



**TRINITY VALLEY COMMUNITY COLLEGE  
ADMINISTRATIVE-MASTER SYLLABUS**

The Administrative- Master Syllabus is an administrative tool; it is **not intended to be distributed to students.** It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of TVCC, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction. The Administrative-Master Syllabus will demonstrate that there is consistency and comparability in course offerings.

**Course Title**

Wellness of the Young Child

**Course Prefix and Number**

TECA 1318

**Department – Division**

Education/Business & Computer Science

**Course Type** – select from one of the following categories.

- **Academic General Education Course** (from ACGM – but not in TVCC Core)

- **Academic TVCC Core Course**

- **WECM Courses**

**Semester Credit Hours: Lecture Hours: Lab/other hours**

Semester Credit Hours	Lecture Hours	Lab/Other* Hours
3	3	3

Other hours include practicum, clinical or other types of non-lecture instruction. \*If other, please specify:

Field experiences involving children from infancy through age twelve from varied and diverse populations. Minimum – 16 hours

**Course Catalog Description:**

A study of nutrition, health, safety and related activities. Skill development in management of issues, guidelines and practices in nutrition as well as community health, hygiene, safety and legal implications.

**Prerequisites/co requisites**

none

**Topical Outline**

1. Interrelationship of Health, Safety, and Nutrition
2. Promoting Good Health
3. Health Appraisals
4. Health Assessment Tools
5. Conditions Affecting Children's Health
6. The Infectious Process and Effective Control
7. Communicable and Acute Illness: Identification and Management
8. Creating Quality Environments
9. Safety Management
10. Management of Injuries and Acute Illness
11. Child Abuse and Neglect
12. Planning for Children's Health and Safety Education
13. Nutritional Guidelines
14. Nutrients That Provide Energy
15. Nutrients That Promote Growth of Body Tissues
16. Nutrients That Regulate Body Functions
17. Infant Feeding
18. Feeding the Toddler and Preschool Child
19. Planning and Serving Nutritious and Economical Meals
20. Food Safety
21. Nutrition Education Concepts and Activities

**Course Learning Outcomes**

1. To acquire an understanding of developmentally appropriate curriculum for young children in nutrition, health, safety and related situations.
2. To develop skills for handling daily and emergency health situations in the family and in professional early childhood environments.
3. To develop skills in menu planning for young children within families or professional early childhood environments.
4. To acquire knowledge of the communicable disease process and systems for control in the family and in professional early childhood environments.

**Relationship to General Education Outcomes** – In addition to the core competencies, Trinity Valley Community College has established ten general education goals which specify knowledge and skills that students should gain from completing courses in the various component areas of the core curriculum. Information regarding curriculum and assessment as a means for the improvement of student learning through the general education component. (Select all that apply.)

Mark with an "X"	General Education Outcome
x	A. To communicate clearly and effectively in both oral and written English.
x	B. To improve reading skills focused on comprehending, analyzing, interpreting, and evaluating printed materials.
	C. To understand mathematical information and utilize mathematical skills.
	D. To demonstrate qualitative and quantitative critical thinking skills.
	E. To understand and appreciate cultural and ethnic diversity.
	F. To utilize computer based technology in accessing information, solving problems, and communicating.
	G. To recognize and evaluate artistic achievements in the visual and performing arts.
	H. To improve basic understanding of political, economic, and social systems.
	I. To demonstrate knowledge of the physical universe and living systems.
x	J. To develop skills and strategies to become an engaged learner.

**Required Text(s)**

Health, Safety and Nutrition for Young Children by Marotz, Cross & Rush  
Current edition

**Optional Text(s)**

**Material/Technology to be supplied by the student.**

**Course Requirements/Grading System** – describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course; not intended to restrict the individual nature by which each faculty member who teaches the course determines course requirements and final student performance, but should offer consistency within reason for all sections taught for those departments without a standardized format.

The lecture grade will be an average of class participation grades, outside research and report grades, pop-quizzes, three regular tests and a final exam. Field experience will count for 25% of the total average. The final course grade will be determined using the following scale

- 100-90      A
- 89-80      B
- 79-70      C
- 69-60      D
- 59 or below    F

***Approvals – the contents of this document have been reviewed and are found to be accurate.***

Prepared by	Signature	Date
Department Head	Signature	Date
Division Chair	Signature	Date
Vice President	Signature	Date