



## ECD 135 – Health, Safety and Nutrition

### Early Childhood Development

### Business and Public Service

#### Semester Year

**Catalog 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.

**Prerequisite(s):** ENG 100 and RDG 100

**Credit Hours:** 3.0

**Class Schedule:**

**Instructor:**

**Office:**

**Office Hours:**

**Telephone:**

**E-mail:**

**Campus Mailbox:**

**Program Website:** [www.midlandstech.edu/eec](http://www.midlandstech.edu/eec)

**Program Director:** Sandra Hackley, (803) 822-3592, [hackleys@midlandstech.edu](mailto:hackleys@midlandstech.edu)

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**Interim Department Chair:** Sandra Hackley, (803) 822-3592, [hackleys@midlandstech.edu](mailto:hackleys@midlandstech.edu)

**Textbook(s):** Marotz, L.R., Rush, J.M., & Cross, M.Z. (2012). *Health, Safety and Nutrition for the Young Child*. New York: Thomson/Delmar Learning. (Eighth Edition)

First Aid/CPR/AED Participant's Manual

Pediatric First Aid/CPR/AED Ready Reference

**Course Objectives:** Upon completion of this course the student will be able to:

1. Plan and evaluate nutritionally balanced meals for young children. (NAEYC 1a, 4b, 5b)
2. Plan, design, and evaluate activities for promoting good nutrition, health, and safety practices in young children. (NAEYC 1a, 4a-4d)
3. Describe and assess the components of a healthy, safe and unsafe environment for young children. (NAEYC 1a, 4b)
4. Recognize symptoms and describe treatments and procedures for common diseases and illnesses for young children. (NAEYC 1a, 4c)
5. Describe the basic components of CPR and First Aid for young children. (NAEYC 4c)
6. Discriminate between minor and major injuries to young children and formulate the appropriate actions. (NAEYC 4c)
7. Identify the South Carolina Early Learning Standard to support health, safety, and nutrition activities for children. (NAEYC 4b, 4c, 4d)

#### **Course Outcomes and Competencies:**

**Intended Course Outcome #1:** Students will be able to document a child's development and learning.

**Course Competency 1b:** Students will be able to identify multiple influences on a child's development and learning.

**Performance Measurement Instrument and Success criteria:** Students will successfully complete an awareness poster on a health, safety, or nutrition issue.

## **NAEYC Standards**

### **1. PROMOTING CHILD DEVELOPMENT AND LEARNING**

- 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
- 1b: Knowing and understanding the multiple influences on early development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

### **2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS**

- 2a: Knowing about and understanding diverse family and community characteristics
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in young children's development and learning

### **3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES**

- 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
- 3b: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments
- 3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
- 3d: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

### **4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES**

- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children
- 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
- 4d: Reflecting on own practice to promote positive outcomes for each child

### **5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM**

- 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
- 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

### **6. BECOMING A PROFESSIONAL**

- 6a: Identifying and involving oneself with the early childhood field
- 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
- 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
- 6e: Engaging in informed advocacy for young children and the early childhood profession

### **7. EARLY CHILDHOOD FIELD EXPERIENCES**

- 7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)
- 7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

## **Course Requirements:**

### **Specific Assignments: Grading**

All assignments will be graded for accuracy. SLOPPY OR CARELESS WORK WILL NOT BE ACCEPTED! Only work turned in on time will be eligible for all possible points. **All work is expected to be turned in on time, however we understand life events sometimes arise; so if work is not submitted on time we will accept it no more than one week after the due date and you will receive up to 30% off your total score. \*\*\*All homework will be turned in at the beginning of class. You will not get credit for homework you choose to do during class time. If you come to class late, you must wait until the end of class to turn homework in. \*\*\*I have had trouble with homework being stolen from my box, therefore, students may not leave homework in my box. You must put it in my basket at the beginning of class.**

### **Tests: 200 potential points (20% of final grade)**

There will be a combination of 2 tests worth 100 points each. If you are absent for a test it is your responsibility to contact me within 2 days to make arrangements to take it in the Student Assessment Center (Testing Center) before the next class meeting. *Make up tests will not be given after 1 week.*

**CPR/First Aid Training: 200 potential points (20% of final grade) (\*\*required component)**

Each student is required to show documentation of successful completion of a CPR (Infant & Child) /First Aid Training during the course of this semester. The class will be offered during class time. Students are responsible for purchasing the required textbook from the bookstore prior to the class. **\*STUDENT WILL RECEIVE AN INCOMPLETE FOR THE COURSE GRADE IF CURRENT INFANT/CHILD CPR AND FIRST AID CERTIFICATION IS NOT SUBMITTED.\***

**Health, Safety or Nutrition Awareness Poster: 100 potential points (10% of final grade)** Prepare an awareness poster for one of the health, safety or nutrition observances found in Appendix B. A sign-up sheet will be sent around for you to choose the month and observance you will do your awareness poster on. See Health, Safety or Nutrition Awareness Poster Rubric for specific grading components.

**First Aid Flip Chart: 100 potential points (10% of final grade)**

A student-created first aid flip chart will be designed to describe what to do in the case of an injury while a child is in your care. Include 6 injuries. **Photocopies and work printed from the internet will not be accepted.** Refer to chapter 9 for life-threatening (major) and non-life-threatening (minor) conditions. See First Aid Flip Chart Rubric for specific grading components.

**Brochure for Kids in Danger: <http://www.kidsindanger.org> 100 potential points (10% of final grade)**

Prepare a “professional” brochure on a recalled product found on the *Kids in Danger* website. The brochure will contain all pertinent information along with accurate facts, pictures, dates, locations, etc. on a **current** product recall. Include your reference on the back of the brochure. This website is dedicated to providing free information to the public about keeping children safe. You will find information about product safety and product recalls, as well as ways to advocate on the local, state, and federal levels to keep our children safe. You will be able to enroll to receive free monthly newsletters and product safety/recall email alerts. See Brochure Rubric for specific grading components.

**America’s Playgrounds Safety Report Card: 100 potential points (10% of final grade)**

Visit a local playground and complete the report card.

Also include the following:

- A typed letter to the organization responsible for the playground.

**Bump the Bumper Pad: 100 potential points (10% of final grade)**

Choose one project as a way to bring community awareness to the dangers of using bumper pads in cribs. You will present the results to the class. See Bumper Pad Rubric for specific grading components.

**Book Activity: <http://www.naeyc.org/files/yc/file/200403/ChildrensBooks.pdf> 100 potential points (10% of final grade)**

Use this website or the handout you receive in class as your resource to choose a book on nutrition for young children. You will use this book to create a lesson for preschoolers to demonstrate to the class.

**REMINDER: \*\*\*I have had trouble with homework being stolen from my box; therefore, students may not leave homework in my box. You must put it in my basket at the beginning of class.**

**SPECIFIC ASSIGNMENTS: GRADING**

Tests (2 @ 100)	200
CPR Training	100
First Aid Training	100
Awareness Poster	100
First Aid Flip Chart	100
Kids in Danger Brochure	100
Playground Report Card	100
Bump the Bumper Pad	100
Book Activity	<u>100</u>
<b>Total Possible Points</b>	<b>1000</b>

**\*STUDENT WILL RECEIVE AN INCOMPLETE FOR THE COURSE GRADE IF CURRENT INFANT/CHILD CPR AND FIRST AID CERTIFICATION IS NOT SUBMITTED.\***

**Note: Please keep all assignments for your final portfolio for ECD 243.**

**Early Childhood Grading Scale:**

A = 93-100

B = 85-92

C = 75-84

D = 70-74

F = Below 70

W = Withdrawal before midterm

WF = Withdrawal after midterm with a failing grade on the last day attended

930-1,000 points

850-929 points

750-849 points

700-749 points

Below 700 points

**Names and Phone Numbers:**

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**Notes:**

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## Academic Affairs Student Guidelines and Expectations

### **MTC Student Handbook:**

Students are expected to read the *MTC Student Handbook* and abide by its policies. You can find the handbook online at <http://www.midlandstech.edu/handbook/>; copies are also available at various locations on campus. Some of the more important handbook policies that impact your academic success are listed below.

### **Academic Integrity:**

- The students of MTC have adopted the following Honor Code:  
*As a member of the Midlands Technical College community, I will adhere to the college's Student Code. I will act honorably, responsibly, and with academic integrity and honesty. I will be responsible for my own academic work and will neither give nor receive unauthorized or unacknowledged aid. I will behave courteously to all members of the MTC community and its guests and will respect college property and the property of others.*
- The Student Code (Appendix I of the *MTC Student Handbook*) defines academic dishonesty, which includes, but is not limited to, cheating on tests, plagiarism, collusion, and falsification. Such actions will result in discipline.
- Cheating on tests includes:
  - Copying from another student's paper.
  - Copying or presenting someone else's work as your own.
  - Using unauthorized materials during a test.
  - Collaborating with any other person during a test without permission.
  - Knowingly obtaining, using, buying, or selling in whole or part the contents of any test.
  - Bribing any other person to obtain information about tests.
  - Substituting for another student, or permitting another student to substitute for you.
- Plagiarism is taking another person's work and using it without giving the source credit in any graded assignment.
- The use of cell phones or other portable electronic devices for purposes of academic dishonesty in any form is strictly prohibited; students who violate this policy will be subject to the disciplinary procedures and sanctions outlined in the Student Code.
- For more information about academic dishonesty, see the Student Code.

### **Class Attendance and Participation:**

Students are expected to attend all classes and are responsible for class work, homework, lecture notes, reading assignments, etc., whether or not they are present. In the event of extenuating circumstances (illness, etc.), students are allowed to miss no more than twice the number of meeting times per week (i.e.: classes meeting once a week are allowed TWO absences). These absences are cuts; there is no such thing as an excused absence. Absences will be counted beginning with the first day of class. On the first cut exceeding the limit, you will be subject to being withdrawn from the course in accordance with the Business and Public Service Department's attendance policy.

**Tardies:** Students are encouraged to attend EVERY CLASS and are expected to arrive ON TIME. It is inconsiderate to classmates and disruptive to the class to arrive late. If students arrive after the instructor has taken roll, it is the STUDENT's responsibility to see the instructor after class ON THAT DAY and see that the absence is changed to a tardy. Students are expected to be in their seats ready to start class at the beginning of the class. Leaving during class should only be in case of an emergency. If students know they must leave early, they must let the instructor know ahead of time. If students enter class more than fifteen minutes late OR if students leave class more than fifteen minutes early, they are counted absent. Three tardies count as one absence.

**Withdrawal:** Should the maximum allowable absences be exceeded prior to midterm, a "W" will be submitted to the registrar to be recorded on the student's transcript. Should the maximum allowable absences be exceeded after midterm, a "W" will be submitted to the registrar if the student was passing the course at the time of withdrawal OR a "WF" will be submitted if the student was failing the course at the time of withdrawal.

**Classroom Conduct and Preparation:** All students in each Early Childhood Development class will be treated and respected as a professional adult; in return, students will also be expected to treat and respect the instructor and classmates as professional adults. Because of the nature of discussions involved in this class, it is important that we respect each other's experiences,

opinions and values. Disruptive behavior is un-professional, and will not be tolerated, and any student whose un-professional behavior disrupts the learning environment of this class will be dismissed from this class and counted absent. The student must meet with the instructor during office hours before the next class meeting to discuss the conditions under which the student will be allowed to return to class. Students are expected to BE PREPARED FOR and PARTICIPATE in every class meeting. Students are expected to have all assignments completed by the due date.

**Make Up Assessment and Presentation Policy:** Students are required to be present for all scheduled assessments and presentations. No student is automatically entitled to a makeup assessment or presentation! Makeup assessments and presentations will only be provided in an exceptional case where the student is able to provide clear and convincing evidence of a serious illness or emergency that absolutely precludes attendance. The decision to allow a makeup assessment or presentation is at the sole discretion of the instructor. It is your responsibility to discuss and schedule this with the instructor. Any student found cheating on an assessment will be given a “0” for that assessment.

### **Portable Electronic Devices:**

Cell phones and other portable electronic devices may be used in classrooms only for maintaining access to *MTC Alerts!*, the college’s emergency notification system. Other uses of portable electronic devices (for example, leaving class to make or receive phone calls, sending or reading text messages, accessing the internet, taking pictures or videos, listening to music, etc.) will be considered disruptive activities, and the student will be subject to disciplinary action.

### **Student Email Accounts (*MyMTC* Email):**

- All MTC students are assigned a college email account called *MyMTC* Email. For access, follow the link on the *Enrolled Students* page or go to <http://www.midlandstech.edu/myemail>.
- *MyMTC* Email is the primary way the college communicates with students. You are responsible for checking your college email regularly for important information and announcements about registration, financial aid, cancelled classes, emergencies, etc.
- Students can use their college email accounts to communicate with faculty, staff, fellow students, and others, as well as to maintain personal calendars and task lists.
- In addition to using *MyMTC* Email, students may also be required to communicate with instructors through Desire 2 Learn (D2L, the college-wide learning management system), or through course-specific software, such as MyMathLab.

### ***MyMTC*:**

The college conducts business with students through *MyMTC*, which provides many services and resources, including access to transcripts, grades, and program evaluations; information about financial aid status; and how to search and register for courses. To access *MyMTC*, follow the link on the *Enrolled Students* page or go to <http://mymtc.midlandstech.edu>.

### **Children on Campus:**

Children are generally not permitted on campus except for special events. Children are not permitted in classes, labs, or advisors’ offices. Children can never be left unattended on campus, including in the library, the Academic Success Center, or parking lots.

### **Inclement Weather Policy:**

- If weather conditions or other emergencies cause the college to close or open late, announcements will be made over local radio and TV stations, on the MTC website, and on the college’s information line (803-738-8324).
- Notices will be sent to students via *MyMTC* Email and *MTC Alerts!* when applicable.
- Check for separate announcements for day and evening classes because weather conditions can change during the day.
- Inclement weather schedules: In standard non-lab and non-clinical classes, if the college closing or reopening means that there is at least 30 minutes of a class remaining, plan to attend that class. For example, if the college opens at 10 a.m., classes that normally meet at 8 a.m. will not meet, but classes that normally begin at 9:35 a.m. will begin at 10 a.m. Similarly, if the college closes at 8 p.m., 6 p.m. classes will meet for their regular time, but 7:35 p.m. classes will not meet.
- Check your syllabus for specific information about the inclement weather policy for that course.

### **Campus Emergency Protocol:**

- To report safety concerns or suspicious activities, call Campus Security at 7850 (on campus) or 738-7850 (cell phone or off campus).
- To report a security emergency, call Campus Security at 738-7199 or dial local 911 immediately.
- The college also provides emergency call boxes; look for these red call boxes in or near parking lots on all campuses.
- If a college-wide emergency occurs, the college will communicate additional information and instructions in a number of ways, including the MTC Information Centers, campus loud speakers, *MyMTC* Email, the MTC website, and *MTC Alerts!* To sign up for *MTC Alerts!* and receive emergency notifications on your cell phone, go to: [http://www.midlandstech.edu/Phone\\_Alert.htm](http://www.midlandstech.edu/Phone_Alert.htm).

### **Student Evaluation of Instruction:**

Toward the end of the semester, students will be encouraged to participate in evaluating their courses. You can complete this confidential evaluation through *MyMTC* using your username and password. Announcements will be made during the term concerning how and when to complete the online evaluation.

### **Accessibility and Special Accommodations:**

If a student with a disability requires special accommodations, the student should go to Counseling Services in the Student Center on Beltline or Airport Campus for assistance. Documentation regarding a specific disability is required in order for special arrangements to be made. All information received will remain confidential. The staff of Counseling and Career Services works to ensure that all educational programming and services are accessible to otherwise qualified students with disabilities. If you have a concern regarding the accessibility of websites, instructional materials, online courses and other electronic or information technology, please contact Counseling and Career Services. It is the student's responsibility to self-disclose as a student with a disability and to request accommodations prior to beginning a program or course. Please contact the staff of Counseling and Career Services at 803-822-3505 (AC) or 803-738-7636 (BC) or via email at [disability@midlandstech.edu](mailto:disability@midlandstech.edu) if you have any questions or concerns.

### **Copyright:**

**Work Left at the End of the Semester:** Students will have two months after the end of each semester to pick up any work left from the previous semester. Students may pick up this work from the ECD Office. Please call 822-3358 to make arrangements to pick up work.

**Dress Code:** All students are encouraged to dress in a manner that supports the college policy on campus environment. In the interest of health and safety, shoes that cover the length of the foot and shirts that cover the chest are required of all students. All Early Childhood Development students are required to dress appropriately to work with young children, both in the classroom and at lab sites. Ask your lab site contact person for specific dress codes for that site. Generally, all clothes should be appropriate for a professional environment and be able to accommodate bending and stretching.

**Transferability of Course:** This course may not be transferable to certain four-year colleges. Students contemplating transferring to other colleges are encouraged to contact their college of interest to determine whether this course will be transferable. Students may also check the ECD website at [www.midlandstech.edu/ecd](http://www.midlandstech.edu/ecd) to view program plans for transferring to four year colleges in this area.

**DSS Hours:** If students are working in a child care program, they will need to print their transcript at the end of each semester and send their grades to the Center for Child Care Career Development (CCCCD). The CCCCCD will translate the ECD classes into DSS hours. For more information, go to [http://www.sc-cccd.net/College\\_Courses.htm](http://www.sc-cccd.net/College_Courses.htm).

(Revised September 2013)

## ECD 135 COURSE OUTLINE

Revised 1/9/2013

Week/ Date	Topic	Assignments due
1/	First Day/Getting to Know You Review Syllabus and Course Expectations Choose topics for Awareness Poster	
2/	Chapters 1 – 4 Present Awareness Poster	Read Chapters 1 - 4/Bring notes Awareness Poster
3/	Chapters 5 - 7 Attend <i>Tourette Syndrome</i> training for 10 pts. extra credit	Read Chapters 5 - 7/Bring notes
4/	Chapters 8 – 10 Present Safety Report Card	Read Chapters 8 - 10/Bring notes Playground Safety Report Card
5/	Chapters 11 - 12 Present Brochure Speaker: Anne Stone/Car Seat Safety	Read Chapters 11 - 12/Bring notes Kids in Danger Brochure
6/	Present Test 1 Chapters 1-11	Flip Chart
7/	Chapters 13 - 15 Present Bumper Pad Project Speaker: Susanna Watson/SIDS Prevention	Read Chapters 13 - 15/Bring notes “Bump the Bumper Pad” Project
8/	Chapters 16 - 18 Present Book Activity MIDTERM WEEK *Conference with me about your current absences and points.	Read Chapters 16 - 18/Bring notes Book Activity Bring Points Record for Midterm Week conference
9/	Spring Break Student Holiday	
10/	Infant/Child CPR taught during class **LAST DAY ANY HOMEWORK WILL BE ACCEPTED**	
11/	Infant/Child CPR taught during class	
12/	First Aid taught during class	
13/	Out of class work day – Read Chapters 19-21	
14/	Out of class work day – Work on Take Home Test	
15/	Chapters 19 - 21 Present Test 2 Chapters 12 – 20 *Conference with me about your final grade <b>LAST DAY OF CLASS</b> Instructor Evaluations • 10 points extra credit	Read Chapters 19 - 21/Bring notes Bring Points Record for conference about final grade <b>CONGRATULATIONS!!!</b>
	EXAM WEEK TBA Celebration of Learning Drop-in Airport Campus Academic Center Rm 143 6:00-7:30	

**PLEASE NOTE: Should change become necessary, the instructor reserves the right to adjust the requirements, pace, or scheduling of this course. Any change will be announced in class before it becomes effective.**

**Note: Please keep all assignments for your final portfolio for ECD 243.**



Name \_\_\_\_\_

### Rubric – ECD 135 – “Bump the Bumper Pad” project

You will choose one project as a way to bring community awareness to the dangers of using bumper pads in cribs. You will present the results to the class. For example:

- \_\_\_ Create a letter and mail to the person in charge of ordering the bumper pads for several department stores that sell them.
- \_\_\_ Go and personally talk to the person in charge of ordering the bumper pads at a local department store that sells them.
- \_\_\_ Give a presentation about what you have learned to a group of parents, or caregivers of infants.
- \_\_\_ “Recycle” a crib bumper pad into something useful for infants/young children.
- \_\_\_ Go to thrift stores and ask them to quit accepting the bumper pads due to the dangers posed. (Maybe they will donate the ones they have in stock for a “recycling” project.)
- \_\_\_ Think of your own creative idea ☺. Tell me about it on the back.

Project	Presentation	Total
50	50	100

93-100 points = A; 85-92 points = B; 75-84 points = C; 70-74 points = D; 69 points or less = F

Name \_\_\_\_\_

Due Date \_\_\_\_\_

Date Turned In \_\_\_\_\_

### Rubric – ECD 135 – Awareness Poster

Purpose/Goal: Student will prepare an awareness poster for one of the health, safety or nutrition observances found in Appendix B on pages 514-517.  
 Total possible score: 100 (10% of final grade)

**Work received after the beginning of class on the due date will receive 30% off the total score (-30 pts).**

**Work will not be accepted after one week.**

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Score
<b>Format</b>	Poster includes the month of observance, 6-8 facts, 3-4 pictures that reflect the observance, and references. (25)	Poster includes the month of observance, 3-4 facts, 1-2 pictures that reflect the observance, and references. (15)	Poster does not include pictures and/or references. (0)	
<b>Appearance</b>	Poster is easy to read from a 3 foot distance, neat, creative, and eye-catching so that it brings awareness to the observance. Overall appearance is professional. (25)	Poster is 3 out of the 4: easy to read from a 3 foot distance, neat, creative, and eye-catching so that it brings awareness to the observance. (15)	Poster is 2 out of the 4: easy to read from a 3 foot distance, neat, creative, and eye-catching so that it brings awareness to the observance. Overall appearance is unprofessional. (0)	
<b>Chapter Reflection</b>	Chooses a chapter from the textbook and shares how the topic relates. (25)		Does not choose a chapter to reflect on. (0)	
<b>Presentation</b>	Presents poster and chapter reflection. (25)	Presents poster, but not chapter reflection. (15)	Does not do presentation. (0)	
<b>Total</b>				

93-100 points = A; 85-92 points = B; 75-84 points = C; 70-74 points = D; 69 points or less = F

Name \_\_\_\_\_

Due Date \_\_\_\_\_

Date Turned In \_\_\_\_\_

### Rubric – ECD 135 – First Aid Flip Chart

**\*\*Photocopied work will not be accepted for this assignment\*\***

**Purpose/Goal:** Student will refer to Chapter 9 or the *American Red Cross Participant's Manual* to create a first aid flip chart to describe what to do in the case of an injury while a child is in his/her care.

Total possible score: 100 (10% of final grade)

**Work received after the beginning of class on the due date will receive 30% off the total score (-30 pts).**

**Work will not be accepted after one week.**

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Score
<b>Format</b>	All 6 injuries are on a separate page, with <u>easy to identify tab dividers</u> at the bottom of each injury, and size is approx. 8x11. (30)	At least half of the injuries are on a separate page, with/without easy to identify tab dividers, and/or size is approx. 8x11. (15)	Less than half of the injuries are on a separate page, without easy to identify tab dividers, and/or size is approx. 8x11. (0)	
<b>Injuries</b>	There are 6 injuries with accurate descriptions on how to handle them. (30)	There are 3 injuries with accurate descriptions on how to handle them. (15)	There is 1 injury with an accurate description on how to handle it. (0)	
<b>References</b>	The textbook and/or <i>American Red Cross Participant's Manual</i> are used as references. References are sited for each injury. (30)	The textbook and/or <i>American Red Cross Participant's Manual</i> are used as references. References are not sited for each injury. (15)	The textbook and/or <i>American Red Cross Participant's Manual</i> are not used as references. References are not sited for each injury. (0)	
<b>Quality of Work</b>	Work is typed, or written neatly in complete sentences and does not contain any spelling errors. Overall appearance is professional. Bound using the book binder. (10)	Work is written with some complete sentences and/or contains 1-2 spelling errors. (5)	Work is sloppy with incomplete sentences and contains 3 or more spelling errors. Overall appearance is unprofessional. (0)	
<b>Total</b>				

93-100 points = A; 85-92 points = B; 75-84 points = C; 70-74 points = D; 69 points or less = F

Name \_\_\_\_\_

Due Date \_\_\_\_\_

Date Turned In \_\_\_\_\_

**Rubric – ECD 135 – *Kids in Danger* Brochure**

Purpose/Goal: Student will prepare a “professional” brochure on a recalled product found on the *Kids in Danger* website.  
 Total possible score: 100 (10% of final grade)

**Work received after the beginning of class on the due date will receive 30% off the total score (-30 pts).**

**Work will not be accepted after one week.**

<b>Criteria</b>	<b>Excellent Compliance</b>	<b>Minimal Compliance</b>	<b>Non-Compliance</b>	<b>Score</b>
<b>Information</b>	Pertinent recall information is accurately presented, including why it is being recalled and how to return the item. References are included. (50)	Recall information is incomplete or inaccurate. References are/are not included. (25)	Recall information is incomplete or inaccurate. References are not included. (0)	
<b>Pictures</b>	At least 2 pictures of the recalled item are included. (20)	At least 1 picture of the recalled item is included. (10)	No pictures are included. (0)	
<b>Quality of Work</b>	Tri-fold or double-fold brochure is eye-catching, easy to read, and professional. <u>Work is typed</u> in complete sentences and does not contain any spelling errors. Overall appearance is professional on front and back of brochure. (10)	Not in tri-fold or double-fold format and/or brochure contains most of the components: is eye-catching, easy to read, and professional. Work is written neatly in complete sentences with 1-3 spelling/grammar errors. (5)	Not in tri-fold or double-fold format and/or brochure is unprofessional; has more than 4 spelling/grammar errors. (0)	
<b>Presentation</b>	Presents brochure. (20)		Does not present brochure. (0)	
<b>Total</b>				

93-100 points = A; 85-92 points = B; 75-84 points = C; 70-74 points = D; 69 points or less = F

Name \_\_\_\_\_

Due Date \_\_\_\_\_

Date Turned In \_\_\_\_\_

### Rubric – ECD 135 – America’s Playgrounds Safety Report Card

Purpose/Goal: Student will complete a playground safety report card.  
 Total possible score: 100 (10% of final grade)

**Work received after the beginning of class on the due date will receive 30% off the total score (-30 pts).**

**Work will not be accepted after one week.**

Criteria	Excellent Compliance	Minimal Compliance	Non-Compliance	Score
<b>Information</b>	Checklist is completed and points are totaled. (35)	Checklist is at least ½ completed and points are/are not totaled. (18)	Checklist is less than ½ completed and points are/are not totaled. (0)	
<b>Drawing</b>	Draw a layout of the playground, highlighting the items observed on the checklist. (35)	At least 1 picture of the playground is included. (18)	No picture is included. (0)	
<b>Letter (does not have to be mailed)</b>	Type a letter to the organization responsible for the playground you scored. Let them know your thoughts, accolades, and suggestions for improvement. Work is typed in complete sentences and does not contain any grammar/spelling errors. (10)	Handwrite a letter to the organization responsible for the playground you scored. Include your thoughts, and/or accolades, and/or suggestions for improvement. Letter contains 1-3 grammar/spelling errors. (5)	Letter is not included. (0)	
<b>Presentation</b>	Presents drawing, letter, and checklist. (20)	Presents drawing, letter or checklist. (10)	Does not present drawing, letter, or checklist. (0)	
<b>Total</b>				

93-100 points = A; 85-92 points = B; 75-84 points = C; 70-74 points = D; 69 points or less = F

Name \_\_\_\_\_

Due Date \_\_\_\_\_

Date Turned In \_\_\_\_\_

**Rubric – ECD 135 – Book Activity**

**Purpose/Goal:** Student will prepare an activity for young children using the website [www.naeyc.org/files/yc/file/200403/ChildrensBooks.pdf](http://www.naeyc.org/files/yc/file/200403/ChildrensBooks.pdf) or a class handout. The activity will promote good nutrition.

Total possible score: 100 (10% of final grade)

**Work received after the beginning of class on the due date will receive 30% off the total score (-30 pts).**

**Work will not be accepted after one week.**

<b>Criteria</b>	<b>Excellent Compliance</b>	<b>Minimal Compliance</b>	<b>Non-Compliance</b>	<b>Score</b>
<b>Resources</b>	The website or the class handout is used and documented as the resource. (15)		The website is not used and/or not documented as the resource. (0)	
<b>Book</b>	The book is used as the basis for the activity and is brought in to class. (15)	The book is not chosen from either the list or website. (7)	The book is not used. (0)	
<b>Directions</b>	Child friendly directions are typed in complete sentences using 16-18 point font on ½ page. Directions do not contain any grammar/spelling errors. (15)	Directions are hard to understand, and/or handwritten Directions contain 1-3 grammar/spelling errors. (7)	Directions are not included. (0)	
<b>Materials</b>	All materials needed for activity are included. (15)	Some materials are included. (7)	Materials are not included.	
<b>Container</b>	Directions and materials are in a container, such as a Ziploc bag or box that is easy for young children to access. Container includes name of activity, age range, and length of time. (15)	Directions and materials are in a container, such as Ziploc bag or box that is easy for young children to access. Container does not include name of activity, age range, and/or length of time. (7)	Directions and materials are not in a container. (0)	
<b>Demonstration</b>	The activity is demonstrated to the class using 2-3 volunteers. (25)	The activity is demonstrated without using 2-3 volunteers. (15)	The activity is not demonstrated. (0)	
<b>Total</b>				

93-100 points = A; 85-92 points = B; 75-84 points = C; 70-74 points = D; 69 points or less = F

## ECD 135 – Health, Safety, and Nutrition

### Assessment Record for \_\_\_\_\_

Assignments and Total Points	Tests 200	CPR/FA 200	Safety Assignments 400	Nutrition Assignments 100	Poster 100	Extra Credit 10
Test (Chapters 1-11)	100					
Test (Chapters 12-20)	100					
Infant/Child CPR First Aid		100 100				
Awareness Poster					100	
Safety Report Card KIDS Brochure First Aid Flip Chart “Bump the Bumper Pad” project			100 100 100 100			
Book Activity				100		
Extra Credit (Instructor Evaluation)						10
<b>Total</b>	200/	200/	400/	100/	100/	10/

A = 93-100

B = 85-92

C = 75-84

D = 70-74

F = Below 70

930-1,000 points

850-929 points

750-849 points

700-749 points

Below 700 points

**Midland's Technical College  
ECD 135 – Health, Safety and Nutrition  
Student Information Sheet & Syllabus Contract**

**Name:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Email Address:** \_\_\_\_\_

**Child Care Program:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Emergency Contact Person:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

What I hope to learn from this class:

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What the instructor needs to know to help me be successful in this class:

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I, \_\_\_\_\_, have received the course syllabus from my instructor. The syllabus has been explained to me, and I have had my questions answered by the instructor. I understand that it is my responsibility to keep the syllabus in my possession for future reference. I will take the initiative and maintain the necessary degree of persistence to have any future questions answered by the instructor. I understand that additional help may be obtained from the instructor during posted office hours or by appointment, but that it is my responsibility to seek such help. I further understand that support services will be provided upon my request and upon appropriate application to student services. I understand the potential for both passing and failing the course, and that I must obtain a cumulative grade of at least "C" to successfully complete the course.

In addition, I understand the attendance requirements set forth by Midlands Technical College.

I agree to adhere to all course, departments, and Technical College policies as referenced in the accompanying syllabus. I have had ample time to review this information.

**STUDENT:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**INSTRUCTOR:** \_\_\_\_\_ **Date:** \_\_\_\_\_