I. **Course Description**
The relationship between health, nutrition, and locomotor development in the young child is investigated.

II. **Rationale**
Educators must know the nutritional requirements for young children; it directly correlates with the TEKS for Health. Childhood obesity is at a critical point in this country, teaching proper nutrition and proper eating habits is so important. The health concerns faced by educators of their students are essential knowledge. This class explores the many health concerns and how to deal with them in the classroom setting. An element of safety in school setting is emphasized in this course.

III. **EC-6 Competencies, Curricular Topics, & State Adopted Proficiencies**

<table>
<thead>
<tr>
<th>Course</th>
<th>EC-6 Competencies</th>
<th>Curricular Topics</th>
<th>State Adopted Proficiencies</th>
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<tbody>
<tr>
<td>ECED 4330</td>
<td>001; 002; 005; 011</td>
<td>Child Development; Motivation; TEKS Organization, Skills; Content TEKS; Special Populations; Pedagogy/Instructional Strategies; Differentiated Instruction</td>
<td>Learner-Centered Knowledge; Learner-Centered Instruction; Equity in Excellence for All Learners; Learner-Centered Communication; Learner-Centered Professional Development</td>
</tr>
</tbody>
</table>

IV. **Course Objectives/Learning Outcomes**
*This course is designed to enable students to:*

1. Describe the interrelationship of health, safety, and nutrition; (TExES competencies: 001, 002, 003, 004, 010, 011); (State proficiencies: Learner centered knowledge, learner centered instruction, equity in excellence for all learners, learner centered communication, learner centered professional development); (Subject matter curricular topics: child development, parent conferences/communication, special populations, differentiated instruction)
2. State how nutrition affects children; (TExES competencies: 001, 002, 003, 004, 010, 011); (State proficiencies: Learner centered knowledge, learner centered instruction, equity in excellence for all learners, learner centered communication, learner centered professional development); (Subject matter curricular topics: child development, parent conferences/communication, special populations, differentiated instruction)
3. Identify factors that affect children’s safety; (TExES competencies: 001, 002, 003, 004, 010, 011); (State proficiencies: Learner centered knowledge, learner centered instruction, equity in excellence for all learners, learner centered communication, learner centered professional development); (Subject matter curricular topics: child development, parent conferences/communication, special populations, differentiated instruction)
excellence for all learners, learner centered communication, learner centered professional
development); (Subject matter curricular topics: child development, parent
conferences/communication, special populations, differentiated instruction)
4. Identify growth and developmental characteristics of the infant, preschool and primary age
child; ;(TExES competencies: 001, 002, 003, 004, 010, 011); (State proficiencies: Learner
centered knowledge, learner centered instruction, equity in excellence for all learners, learner
centered communication, learner centered professional development); (Subject matter curricular
topics: child development, parent conferences/communication, special populations, differentiated
instruction)
5. Describe practices that contribute to a child’s improved health; ;(TExES competencies: 001,
002, 003, 004, 010, 011); (State proficiencies: Learner centered knowledge, learner centered
instruction, equity in excellence for all learners, learner centered communication, learner centered
professional development); (Subject matter curricular topics: child development, parent
conferences/communication, special populations, differentiated instruction)
6. State the importance for teachers and care givers to observe children’s health; ;(TExES
competencies: 001, 002, 003, 004, 010, 011); (State proficiencies: Learner centered knowledge,
learner centered instruction, equity in excellence for all learners, learner centered communication,
learner centered professional development); (Subject matter curricular topics: child development,
parent conferences/communication, special populations, differentiated instruction)
7. Identify signs and symptoms of common communicable diseases; ;(TExES competencies: 001,
002, 003, 004, 010, 011); (State proficiencies: Learner centered knowledge, learner centered
instruction, equity in excellence for all learners, learner centered communication, learner centered
professional development); (Subject matter curricular topics: child development, parent
conferences/communication, special populations, differentiated instruction)
8. State the relationship between the environment and a child’s growth and development;
(TExES competencies: 001, 002, 006, 008, 011); (State proficiencies: learner centered
knowledge, learner center instruction, equity in excellence for all learners, learner centered
communication, learner centered professional development) (Subject matter curricular topics:
child development, special populations, parent conferences/communication, differentiated
instruction, motivation)
9. Describe several reasons young children are more likely victims of accidents; ;(TExES
competencies: 001, 002, 003, 004, 010, 011); (State proficiencies: Learner centered knowledge,
learner centered instruction, equity in excellence for all learners, learner centered communication,
learner centered professional development); (Subject matter curricular topics: child development,
parent conferences/communication, special populations, differentiated instruction)
10. State the difference between emergency care and first aid; ;(TExES competencies: 001, 002,
003, 004, 010, 011); (State proficiencies: Learner centered knowledge, learner centered
instruction, equity in excellence for all learners, learner centered communication, learner centered
professional development); (Subject matter curricular topics: child development, parent
conferences/communication, special populations, differentiated instruction)
11. Identify and describe the fou
types of child abuse; ;(TExES competencies: 001, 002, 003,
004, 010, 011); (State proficiencies: Learner centered knowledge, learner centered
instruction, equity in excellence for all learners, learner centered communication, learner centered
professional development); (Subject matter curricular topics: child development, parent
conferences/communication, special populations, differentiated instruction)
12. Name health problems that are thought to be related to unhealthy eating habits; ;(TExES
competencies: 001, 002, 003, 004, 010, 011); (State proficiencies: Learner centered knowledge, learner centered
instruction, equity in excellence for all learners, learner centered communication, learner centered
professional development); (Subject matter curricular topics: child development, parent
conferences/communication, special populations, differentiated instruction)
13. List physical characteristics and motor behaviors of young children; ;(TExES competencies:
001, 002, 003, 004, 010, 011); (State proficiencies: Learner centered knowledge, learner centered instruction, equity in excellence for all learners, learner centered communication, learner centered professional development); (Subject matter curricular topics: child development, parent conferences/communication, special populations, differentiated instruction)

14. Discuss Universal Precautions; and (TEXES competencies: 001, 002, 003, 004, 010, 011); (State proficiencies: Learner centered knowledge, learner centered instruction, equity in excellence for all learners, learner centered communication, learner centered professional development); (Subject matter curricular topics: child development, parent conferences/communication, special populations, differentiated instruction)

15. Describe motor and physical characteristics of young children including size and bodily proportions, bodily posture, large-muscle development, fine-motor development, and dominance. (TEXES competencies: 001, 002, 003, 004, 010, 011); (State proficiencies: Learner centered knowledge, learner centered instruction, equity in excellence for all learners, learner centered communication, learner centered professional development); (Subject matter curricular topics: child development, parent conferences/communication, special populations, differentiated instruction)

V. Course Topics
The major topics to be considered are:
Child nutrition and proper eating habits, safety and childhood diseases, conditions of ADD/ADHD and impact in classroom, Safety in classroom and playground, Playground design

VI. Instructional Methods and Activities
Methods and activities for instruction include:
A. Traditional Experiences (lecture/discussion; demonstration; drill; guest speaker; on-line deliveries; video, etc)
B. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; guided discovery; role play; lab exercise; value clarifications)
C. Field Experiences (field teaching; field trips; community resource use; case studies; internship; student teaching; practicum)

VII. Evaluation and Grade Assignment
A. Methods and Percentage of Final Course Grade Each Assessment Constitutes
Class participation is necessary in this class. Many times class demos or activities are done to judge your learning. If it is noticed through the participation that students are not prepared, then a quiz will be given. So come to class prepared and ready to participate. It is essential that you read the chapters assigned for each class. Lectures and activities are based on these readings. You are adults, I will not read the text to you, but I will enhance and elaborate the ideas in the lectures and class activities. Read your chapters before coming to class.
B. 2 exams = 100 points each
C. playground critique = 40 points
D. playground design = 50 points
E. website presentation = 40 points
F. online modules = 20 points each
G. **Garcia Art & Education Center Health Fair = 200 points!
H. The professors of Early Childhood Education have great expectations for its students and their ability to become the best teachers concerned for children. The grading policy is at a higher expectation for this reason.
Grades will be determined by the following percentages:

- **A** = 92% - 100%
- **B** = 82% - 91%
- **C** = 72% - 81%
- **D** = 62% - 71%
- **F** = 62% AND BELOW

VIII. Course Schedule and Policies

A tentative course schedule including professor’s name, office, phone, office hours, and class calendar which includes class meeting dates, topics by dates, reading by topic/dates, assignment due dates, and test dates will be posted on Blackboard.

B. Class Policies

In order to socially construct knowledge, all class participants need to be present in class and actively involved in discussions and activities. Class attendance is mandatory and absences will influence your course grade. There are no excused absences. You will be counted absent whether or not you have informed professor of your absence. During class activities will be conducted interactively.

**Missing more than two classes will drop your grade one letter grade.**

Do not give the professor notes or excuses—if you are not in class you will be counted absent. Attendance will be taken daily by the instructor. If a student is more than 15 minutes late they will be counted absent for that day. Four or more absences will result in course failure. Doctor appointments are not considered as these can scheduled around classes.

If a student is absent during an exam, the exam will be given during the final. **Your absence during other presentations will affect your presentation grade.**

C. Classroom Etiquette

Students must turn off cell phones so that discussions and lectures are not disturbed. This includes text messaging during class. Be professional and save this for after class. If this continues after a warning, you may be asked to leave class & counted as absent.

D. Classroom Discussions and Respect

It is expected that you act professional during class time. You are to be respectful of others who are talking, presenting, or participating in class assignments. All students will work together in groups cooperatively and professionally. The following will guide out class discussions:

**GROUND RULES FOR DISCUSSIONS AND ASSIGNMENTS:** Although I am certain most of us are clear about what democratic deliberation and civil discussion entails, I want to spell out in writing how I expect our discussions to precede, so that we may refer directly to them if the situation arises.

Respect—

*We are not always going to agree or see everything the same way; each person has a right to and responsibility for his/her own feelings, thoughts, and beliefs. *When speaking of an occurrence or relaying one’s experience outside the class refrain from disclosing identities of those involved.

*Show courtesy.
Comfort—
*Students and professor should work together to make a safe, respectful, and comfortable atmosphere for associating.
*I will not ask you to take any risks in class (such as sharing your own experience) that I am not willing to take myself. We are in this together!
*No question is stupid! We all learn at different paces and styles. We learn by asking questions.

Honesty—
*You should feel comfortable and respected in the academic environment so that you speak honestly about your thoughts, ideas, and opinions.
*All work you submit must be your own. If you use someone else’s words or work other than your own please use the appropriate citation. (APA).
*World Wide Web-any work you find on the web must be cited. Provide the URL and the name of the website and the date it was accessed. Lessons found on the Web must be adapted and modified for your personal use.

D. EXAMS! Exams will be taken on Blackboard. Students will have no more than 1 hour and 15 minutes to take the exam. The time begins as soon as you begin the exam. You will NOT be allowed to login, logout and then login again. Be sure that you are ready to take the entire exam when you begin it. Once you have submitted the answer to a question, it may NOT be revisited.

E. Textbook = I do not have additional textbooks to loan to students. The library does not have additional textbooks. If you do not read the textbook chapters as assigned, your exam scores will not be very high.

IX. Textbook(s)
*The textbook(s) adopted for this course is/are:


Playground Safety Handbook (provided by instructor).

X. Bibliography
*The knowledge bases that support course content and procedures include:


XI. Grade Appeals*

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XII. Disabilities Accommodations*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the
classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

XIII. Academic Honesty Statement
Learning and teaching take place in an atmosphere of intellectual freedom and openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education.
Plagiarism is wholly unacceptable, and for the purposes of this course is defined as using in part or whole any material written or designed by someone other than the student. This includes lesson plans found on the internet and or provided by classroom teachers, unit activities, book descriptions, reviews, and any other work researched.

XIV. Statement of Civility
Texas A&M University Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules on the University, city, state, and federal government. We expect that you will behave in a manner that is dignified, respectful, and courteous to all people regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

“Tell me I forget, show me I remember, involve me I understand.”
-Ancient Chinese Proverb