

El Paso Community College

Syllabus

Part II

Official Course Description

SUBJECT AREA	<u>Child Development</u>
COURSE RUBRIC AND NUMBER	<u>CDEC 1318</u>
COURSE TITLE	<u>Wellness of the Young Child</u>
COURSE CREDIT HOURS	<u>3 3 : 0</u> Credits Lec Lab

I. Catalog Description

Studies the factors impacting the well-being of young children. Includes health behavior, food, nutrition, fitness, and safety practices specifically targeting infants and toddlers. Focuses on local and national standards and legal implications of relevant policies and regulations. Requires that content must be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Requires students to participate in a minimum of 16 hours field experience with children from infancy through age 12 in as variety of settings with varied and diverse populations. **THIS COURSE IS NOT EQUIVALENT TO TECA 1318 COURSE. (2:2). Lab fee.**

II. Course Objectives

- A. Unit I. Nutrients and Healthy Nutrition
1. Describe the essential nutrients and the need for each in the development of healthy minds and bodies in young children.
 2. Explain the importance of safe handling of foods.
 3. Describe the “New” Food Pyramid and the importance of the changes for healthy development.
 4. Develop a week’s menus for yourself that include appropriate portions and selections of the various foods needed daily in a human diet that promotes healthy development.
 5. Identify and discuss the effects of poor nutrition on growth and development.
- B. Unit II. Nutrition of Children Birth to Three Years of Age
1. Describe the links between good nutrition and children’s learning from a careful study of nutrition for young infants and toddlers and their effects on growth and development.
 2. Analyze and discuss the growing crisis of obesity in young children and strategies to address this issue.
 3. Develop an adequate and appropriate week’s menus for infants and toddlers (specify the age of the children).
 4. Demonstrate competence in providing an appropriate nutritional program as well and appropriate nutrition education in early childhood settings for children birth to three years of age.
- C. Unit III. Early Childhood Diseases/Hygiene
1. Identify and discuss the many early childhood diseases of children birth to age three and strategies to effectively deal with these diseases.
 2. Describe the immunization schedule for children birth to age three, including the benefits of immunization.
 3. Describe the importance of good hygiene in the healthy growth and development of infants and toddlers, including dental health and hygiene.
 4. Describe important symptoms of critical illnesses that require immediate attention.
- D. Unit IV. Health Management in Infant/Toddler Programs
1. Describe strategies for documentation of children’s health records.
 2. Explain the process/policies for handling ill children in early childhood programs.

3. Describe strategies to teach health and hygiene to young children.
 4. Describe strategies for maintaining a healthy environment in early childhood programs.
- E. Unit V. Creating Safe Environments for Young Children
1. Explain the importance of an emotionally and physically safe environment in early childhood programs.
 2. Describe strategies that promote safe routines and procedures in early childhood programs.
 3. Describe policies that govern outdoor activities with infants and toddlers.
 4. Describe strategies that teach safe behaviors to infants and toddlers.
- F. Unit VI. Abuse and Neglect
1. Discuss the history and policy development of abuse and neglect.
 2. List types of abuse and neglect and behaviors that might be indicators of abuse and neglect.
 3. Explain state and national statutes regarding responsibilities in reporting suspected abuse and neglect.
 4. List steps in reporting suspected abuse and neglect.
 5. Identify strategies that deter abusive behaviors.
 6. Describe the early childhood educator's role in helping abused and neglected young children.

III. THECB Learning Outcomes (WECM)

1. Identify principles of nutrition, health, and safety.
2. Conduct a nutritional, health, and safety assessment.
3. Examine regulatory requirements for nutrition, health, and safety.

IV. Evaluation

- A. Field-Based Activities (Required) 40% of grade
- B. Exams and/or Learning Activities (in-class or out-of-class, i.e., Blackboard activities) 40% of grade
- C. Other added Instructor Requirements (20% of grade)

Grading Scale:

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

*Additional Support

At the instructor's discretion, students may be allowed to rewrite papers, retake an exam, or be given extra credit work. Students seeking help may obtain tutoring assistance from the Writing Center at any campus.

NOTE: A grade of "C" or better is required to transfer this course to New Mexico State University, a pathway for child development students.

V. Disability Statement (Americans with Disabilities Act [ADA])

EPCC offers a variety of services with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B201 (831-4198); NWC RmM-54 (831-8815); and MDP Rm A-125 (831-7024)

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students shall consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.