



ANTELOPE VALLEY COLLEGE

Academic Affairs  
Course Outline of Record

Academic Affairs Only

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation)
<input checked="" type="checkbox"/>	COR Revision 4/22/2010
<input type="checkbox"/>	Pre Req/Advisories
<input type="checkbox"/>	Other Changes
<input checked="" type="checkbox"/>	SLOs 2/8/2008

**COURSE SUBJECT & NUMBER: NF 102**

**COURSE NAME:** \*Nutrition and Food for Children

**COURSE UNITS:** 3 **COURSE HOURS:** 3 hours weekly

**COURSE REQUISITES:** *(Follow format of similar courses found in the college catalog.)*

*Advisory:* Eligibility for ENGL 099 and READ 099

**COURSE DESCRIPTION:** *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#). This course is designed to develop an understanding of basic nutrition issues relating to the basic nutritional needs of children from the prenatal period through adolescence. This will be integrated with the overall developmental goals for children. Identification of nutrients in food as they affect behavioral patterns, learning abilities, physical stamina and growth will be discussed. Meal planning for various age groups in child care will be covered. Recommended for students in a Child Education Certificate Program. (CSU, AVC)*

**COURSE OBJECTIVES:** *( Title 5 requires that courses show evidence of critical thinking skills. Use Bloom’s taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

**Upon completion of course, the successful student will be able to:**

1. Justify decisions about feeding practices at each state of development on the basis of the child’s physical, emotional and cognitive development.
2. Identify the basic principles of nutrition and food needs at each stage of development as detailed in the most recent RDA and government guidelines.
3. Apply nutritional criteria to analyze and develop menu and food selection patterns of a child (2-12 years) using a computerized dietary analysis (such as Nutricalc Plus 3.0, etc.)
4. Develop on week menu for a child (2-12 years) that uses acceptable regulatory guidelines (CACFP, USRDA)
5. Prepare and demonstrate a nutrition education lesson for a child (2-12 years) that utilizes the basic concepts of nutrition education.
6. Develop appropriate solutions to specific nutritional problems as demonstrated by a case study of a child (2-12 years)

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**COURSE CONTENT:** *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

- I. Fundamentals of Nutrition
  - A. Six classes of Nutrients (CHO, protein, fat, vitamins, minerals, and water)
  - B. Functions of the nutrients and food sources
  - C. Tools used to plan healthy diets (Food Pyramid, RDA, Daily Value)
- II. Human Development – Physical and Mental
  - A. Growth characteristics during the prenatal through adolescence phase
  - B. Cognitive characteristics during infancy through adolescence phase
- III. Nutrition During Pregnancy
  - A. Physiological changes during each trimester and nutrition related problems
  - B. Nutrient needs during pregnancy
- IV. High Risk Pregnancy
  - A. Factors that contribute to a high risk pregnancy
  - B. Effects of a high risk pregnancy
- V. Infant feeding
  - A. Benefits of breastfeeding for infant and mother
  - B. Amounts to feed of breast milk and formula
- VI. Nutrition During Infancy
  - A. Nutrient needs during infancy
  - B. Developmental and physiological signs of readiness to introduce solid foods
  - C. Common feeding concerns
- VII. Nutrition During the Growing Years –Preschool to School Age
  - A. Nutrient needs during growing years
  - B. Common feeding concerns
  - C. Planning and serving meals using acceptable regulatory guidelines (CACFP, USRDA)
- VIII. Nutrition During Preadolescence and Adolescence
  - A. Nutrient needs during Preadolescence and Adolescence
  - B. Common feeding concerns
- IX. Nutrition Education with Children
  - A. Basic concepts of nutrition education
  - B. Impact of early nutrition education
  - C. Guidelines for nutrition education activities

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**TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)**

*This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a “Model Outline” in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.*

**1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:**

Students will read approximately 40 pages of textual material per week outside of class in preparation for class discussion and lecture materials. Class lectures and discussion will directly follow reading assignments and are meant to support understanding and interpretation of reading assignments.

**2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:**

Students must apply concepts and information discussed in class to specific practical situations on quizzes. Students must also analyze a child’s diet. A computerized software program will be used to analyze what a child consumed. The student will then be required to write a paper that analyzes the child’s diet and will identify factors that may lead to specific nutritional problems.

**3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:**

Students must be able to complete basic computation of energy balance problems using addition, subtraction, multiplication and division skills. Students will use a computer software program that analyzes the child’s diet. Students will be given instruction and support while learning to use the computer software program that analyzes the child’s diet.

**4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:**

Students will be required to recall and translate knowledge into meal planning selections. Menu development for each developmental stage will demand application, analysis, synthesis and evaluation skills. Students will be required to give an oral presentation of a nutrition education lesson to a child between the ages of 2-12 years. A written outline will also be submitted. Preparation of a snack for a child age 2 – 12 years that meets the RDA and government guidelines will also be required.

*For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.*

**Reading Assignments:** 5

**Writing Assignments:** 1

**Computational Assignments:**

**Other Assignments:**

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**METHODS OF INSTRUCTION:** *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Lecture and discussion

Audio Visual aids

Computerized dietary analysis

Demonstration of nutrition education lesson

Demonstration of snack

**METHODS OF EVALUATION:** *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

Objectives #1 - Quizzes – objective and short answer questions.

Objectives #1, #3, and #6 - Dietary analysis of a child age 2 – 12 yrs. utilizing a computer software program

Objectives #1 and #2 - Prepare snack according to RDA and Government guidelines for a child age 2 – 12 yrs.

Objectives #3 and #5 - Prepare and demonstrate a nutrition education lesson for a child age 2 – 12 yrs

Objectives #2 and #4 - One week menu for a child care facility that meets the RDA and Government guidelines for a child

Objectives #1 and #2 - Comprehensive Final Exam – objective and short answer questions.

#### **Suggested Texts or Other Instructional Materials**

*(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)*

Marotz, L. Health, Safety and Nutrition for the Young Child, Seventh Edition. Thomson, New York, 2009