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**Virtual Campus - SCHOOL OF Education**

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| Mission Statement: *Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.* |
| **COURSE NAME** | **ECHD 2302VC01 Health, Safety, and Nutrition for the Young Child** |
| **TERM AND DATES** | **Spring 2014 (24 Feb-17 May, 2014)**  |
| **INSTRUCTOR**bc | **Dr. Barbara Allen Carr****Professor of Education - Plainview Campus****Wayland Baptist University****1900 W 7th St CMB 1284****Plainview, TX 79072****Office Location: 109 Van Howeling Education Complex (VHEC)****Office: (806) 291-1055****E-Mail Address:** **carrb@wbu.edu** |
| **OFFICE HOURS** | **MW 8-10 AM; F 9-10 AM; other by appointment** |
| **CLASS MEETING TIMES** | This is an internet based class and does not have designated meeting times. Assignments are presented in weekly sessions and are due as noted on the course calendar and syllabus. Access to class materials is provided via Blackboard using student login and password. |
| **CATALOG DESCRIPTION** | Health, safety, and nutritional needs of infant through school age children; emphasizes relationship between role of both caregivers and families in helping children establish healthy lifestyles.  |
| **REQUIRED RESOURCES** | **Student Textbook** - Marotz, L. (2012). *Health, safety, and nutrition for the young child* (8th ed.). Belmont, CA: Wadsworth Cengage Learning. **Available paperback, loose leaf, and e-book formats.** eText:  ISBN-10 1-111-56351-9, ISBN-13 978-1-111-56351-6Print:  ISBN-10 1-111-29837-8, ISBN-13 978-1-111-29837-1[**http://www.coursesmart.com/IR/1165450/9781111298371**](http://www.coursesmart.com/IR/1165450/9781111298371)**Access to WBU Learning Resources** [www.wbu.edu/lrc](http://www.wbu.edu/lrc)  |

**Student Learning Outcomes:** The student will demonstrate understanding/proficiency in:

* defining the stages of physical growth of children and practices to meet changing needs.
* planning positive health routines for an early childhood program.
* appropriate meal planning practices for young children.
* identifying common childhood diseases and appropriate responses to their onset.
* planning child centered activities to promote self-care in the areas of health, safety and nutrition.
* defining child abuse, identifying symptoms, and responding when detected.
* maintaining health and immunization records; administering prescribed medications.
* maintaining child care center policies and procedures
* identifying potential indoor safety hazards
* conducting emergency drills

**MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE OUTCOME COMPETENCIES**

* Complete assignments and participate in online discussions.
* 2 exams-midterm and final
* Interview or Observations, Activity Plans
* Journal and Website Reviews
* Menu Planning Project

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| **Attendance Requirements**:**Online Students** - Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. 1.       Student *attendance* in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. 2.       Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. 3.       Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. 4.       Any student who has not actively participated in an online class prior to the census date for any given term is considered a *no-show* and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy. (Instructor’s Additional Policies: Attendance for this virtual course will be documented by the student’s online participation in class and submission of online assignments, thus attendance will be determined by the student’s online participation in course activity—not the last log in.) |
| **Disability Statement**: In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations. |

**COURSE REQUIREMENTS:** *Appropriate interactions will be expected at all times, but most especially with interactions online. We must show respect for one another in all circumstances. I will show respect for you by not belittling or ignoring you. You will show respect for me by giving attention to assignments. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. Courtesy and kindness is the norm for those who participate in my classes. Additionally, because it is so important for teachers to effectively communicate ideas to colleagues, parents, and administrators, writing clear and error-free English is a priority at Wayland School of Education. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both oral presentations and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from lectures, readings, and discussions will be taken into consideration as will correct and appropriate format and construction.*

1. Students will complete all assigned readings, video observations, and assignments *promptly*. This course is designed to be completed during an 11-week term with assignments due each week. Under ***NO CIRCUMSTANCES*** will I accept the entire semester’s work during the last week or during the last day of class (any late work will receive point deductions). Assignments and examinations will become unavailable once the deadline for completion has passed. In the event you encounter special circumstances (including technology challenges), contact me immediately for instructions or assistance.
2. Weekly online discussion board interactions will allow dialogue among class members and provide opportunities for discussion. You are required to respond in an appropriate professional manner. There will be no tolerance for inappropriate responses including, but not limited to, vulgar or inappropriate language, name-calling, or demonstrations of anger. Students will *post* an answer to the question or comment and *respond* to two (2) others. **Posting and responses must be completed at the appointed time to ensure interaction with other students and will not be accepted late.**
3. Students will prepare written assignments.
4. Students will conduct observations, field trips, and performance activities
5. Students will construct and present a project.
6. Students will complete exams – midterm and final exam.

**EVALUATION: UNIVERSITY GRADING SYSTEM**

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| **A 90-100 Cr Credit****B 80-89 NCR No Credit****C 70-70 I Incomplete\*****D 60-69 W Withdrawal****F below 60 WP Withdrew Passing** **WF Withdrew Failing X No grade given** **IP In Progress** | **A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded. \*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to the grade of F. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.** |

**Course grading criteria: All assignments are due as noted on course calendar. Late work will not be accepted unless approved by the instructor of the course; late work for discussion board entries will not be accepted at all. Late assignments may reflect a deduction to points earned.**

**Rubric for Grading**

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| **Assignment** | **Possible Points** | **Points Earned** |
| **Discussion Boards (10 x 10)** | **100** |  |
| **Reading Quizzes (5 x 20)** | **100** |  |
| **Website Review Health** | **50** |  |
| **Activity Plan Health Education** | **50** |  |
| **Journal Article Safety** | **50** |  |
| **Activity Plan Safety Education** | **50** |  |
| **Midterm** | **200** |  |
| **Interview Food/Nutrition** | **50** |  |
| **Project Menu Plan** | **100** |  |
| **Activity Plan Nutrition Education** | **50** |  |
| **Final Exam** | **200** |  |
|  **TOTAL** | **1000** |  |

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| **ECHD 2302 Health, Safety, and Nutrition for the Young Child -Tentative Course Schedule****ASSIGNMENTs - All assignments are due by midnight Sunday night to accommodate those who must complete the work during the weekend (except final assignment which is due Thursday at midnight). \*\*\***I reserve the right to amend the schedule as needed during the course. |
| **Session Date** | **Lecture Notes & Preparation** | **Reading & Video** | **Assignments**  |
| **1** | Feb 24-Mar2 | **Syllabus Children’s Well-Being****Health Observations** | **Ch 1-2****Video:**[**www.cdc.gov/CDCTV/GetThePicture/**](http://www.cdc.gov/CDCTV/GetThePicture/index.html) | **DB1-Get Acquainted****RQ1** |
| **2** | Mar 3-9 | **Health Assessment****Chronic Medical Conditions** | **Ch 3-4****Video:**[**www.cdc.gov/CDCTV/BabySteps/**](http://www.cdc.gov/CDCTV/BabySteps/index.html) | **DB2****Website Review- Health** |
| **Mar 10-14 Spring Break** |
| **3** | Mar 17-23 | **Notes Managing Student Work****Notes Strategy Reinforcement & Homework /Practice** | **Ch 5-6****Video** [**www.cdc.gov/CDCTV/HandsTogether/**](http://www.cdc.gov/CDCTV/HandsTogether/index.html)  | **DB 3****RQ2****Activity Plan- Health**  |
| **4** | Mar 24-30 | **Notes Good Start****Notes Strategy Nonlinguistic Representations** | **Ch 7-8****Video:**[**http://www.youtube.com/watch?v=Dn-rJbR0DRg&feature=plcp&context=C33c4d38UDOEgsToPDskJhDgXlCAy9jam9D6JR\_QGC**](http://www.youtube.com/watch?v=Dn-rJbR0DRg&feature=plcp&context=C33c4d38UDOEgsToPDskJhDgXlCAy9jam9D6JR_QGC) | **DB 4****Journal Review- Safety** |
| **5** | Mar31-Apr 6 | **Notes Planning & Conducting Instruction** | **Ch 9-10-11****Video:**[**www.nyc.gov/html/acs/html/child\_safety/child\_safety\_video.shtml**](http://www.nyc.gov/html/acs/html/child_safety/child_safety_video.shtml) | **DB5****RQ3****Activity Plan- Safety**  |
| **6** | Apr 7-13 | **Notes Managing Cooperative Learning****Notes Strategy Cooperative Learning** | **Ch 12-13****Video:**[**http://www.youtube.com/watch?v=enEpLddzAX4&feature=related**](http://www.youtube.com/watch?v=enEpLddzAX4&feature=related) | **Midterm****DB 6** |
| **7** | Apr 14-20 | **Notes Student Behavior****Notes Strategy Setting Obj & Feedback** | **Ch 14-15****Video:**[**http://www.youtube.com/watch?v=LPqvODHZt\_c**](http://www.youtube.com/watch?v=LPqvODHZt_c) | **DB 7****RQ4** |
| **8** | Apr 21-27 | **Notes Communication Skills for Teaching****Notes Strategy Generating & Testing Hypothesis & Cues, Questions, Adv Org** | **Ch 16-17**[**http://www.youtube.com/watch?v=cIYTcd63Kik**](http://www.youtube.com/watch?v=cIYTcd63Kik) | **DB 8****Interview/Nutrition** |
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| **9** | Apr 28-May 4 | **Notes Problem Behaviors****Safety Considerations** | **Ch 18-19**[**http://www.youtube.com/watch?v=-lzqKop-ESc&feature=related**](http://www.youtube.com/watch?v=-lzqKop-ESc&feature=related) | **DB 9****RQ5****Menu Project** |
| **10** | May 5-11 | **Notes Managing Special Groups** **Notes Specific Applications of Strategies** | **Ch 20** | **DB 10****Activity Plan** |
| **11** | May 12-15 | **Final Exam** | **Final Due by midnight Thursday** | **—Celebrate!** |

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| **ACADEMIC HONESTY:** Wayland students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. The faculty member involved will file a record of the offense and the punishment imposed with the dean of the division, campus dean, and the provost/academic vice president. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. |
| **PLAGIARISM -** The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.1. When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.*” Source: <http://www.spcollege.edu/academichonesty/#plag>
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**COURSE OUTLINE:**

Chapter 1: Children’s Well-being
Chapter 2: Daily Health Observations
Chapter 3: Assessing Children’s Health
Chapter 4: Common Chronic Medical Conditions
Chapter 5: Infectious Process & Environmental Controls
Chapter 6: Communicable & Acute Illness
Chapter 7: Creating High-Quality Environments
Chapter 8: Safety Management.
Chapter 9: Management of Injuries/Acute Illness
Chapter 10: Maltreatment of Children
Chapter 11: Planning Children's Health/Safety Ed
Chapter 12: Nutritional Guidelines
Chapter 13: Nutrients that Provide Energy
Chapter 14: Nutrients Promote Growth
Chapter 15: Nutrients Regulate Body Functions
Chapter 16: Feeding Infants

Chapter 17: Feeding Toddlers & Young Children

Chapter 18: Nutritious/Economical Meals
Chapter 19: Food Safety
Chapter 20: Nutrition Education Concepts & Activities

**COMPETENCIES FOR THIS COURSE:**

* The student will use their understanding of young children’s characteristics and needs and of multiple interacting influences on children’s development and learning, to create environments related to health, nutrition, and safety that are healthy, respectful, supportive, and challenging for all children.
* The student possesses the knowledge and skills needed to promote young children’s physical, psychological health, safety and sense of security.
* The student knows about and understands the goals, benefits, and uses of assessment regarding health, safety, and nutrition.
* The student know about and uses systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s health, safety, and nutrition.