

**SOUTHEAST COMMUNITY COLLEGE**  
**DIVISION OF ARTS AND SCIENCES**  
**Early Childhood Education**  
**Revision Date: 07-01-26**

**I. CATALOG DESCRIPTION**

Course Number:	ECED 1260
Course Title	Early Childhood Health, Safety and Nutrition
Prerequisite(s):	None
Catalog Description:	This course addresses the interrelatedness of health, safety, and nutrition in the life of a young child, birth through age eight. Practices that assess and promote good health are introduced. Effective control of communicable diseases and acute illnesses found in the early childhood years, and early education settings is addressed. Safety management and the handling of child abuse and neglect are examined. Students learn appropriate nutritional guidelines and practices for planning meals and snacks in the classroom.
Credit Hours:	3.0
Class Hours:	45
Lab Hours:	0
Total Contact Hours:	45

**II. COURSE OBJECTIVES:** *Course will:*

- A. Examine the interrelatedness of health, safety, and nutrition in early childhood development from birth through age eight within the early care and education setting.
- B. Discuss common communicable diseases and illnesses often found in early care and education settings and effective control and management.
- C. Explain the principles to implement in creating and managing a safe early care and education environment.
- D. Explain the signs of child abuse and neglect and reporting procedures.
- E. Explore educational experiences for teaching young children appropriate safety practices.
- F. Discuss proper nutrition and nutritional practices in early care and education settings and the use of basic food safety and sanitation methods.

**III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES:**

- A. Student Learning Outcomes: *Student will be able to:*
  - 1. Articulate how health, safety, and nutrition in early care and education setting affects children's growth and development from birth to age eight.
  - 2. Differentiate signs of common communicable diseases and illnesses and identify appropriate caregiver responses.
  - 3. Develop a plan to prevent or minimize the spread of illness in the early care and education setting.
  - 4. Create a plan for an early care and education setting that would include optimal health and safety conditions, indoors and outdoors, for children's healthy growth and development.
  - 5. Identify the signs of child abuse and neglect and review proper reporting procedures.
  - 6. Develop complete nutritional menus that follow USDA guidelines for breakfast, lunch, and snacks in the early care and education setting.

7. Recognize appropriate policies for food safety and sanitization procedures that would be appropriate in early care and education setting.
- 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. Healthy and Safe Early Childhood Environments – Indoor and Outdoor
- B. Early Childhood Chronic Conditions and Communicable Illnesses
- C. Nutrition in the Early Childhood Years
- D. Food Safety and Sanitization in Childcare Settings
- E. Child Abuse Signs and Reporting
- F. The Impact of Health, Safety, and Nutrition on Child Growth and Development

**V. INSTRUCTIONAL MATERIALS**

- A. Required Text(s):
  1. Marotz, Lynn, *Health, Safety, and Nutrition for the Young Child*, Cengage Learning, Current Edition.
- 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.