

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	<u>Teacher Preparation</u>						
COURSE RUBRIC AND NUMBER	<u>TECA 1318</u>						
COURSE TITLE	<u>Wellness of the Young Child</u>						
COURSE CREDIT HOURS	<table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>2</u></td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">Lec</td> <td style="text-align: center;">Lab</td> </tr> </table>	<u>3</u>	<u>2</u>	<u>2</u>	Credits	Lec	Lab
<u>3</u>	<u>2</u>	<u>2</u>					
Credits	Lec	Lab					

I. Catalog Description

Studies 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 legal implications of relevant policies and regulations. Requires that content must be aligned as applicable with State Board of Educator Certification Pedagogy and Professional Responsibilities Standards. Requires students to participate in field experiences with children, infancy through age 12, in a variety of settings with varied and diverse populations. Includes a minimum of 15 hours of field experiences. **Prerequisite: INRW 0311 or ESOL 0340 (can be taken concurrently) or by placement exam or ENGL 1301 with a “C” or better or ENGL 1302 with a “C” or better. (2:2).**

II. Course Objectives

- A. Unit I. Studying Nutrients and Healthy Nutrition
1. Give a description of the essential nutrients and the need for each in the development of healthy minds and bodies.
 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 menu for yourself that includes 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 Twelve Years of Age
1. Describe the links between good nutrition and children’s learning from a careful study of nutrition for young children and its 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 menu for an age group of children (infants, toddlers, preschool children, and primary-age children).
 4. Demonstrate competency in providing an appropriate nutritional program as well as appropriate nutrition education to children in early childhood settings birth to 12 years of age.
- C. Unit III. Early Childhood Diseases
1. Identify and discuss the many early childhood diseases for children birth to 12 years of age and strategies to effectively deal with or prevent these diseases.
 2. Describe the immunization schedule for children birth to 12 years of age, including the benefits and possible hazards of immunization.
 3. Describe the importance of good hygiene in the healthy growth and development of children, including dental health and hygiene.
 4. Describe important symptoms of critical illnesses that require immediate attention.

- D. Unit IV. Health Management in Early Childhood 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 settings.
 - 2. Describe strategies that promote safe routines and procedures in early childhood settings.
 - 3. Describe policies that govern field trips and other outdoor activities.
 - 4. Describe strategies that teach safe behaviors to young children.
- 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 children.

III. THECB Learning Outcomes (ACGM)

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.
- 7. Describe how physical, social, and emotional environments influence a child's health.

IV. Evaluation

Evaluation is based on the following criteria:

- A. Field-Based Activities (Required)
- B. Exams and/or Learning Activities
- C. Other added Instructor Requirements

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 additional 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 a four-year college or university in Texas.

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

EPCC offers a variety of services to persons 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 B-201 (831-4198); NWC Rm M-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 should 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.