Course Number and Title	ED 115 Early Childhood Health, Safety, and Nutrition

Credit Hours	3

Course Description	This course provides an introduction to the health and safety requirements and responsibilities for individuals working in early childhood education programs. Health, nutrition, safety policies, procedures, and practices are studied.

Prerequisite(s) and/or Corequisite(s)	None

Required Textbooks/References/Course Materials:

Health, Safety, & Nutrition of the Young Child	9th	Marotz, Cross, Rush	Cengage	1285427335

	General Education Outcomes
1	Utilize written and verbal language to discuss and comprehend information, incorporating a variety of technologies, such as text, data, and images (written language, verbal language, and information technology).
2	Identify and interpret relevant information in order to formulate an opinion or conclusion (critical thinking).
3	Demonstrate and communicate computational methods and mathematical reasoning in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate) (quantitative literacy and fluency).
4	Communicate in appropriate ways with those who are culturally diverse (intercultural competence).

	Program/Department Outcomes
1	Students will effectively use knowledge obtained in the education program in their chosen subject areas.
2	Students will create and maintain a learning atmosphere that fosters a supportive learning community.
3	Students will demonstrate knowledge in their content areas.
4	Students will foster and monitor student learning.
5	Students will be active members of their school communities, and help to foster change when needed.
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	Course Outcomes (CO)	Bloom's Domain for CO (C, A, P), Category, and Level	Program/ Department Outcome(s)	Written Language	Verbal Language	Information Technology	Critical Thinking	Quantitative Literacy and Fluency	Intercultural Competence
1	Explain how health, safety, and nutrition are interrelated and the factors that influence the quality of each	C- Understanding (2)	1, 3	2	1	1	1	1	1
2	Describe and demonstrate understanding of typical growth and developmental characteristics of infants, toddlers, preschool, and school age children.	P-Manipulate (2)	1,3	2	1	1	2	1	1
3	Explain why daily health checks are so important and conduct daily health checks.	C-Creating (6)	1,3	2	1	1	2	1	1
4	Demonstrate how teachers can use the information in health records to promote children's development and well-being and how the 5 screening procedures help detect common disorders.	C-Analyzing (4)	1, 3, 4, 5	2	2	2	2	1	1
5	Describe how the IDEA serves children with special developmental and medical needs,	C-Remembering (1)	1,3,4,5	2	1	1	2	1	1
6	Identify communicable illnesses, the components for a communicable illness, and the four stages associated with a communicable illness.	C-Remembering (1)	1, 3	2	1	1	2	1	1
7	Explain how to identify high quality programs and how license and registration policies differ. Activity 1, 2, 3. Discussion 1 and 2	C-Understanding (2)	1, 3, 4, 5	2	1	1	2	1	1
8	Describe and demonstrate how to make an indoor and outdoor play area safe for children.	A-Valuing (3)	1, 3, 4, 5	2	2	2	2	1	1
9	Analyze accurately and discuss how discipline and punishment differ. Activity1, Discussion 1, Activity 3	C- Analyzing (4)	1, 3	1`	1	1	1	1	1
10	Identify individuals and explain independently why they are mandated reporters. Activity 2	P- Perfect (3)	1, 3, 4, 5	1	1	1	1	0	1

Bloom's Domain Legend
C = Cognitive
A = Affective
P = Psychomotor

General Education Outcome Legend
2 = Included and Measurable
1 = Introduced and/or Minimally Addressed and Not Measurable
0 = Not included

Approved: October 14, 2021
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