

**Department:** Child Development  
**Course Title:** Wellness for Young Children  
**Section Name:** Dual Credit with Ector County ISD  
**Semester:** Spring 2013  
**Time:** Monday-Friday  
**Classroom:** CTE @ NTO C-35

**Instructor:** Cheryl A. Cunningham  
**Email:** cheryl.cunningham@ectorcountysd.org  
**Office:** CTE @ NTO C-35  
**Phone:** 432-456-4949 or 432-528-9418  
**Office Hours:** Monday-Thursday 4:00-5:00

### **Course Description:**

TECA 1318 WellNess of the Young Child  
(13.0101 53 09) (2-3) 3 hours

A study of the factors that impact the well-being of the young child including healthy behavior food, nutrition, fitness, and safety practices. Focus on local and national standards and legal implications of relevant policies and regulations. Consistent with State Board for Educator Certification standards, requires students to participate in 16 hours of field experiences with children from infancy through age 12 in a variety of settings with varied and diverse populations.

Lab fee required.

(ICOs 1, 2, 4, 5, 6)

Prerequisite: None.

### **Required Texts:**

Robertson, Cathie. *Health, Safety, and Nutrition for the in Early Education* (5th Edition) Wadsworth Learning, 2013

### **Description of Institutional Core Objectives (ICO's)**

- 1) *Critical Thinking Skills* - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- 2) *Communication Skills* - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- 4) *Teamwork* - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- 5) *Personal Responsibility* - to include the ability to connect choices, actions and consequences to ethical decision-making
- 6) *Social Responsibility* - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

### **Odessa College's Institutional Core Objectives (ICOs):**

Resources:  
Interpersonal Skills  
Information

Systems  
Thinking Skills  
Basic Skills  
Personal Qualities  
Code:

1. 2+2Tech Prep

*Early Childhood Professions*

*Postsecondary Curriculum Guide*

2. Texas Head Start-State Collaboration Project - Texas Early Care and Education Core Knowledge & Skills

3. The ICO Work Place Competence Skills

4. *Guidelines for Preparation of Early Childhood Professionals: Associate, Baccalaureate, and Advanced Levels* of the National Association for the Education of Young Children

5. Teacher Preparation Requirements of the Association for Childhood Education International

6. *The Examination for the Certification of Educators in Texas Test Competencies,*

*Field 714: Early Childhood Education*

7. *Entry Level Core Competencies (Draft)* of the Child and Youth Care Workers Certification Institute

8. *Texas Essential Knowledge and Skills* for Home Economics Education

9. *Learner---Centered Schools for Texas---A Vision of Texas Educators*

10. Developmentally Appropriate Practice in Early Childhood Programs (Revised Edition, 1997), National Association for the Education of Young Children

## **Learning Outcomes for Wellness and for Young Children**

1. Analyze principles of nutrition. (1, 2, 5, 6, 7, 8, 10)
  - a. Describe the role of carbohydrates, proteins, fats, water, vitamins and minerals in children's health. (1)
  - b. Describe the Food Guide Pyramid and its application to children's needs. (1, 8)
  - c. Identify criteria for developmentally appropriate feeding practices with children, 0 - 12 months; 13 months - 2 years; 3 - 5 years; 6 - 10 years. (1, 7, 10)
  - d. Discuss nutritional needs of children including special dietary or cultural considerations. (1, 2)
  - e. Describe specific methods for planning nutritious meals and snacks for children. (1)
  - f. Describe how nutritional factors may affect children in one or more developmental domains and the implications for the classroom teacher.
  - g. Plan and implement nutrition education activities with children. (1, 7, 8, 10)
2. Evaluate nutrition assessment. (1, 4, 7, 8)
  - a. Discuss the relationship between nutrition and children's health and wellbeing. (1)
  - b. Evaluate a menu plan from a child care setting for nutrients, inclusion of cultural foods, use of food guide pyramid and amounts of foods needed at various ages. (1, 7)
  - c. Observe and analyze a meal/snack time. (1, 4)
  - d. Plan a varied, nutritionally balanced diet for children. (1, 4, 8)
  - e. Propose modifications for special dietary needs. (8)
  - f. Participate in meal/snack times with children. (1, 4, 7, 8)
  - g. Share nutrition information with families. (7, 8)
3. Examine regulatory requirements for nutrition. (1)
  - a. Identify agencies with nutritional regulatory guidelines affecting child care settings. (1)
  - b. Identify organizations with nutritional guidelines affecting child care settings (1)
  - c. Compare nutritional guidelines and regulations. (1)
4. Describe community health problems. (1, 2, 3, 5, 7, 8, 10)
  - a. Describe factors in the local community affecting the health of children and families. (7)
  - b. Describe symptoms of common childhood diseases, how they spread and reporting requirements. (1, 2, 8, 10)
  - c. Conduct health appraisals of children in child care settings. (1, 8)
  - d. Work cooperatively with colleagues and parents to meet individual/special health needs of children. (1, 3, 7, 8)
5. Describe universal health precautions. (1, 2, 7, 8, 10)
  - a. List circumstances requiring the use of universal health precautions. (7, 10)

- b. Demonstrate appropriate use of universal health precautions. (1, 2, 7, 8, 10)
- 6. Describe legal implications regarding health. (1, 4, 7, 8, 10)
  - a. Identify agencies with legal or regulatory authority over **children's** health issues. (1, 4, 7)
  - b. Identify city, county, state and federal health regulations which apply to child care settings. (1, 7, 8)
  - c. Identify organizations with health guidelines affecting child care settings. (1)
  - d. Compare health guidelines and regulations. (1)
  - e. Adhere to health regulations to ensure the health of all children. (7, 8, 10)
- 7. Analyze environmental and personal hygiene. (1, 2, 4, 5, 6, 7, 8, 10)
  - a. Describe hygiene principles. (1, 10)
  - b. Give examples of ways to minimize the spread of disease in child care settings. (1, 7)
  - c. Demonstrate basic health management practices. (1, 2, 4, 7, 8, 10)
  - d. Practice daily environmental and personal hygiene routines with children. (1, 7, 8, 10)
  - e. Provide children with opportunities to learn about and apply personal health practices. (1, 5, 7, 10, ExCET 013)
  - f. Practice communicable disease control functions in child care settings. (1, 7, 8, 10)
- 8. Describe principles of safety as they relate to children. (8, 10)
  - a. List safety principles as they apply to children of differing ages. (10)
  - b. Apply safety principles when working with children. (8, 10)
- 9. Evaluate regulations regarding child safety. (1, 5, 7, 8, 10)
  - a. Identify agencies with regulations affecting safety in child care settings. (1, 7, 8)
  - b. Identify organizations with safety guidelines affecting child care settings. (1, 10)
  - c. Compare safety guidelines and regulations. (1)
  - d. Evaluate the child care setting for compliance with regulations and/or guidelines. (1, 7)
  - e. Describe reporting procedures when unsafe conditions exist. (1, 7, 8)
  - f. Apply regulations and guidelines which ensure the safety of children in care. (1, 7)
  - g. Describe ethical and legal responsibilities for child safety. (1)
- 10. Evaluate safety procedures. (1, 2, 6, 7, 8, 10)
  - a. Explain the relationship between supervision and accident prevention. (1)
  - b. Demonstrate safety procedures and practices in child care settings including specific situations, (e.g., transportation, field trips, evacuation procedures, etc.). (1, 7, 8, 10)
  - c. Demonstrate appropriate use of first aid procedures in child care settings. (1, 2, 7, 8)
  - d. Provide children with opportunities to learn about and apply safety practices. (1, 7, ExCET 013)
  - e. Evaluate procedures necessary for the safety of children of various ages and special needs. (10)
- 11. Evaluate children's environments for safety. (1, 2, 4, 6, 7, 8, 10)**
  - a. Describe most common causes and types of unintentional injuries to children and ways of preventing such injuries. (1, 7)
  - b. Describe ways to structure space and time to create safe, developmentally appropriate indoor and outdoor learning environments for children, including those with special needs. (1, 2, 4, 7, 8, 10, ExCET 022)
  - c. Evaluate indoor and outdoor environments for safety. (1, 7, 8, 10)
- 12. Demonstrate skills in computation, record keeping, referrals and resources as they apply to nutrition, health and safety. (2, 4, 7, 8)
  - a. Identify community resources for specific types of referrals. (4, 7, 8)
  - b. Complete nutrition, health and/or safety records/reports as needed. (2, 8)
  - c. Use computation skills in menu planning.
  - d. Use appropriate health appraisal procedures with children. (4)

Outcome	ICO
<p>Evaluate safety procedures. (1, 2, 6, 7, 8, 10)</p> <p>a. Explain the relationship between supervision and accident prevention. (1)</p> <p>b. Demonstrate safety procedures and practices in child care settings including specific situations, (e.g., transportation, field trips, evacuation procedures, etc.). (1, 7, 8, 10)</p> <p>c. Demonstrate appropriate use of first aid procedures in child care settings. (1, 2, 7, 8)</p> <p>d. Provide children with opportunities to learn about and apply safety practices. (1, 7, ExCET 013)</p> <p>e. Evaluate procedures necessary for the safety of children of various ages and special needs. (10)</p>	<p><b><i>Critical Thinking Skills</i></b> - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information</p>
<p>Analyze principles of nutrition. (1, 2, 5, 6, 7, 8, 10)</p> <p>a. Describe the role of carbohydrates, proteins, fats, water, vitamins and minerals in children's health. (1)</p> <p>b. Describe the Food Guide Pyramid and its application to children's needs. (1, 8)</p> <p>c. Identify criteria for developmentally appropriate feeding practices with children, 0 - 12 months; 13 months - 2 years; 3 - 5 years; 6 - 10 years. (1, 7, 10)</p> <p>d. Discuss nutritional needs of children including special dietary or cultural considerations. (1, 2)</p> <p>e. Describe specific methods for planning nutritious meals and snacks for children. (1)</p> <p>f. Describe how nutritional factors may affect children in one or more developmental domains and the implications for the classroom teacher.</p> <p>g. Plan and implement nutrition education activities with children. (1, 7, 8, 10)</p>	<p><b><i>Communication Skills</i></b> - to include effective development, interpretation and expression of ideas through written, oral and visual communication</p>

<p><b>Evaluate children's environments for safety.</b> (1, 2, 4, 6, 7, 8, 10)</p> <p>a. Describe most common causes and types of unintentional injuries to children and ways of preventing such injuries. (1, 7)</p> <p>b. Describe ways to structure space and time to create safe, developmentally appropriate indoor and outdoor learning environments for children, including those with special needs. (1, 2, 4, 7, 8, 10, ExCET 022)</p> <p>c. Evaluate indoor and outdoor environments for safety. (1, 7, 8, 10)</p>	<p><b>Teamwork</b> - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal</p>
<p>Demonstrate skills in computation, record keeping, referrals and resources as they apply to nutrition, health and safety. (2, 4, 7, 8)</p> <p>a. Identify community resources for specific types of referrals. (4, 7, 8)</p> <p>b. Complete nutrition, health and/or safety records/reports as needed. (2, 8)</p> <p>c. Use computation skills in menu planning.</p> <p>d. Use appropriate health appraisal procedures with children. (4)</p>	<p><b>Personal Responsibility</b> - to include the ability to connect choices, actions and consequences to ethical decision-making</p>
<p>Evaluate safety procedures. (1, 2, 6, 7, 8, 10)</p> <p>a. Explain the relationship between supervision and accident prevention. (1)</p> <p>b. Demonstrate safety procedures and practices in child care settings including specific situations, (e.g., transportation, field trips, evacuation procedures, etc.). (1, 7, 8, 10)</p> <p>c. Demonstrate appropriate use of first aid procedures in child care settings. (1, 2, 7, 8)</p> <p>d. Provide children with opportunities to learn about and apply safety practices. (1, 7, ExCET 013)</p> <p>e. Evaluate procedures necessary for the safety of children of various ages and special needs. (10)</p>	<p><b>Social Responsibility</b> - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities</p>

## **Odessa College Policies**

### **Academic Policies**

Note that the OC Student Handbook states (page 32) that “[in] cases of academic dishonesty, the instructor has the authority to impose appropriate scholastic penalties. Complaints or appeals of disciplinary sanctions may be filed in accordance with the college due process procedure. Copies of the college due process procedure are available in the office of The Director of Student Life (CC104).”

For more information on your rights and responsibilities as a student at Odessa College, please refer to the following: *The 411 of OC: Student Handbook 2012-2013; Student Rights & Responsibilities*

<http://www.odessa.edu/dept/studenthandbook/handbook.pdf>

### **Scholastic Dishonesty**

Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism and collusion.

#### **"Cheating on a test" shall include:**

- Copying from another student's test paper
- Using test materials not authorized by the person administering the test.
- Collaborating with or seeking aid from another student during a test without permission from the test administrator.
- Knowingly using, buying, selling, stealing or soliciting, in whole or in part, the contents of an unadministered test.
- The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.
- Substituting for another student, or permitting another student to substitute for one's self, to take a test.
- Bribing another person to obtain an unadministered test or information about an unadministered test.
- "Plagiarism" shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.
- "Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. (Source: *Odessa College Student Handbook 2012-2013, page 29-30*)

### **Special Populations/Disability Services/Learning Assistance**

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Odessa College affirms that it will provide access to programs, services and activities to qualified individuals with known disabilities as required by **Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA)**, unless doing so poses an undue hardship or fundamentally alters the nature of the program or activity. Disabilities may include hearing, mobility or visual impairments as well as hidden disabilities such as chronic medical conditions (arthritis, cancer, diabetes, heart disease, kidney disorders, lupus, seizure disorders, etc.), learning disabilities or psychiatric or emotional disabilities. A student who comes to Odessa College with diagnosed disabilities which may interfere with learning may receive

accommodations when the student requests them and submits proper documentation of the diagnosis. A Request for Accommodations form and guidelines for beginning the request process are available in the OC Help Center or on the Odessa College web site at [www.odessa.edu/dept/counseling/disabilities.htm](http://www.odessa.edu/dept/counseling/disabilities.htm). The college strives to provide a complete and appropriate range of services for students with disabilities such as assistance with testing, registration, information on adaptive and assistive equipment, tutoring, assistance with access and accommodations for the classroom where appropriate. For information regarding services, students with disabilities should contact the Office of Disability Services in the OC Help Center located in Room 204 of the Student Union Building or call 432-335-6433. (Source: *Odessa College Catalog of Courses 2012-2013*, page 52)

### **Dropping a Course or Withdrawing from College**

Students wishing to drop a non-developmental course may do so online using WebAdvisor, at the Wrangler Express, or Registrar's Office. A student wishing to drop a developmental course or withdraw from college should obtain a drop or withdrawal form from the Wrangler Express or the Registrar's Office. Students are encouraged to consult with instructors prior to dropping a class. Students may not completely withdraw from the college by use of the Web. Students must drop a class or withdraw from college before the official withdrawal date stated in the class schedule. Students who are part of the Armed Forces Reserves may withdraw with a full refund if the withdrawal is due to their being ordered into active duty. A copy of the student's orders must be presented to the Registrar's Office at the time of the withdrawal. For details, please contact the Office of the Registrar. **No longer attending class does not automatically constitute withdrawal from that class, nor does a student's notification to an instructor that the student wishes to be dropped. Failure of a student to complete the drop/withdrawal process will result in a grade of "F."** (Source: *Odessa College Catalog of Courses 2012-2013*, page 36)

### **Learning Resource Center (LRC; Library)**

The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian" service provide additional help.

### **Student Success Center (SCC)**

Located in the LRC, the Student Success Center (SSC) provides assistance to students in meeting their academic and career goals. We strive to provide new and updated resources and services at no charge to OC students. Academic support services include tutoring, study skills training, workshops, and the mentoring program. Tutoring is available for a variety of subjects including college mathematics, English, government, history, speech, chemistry, biology, and all developmental coursework. Appointments are preferred, but walk-ins will be served as soon as possible. Smarthinking online tutoring is also available. All computers in the center have Internet access, Microsoft Office, and software resources to assist OC students in improving their reading, writing and mathematical skills. The center also offers special assistance to students preparing for the THEA/COMPASS test. Computer lab assistants are available to assist students with student email, Blackboard, OC portal, Course Compass and more. For more information or to make an appointment, please call 432-335-6673 or visit [www.odessa.edu/dept/ssc/](http://www.odessa.edu/dept/ssc/) (Source: *Odessa College Catalog of Courses 2012-2013*, page 54)

### **Student E-mail**

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **Correspondence will be submitted**

using your Odessa College email as an alternative method to contact you with information regarding this course.

### **Technical Support**

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at [https://www.odessa.edu/dept/ssc/helpdesk\\_form.htm](https://www.odessa.edu/dept/ssc/helpdesk_form.htm).

### **Expectations for Engagement – Face to Face Learning**

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

#### *Reasonable Expectations of Engagement for Instructors*

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - return classroom activities and homework within one week of the due date and
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

#### *Reasonable Expectations of Engagement for Students*

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
  - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.



2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
  - missing class when a major test is planned or a major assignment is due;
  - having trouble submitting assignments;
  - dealing with a traumatic personal event; and,
  - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
  - seek out help from my instructor and/or from tutors;
  - ask questions if I don't understand; and,
  - attend class regularly to keep up with assignments and announcements.

### **Institutional Calendar Spring 2013 (1-22-5-17)**

<http://www.odessa.edu/college-calendar12-13.pdf>

#### **Registration:**

On the Web (5 am to Midnight, 7 days a week).....	Nov 12-Jan 21
In Person (See Business Hours Above).....	Nov 12-Jan 18
<b>***REGISTRATION PAYMENT DEADLINE</b>	
* For students registered who register prior to Jan 7.....	Payment is DUE Jan 7 (Mon)
* For students who register on or after Jan 7.....	Due on Day of Registration
Holiday (Martin Luther King Day - Offices closed except for Wrangler Express).....	Jan 21 (Mon)
Classes Begin.....	Jan 22(Tue)
<b>Late Registration &amp; Schedule Changes (Add/Drop):</b>	
On the Web (5 am to Midnight, 7 days a week).....	Jan 22-23 (Tue-Wed)
In Person (See Business Hours Above).....	Jan 22-23 (Tues-Wed)
** Late Registration & Add/Drop Payment Deadline.....	Due on Day of Registration
Census Day.....	Feb 6 (Wed)
Deadline for Spring Degree Application.....	Mar 20 (Wed)
First Eight Weeks End.....	Mar 22 (Fri)
Spring Break (Offices Closed – No Classes).....	Mar 11-16 (Mon-Sat)
Second Eight Weeks Begin.....	Mar 25 (Mon)
Holiday (Good Friday).....	Mar 29 (Fri)
Last Day to Drop or Withdraw with a "W" (full semester length courses).....	Apr 16 (Tues)
Student Evaluation of Instruction Survey Available Online.....	April 28-May 4
Last Day to Drop or Withdraw with a "W" (2nd eight week courses).....	Apr 30 (Tues)
Last Class Day.....	May 11 (Sat)
Final Exams.....	May 13-16 (Mon-Thurs)
Spring Graduation.....	May 17 (Fri)
End of Semester.....	May 17 (Fri)

### **Course Policies**

#### **Disclaimer**

This syllabus is tentative and subject to change in any part at the discretion of the instructor. Any changes will be in accordance with Odessa College policies. Students will be notified of changes, if any, in timely manner.

#### **Original Effort**

The work submitted for this course must be original work prepared by the student enrolled in this course. Efforts will be recognized and graded in terms of individual participation and in terms of ability to collaborate with other students in this course.

## Description of students

Students enrolled in this course dual credit while a junior or senior in Ector County ISD.

## Course prerequisites

None

## Course Alignment with Industry Standards

Resources:

Interpersonal Skills

Information

Systems

Thinking Skills

Basic Skills

Personal Qualities

Code:

1. 2+2Tech Prep  
Early Childhood Professions  
Postsecondary Curriculum Guide
2. Texas Head Start-State Collaboration Project - Texas Early Care and Education Core Knowledge & Skills
3. The ICO Work Place Competence Skills
4. Guidelines for Preparation of Early Childhood Professionals: Associate, Baccalaureate, and Advanced Levels of the National Association for the Education of Young Children
5. Teacher Preparation Requirements of the Association for Childhood Education International
6. The Examination for the Certification of Educators in Texas Test Competencies, Field 714: Early Childhood Education
7. Entry Level Core Competencies (Draft) of the Child and Youth Care Workers Certification Institute
8. Texas Essential Knowledge and Skills for Home Economics Education
9. Learner-Centered Schools for Texas--A Vision of Texas Educators
10. Developmentally Appropriate Practice in Early Childhood Programs (Revised Edition, 1997), National Association for the Education of Young Children

## Digital Protocol

Cell phones must be placed on either *vibrate* or *silent* mode and are to be accessed in emergency cases only. The use of laptops or any other digital device is permitted in order to facilitate note-taking relative to instruction. Any written assignments will be submitted electronically on Blackboard. **The electronic recording of the time on Blackboard will be considered the time of assignment submission. Take necessary steps to ensure that your assignments are submitted on “Blackboard” time.** Back-up and/or additional copies of all assignments submitted is encouraged. **Computers/printers are available to OC students in the LRC (301-303); therefore, not having access to a computer due to technical issues (crash; corrupted files) will not be considered as an acceptable reason for not completing assignments.** If there is a loss of server connection with Odessa College due to maintenance, then an email will be sent to student with pertinent information and status reports. Assignments submitted electronically need to be **WORD documents (doc or docx).**

## Attendance Policy

Students are expected to attend class regularly. Attendance will be recorded using a “sign-in” sheet. Excessive absences will be grounds for disciplinary action, and will be determined on a case-by-case basis. If you are more than 15 minutes late to class or leave class early without notifying the instructor, this will count as an absence. Students are permitted 2 absences before a loss of 5 point(s) taking off with each absence.

## **AVID**

This course has been identified as a course by Career, Technical, and Workforce Education as one in which teaching and learning strategies adopted by AVID will be implemented. As a student in the legal program, you will be expected to develop an understanding of the strategies, to model the strategies, to maintain fidelity of implementation, and to examine how these strategies may impact your effectiveness as a professional in your chosen area of occupation, either through coursework or practicum experience as outlined by the course instructor.

## **Grading Policy**

Please understand that this is a required course for the Child Development program in order to prepare you to be successful in the area of early child. Quality work and active participation is expected and not to be negotiated. As a general policy, grades will be taken in class. Any written assignments or tests will be graded outside of class. You can expect feedback on assignments within a week's time.

## **Grade Inquiry Policy**

It is the responsibility of the individual taking this course to maintain accurate track of assignment submissions and grades. There will be opportunities during the semester to meet with the instructor to discuss your academic progress. Contact the instructor to schedule an appointment. Class time will not be used for grade inquiries. All grades are final.

## **Communication Plan**

The best way to communicate with the course instructor is via email through Blackboard. Also, check in Blackboard regularly for announcements, including any changes in the course schedule due to instructor illness or conference attendance. Appointments with the instructor may also be scheduled.

## **General Course Requirements**

1. Attend class and participate.
2. Contribute and cooperate with civility.
3. Submit assignments on time. Late work will not be accepted. Medical and/or family circumstances that warrant an extension on assignments need to be presented to the instructor. Extensions will be allowed at the instructor's discretion.

## **Grading Scale:**

- "A" = 90-100
- "B" = 80-89
- "C" = 70-79
- "D" = 60-69
- "F" = 0-59

## **Incomplete Policy**

An 'Incomplete' grade may be given only if:

1. The student has passed all completed work
2. If he/she has completed a minimum of 75% of the required coursework. A grade of an “I” will only be assigned when the conditions for completions have been discussed and agreed upon by the instructor and the student.

### Overview of assignments

Type of Assignment	Percentage
1. Assignments	12%
2. Journal	12%
3. Lab Experience	32%
4. Class Participation	17%
5. Class Projects	17%
6. Pop Test and Chapter Exams	12%

**ASSIGNMENT “A”:** Read the assigned Chapters, answer the questions, and take the quiz from the PowerPoint

**ASSIGNMENT “B”:** Prepare a lesson plan for an indoor activity based on the PowerPoint instruction. Presentation to class.

**ASSIGNMENT “C”:** Prepare a lesson plan for an outdoor activity based on the PowerPoint instruction. Presentation to class.

**ASSIGNMENT “D”:** Prepare a PowerPoint on the assigned health concerns of mother and unborn child. PowerPoint and presentation instruction on Weekly PowerPoint instructions

### Schedule (Tentative and Subject to Change)

Date	Instructional Approach	Topic	Assignment	Assignment Submission
Week 1	Read Chapter 1-5	Go over SYLLABUS PowerPoint 1 reading assignments and vocabulary	Assignment A	Discussion questions and quizzes 1-5
Week 2	Lesson plan teaching indoor safety	PowerPoint 2 reading assignments and vocabulary	Assignment B	Present in small groups the indoor teaching lesson plan based on PowerPoint instruction
Week 3	Read Chapter 6-10	PowerPoint 3 reading assignments and vocabulary	Assignment A	Discussion questions and quizzes 6-10
Week 4	Lesson plan teaching outdoor safety	PowerPoint 4 reading assignments and vocabulary	Assignment C	Present in small groups the indoor teaching lesson plan based on PowerPoint instruction
Week 5	Read Chapters 11-15	PowerPoint 5 reading assignments and vocabulary	Assignment A	Discussion question and quiz
Week 6	PowerPoint of health concerns during pregnancy and to the birth mother	PowerPoint 6 reading assignments and vocabulary	Assignment D	Present PowerPoint class of assignment health concern. PowerPoint instructions
Week 7	Read Chapter 16-19	PowerPoint 7 reading assignments and vocabulary	Assignment A	Discussion questions and quizzes
Week 8		PowerPoint 8 reading assignments and vocabulary	Assignment H	Final Exam

Week 2	Lab Experience and Journaling	Special Olympics with the Life Skills class at Sam Houston Elementary, music and music therapy –5 day lab	6 hours of lab	Documentation required from site of daily experiences
Week 3-8	Lab Experience and Journaling	Sites: Lamar, Carver, Noel, Kidz <b>Korral, Aladdin's Castle, and Compass</b>	20 hours of volunteer required	Documentation required from site