Lubbock Career and Technical Center

Course Syllabus

Course: **TECA 1318-151 ~ Wellness of the Young Child**
Semester: Spring 2025
Instructor: Shannon Magri
Office: Lubbock Career and Technical Center
Office Hours: Tuesdays, 5-6 p.m. or by appointment
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South Plains College improves each student's life.

Course Description
This course provides a study of factors impacting the well-being of young children, including healthy behavior, food, nutrition, fitness, and safety practices. It focuses on local and national standards and legal implications of relevant policies and regulations. Course content is aligned with State Board of Educator Certification Pedagogy and Professional Responsibilities standards.
*Course requires students to participate in a minimum of **16 hours field experience** with children from infancy through age 12 in a variety of settings with varied and diverse populations.

Learning Outcomes

See attached NAEYC Associate's Standards	NAEYC Standards	Supportive Skills
Identify principles of nutrition, health and safety.	S1	SS3 SS5
Conduct nutritional, health, and safety assessment.	S3	
Examine regulatory requirements for nutrition, health, and safety.	S6	

Course Objectives
1. Describe the relationship between health, safety, and nutrition. (C7, F12)
2. Explain basic principles of health promotion and disease prevention for children. (F2, F6)
3. Identify community health issues and regulations regarding health. (C5, C15)
4. Describe principles of safety as they relate to children. (F2, F6)
5. Evaluate policies, procedures, and children's environments regarding safety. (C5, F9)
6. Explain basic principles of nutrition related to children. (C6, C7)
7. Examine nutrition regulations and evaluate children's environments regarding nutrition. (C5, F9)
8. Plan health, safety, and nutrition activities to promote children's well-being. (C10, F7, F8)
9. Demonstrate skills in computation and record keeping as they apply to nutrition, health, and safety. (F4, C8)

Evaluation Methods
- Discussion posts and replies
- Chapter quizzes
- Activity plans
- Menu plan
- Field experience
- Exams

Academic Integrity
It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

Cheating: Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in an office are examples of cheating.

Plagiarism: Offering the work of another as one's own, without proper acknowledgement, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from the themes, reports or other writings of a fellow student, is guilty of plagiarism.

Exams: In this course the instructor reserves the right to require an exam in a proctored setting, should it be deemed necessary to maintain the integrity of the coursework.

SCANS and Foundation Skills - Refer also to Course Objectives. SCANS and Foundation Skills attached

Information	Systems	Thinking Skills
Interpersonal	Basic Skills	

Verification of Workplace Competencies

TECA 1318 students will design developmentally appropriate activity plans in the areas of nutrition, health and safety for young children. These activity plans will be added to students' professional portfolios.

Specific Course Requirements

Computer

It is the responsibility of the student to have the necessary computer resources and skills to take this class. Students are not required to purchase their own computer, but must have access to one that meets specifications. Computer labs are available for student use on Levelland, Lubbock, & Reese campuses.
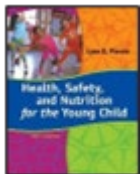
Anti-virus Software: Make sure that your computer has an up-to-date antivirus software program installed.

Programs: Microsoft Word and Adobe Reader are rerquired

SPC Instructional Technology Resources: http://www.southplainscollege.edu/instructional-technology/instructional-technology.php

FREE Office 365 for students https://www.microsoft.com/en-us/education/products/office

Adobe Acrobat Reader - https://get.adobe.com/reader/

Textbook
Marotz, Lynn R. (2015)
Health, Safety, and Nutrition for the Young Child, (9th Edition).
Cengage Learning
ISBN-13: 978-1285427331

Attendance Policy

Attendance & participation in this course will contribute to the final grade, and will be closely monitored by instructor. Students are expected to complete the following tasks:

Daily (2-3 days per week)

- Log on to Blackboard/ TECA 1318
- Check **Announcements**
- Read new **Mail** messages and **Discussion** postings.

Weekly

- Read **textbook** chapters and complete **Study Guides.**
- Make original posts to **Discussion** topics.
- **Reply** to classmates' discussion with quality interaction.
- Complete **chapter quizzes**. Check **My Grades** to verify score.
- Schedule and complete 2-3 hours **Field Experience**
- Work on **Activity Planning** or other assignments

Assignment Policy

· All assignments will be completed and/or submitted on Blackboard.

· Assignments are due on the dates specified in the course calendar, by 11:59pm.

Late Work Policy

· Late work is only accepted with prior approval from the instructor.

· To request approval, students must send a written request through Blackboard messages at least 48 hours before the assignment is due.

· Approval is at the instructor's discretion.

· If approved, late submissions will incur a 10% deduction of the total points available per week late.

· Late work cannot be submitted more than two weeks past the original due date.

· No late work will be accepted after Week 14 of the semester to allow time for final grading.

· Unauthorized late work will not be accepted.

** If a student cannot fulfill the requirements of the course, s/he should contact the instructor ASAP. It is then the student's responsibility to complete the drop process through the Student Support office.
** Last **drop date** for the college is **April 25, 2024**.

- All class assignments are to be written in Standard English form, typed and labeled as instructed.
- Chapter Study Guides should be used to focus reading and to take notes for each chapter. While they are not submitted to instructor, they are very valuable for individual study purposes.
- Field Experience documentation will require signatures on the FE form to be printed out from the course. Final documentation for FE will be scanned and e-mailed, faxed, or hand delivered to instructor by the due date.

Exams
- Exams cover several chapters and will be taken online during a "window" of time. (Example: Saturday 8:00 am to Sunday midnight)
- There is one attempt for an exam, and a given amount of time (Example: 60 minutes)
- Instructor reserves the right to require a proctored exam setting, should it be deemed necessary.

Please do not wait until the last minute to turn in assignments ~ Remember the saying "TECHNOLOGY HAPPENS"!

Grading Policy

Exams (3 @ 100)	300 points
Activity Plans (3 @ 100)	300 points
Field Experience	
16 Hours + 3 reflection papers @25 each	150 points
Menu Plan	50 points
Attendance/Participation	
Discussion Posts, Replies & Quizzes	200 points
Total	1000 points

Final grades will be assigned as follows:

900-1000	**90-100%**	**A**
800-899	**89-89%**	**B**
750-799	**75-79%**	**C**
700-749	**70-74%**	**D**
0-699	**0-69%**	**F**

A grade of **C** or better is required for course to be applied to Child Development degree or certificate.

Communication Policy
Electronic communication between instructor and students, if necessary outside Blackboard, will utilize the South Plains College email system. Students are encouraged to check SPC email on a regular basis.

Student Conduct
Students are expected to abide by standards of conduct as defined in the SPC Student Guide. Please see signature page.

SYLLABUS STATEMENTS

For current syllabus statements, please refer to: **https://www.southplainscollege.edu/syllabusstatements/**

COURSE OUTLINE

I. Introduction
    A. Blackboard
    B. Course Requirements

II. Promoting Children's Health
    A. Children's Well-Being
    B. Health Observations
    C. Assessing Children's Health
    D. Special Medical Conditions
    E. Infection Process and Environmental Control
    F. Childhood Illnesses
    G. Planning for Health Education

III. Keeping Children Safe
    A. Creating High-Quality Environments
    B. Safety Management
    C. Management of injuries and Acute Illness
    D. Maltreatment of Children – Abuse and Neglect
    E. Planning for Safety Education

IV. Nutrition and the Young Children
    A. Nutritional Guidelines
    B. Feeding Toddlers and Young Children
    C. Planning and Serving Nutritious Meals
    D. Planning for Nutrition Education

RESOURCES

C-1 TIME – Selects goals-relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 MONEY – Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 MATERIALS AND FACILITIES – Acquires, stores allocates, and uses materials or space efficiently.

C-4 HUMAN RESOURCES – Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION – Acquires and Uses Information

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

INTERPERSONAL – Works with Others

C-9 Participates as members of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves Clients/Customers – works to satisfy customer's expectations.

C-12 Exercises Leadership – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates – works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works with Diversity – works well with men and women from diverse backgrounds.

SYSTEMS – Understands Complex Interrelationships

C-15 Understands Systems – knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance – distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems – suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY – Works with a Variety of Technologies

C-18 Selects Technology – chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task – understand overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment – prevents, identifies, or solves problems with equipment, including computers and other technologies.

FOUNDATIONS SKILLS

BASIC SKILLS–Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

F-1 Reading–locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing–communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic–performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics–approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening–receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking–organizes ideas and communicates orally.

THINKING SKILLS–Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

F-7 Creative Thinking–generates new ideas.

F-8 Decision-Making–specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

F-9 Problem Solving–recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind's Eye–organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn–uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning–discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES–Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

F-13 Responsibility–exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem–believes in own self-worth and maintains a positive view of self.

F-15 Sociability–demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management–assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty–chooses ethical courses of action.

Professional Standards and Competencies for Early Childhood Educators

Standard 1: Child Development and Learning in Context

1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.

1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.

1d: Use this multidimensional knowledge – that is, knowledge about the developmental period of early childhood, about individual children and about development and learning in cultural contexts – to make evidence-based decisions that support each child.

Standard 2. Family-Teacher Partnerships and Community Connections

2a: Know about, understand and value the diversity of families.

2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.

2c: Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

Standard 3. Child Observation, Documentation, and Assessment

3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.

3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.

3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

3d: Build assessment partnerships with families and professional colleagues.

Standard 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

4a: Understand and demonstrate positive, caring, and supportive relationships and interactions as the foundation of early childhood educators' work with young children.

4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.

4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

Standard 5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

5a: Understand content knowledge – the central concepts, methods and tools of inquiry, and structure – and resources for the academic disciplines in an early childhood curriculum.

5b: Understand pedagogical content knowledge – how young children learn in each discipline – and how to use the teacher knowledge and practices described in Standards 1-4 to support young children's learning in each content area.

5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources and their pedagogical content knowledge.

Standard 6. Professionalism as an Early Childhood Educator

6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.

6b: Know about and uphold ethical and other early childhood professional guidelines.

6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.

6d: Engage in continuous, collaborative learning to inform practice.

6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children as members of the early childhood profession.

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□ I have reviewed the syllabus for this course and understand the requirements as described.

□ I am familiar with the South Plains College **Student Guide** and agree to follow the code of conduct as given in the guide.

Signature _____ Date _____

There will be a section in Blackboard where you will acknowledge the above statements.