



**Course Syllabus**

**Course #:** ECE 2130

**Course Name:** Nutrition, Health, and Safety

**Division:** Arts and Sciences

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**Class Days:** MW

**Class Time:** 12:30-1:50 pm

**Location:** Classroom: A 103

Laboratory:

**Credit Hours:** 3      **Contact Hours:** 3

**Lab Hours:** 0      **Lecture Hours:** 3

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**Instructor:** Mary Fatica

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**Division Office/Location:** Bldg. A 202

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**Full-time Contact Person:** Mary Fatica

**Phone(s):** 419-559-2216

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**Course Description:**

A study of nutrition issues, health, and safety for young children. The course will include activities appropriate for early childhood settings. Participation in a licensed Early Childhood setting required. (Fall)

**Prerequisite(s):**

ECE 1000—Introduction to Early Childhood Education

**Corequisite(s):**

None

**Entry Level Skills and Knowledge:**

College-level reading and placement into ENG 1050.

**Required Texts, Supplies and Equipment:**

HEALTH, SAFETY, AND NUTRITION FOR THE YOUNG CHILD, SIXTH EDITION  
by Marotz, Cross, and Rush

## **Grading:**

- 550-495 points = A
- 494-440 points = B
- 439-385 points = C
- 384-330 points = D
- 329 points or below = F

## **Learning Outcomes:**

### General Education

1. Work effectively in a team setting using problem solving, communication, and leadership skills.
2. Demonstrate an understanding of the importance of social responsibility.
3. Develop effective oral and written communication skills.

### Technical Education

#### Praxis/Pathwise Areas:

- A-5 Creating or selecting evaluation strategies appropriate for students and aligned with planned goals.
- C-2 Make content comprehensible.

1. Understand the importance of nutrition and health to the developing body.
2. Develop an understanding of the basic nutrients and their functions.
3. Understand the sources of calories: carbohydrates, fats, and proteins.
4. Develop the skills for planning a nutritionally balanced meal.
5. Understand ways of using nutrition, health, and safety to help the young child develop good habits.
6. Plan nutrition, health, and safety content appropriate for young children.
7. Understand health appraisals and assessments.
8. Know the importance of food safety and health issues.

## **Assessment of Student Learning:**

This course may include a project that is one of several that will be used by faculty to assess student academic performance in the program. A panel of faculty will review all (projects or whatever assessment activity you are doing), then assess and summarize the academic performance of students at this point in the program. The results of this assessment will be shared among the department faculty, used to identify needed changes or improvements, and submitted to the Student Academic Assessment Committee as part of the College's overall student academic assessment effort.

Assessment Project and Measurement in course (if any):

**Plan of Work:**

Session	Date	Activities
Session 1	August 21	Introduction
Session 2	August 23	Chapter 1—Interrelationship of Health, Safety, and Nutrition
Session 3	August 28	Chapter 1 Continued
Session 4	August 30	Chapter 2—Promoting Good Health
	September 4	COLLEGE CLOSED—LABOR DAY HOLIDAY
Session 5	September 6	Chapter 2 Continued, <u>Report #1</u>
Session 6	September 11	Chapter 3—Health Appraisals, Activity Plan #1
Session 7	September 13	Chapter 4—Health Assessment Tools, Activity
Session 8	September 18	Chapter 5—Conditions Affecting Children’s Health, <u>Report #2</u>
Session 9	September 20	Activity Plan #2
Session 10	September 25	Chapter 6—The Infectious Process and Effective Control
Session 11	September 27	Chapter 7—Communicable and Acute Illness, <u>Report #3</u>
Session 12	October 2	TEST #1, Personal Food Chart Due
Session 13	October 4	Chapter 8—Creating Quality Environments
Session 14	October 11	Activity Plan #3
	October 9 & 10	NO CLASS—FALL BREAK
Session 15	October 16	Chapter 9—Safety Management
Session 16	October 18	Chapter 9 Continued, <u>Report #4</u>
Session 17	October 23	Chapter 10—Management of Injuries and Acute Illness, Activity Plan #4
Session 18	October 25	Chapter 11—Child Abuse and Neglect, <u>Report #5</u>

**Plan of Work:**

Session	Date	Activities
Session 19	October 30	Activity Plan #5
Session 20	November 1	Chapter 12—Planning for Children’s Health and Safety Education
Session 21	November 6	Chapter 13—Nutritional Guidelines
Session 22	November 8	Chapter 14—Nutrients that Provide Energy, <u>Report #6</u>
Session 23	November 13	TEST #2, Portfolio Entry
Session 24	November 15	Chapter 15—Nutrients that Promote Growth of Body Tissues, Group Presentations
Session 25	November 20	Chapter 16—Nutrients that Promote Growth of Body Tissues, Group Presentations
	November 22-26	COLLEGE CLOSED—THANKSGIVING VACATION
Session 26	November 27	Chapter 17—Infant Feeding, Group Presentations, <u>Card File Due</u>
Session 27	November 29	Chapter 18—Feeding the Toddler and Preschool Child, Activity Plan #6
Session 28	December 4	Chapter 19—Planning and Serving Nutritious and Economical Meals
Session 29	December 6	Chapter 20—Food Safety, <u>Time Sheets and Evaluations Due</u>
Session 30	December 11	Chapter 21—Nutrition Education Concepts and Activities, Review
Session 31	December 13	EXAM WEEK—TEST #3

\*Students will be assigned a group for a project in which they decide the topic and make a presentation. An outline of the presentation will need to be turned in. Also, an evaluation of group members’ participation.

**Course Requirements:**

Three Tests	300 points
Card File	50 points
Six Activity Plans	60 points
Group Presentation	30 points
Portfolio Entry	10 points
Personal Food Chart	15 points
Participation	25 points
Six Typed Articles	<u>60 points</u>
TOTAL	550 points

**ACTIVITY PLANS:**

The following is the outline for your activity plan writing.

The activity plan should contain the following information:

1. The Activity Number
2. Your Name
3. Name of Center
4. Arrival and Departure Time
5. Signature of Teacher
6. Written Activity Plan

Student should use the activity plan format included in the handbook.

The activities are graded on a scale of 1-10, 10 being the highest. Use the webbing idea for planning.

**Course Requirements: (Continued)**

**NUTRITION, HEALTH, AND SAFETY ACTIVITIES:**

The card file will consist of 50 Activity Plans, meeting the following criteria:

1. All activities should be on the level of a young child.
2. Activities should have an index card with the following information:
  - a. Name of activity
  - b. Objective
  - c. Materials needed
  - d. Introduction
  - e. Process
  - f. Source of idea
  - g. Standard

These activity plans are to be detailed with specific information on how to present the activity.

3. All activities are to be organized into categories.

FIELD EXPERIENCE:

1. Fifteen (15) hours of field experience with thirteen (13) hours in an outside center and two (2) hours in the Terra Community College Early Learning Center. (Five (5) outside activity plans, one (1) activity plan in the Terra ELC.)
2. The Terra Community College Early Learning Center needs one week advance notice for your activity plan idea to be approved.

CLINICAL EXPERIENCE:

Clinical experience in class involves presenting nutrition, health, and safety activities.

Group project with a presentation to the class.

**Policies**

**Course Withdrawing:** If for any reason you need to withdraw from this course, be certain that you do so according to College procedure. It is your responsibility to know and follow this procedure. If you

simply stop coming to class, without officially withdrawing from the course, your grade is an automatic “F.” Please follow official College procedure for withdrawing from this or any course.

*College Academic Policies are located in the College Catalog. A copy of the current catalog may be picked up in any of the division offices or admissions. The list of college policies is also available online at <https://www.terra.edu/register/Collegecat/policies.asp>.*

Students are to follow the Early Childhood Education handbook which outlines the guidelines of the program.

- \*All course requirements and hours (clinical and field) must be completed to pass the course. Assignments are due on time or a late grade will be given.
- \*Activity plans are to be turned in the class meeting after the field presentation or the student will receive no credit for the presentation. Students’ activity plans need to be completed except for evaluation for classroom presentation.
- \*Failure to take the test on time can result in a lowered letter grade.

**Support Services:** The College offers a number of support services to assist in your success in this course and all courses. Among these services are the Writing & Math Center in B105, the Office of Learning Support Services, which coordinates the campus disability services and tutoring programs, the computer labs, and the computers in the atriums.

Any student who feels he/she may need an accommodation based on the documentation of a disability should contact the Office of Learning Support Services privately to discuss his/her specific issues. Please contact the OLSS at (419) 334-8400 X 2208 or visit 100 Roy Klay Hall (Building A) to coordinate reasonable accommodations.

***If you have a documented disability and are receiving academic accommodations through the Office of Learning Support Services, please schedule a meeting with your instructor in a timely manner so that we may discuss how these services will be arranged.***

Tutoring services are available to students beginning the second week of every quarter. Students requesting tutoring services should obtain a tutor request form from the OLSS in 100 Roy Klay Hall (Building A) or online at the Terra website. Please note that instructor verification and acceptance of the Student Learner Agreement is necessary for all tutoring requests. All requests should be submitted to 100 Roy Klay Hall (Building A).