



**SCHOOL OF EDUCATION  
VIRTUAL CAMPUS**

**Mission: Wayland Baptist University exists to educate students in an academically challenging, learning focused and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.**

Course: ECHD 2302 VC01

Title: Health, Safety, and Nutrition for the Young Child

Instructor: Suzanne Kimball

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Term and dates: Spring 1 January 12, 2026 – March 7, 2026

Holiday: January 19, 2026

Online: <https://wbu.blackboard.com/>

Office hours: Email response within 24 hours, usually less. You may leave messages/texts on my cell phone 9 am – 9 pm CST.

**Catalog description** This course addresses health, safety, and nutritional needs of infant through school age children. Emphasis is placed on the powerful relationship between these factors and the role of both caregivers and families play in helping children establish healthy lifestyles.

**Prerequisite** None

**Course Outline**

Unit I: PROMOTING CHILDREN'S HEALTH: HEALTHY LIFESTYLES AND HEALTH CONCERNS.

1. Children's Well-Being: What It Is and How to Achieve It.
2. Daily Health Observations.
3. Assessing Children's Health.
4. Caring for Children with Special Medical Conditions.
5. The Infectious Process and Environmental Control.
6. Childhood Illness: Identification and Management

Unit II: KEEPING CHILDREN SAFE.

7. Creating High-Quality Environments.
8. Safety Management.
9. Management of Injuries and Acute Illness.
10. Maltreatment of Children: Abuse and Neglect.
11. Planning for Children's Health and Safety Education.

Unit III: FOODS AND NUTRIENTS: BASIC CONCEPTS.

12. Nutrition Guidelines.
13. Nutrients That Provide Energy (Carbohydrates, Fats, and Proteins).
14. Nutrients That Promote Growth and Regulate Body Functions (Proteins, Vitamins, Minerals, and Water).

#### Unit IV: NUTRITION AND THE YOUNG CHILD.

15. Feeding Infants.
16. Feeding Toddlers and Young Children.
17. Planning and Serving Nutritious and Economical Meals.
18. Food Safety.
19. Nutrition Education: Rationale, Concepts, and Lessons.

#### **Resources**

Marotz, L. (2024). *Health, Safety, and Nutrition for the Young Child*. (11th ed) Cengage Learning.  
ISBN: 9780357765807  
E textbook is available

Access to WBU Learning Resources [www.wbu.edu/lrc](http://www.wbu.edu/lrc)

#### **Course Competencies**

Upon completion of this course, the student should be able to:

- Describe how health, safety, and nutrition are interrelated.
- Identify the signs and symptoms of common, chronic medical conditions and communicable illnesses.
- Discuss the adult's role and responsibilities in the prevention of unintentional injury.
- Recognize the behavioral and physical indicators of child maltreatment and know what steps a teacher is obligated to take.
- Plan health, safety, and nutrition learning experiences that foster children's knowledge and skills.
- Describe children's nutrient needs and common eating challenges at different stages.
- Plan nutritionally balanced meals.

#### **Course Competencies Assessments**

- Completion of chapter review questions. Due on Mondays, midnight CST.
- Completion of tests that will be administered on Blackboard. Tests will be open book and timed and not proctored.
- Complete research project.
- Participation in Discussion Board topics posted in the discussion board. Students are expected to post significant, substantive responses that indicate research, reflective thinking and practical experiences on textbook content and related topics. Original response is due on Fridays, midnight; Responses to others due on Mondays, midnight, CST.

## **ATTENDANCE POLICY:**

**Online Students** - Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner.

1. Student "attendance" in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor.
2. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements.
3. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11-week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation.
4. Any student who has not actively participated in an online class prior to the census date for any given term is considered a "no-show" and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus.
5. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university's attendance policy.

**Instructor's Additional Policies:** All assigned work must be submitted when due. Late work may not be accepted unless previous arrangements/notification has been made. If accepted late, point value may be reduced. **Discussion Boards are not accepted late.**

**Instructor's note:** The advantage on online learning is the asynchronous environment. In other words, class time is at the student's convenience. Along with this convenience comes a tremendous responsibility. The student must be organized and self-motivated to stay current in all assignments. The management software on Blackboard allows tracking the times that the students log in and participate. All assignments have deadlines for submission.

### **Academic Integrity:** [Statement on Academic Integrity](#)

Generative AI tools permitted in specific context and with proper citations.

Students are allowed to use, reference, or incorporate generative AI tools into specific assignments for this course. When used, students must properly cite the generative AI tool in their submitted work. While there is no true substitute for direct help and instruction for your instructor, students may be allowed to use generative AI tools to provide further explanations of course content, readings, and other assignments. Any use of generative AI tools to help further explain or translate content must be properly referenced and cited.

Specific parameters for generative AI usage are provided by the instructor.

Any use of generative AI tools outside of the approved instructor parameters will be considered a form of plagiarism and academic dishonesty

**Disability Statement:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Disability Services Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests office (806) 291-1057. Documentation of a disability must accompany any request for accommodations.

### **Evaluation**

Course grade will be determined by using the following point system:

Discussion Board (DB) (5)	100 points (20 points each)
Chapter Assignments (19)	190 points (10 points each)
Midterm exam	100 points
Final exam	100 points
Project	110 points

A = 550 -600 points

B = 500 -549 points

C = 450 -499 points

D= 400 - 449 points

F = 399 and below

### **Grade Appeal Statement**

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the vice president of academic affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

## Coursework at a Glance

	Date	Assignments to do this Week Discussion Board (DB) Chapter Review Questions (RQ)	Textbook Reading for the Week	Assignments due this Week Mondays, midnight CST  Original post on Discussion Board due on Fridays, midnight CST  Responses to others due on Mondays, midnight CST
1	1-12-26	Read the Syllabus, DB #1, RQ #1, RQ #2, RQ #3	Chapters 1, 2, 3	Required First Assignment
2	1-20-26	DB #2, RQ#4, RQ#5, RQ #6	Chapters 4,5,6	DB#1, RQ#1, RQ #2, RQ#3
3	1-26-26	RQ#7, RQ#8 RQ#9, RQ#10 Begin Project	Chapters 7,8,9,10	DB #2, RQ#4, RQ#5, RQ#6
4	2-2-26	RQ#11, RQ#12, RQ#13 Test #1	Chapters 11, 12, 13	RQ#7, RQ #8, RQ#9, RQ#10
5	2-9-26	DB#3 RQ#14, RQ#15, RQ #16	Chapters 14,15,16	RQ#11, RQ#12, RQ#13 Test #1
6	2-16-26	DB#4 RQ#17, RQ#18. RQ#19	Chapters 17,18,19	DB#3 RQ#14, RQ#15, RQ#16
7	2-23-26	DB#5 Test # 2		DB#4 RQ #17, RQ #18. RQ#19 Project
8	3-2-26	Smile		DB #5 Test # 2

