Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
COURSE SYLLABUS
EDUC 215
WELLNESS IN THE EARLY CHILDHOOD SETTING

COURSE DESCRIPTION
Designed to introduce a candidate to the issue of wellness in early childhood education; an overview of wellness in the early childhood setting by examining good nutrition, safety, and healthful practices for young children.

RATIONALE
It is essential for early childhood programs to employ teachers who are specially prepared to work with young children. This course focuses on wellness in the early childhood setting. Our professional responsibility and spiritual mandate is to minister to the needs of young children through a safe and nurturing environment. Jesus said, “Let the little children come to me and do not hinder them for to such belongs the kingdom of heaven” (Luke 18:16).

I. PREREQUISITE
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE
Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Microsoft Office
D. Standard First Aid with CPR/AED Training Course for Adults and Pediatrics (www.redcross.org)

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the student will be able to:
A. Integrate Christian and professional principles.
B. Demonstrate ability to locate and use appropriate professional literature, organizations, and resources to support teaching wellness concepts.
C. Identify the basics of first aid, including the ABCs of airway, breathing, and circulation.

D. Explain how nutrition, health, and safety contribute to children’s health and well-being.

E. Describe the role teachers play in building foundations for children’s wellness, including ways to partner with families in teaching wellness concepts.

F. Discuss special health needs and how these needs affect children’s health, functional status, and family dynamics.

G. Identify the goals of inclusion and describe how educating classmates about children’s special health needs helps to create a climate of welcome for all children.

Program Learning Outcomes are available:
http://www.liberty.edu/index.cfm?PID=25658

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook Readings and Lecture Presentations/Notes
   (MLO A, B, D, E, F, G) (PLO 1, 2, 3, 4, 5, 6, 7)

B. Course Requirements Checklist
   After reading the Course Syllabus and Student Expectations, the candidate will complete the related checklist found in Module/Week 1. (MLO A, B) (PLO 1, 7)

C. Discussion Board Forums (5)
   Discussion boards are collaborative learning experiences. Therefore, the candidate is required to create a thread in response to the provided prompt for each forum. Each thread must be 250 words and demonstrate course-related knowledge as supported by the text, the Bible, or other reliable sources. A minimum of one citation and reference in APA format is required for each post. In addition to the thread, the candidate is required to reply to 2 other classmates’ threads. Each reply must be at least 100 words. (MLO A, B, D, E, F, G) (PLO 1, 2, 3, 4, 5, 6, 7)

D. First Aid/CPR/AED Experience Plan
   The candidate will submit the First Aid/CPR/AED Experience Plan. This will indicate how the candidate anticipates fulfilling the requirements for the Standard First Aid with CPR/AED certification assignment.

E. Health and Wellness Project
   The candidate will complete a 3-part Health and Wellness Project.
   Part 1: The candidate must submit the topic for the project as well as an annotated bibliography.
   Part 2: The candidate must submit a revised topic proposal, a rationale of 200–250 words, and a revised reference page.
Part 3: The candidate must create a project that includes practical classroom applications that could be used in the early childhood setting as well as a 4-page research-based paper. This paper must include the age group, target topic, and explanation of each of the activities or points addressed in the project as well as the application of the NAEYC Standards. The paper must include a cover page, a reference page in current APA format, and 2 pages of content. **This will be 4 pages total.** The reference list must include all sources used to create the project in current APA format. The candidate must reference at least 3 scholarly sources, 1 of which may be the course textbook. (MLO A, B, D, E, F, G) (PLO 1, 2, 3, 4, 5, 6, 7)

F. Child Abuse and Neglect: Recognizing, Reporting, and Responding

The candidate will complete an online training module and will submit documentation of its completion. (MLO A, B, D, E) (PLO 1, 5, 6, 7)

G. Standard First Aid with CPR/AED

The candidate will submit documentation of a current certification in Standard First Aid with CPR/AED. (MLO A, B, C, D, F) (PLO 1, 5, 6, 7)

H. Quizzes (8)

Each quiz will cover the Reading & Study material for the assigned modules/weeks. Each quiz will be open-book/open-notes, contain 20–25 multiple-choice questions, and have a 2-hour time limit, and can be taken only once. (MLO A, B, D, E, F, G) (PLO 1, 2, 3, 4, 5, 6, 7)

VI. **COURSE GRADING AND POLICIES**

A. **Points**

| Course Requirements Checklist | 10 |
| Discussion Board Forums (5 at 30 pts ea) | 150 |
| First Aid/CPR/AED Experience Plan | 20 |
| Health and Wellness Project | |
| Part 1 | 30 |
| Part 2 | 50 |
| Part 3 | 150 |
| Child Abuse and Neglect: Recognizing, Reporting, and Responding | 100 |
| Standard First Aid with CPR/AED | 100 |
| Quizzes (8 at 50 pts ea) | 400 |

**Total** 1010

B. **Scale**

A = 900–1010  B = 800–899  C = 700–799  D = 600–699  F = 0–599

C. **LiveText Submission Policy**
All LiveText assignments—including those submitted in Blackboard and/or via SafeAssign—must be submitted to LiveText in order for the student to receive credit for them.

D. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.

2. Assignments submitted more than one week late will receive a 20% deduction.

3. Assignments submitted two weeks late or after the final date of the course will not be accepted for points.

4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

E. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

F. Failure for Non-Attendance (FN) Policy

Students who initially attend their course(s) but eventually quit attending will be failed for non-attendance and will be assigned a grade of FN. Non-attendance is determined in the following cases:

- The student ceases making submissions to their online course
- The student ceases communicating with their professor regarding the course for a period of 21 consecutive days or longer, and does not request a withdrawal before the 22nd day.

G. Plagiarism and Academic Dishonesty Policy

Liberty University Code of Honor for Online Undergraduate and Graduate Students

All assignments for this course are to be completed by the student enrolled in the course. The student is responsible for knowing and adhering to the code of honor. Any violation of this code will result in a grade of “F” for the course and possible further discipline as indicated in the above linked document.
The course schedule for EDUC 215 is presented below.

### Course Schedule

**EDUC 215**


<table>
<thead>
<tr>
<th><strong>Module/Week</strong></th>
<th><strong>Reading &amp; Study</strong></th>
<th><strong>Assignments</strong></th>
<th><strong>Points</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sorte et al.: ch. 1</td>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>3 presentations</td>
<td>Class Introductions</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>First Aid/CPR/AED Experience Plan</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz 1</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>Sorte et al.: chs. 2–3</td>
<td>DB Forum 1</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>6 presentations</td>
<td>Health and Wellness Project Part 1</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>1 lecture note</td>
<td>Quiz 2</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>Sorte et al.: chs. 4–5</td>
<td>DB Forum 2</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>3 presentations</td>
<td>Quiz 3</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>Sorte et al.: chs. 6–7</td>
<td>DB Forum 3</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>9 presentations</td>
<td>Health and Wellness Project Part 2</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz 4</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>Sorte et al.: chs. 8–9</td>
<td>DB Forum 4</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>6 presentations</td>
<td>Quiz 5</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>Sorte et al.: ch. 10</td>
<td>Health and Wellness Project Part 3</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>4 presentations</td>
<td>Quiz 6</td>
<td>50</td>
</tr>
<tr>
<td>7</td>
<td>Sorte et al.: chs. 11–12</td>
<td>DB Forum 5</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>8 presentations</td>
<td>Quiz 7</td>
<td>50</td>
</tr>
<tr>
<td>8</td>
<td>Sorte et al.: chs. 13–14</td>
<td>Child Abuse and Neglect: Recognizing, Reporting, and Responding</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>12 presentations</td>
<td>Standard First Aid with CPR/AED</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz 8</td>
<td>50</td>
</tr>
</tbody>
</table>

**Total**: 101010

DB = Discussion Board

**NOTE:** Each course module/week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on Friday.