationship between supervision and accident prevention.
   b. Demonstrate safety procedures and practices in child care settings including specific situation, i.e., transportation, field trips, evacuation, procedures, etc.
   c. Provide children with opportunity to learn about and apply safety practices.
   d. Evaluation procedures necessary for the safety of children of various ages and special needs.

12. 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.

13. Demonstrate skills in computation, record keeping, referrals, and resources as they apply to nutrition, health, and safety.
   a. Explain the role of the care provider in caring for the terminally ill.
b. Identify community resources for specific types of referrals.

c. Complete nutrition, health and/or safety records/reports as needed.

d. Use computation skills in menu planning.

e. Use appropriate health appraisal procedures with children

III. Instructional Materials


The instructional materials identified for this course are viewable through http://www.ctcd.edu/academics/booksinstructional-materials/

IV. COURSE REQUIREMENTS

A. General

1. Participate in class regularly.

2. Participate constructively in class discussions.

3. Complete all assignments and examinations on time.

4. Attend any face to face classes on time and remain for the duration of the period. Check into Bb regularly for online courses.

5. Know and observe all college regulations.

6. Read all assigned selections from the text, or other, as assigned.

7. Ask instructor for permission before using audio-recorders to record face to-face classes.
8. Keep cell phone on vibrate in face-to-face class. Refrain from texting, or using cell phone in face-to-face class, unless otherwise indicated by instructor. Good class participation is indispensable for earning a good grade. Regular attendance, whether in person or online, is essential for the same reason.

V. EXAMINATIONS

A. There will be at least two examinations.

B. Make-up examinations will be given only with the instructor’s permission.

C. There will be nine lesson quizzes upon completion of each lesson unit.

D. All students are expected to maintain the highest standard of scholastic honesty in the preparation of all course work and during examination.

VI. SEMESTER GRADE COMPUTATIONS

Your point total is determined by adding earned points on each scored assignment (lesson assignments, projects, examinations, participation, exams, quizzes, discussions, other, etc.).

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

VII. NOTES AND ADDITIONAL INSTRUCTIONS

A. Withdrawal from course: It is the student’s responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or who must officially withdraw from a course
after the first scheduled class meeting, must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student.

B. Application for Withdrawal will be accepted according to the following schedule:

C. Friday of 3rd week for 5-week courses
D. Friday of 4th week for 6-week courses
E. Friday of 6th week for 8-week courses
F. Friday of 7th week for 10-week courses
G. Friday of 9th week for 12-week courses
H. Friday of 12th week for 16-week courses
I. The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin. Students who officially withdraw will be awarded the grade of "W," provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal. A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

C. Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.

Under Section 51.907 of the Texas Education Code, “an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education.” This statue was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as first-time freshmen in fall 2007 or later.
Incomplete Grade: In keeping with College policy, the instructor may grant an incomplete grade in cases in which the student has completed the majority of the course work, but because of extenuating circumstances, is unable to complete the requirement for the course. Prior approval from the instructor is required before the grade of “IP” is recorded. Deadline for changing the IP grade is 110 days after the scheduled end of the course. An IP grade can be replaced with the student’s actual grade, including an F; but it may not be replaced with a W. At the end of the 110 calendar days if the student has not completed the remaining coursework as required by the instructor, the “IP” will be converted to an “FI” and appear as an “F” on the student’s official transcript.

D. Late work policy: Essays, discussion questions, and projects are due on the assigned due date indicated on each unit lesson. Failure to turn essay assignments in on time will result in a ten-point deduction for each day assignment and/or project is late after a one-day grace period. Failure to complete discussion questions indicated on each unit lesson will result in a two-point deduction for each day the discussion question is late.

E. Professionalism: Cellular phones will be turned off while the student is in any classroom or any laboratory/field experience setting. Students are expected to maintain a professional attitude and appearance while participating in outside labs or field experiences. Additional guidelines may be given in class, or by participating lab/field experience sites as they relate to this course.

F. American with Disabilities Act (ADA): Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

G. Instructor Discretion: The instructor reserves the right of final decision in course requirements. H. Civility: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

I. Building/Classroom Policies
No children are allowed in classrooms. Please make all childcare arrangements before class.

Scholastic Honesty: All students of the Child Development program are required and expected to maintain the highest standards of scholastic honesty in the preparation of all work and in examinations. Students found guilty of scholastic dishonesty are subject to disciplinary action according to CTC policy.

Each student should avoid:

1. Plagiarism: the taking of passages or ideas from writings of others without giving proper credit to the source.

2. Collusion: working together with another person in the preparation of work unless such joint preparation is specifically approved in advance by the instructor.

3. Cheating: giving or receiving information on an examination, homework, or