



INSTRUCTIONAL PACKAGE

ECD 135

Health, Safety, and Nutrition

Effective Term
Summer/2020

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Summer 2020

COURSE PREFIX: ECD 135

COURSE TITLE: Health, Safety, and Nutrition

CONTACT HOURS: 45

CREDIT HOURS: 3.0

RATIONALE FOR THE COURSE:

Every early childhood professional needs to know how to keep young children safe and healthy including providing healthy snacks and meals. To be an intentional teacher, you need knowledge of child development, appropriate practices for developing healthy bodies, safe learning environments indoors and outdoors, and how to help children develop healthy habits for life.

COURSE DESCRIPTION:

This course covers a review of health/safety practices recommended for child care and includes information on common diseases and health problems. Certification preparation is provided in pediatric safety, CPR, and first aid. Guidelines and information on nutrition and developmentally-appropriate activities are also studied in the course.

PREREQUISITES/CO-REQUISITES:

(SAT Critical Reading 380) or (ACCUPLACER Reading Comp 056 and ACCUPLACER Sentence Skills 058) or (COMPANION Reading 056 and COMPANION Sentence Skills 058) or (Multiple Measures English 1) or (COMPASS Reading 65 and COMPASS Writing 31) or (ACT English 12 and ACT Reading 14) or (Credit level [ENG 155](#) Minimum Grade of C or Credit level [ENG 155](#) Minimum Grade of TC or Credit level [ENG 100](#) Minimum Grade of C* or Credit level [ENG 101](#) Minimum Grade of TC or Credit level [ENG 101](#) Minimum Grade of C) and (Credit level [ECD 101](#) Minimum Grade of C or Credit level [ECD 101](#) Minimum Grade of TC) and (Background Check Form 1) ***Online/Hybrid** courses require students to complete the DLI Online Student Orientation prior to completing an online course. The DLI Online Student Orientation can be found in WaveNet, under the My Student tab.

REQUIRED MATERIALS:

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:

You will be required to attend a First Aid and CPR hands-on skills verification on one day during the course on the Grand Strand campus. You are expected to provide your own transportation and any expenses associated with transportation to and from this training.

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.
WaveNet and D2L email access.

STUDENT IDENTIFICATION VERIFICATION

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Module 1: Movement Concepts and Skills

Material covered: movement concepts, skills, guidelines, appropriate experiences

Assessments: plans (30 minute, center, outdoor), article notes, quiz

Learning Outcomes:

- Demonstrate knowledge and understanding of the influences health (including movement), safety, and nutrition have on children's growth and development. (*NAEYC Standard 1: Promoting Child Development and Learning, Key Element B, Supportive Skills 3,4,and 5*)
- Plan, evaluate, and demonstrate activities designed to teach health, safety, and nutrition concepts and skills to young children. (*NAEYC Standard 4: Teaching and Learning, Key Elements B and C and NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum, Key Elements A,B,and C; Supportive Skills 3,,4, 5*)
- Gather and create resource materials to promote health, safety, and nutrition with young children and families. (*NAEYC Standard 1: Promoting Child Development and Learning, Key Element C; NAEYC Standard 2: Building Family and Community Relationships; Key Elements B and C; NAEYC Standard 4: Teaching and Learning, Key Elements B, C, D, Supportive Skills 3, 4, 5*)

Module 2: Illnesses and Conditions

Material covered: illness and condition definitions, symptoms, treatments, prevention,
Assessments: research, information page with video links, quiz, family involvement activity

Learning Outcomes:

- Identify causes, symptoms, treatments and preventions of childhood diseases and illnesses. *(NAEYC Standard 1: Promoting Child Development and Learning, Key Element B, Supportive Skills 2,3, and 5)*
- Gather and create resource materials to promote health, safety, and nutrition with young children and families. *(NAEYC Standard 1: Promoting Child Development and Learning, Key Element C; NAEYC Standard 2: Building Family and Community Relationships; Key Elements B and C; NAEYC Standard 4: Teaching and Learning, Key Elements B, C, D, Supportive Skills 3, 4, 5)*

Module 3: Safety

Material covered: safe learning environments indoors and outdoors, sun and water safety, pedestrian and travel safety, fire safety, preventing and reporting injuries

Assessments: reading notes, safety checklists and reflections, quiz, family involvement activity, first aid and CPR certification

Learning Outcomes:

- Demonstrate knowledge and understanding of the influences health (including movement), safety, and nutrition have on children's growth and development. *(NAEYC Standard 1: Promoting Child Development and Learning, Key Element B, Supportive Skills 3,4,and 5)*
- Gather and create resource materials to promote health, safety, and nutrition with young children and families. *(NAEYC Standard 1: Promoting Child Development and Learning, Key Element C; NAEYC Standard 2: Building Family and Community Relationships; Key Elements B and C; NAEYC Standard 4: Teaching and Learning, Key Elements B, C, D, Supportive Skills 3, 4, 5)*
- Complete the standard Red Cross or American Heart Association's Pediatric CPR and First Aid Examination. *(NAEYC Standard 6: Becoming a Professional, Key Element C)*

Module 4: Nutrition

Material covered: my plate, food groups, portion size, healthy meals and snacks, obesity, allergies, food safety

Assessments: nutrition project and food cards, self-serve snack, reading and viewing notes, quiz

Learning Outcomes:

- Demonstrate knowledge and understanding of the influences health (including movement), safety, and nutrition have on children's growth and development. *(NAEYC Standard 1: Promoting Child Development and Learning, Key Element B, Supportive Skills 3,4,and 5)*
- Plan, evaluate, and demonstrate activities designed to teach health, safety, and nutrition concepts and skills to young children. *(NAEYC Standard 4: Teaching and Learning, Key Elements B and C and NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum, Key Elements A,B,and C; Supportive Skills 3,,4, 5)*
- Gather and create resource materials to promote health, safety, and nutrition with young children and families. *(NAEYC Standard 1: Promoting Child Development and Learning, Key Element C; NAEYC Standard 2: Building Family and Community Relationships; Key Elements B and C; NAEYC Standard 4: Teaching and Learning, Key Elements B, C, D, Supportive Skills 3, 4, 5)*

****Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Students’ performance will be assessed and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

Assignments	45%
Projects/Portfolios	20%
Class Participation	30%
Final Exam	5%
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	100%

****Students, for the specific number and type of evaluations, please refer to the Instructor’s Course Information Sheet.***

GRADING SYSTEM:

State the College’s or departmental grading system as delineated in the Catalog. Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean’s approval if changes in the scale are made.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is

obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Students enrolled in distance learning courses (hybrid and online) are required to participate weekly in an Attendance Discussion Board or submit an assignment in order to demonstrate course participation. Students showing no activity in the course for two weeks will be withdrawn due to lack of attendance.

Attendance for Face-to-Face Courses:

For a 14 week course (fall and spring) the allowed number of absences for a MW or TR class is as follows: 5 absences are allowed regardless of reason. After the allowed number of misses, the student will be dropped from the course with a W or a WF.

For a 10 week course (summer) the allowed number of absences for courses meeting twice a week is 4 absences. After missing the maximum number of allowed absences a student will be dropped from the course with a W or a WF.

Part V: Student Resources



The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

- 1. Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills.**
- 2. On-line student success and academic support resources.**

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455 or go to the [Online Resource Center](#) to access on-demand resources any time.

TECH Central – Student Information Center



TECH Central provides quality enrollment and collegiate guidance for students, faculty, and staff. Services include phone, walk-in, and online technical support for technology training and troubleshooting. Additionally, we offer support in Office 365, Outlook E-mail setup, and ID cards.

Phone: 843-349-5340

Email: techcentral@hgtc.edu

Text: 843-357-8552

TECH Talk (Live Chat): Located on the "Home" tab in WaveNet.

Website: www.hgtc.edu/techcentral

Locations:

Conway Building 1100, Room 132D

Grand Strand Building 200, Room 136

Student Testing:

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Beth Havens, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

Inquiries regarding the non-discrimination policies: Students and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs, Dr. Melissa Batten, VP Student Affairs, Title IX Coordinator, Building 1100, Room 107A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, Melissa.Batten@hgtc.edu. Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources, Jacquelyne Snyder, VP Human Resources, Section 504, Title II, and Title IX Coordinator, Building 200, Room 212A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, Jacquelyne.Snyder@hgtc.edu.

Title IX Requirements

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college’s Chief Student Services Officer, campus law enforcement, or with the college’s Title IX Coordinator, or designee.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

Inquiries regarding the non-discrimination policies:	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.
Dr. Melissa Batten, VP Student Affairs <i>Title IX Coordinator</i> Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu	Jacquelyne Snyder, VP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i> Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu