SOUTHEAST COMMUNITY COLLEGE
DIVISION OF ARTS AND SCIENCES
Early Childhood Education
Revision Date: 07-01-21
Syllabus Statements

I. CATALOG DESCRIPTION

Course Number:	ECED 1260
Course Title	Early Childhood Health, Safety and Nutrition
Prerequisite(s):	None
Catalog Description:	Defines interrelationship of safety, nutritional planning and health and how environmental factors affect young lives.
Credit Hours:	3.0
Class Hours:	45
Lab Hours:	0
Total Contact Hours:	45

II. COURSE OBJECTIVES: *Course will:*

A. Knowledge of health promotion to encourage young children to achieve physical, mental, social, and emotional well-being.
B. Understanding of health observations and current screening procedures.
C. Awareness of chronic conditions which affect young children.
D. Recognize communicable illnesses that affect young children in childcare settings.
E. Explore ways to set up and maintain a safe environment (indoor and outdoor) for children, which meets licensing standards for childcare programs.
F. Comprehend the fine balance between the child's need for reasonable protection from danger and the comparable need for diversity of experiences and the freedom to explore.
G. Awareness of the signs and prevention of child abuse/neglect and reporting procedures.
H. Knowledge of basic nutritional concepts as they relate to child health.
I. Awareness of feeding issues as they relate to the ages and stages of child development.
J. Understand basic food safety and sanitation.
K. Develop an awareness and appreciation of the individual likenesses and differences among children, family, and colleagues.

III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES:

A. Student Learning Outcomes: *Student will be able to:*
- **1.** Recognize health promotion strategies to achieve physical, mental, social, and emotional well-being in young children
- **2.** Identify the importance of health observations and screening procedures
- **3.** Describe the impact of chronic conditions on young children
- **4.** Recognize physical and behavioral signs of communicable illnesses
- **5.** Identify:
  - **a.** the components of a safe and healthy child care setting
  - **b.** developmentally appropriate health and safety curriculum for young children
- **6.** Discuss the fine balance between the child's need for reasonable protection from danger and the comparable need for diversity of experiences and the freedom to explore

7. Describe the caregiver's role in reporting suspected child abuse and neglect
8. Identify:
   a. the components of healthy meals and snacks
   b. developmentally appropriate nutrition curriculum for young children
9. Discuss feeding issues as they relate to the ages and stages of child development
10. Apply basic food and sanitation practices
11. Identify appropriate techniques for supporting health, safety, and nutrition within families

B. General Education Learning Outcomes

1. GELO #5: Analytical, Quantitative, and Scientific Reasoning
   Outcome: Manipulate formulas, data sets, graphs, tables, etc. in a way to produce a meaningful outcome.

IV. CONTENT/TOPICAL OUTLINE (*course outline may provide more detailed information)*

A. Health Promotion
B. Health Assessment Tools and Observation
C. Chronic Conditions/Communicable Illnesses
D. Creating Safe Environments--Indoor and Outdoor
E. Child Abuse/Neglect
F. Basic Nutrition

1. Feeding Guidelines—Infant, Toddler, and Preschool
2. Meal Planning
3. Food Safety
4. Recipe Conversion, Weighing, and Measuring

V. INSTRUCTIONAL MATERIALS

A. Required Text(s):

1. Marotz, Lynn, *Health, Safety, and Nutrition for the Young Child*, 10th Edition, Cengage Learning, 2019, ISBN: 978-0357040775.

B. Other Resources:

1. None

VI. METHODS OF PRESENTATION/INSTRUCTION

A. Methods of presentation typically include a combination of the following:

1. Presentation methods include but are not limited to: Lecture, video/film presentations, guest speakers, written assignments, demonstrations, group discussion, field work, research and presentation.

VII. METHODS OF EVALUATION

A. Methods of evaluation typically include a combination of the following:

1. Course grades, at the determination of the instructor, will be based on class and group participation, daily work, exams, other presentations, projects, papers, and/or portfolio. Instructor will distribute evaluation and his/her grading policies to students at the beginning of each term.

B. SCC GRADING SCALE

A+	95-100	C+	75-79	F	59 or less

A	90-94	C	70-74
B+	85-89	D+	65-69
B	80-84	D	60-64

VIII. SPECIFIC COURSE REQUIREMENTS:

A. A grade of "C" or higher is required to count toward an ECED degree.