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**Virtual Campus**

**School of Education**

**UNIVERSITY 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 NUMBER & NAME:

ECHD 2302 – Health, Safety, and Nutrition for the Young Child

## TERM:

Spring, 2019

## INSTRUCTOR:

Sharon Kern McCall, PhD

## CONTACT INFORMATION:

WBU Email: [mccalls@wbu.edu](mailto:mccalls@wbu.edu)

Contact at any time through *Message the Instructor* in Blackboard

## COURSE MEETING TIME & LOCATION:

This is a Virtual Campus course 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 the relationship

## REQUIRED TEXTBOOK AND RESOURCE MATERIAL:

Marotz, L. Health, Safety, and Nutrition for the Young Child, 10th Edition (2020); Cengage Learning; ISBN-13: 978-0357040775 or ISBN-10: 0357040775

## COURSE OUTCOMES AND LEARNING OUTCOMES:

1. 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.
2. The student will possess the knowledge and skills needed to promote young children’s physical health, psychological health, safety, and sense of security.
3. The student will demonstrate knowledge about the goals, benefits, and uses of assessment regarding health, safety, and nutrition.
4. The student demonstrated understanding 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.

Learning Outcomes – The university student will:

1. Define the stages of physical growth of children and practices to meet changing needs.
2. Plan positive health routines for an early childhood program.
3. Determine appropriate meal planning practices for young children.
4. Identify common childhood diseases and appropriate responses to their onset.
5. Plan child-centered activities to promote self-care in the areas of health, safety and nutrition.
6. Develop skills to define child abuse, identify symptoms, and respond when detected.
7. Develop skills to maintain health and immunization records and administer prescribed medications.
8. Develop skills to maintain child care center policies and procedures.
9. Identify potential indoor safety hazards.
10. Demonstrate understanding of how to conduct emergency drills.

## ATTENDANCE REQUIREMENTS:

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. 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 the 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. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. 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. 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.

## TECHNOLOGY REQUIREMENTS:

1) Communication with the professor: send messages through *Message the Instructor* in [Blackboard](mailto:phippss@wbu.edu)at any time

2) **Accessing the internet on a weekly basis is a requirement for this course**; we will use Blackboard as the learning system. Please review all the documents found in the *Course Materials* tab. This is where you will find instructions, rubrics, assignments, etc.

4) Requirements for the week are located in the Weekly Content tab,

5) Familiarity with Microsoft Word, PowerPoint, and other software common to the practice of education is required for successful completion of the course.

6) Access to WBU Learning Resources [www.wbu.edu/lrc](http://www.wbu.edu/lrc)

## STATEMENT ON PLAGIARISM & ACADEMIC DISHONESTY:

Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

## 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 and GRADING CRITERIA:

Wayland Baptist University places great value on professionalism. Professionalism is a key component to being an effective early childhood teacher, and this semester is your opportunity to demonstrate professionalism. Professionalism will be expected during class time on campus and especially during your experience in an early childhood setting. Additionally, because it is so important for early childhood teachers to communicate ideas effectively to colleagues, parents/families, and administrators writing clear and error-free English is a priority for students in the 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 written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from lectures, readings, discussions, and other experiences will be taken into consideration as will correct and appropriate format and construction.

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

Students should login at the beginning of each week to review assignments for the week. All assignments are due as noted on course calendar unless otherwise announced by the instructor through Blackboard. All assigned work must be typed and submitted by the due date to receive credit.

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| **Assignment** | **Course Outcome(s)** | **Possible Points** | **Points Earned** |
| Weekly Discussions (10 @ 10 points each) | 1-10 | 100 |  |
| Weekly Assignments(10 @ 10 points each)   * Menu Planning Project * Activity Plans * Reflective Responses (readings, videos, etc.) | 1-10  3  5, 6, 7, 9,10  1, 2, 4, 6, 8 | 100 |  |
|  | |
| Children’s Safety Project | 2, 5, 8, 9 | 50 |  |
| Children’s Health/Nutrition Project | 3, 4, 6 | 50 |  |
| Two Tests (50 points each) | 1-10 | 100 |  |
| Final Exam | 1-10 | 100 |  |
| **Total** |  | **500** |  |

Grades: 450 – 500 = A 400 – 449 = B 350 – 399 = C 300 – 349 = D < 300 = F

**Grade Appeal Statement**:

“Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”

## IMPORTANT DATES:

Course Begins:  February 25

Last day to drop or withdraw without record/Census Date: March 12

Last day to ofﬁcially drop or withdraw with “W”:  April26

Last day to ofﬁcially drop or withdraw with “WP/WF”:  May 3

Spring Term Ends: May 18

## TENTATIVE SCHEDULE

The instructor reserves the right to amend the course outline as needed during the course.

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| **(Session)**  **Date** | **Content** | **Assignments Due** |
| **MODULE ONE: PROMOTING CHILDREN'S HEALTH: HEALTHY LIFESTYLES AND HEALTH CONCERNS** | | |
| **(1)**  **Feb. 25 – March 3** | Review Syllabus, Assignments, and Rubrics; Introductions; Chapter 1. Children's Well-being: What It Is and How to Achieve It; Chapter 2. Daily Health Observations | Due Sunday, March 3  Weekly Assignment #1  Discussion #1 |
| **(2)**  **March**  **4 - 10** | Chapter 3. Assessing Children's Health  Chapter 4. Caring for Children with Special Medical Conditions | Due Sunday, March 10  Weekly Assignment #2  Discussion #2 |
| **SPRING BREAK: March 11-15** | | |
| **(3)**  **March**  **18 – 24** | Chapter 5. The Infectious Process and Environmental Control  Chapter 6. Childhood Illness: Identification and Management | Due Sunday, March 24  Weekly Assignment #3  Discussion #3 |
| **MODULE TWO: KEEPING CHILDREN SAFE** | | |
| **(4)**  **March**  **25 – 31** | Chapter 7. Creating High Quality Environments  Chapter 8. Safety Management | Due Sunday, March 31  Weekly Assignment #4  Discussion #4  **Test #1 (Health: Ch. 1-6)** |
| **(5)**  **April**  **1 – 7** | Chapter 9. Management of Injuries and Acute Illness  Chapter 10. Maltreatment of Children: Abuse and Neglect | Due Sunday, April 7  Weekly Assignment #5  Discussion #5 |
| **(6)**  **April**  **8 – 14** | Chapter 11. Planning for Children's Health and Safety Education | Due Sunday, April 14  Weekly Assignment #6  Discussion #6  **Children’s Safety Project** |
| **MODULE THREE: FOODS AND NUTRIENTS: BASIC CONCEPTS** | | |
| **(7)**  **April**  **15 – 21** | Chapter 12. Nutritional Guidelines  Chapter 13. Nutrients that Provide Energy (Carbohydrates, Fats, and Proteins) | Due Sunday, April 21  Weekly Assignment #7  Discussion #7  **TEST 2 (Safety: Ch. 7-11)** |
| **(8)**  **April**  **22 – 28** | Chapter 14. Nutrients that Promote Growth and Regulate Body Functions (Proteins, Vitamins, Minerals, and Water)  Chapter 15. Feeding Infants | Due Sunday, April 28  Weekly Assignment #8  Discussion #8 |
| **MODULE FOUR:** **NUTRITION AND THE YOUNG CHILD** | | |
| **(9)**  **April 29– May 5** | Chapter 16. Feeding Toddlers and Young Children  Chapter 17. Planning and Serving Nutritious and Economical Meals | Due Sunday, May 5  Weekly Assignment #9  Discussion #9  **Health/Nutrition Project** |
| **(10)**  **May 6 – 12** | Chapter 18. Food Safety  Chapter 19. Nutrition Education: Rationale, Concepts, and Lessons | Due Sunday, May 12  Weekly Assignment #10  Discussion #10 |
| **(11)**  **May**  **13 – 18** | FINAL EXAM | **Due Friday, May 17**  **FINAL EXAM** |

Thank you in advance for your commitment to gain knowledge and understanding of children’s health, safety, and nutrition.