

DELAWARE TECHNICAL & COMMUNITY COLLEGE

COLLEGE WIDE COURSE SYLLABUS

CAMPUS: Collegewide
DEPARTMENT: Early Childhood
COURSE: ECE 111 Childhood Nutrition and Safety
INSTRUCTOR NAME: Telephone: Email:
PREREQUISITES:
CO-REQUISITES: None
COURSE HOURS and CREDITS:3:0:3

COURSE DESCRIPTION:

This course is a study of nutrition, health, and safety needs for normal growth and development during early childhood.

TEXT: (To be selected by each Campus)
MATERIALS: (To be selected by each Campus)
METHOD of INSTRUCTION: Campus Classroom
MANUALS: (To be selected by each Campus)
DISCLAIMER:

COLLEGEWIDE CORE COURSE PERFORMANCE OBJECTIVES:

The student will be able to:

1. Identify the appropriate licensing and public health requirements for Early Childhood Education environments. (PGC: 3 & 8)
2. Discuss the criteria for maintaining a healthy environment via the use of universal precautions. (PGC: 1 & 3, and CCC 2)
3. Discuss relevant health concerns such as communicable diseases, chronic problems, and special health issues (e.g. AIDS). (PGC: 1, 2, & 3)
4. Establish criteria for maintaining a safe environment. (PGC: 3)
5. Demonstrate accepted strategies for managing accidents, injuries, emergencies, and administering first aid. (PGC: 3)
6. Describe the role of the child care provider as it relates to the issues of child abuse and neglect. (PGC: 1, 2, 3, & 6, and CCC 4)
7. Identify nutrients and nutritional guidelines essential to the well being of young children. (PGC: 3)
8. Plan educational activities to promote nutrition, health, and safety concepts for young children. (PGC: 1, and CCC 6)
9. Plan, serve and manage mealtimes, with special emphasis on infant feeding. (PGC: 1, 3, & 4)
10. Demonstrate an understanding of, and a proficiency in the use of CPR and standard First Aid. (PGC: 3)

MEASURABLE OBJECTIVES:

1. Identify the appropriate licensing and public health requirements for Early Childhood Education environments.
 - 1.1 Examine *Delacare* Licensing Regulations.
 - 1.2 Outline steps necessary for meeting State Health & Sanitation requirements for various Early Childhood facilities.
2. Discuss the criteria for maintaining a healthy environment via the use of universal precautions.

- 2.1 Demonstrate the use of universal pre cautions.
3. Discuss relevant health concerns such as communicable diseases, chronic problems, and special health issues (e.g. AIDS).
 - 3.1 Identify control measures that may be used to reduce communicable illness.
 - 3.2 Demonstrate appropriate procedure for dealing with special health issues.
4. Establish criteria for maintaining a safe environment.
 - 4.1 Describe the relationship between a child's stage of development and how environment is safely maintained.
 - 4.2 Describe the a care givers role in managing a safe environment for young children.
5. Demonstrate accepted strategies for managing accidents, injuries, emergencies, and administering first aid.
 - 5.1 List basic principles of accident prevention.
 - 5.2 Develop strategies for managing accidents, injuries, emergencies and administering first aid.
6. Describe the role of the child care provider as it relates to the issues of child abuse and neglect.
 - 6.1 Recognize signs of abuse and neglect.
 - 6.2 Describe the characteristics of: (a) the abused child and (b) the abusive adult.
7. Identify nutrients and nutritional guidelines essential to the well being of young children.
 - 7.1 Classify foods according to the food groups.
 - 7.2 Discuss recommended daily allowances and other guides for feeding children from infancy through early school *age*.
8. Plan educational activities to promote nutrition, health, and safety concepts for young children.
 - 8.1 Develop and present developmentally appropriate lesson plans.
 - 8.2 Explore internet for examples of best practice of health, safety & nutrition.

9. Plan, serve and manage mealtimes, with special emphasis on infant feeding.
 - 9.1 Develop weekly menu plans that meet established nutritional guidelines for providing energy, promoting growth of body tissues and regulating body functions (birth to age 8).
 - 9.2 Describe/demonstrate proper infant feeding.
 - 9.3 Give the criteria for selection and serving of nutritious solid foods.
 - 9.4 Evaluate the benefits of commercial vs. home-prepared semi-solid food.
10. Demonstrate an understanding of, and a proficiency in the use of CPR and standard first aid.
 - 10.1 Complete CPR training.
 - 10.2 Complete first aid training.

EVALUATION CRITERIA:

Students will demonstrate proficiency on all measurable performance objectives at least to the 75% level. The final grade will be derived from:

Completion CPR - First Aid	20%
Written Assignment	40%
Activity Presentation	20%
Exams	<u>20%</u>
	100%

College Grading System:

92 - 100	= A
83 - 91	= B
75 - 82	= C
0 - 74	= R

Students should refer to the Student Handbook for information on Academic Standing Policy, Academic Honesty Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

DELAWARE TECHNICAL & COMMUNITY COLLEGE
COLLEGE WIDE COURSE SYLLABUS

CAMPUS: Collegewide
DEPARTMENT: Early Childhood
COURSE: ECE 120 Contemporary Issues in Early Childhood

INSTRUCTOR NAME: Telephone: Email:

PREREQUISITES:

CO-REQUISITES: None

COURSE HOURS and CREDITS:3:0:3

COURSE DESCRIPTION:

A study of various models, theories, and issues in early childhood education programs .The theory, goals, and methods used in the programs will be examined and analyzed, as well as their differences in their impact on the child's development.

TEXT: (To be selected by each Campus)

MATERIALS: (To be selected by each Campus)

METHOD of INSTRUCTION: Campus Classroom

MANUALS: (To be selected by each Campus)

DISCLAIMER:

COLLEGEWIDE CORE COURSE PERFORMANCE OBJECTIVES:

The student will be able to:

11. Describe an historical perspective of early childhood education and care. (PGC: 1, and CCC 1)
12. Identify key theories and theorists that have formed the basis for early childhood education. (PGC: 1, and CCC 5)
13. Examine and give examples of current early childhood issues and their impact on programs.(PGC: 2, and CCC 2)
14. Describe criteria for the observation and assessment of early childhood programs. (PGC: 6, and CCC 3)
15. Identify key social, economic, political, and multi-cultural factors which may influence early childhood programs. (PGC: 6, and CCC 3)
16. Evaluate the developmental appropriateness of programs for children birth to 8. (PGC: 1, & 2)
17. Describe the role of professional activities in the field of early childhood education. (PGC: 2 and CCC: 6)
18. Examine and summarize the NAEYC guidelines for developmentally appropriate practices as a basis for early childhood programs. (PGC: 2, and CCC 2 & 5)
19. Review and assess programs designed for school aged children. (PGC: 2, and CCC2)
20. Examine the role of the early childhood professional by observing a variety of early childhood program settings. (PGC: 2, and CCC 4)

MEASURABLE OBJECTIVES:

1. Describe an historical perspective of early childhood education and care.
 - 1.1 Discuss the evolution of early childhood programs and curricula.
 - 1.2 Develop a historical timeline of early childhood education and care.
2. Identify key theories and theorists that have formed the basis for early childhood education.
 - 2.1 Demonstrate the essential principles and practices of the constructivist approach.

- 2.2 Demonstrate the essential principles and practices of the Developmental approach.
- 2.3 Demonstrate the essential principles and practices of Psychosocial theory.
- 2.4 Demonstrate the essential principles and practices of the Behaviorist theory
3. Examine and give examples of current early childhood issues and their impact on programs.
 - 3.1 Examine current professional literature and recent legislation regarding contemporary issues that have an impact on Early Childhood programs.
 - 3.2 Develop skills necessary to analyze articles, which explain contemporary issues.
 - 3.3 Communicate your thoughts/opinions regarding early childhood education programs to others in a clear, concise manner.
 - 3.4 Evaluate the application of technology to early childhood programs.
4. Describe criteria for the observation and assessment of early childhood programs.
 - 4.1 Establish criteria for the observation and assessment of early childhood programs from different perspectives, e.g. parents, teacher, director, and caregiver.
5. Identify key social, economic, political, and multi-cultural factors which may influence early childhood programs.
 - 5.1 Analyze differences in children and learning styles; including cultural differences.
6. Evaluate the developmental appropriateness of programs for children birth to 8.
 - 6.1 Review programs designed for young children in the following categories: parent/family model, infant, and toddlers, preschool and school age.
 - 6.2 Describe school readiness and assessment strategies used in kindergarten.
 - 6.3 Summarize the emerging literacy skills and techniques for kindergarten and primary.
7. Describe the role of professional activities in the field of early childhood education.
 - 7.1 Examine the process of becoming a professional in early childhood.
 - 7.2 Explain the need for professionalism within early childhood environments and

programs.

7.3 Explore various early childhood organizational web sites.

7.4 Describe the ethical standards, code of ethics, and ethical/legal responsibilities of early childhood professionals.

8. Examine and summarize the NAEYC guidelines for developmentally appropriate practices as a basis for early childhood programs.

8.1 Discuss the impact of Delaware Licensing requirements and NAEYC guidelines upon early childhood programs.

9. Review and assess programs designed for school aged children.

9.1 Summarize the developmental and educational needs of the school age child.

9.2 Examine appropriate activities for school age children.

10. Examine the role of the early childhood professional by observing a variety of early childhood program settings.

10.1 Participate in a variety of observations designed to reinforce key issues.

EVALUATION CRITERIA:

Students will demonstrate proficiency on all measurable performance objectives at least to the 75% level. The final grade will be derived from:

Exams	40%	
Written / Observation	30%	
Group Presentations	<u>30%</u>	
		100%

College Grading System:

92 - 100	= A
83 - 91	= B
75 - 82	= C
0 - 74	= R

Students should refer to the Student Handbook for information on Academic Standing Policy, Academic Honesty Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.