



Course Syllabus: Emotional, Social, and Physical Wellness of Young Children

Gordon T. & Ellen West College of Education & Professional Studies
KNES 1933 Section X30
Summer I 2025

Contact Information

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Class Meeting Information

This course is delivered via distance learning and will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online management system (D2L) will be made available to each student.

As this is an online course, no attendance is required. However, regular and timely participation in discussions and on-time submission of other assignments is required. Each course module is 1 week long, with the exception of the last week. See the course schedule for all due dates.

Over the course of the 5-week semester, if you engage in quality participation in this course, you should tabulate 135 working hours. Divided over the 5 weeks, this comes to 27 hours per week of work in this course. It is best that you log on to the course site daily to stay on track, even if it is just to check announcements and emails. I have provided a few links here about quality study hours for online learning.

[US News Article](#)

[Best Colleges Online Article](#)

If you would like to receive notifications via a regularly checked email or via text message, you can set it up in D2L. Once you are logged in, go to the drop down by your name in the gold navigation bar. Click "notifications", then you can register an email or mobile number and customize which notifications you would like to receive.

Instructor Response Policy

During the week, I will typically respond to your emails within 24-48 hours. Any emails received over the weekend will receive a response no later than Tuesday, 8 AM. Emails received on holidays typically will receive a response no later than 8 AM on the second business day after the holiday.

Textbook & Instructional Materials

Students must have access to a personal computer with Microsoft Office Software, high speed Internet, and D2L, the MSU Online Learning System.

This course uses digital course materials designed using Open Educational Resources (OER), high-quality, openly licensed educational materials, rather than a traditional textbook. You can access all readings, videos, quizzes and other activities through our course site on D2L.

Course Description & Overview

An introduction to the standards and practices that promote young children's physical and mental well-being, and maintenance of safe learning environments. It includes the examination of factors impacting a child's growth and development related to health, nutrition, and fitness. The course focuses on instructionally and developmentally appropriate strategies and activities for young children.

Course Objectives/Learning Outcomes/Course Competencies

Specific learning objectives for the course derive from the National Association for the Education of Young Children professional standards. This course provides teacher candidates and other WCOE students with a knowledge base of the environment in which they may teach. Satisfactory completion of the course will document that students have demonstrated the ability to:

1. Identify and explain how relationships provide a safe and secure environment for young children. (NAEYC 1)
2. Demonstrate knowledge of designing and developing quality curriculum related to young children's social, emotional, and physical development. (NAEYC 2)
3. Demonstrate the ability to utilize a variety of modification techniques to allow for individualizing instruction to include all students. (NAEYC 2 and 3)
4. Demonstrate the ability to use instructionally effective and developmentally approaches to teaching that enhance young children's learning and development. (NAEYC 3)
5. Identify and explain the importance of assessment to a child's social, emotional, and physical development. (NAEYC 4)
6. Describe why health education is a necessary component in the early childhood programs and describe how educators can enhance the wellness of each student. (NAEYC 5)
7. Identify and explain the influence of family, peers, culture, & others on health behavior. (NAEYC 7 & 8)

8. Demonstrate a knowledge of and design activities in both indoor and outdoor environments with a focus on safety and developmental appropriateness. (NAEYC 9)

See the [NAEYC website](#) for a complete list of standards/competencies. See the course schedule for the alignment of assignments and standards.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

As an extension of the MSU Academic Dishonesty Policy and in order to fairly evaluate all students' work, all work submitted in this course must be generated by the students themselves. Therefore, work submitted that has been generated by another person/entity and the use of Automated Writing Tools, including chatGPT and other comparable artificial intelligence (AI) tools, is considered plagiarism and in violation of MSU policy.

Grading/Assessment

Students are expected to submit classroom assignments before or by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

This course is organized into 5 modules, one module per week. Each module has a folder in D2L and you can access all materials from this folder and an overview of tasks for the week. I have organized the folders by content, activities, and assignments. Content and activities are ungraded things to engage you in the content and guide you on the assignments. Assignments are all graded and have specific due dates that you must adhere to each week. See all due dates below in the schedule and on D2L. Most modules can be viewed and completed at any time, but all work must be submitted by the appropriate due date.

Routine submission of late assignments is unacceptable and late assignments (not discussed ahead) will have a minimum automatic 25%-point deduction for each day late. Students may be permitted to make-up course work under 2 conditions, 1) notify the instructor prior to the absence to devise a make-up plan, or 2) provide evidence of an excused absence.

Grammar will be graded as a part of any course work. The [MSU Tutoring](#) is available to all MSU students. All work should be in your own words. Paper Formatting- all work should follow the same formatting guidelines: 12-point Times New Roman font, one (1) inch margins, page number, name in heading, and doubled spaced.

I will give feedback on assignments when appropriate, including, comments through “news items”, comments directly in the discussion board, and comments to the feedback box associated with each assignment submitted to dropbox. Please take the time to read these comments as I am taking the time to make them. Grades for each assignment will be posted in the D2L course grade book.

Table 1: Weight allocated to each assignment

Assignments	Weight
Weekly Module Assignments	50%
Lesson Plan	20%
Health & Wellness Project	30%
Total	100%

Table 2: Total points for final grade.

Letter Grade	Range
A	90 to 100
B	80 to 89
C	70 to 79
D	60 to 69
F	Less than 60

Assignments

Throughout this course, you will engage in weekly assignments designed to deepen your understanding of the material and foster critical thinking. These assignments may include readings, discussions, written reflections, or creative projects. Detailed instructions and deadlines will be posted in D2L in weekly modules. These assignments are designed to be completed within a reasonable timeframe and are essential for your active participation and success in this course.

Lesson Plans

You will write a lesson plan to demonstrate your knowledge of how to design activities for either the indoor or outdoor environments with a focus on safety and developmental appropriateness.

Health and Wellness Project Assignments

The Health and Wellness Project will be an opportunity to put together all you have learned in the course and demonstrate that learning. For this project, you will need to create a practical classroom or program application that could be

used in the early childhood setting and discuss how you will use it and why it relates to the course content. For example, you could do a parent newsletter, staff development, unit of instruction with at least 5 lessons to use to teach a topic, or a classroom initiative such as a school garden. You will complete this assignment in two-parts to include: 1) Health & Wellness Project Outline, Rationale and Reference Page Assignment to provide a preliminary outline of your project to describe the format your project will take, a rationale for the project, the concepts that will be covered, and a preliminary scholarly reference page and 2) Health and Wellness Project Paper will be a research-based paper because for you must include scholarly support to validate the practical classroom or program application. You will need to include support for the target age group, the target topic, and the strategies of the practical application and you need to align your application to the NAEYC Standards.

Extra Credit

Extra Credit may be offered during the semester and posted on D2L.

Important Dates

These Dates are available on the [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor. There is an extensive [D2L Student help site](#) through MSU Distance Education.

Attendance

This course is delivered via D2L as an asynchronous course. Access to the MSU D2L online management system will be made available to each student. Asynchronous online instruction occurs anytime during the week. Students watch lectures, read assigned materials, inspect websites, answer and write questions, discuss readings and engage in learning activities in a virtual environment. Course materials are organized into weekly modules. Modules contain tasks to complete in order to accomplish the objectives and assessment activities. Your success in this course depends on how well you engage in your own learning.

An instructor may drop a student any time during the semester for excessive failure to participate, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10-week summer term, or the 11th class day of a 4- or 5-week summer term consisting of

20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date. If a candidate is taking 'blocked' courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well.

Computer/D2L Requirements

Taking this course requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ****Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ****Your computer being down is not an excuse for missing a deadline!!*** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Instructor Class Policies

Citation and Reference Style

Students will follow the APA Style Manual, 7th Edition as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation used in the APA Style Manual, 7th Edition.

Three Then Me Rule

Before you email me, make sure to follow the "Three then Me" rule. The "Three then Me" rule says that you search for your answer regarding the course in at least three other places before you email me. For example, if you have a question about an assignment, you could consult your syllabus, the assignment description on D2L, or another student in the class. Remember, check three sources before you email me your question. It is very likely you'll find the answer and not need to email me. If you don't find the answer, and need clarification, feel free to email me.

Inclement Weather

In the event of university closure because of inclement weather conditions or emergency situations, students should refer to the syllabus, D2L, and their university email for expectations and alternate online assignments for this course. Students who are unable to complete these assignments during a closure (for example, due to a power outage) will not be penalized.

College and University Policies

Plagiarism Statement

"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." [Student Handbook](#)

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick

Title IX Coordinator

Sunwatcher Village Clubhouse

940-397-4213

laura.hetrick@msutexas.edu

You may also [file an online report](#) 24/7.

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit the [MSU Texas Title IX Website](#).

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule

*Note: Each module begins @ 8:00 am on the first day of the module and ends on @ 11:59 pm on the last day of the module. All due dates are 11:59 pm, with the exception of the final week. You will have multiple things due and multiple due dates each week.

Dates	Module # and Content/Topics	NAEYC Standards	Activities/Assignment
6/2-6/8	Module 1: Children's Well-being and Wellness: What and Why	1, 2, 3, 5	<ul style="list-style-type: none"> • Content for Module 1- Due 6/8 <ul style="list-style-type: none"> ◦ Getting to Know the Course- Read the syllabus and watch my video (in Read Me First!) ◦ Children's Well-Being and Early Childhood Education (LibreTexts) ◦ Excerpt from: A Guide to the Texas Whole Child ◦ Video: Why Social Emotional Development and Mental Health Matter ◦ Principles of Child Development (NAEYC) • Activity <ul style="list-style-type: none"> ◦ Module 1 Vignette in Discussion Board- Due 6/8 • Assignments <ul style="list-style-type: none"> ◦ Course Syllabus & Navigation Quiz- Due 6/4 ◦ Module 1 Introduction- Due 6/4 ◦ Module 1 D2L Quiz-Due 6/8
6/9-6/15	Module 2: Physical Health of the Young Child	1, 2, 3, 4, 5, 7, 8, 9	<ul style="list-style-type: none"> • Content for Module 2- Due 6/15 <ul style="list-style-type: none"> ◦ Virtual Lab School- Physical Development Course ◦ CDC's Developmental Milestones ◦ Ask a Nutritionist ◦ Myplate.gov: Preschoolers • Activity <ul style="list-style-type: none"> ◦ CDC-Watch Me Training Modules- Due 6/15 ◦ Module 2 Thinking About Development Activity • Assignments <ul style="list-style-type: none"> ◦ Module 2 D2L Quiz-Due 6/11 ◦ Watch Me Training Quizzes-Due 6/15 ◦ Health & Wellness Project Outline, Rationale and Reference Page Assignment- Due 6/18

Course Schedule Continued

Dates	Module # and Content/Topics	NAEYC Standards	Activities/Assignment
6/16-6/22 #6/19 is a school holiday#	Module 3: Social and Emotional Health of the Young Child	1, 2, 3, 4, 7	<ul style="list-style-type: none"> • Content for Module 3- Due 6/22 <ul style="list-style-type: none"> ◦ NAEYC- Promoting Young Children's Social and Emotional Health ◦ Virtual Lab School- SE Development ◦ NAEYC- Emotional Intelligence ◦ Edutopia- Emotional Literacy ◦ Daily Health Checks • Activity <ul style="list-style-type: none"> ◦ Module 3 Emotional Climate Discussion Board- Due 6/22 • Assignments <ul style="list-style-type: none"> ◦ Health & Wellness Project Outline, Rationale and Reference Page Assignment- Due 6/18 ◦ Module 3 D2L Quiz- Due 6/22 ◦ Indoor or Outdoor Environment Lesson Plan- Due 6/29
6/23-6/29	Module 4: Safety, Supervision & Effective Spaces for the Young Child	1, 2, 3, 9	<ul style="list-style-type: none"> • Content for Module 4- Due 6/29 <ul style="list-style-type: none"> ◦ NAEYC- Administrators Guide to Supervision ◦ IRIS Center- Early Childhood Environments Module ◦ ABCs of Playground Safety ◦ National Program for Playground Safety- Selected Readings (see details in D2L) • Activity <ul style="list-style-type: none"> ◦ Module 4 Discussion Board- Playground Safety and Design- Due 6/29 ◦ Module 4 Designing Effective Classrooms Activity • Assignments <ul style="list-style-type: none"> ◦ Module 4 D2L Quiz- Due 6/25 ◦ Indoor or Outdoor Environment Lesson Plan- Due 6/29
6/30-7/3 **this is a short week**	Module 5: Interrelatedness of Social, Emotional and Physical Wellness	1, 2, 3, 4, 5, 7, 8, & 9	<ul style="list-style-type: none"> • Content for Module 5- Due 7/3 <ul style="list-style-type: none"> ◦ NAEYC- The Power of Playful Learning ◦ Healthy Children are Ready to Learn • Activity <ul style="list-style-type: none"> ◦ Take Time for Your Social, Emotional, and Physical Wellness • Assignments <ul style="list-style-type: none"> ◦ Health & Wellness Project Paper- Due 7/2 ◦ Module 5-D2L Quiz- Due 7/3

References/Scientifically-Based Research/Additional Readings

We constantly use scientific research and position statements (based on research) from the leading national organizations to keep our students up to date on the latest trends in the field. This course specifically uses the following references:

NAEYC. (2020). Early Learning Program Accreditation Standards and Assessment Items. Washington, DC: NAEYC. <https://www.naeyc.org/resources/position-statements/professional-standards-competencies>

NAEYC. (2022). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8*. 4th ed. Washington, DC: NAEYC.

NAEYC. (2022). The 10 NAEYC Program Standards. Washington, DC: NAEYC. <https://www.naeyc.org/our-work/families/10-naeyc-program-standards>

National Center on Early Childhood Health and Wellness. (n.d.). Healthy children are ready to learn. <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/healthy-children-ready-learn.pdf>

TEA. (2024). Early Childhood Education: Educator Resources. Austin, TX: TEA. <https://tea.texas.gov/academics/early-childhood-education/educator-resources>

TEA. (2024). Texas Prekindergarten Guidelines. Austin, TX: TEA. <https://tea.texas.gov/academics/early-childhood-education/texas-prekindergarten-guidelines>

TEA. (2024). Early Childhood Education Best Practices. Austin, TX: TEA. <https://tea.texas.gov/academics/early-childhood-education/early-childhood-education-best-practices>

U.S. Department of Education (2024). Early Learning. U.S. Department of Education. <https://www2.ed.gov/about/units/ed/earlylearning/index.html>

USDHHS. (2021). New You Can Use: Foundations of School Readiness: Physical Development and Health. U.S. Department of Health and Human Services. <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/news-you-can-use-foundations-school-readiness-physical-development-health>