



**Reedley College  
ECE 6 (55027) Online  
Health, Safety, and Nutrition in Early Childhood Education  
Spring 2024**

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*INSTRUCTOR: AMY CARNAHAN*

*EMAIL: CANVAS INBOX (BEST WAY TO REACH ME)*

*MUST EMAIL TO SCHEDULE MEETING APPOINTMENT TIME*

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### **Course Description:**

This course covers an introduction to the laws, regulations, standards, policies and procedures and early childhood curriculum related to child health, safety and nutrition. Topics include prevention, detection, and management of communicable disease; medical issues associated with disabilities and chronic illness; physical health; mental health and safety for both children and adults; collaboration with families and health professionals. Integration of the concepts discussed into planning and program development for children ages 0 to 5 will be emphasized.

### **Student Learning Outcomes (SLO's)**

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

1. Describe strategies used to promote health, safety, and nutrition of children and adults in early childhood settings.
2. Evaluate environments for both positive and negative impacts on children's health and safety.
3. Identify regulations, standards, policies, and procedures related to health, safety, and nutrition in early childhood settings.

### **Course Objectives:**

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

- a. Identify and evaluate teaching behaviors for research based best practices.
- b. Identify the influence of daily schedules and routines on curriculum and activities.
- c. Observe and document children at play and propose appropriate activities and possibilities for expanding children's learning in a variety of curriculum areas.
- d. Demonstrate ability to select safe and appropriate materials and equipment.
- e. Demonstrate ability to document curriculum planning process with written curriculum plans.
- f. Identify ways in which the environment functions as an essential component of curriculum.

- g. Demonstrate how curriculum and environment can be designed and adapted for children's Unique and individual ages, stages, and needs.
- h. Identify ways in which development in all domains and learning in all content areas can be integrated.

## **Required Textbook and Materials:**

- **This course is a ZTC (Zero Textbook Cost) and OER (Open Educational Resources). Open Education Resources will be provided to you by the Instructor in Canvas as PDF, Doc, etc.,**
- Regular Use of Course Management System: **Canvas**
- Regular use of **Reedley College issued Email**
- Occasional use of Zoom: Use for Office Hours Download the Zoom App

## **Non-Credit Statement**

If you have registered for a non-credit section of this course, your course number will be in the 300's. Please be advised that this version of this course, though looks exactly like the regular course, is for non-credit. Though the workload, class content and assignments and expectations for successful completion are the same, you will NOT receive a letter grade but instead a pass/no-pass grade. If you are registered for non-credit, you will not be able to use these classes to meet the requirements of an ECE/CHDEV degree or certificate and will not be able to use this class towards obtaining a Child Development permit in order to work in the field. Please feel free to ask your instructor or counselor if you have any questions.

## **Accommodations:**

If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.), per the Americans with Disabilities Act (ADA) or section 504 of the Rehabilitation Act, please contact me ASAP. I am happy to work with students to ensure and support your academic success. Upon identifying themselves to the instructor and the college, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Disabled Student Programs & Services (559) 638-0332 or TTY (559) 638-0382.

## **Academic Success**

In order to succeed at the highest level in college, be sure to utilize the College services that are available to all students. This includes the Tutorial Center, Writing Center, Disabled Student Services, Computer Lab, Library, and Counseling Services. The instructor will comply with the requirements of the Americans with Disabilities Act (ADA), by appropriately accommodating any student with verified disabilities.

## **Class Policies and Procedures**

### **Participation:**

Federal and state regulations require online students to participate regularly. Logging in by itself is not sufficient. It is suggested to login and participate at least three (3) times per week. If you miss three (3) consecutive assignments, you may be dropped. Please contact me in advance should any issue arise that may require your inability to participate. Participation is for the benefit of you and your classmates. Participation includes:

- Posting to discussion boards
- Submitting assignments

- Taking quizzes and exams

## **Regular Effective Contact**

Like you, I'm juggling many responsibilities every day, so I have limited availability during traditional business/college hours, but I want to help you succeed in this course. Here is my plan for maintaining Regular Effective Contact with you throughout the term:

- I will usually post at least one announcement per week with reminders and other notifications about what is happening in the course and/or on campus.
- I may occasionally participate in discussion board assignments with you.
- I will provide you with feedback to your assignments. My goal is to do this within one week, but sometimes it takes a little longer. Check the gradebook for my feedback.
- I may message you if I see that you are falling behind. Please try to let me know if you run into difficulties that prevent you from submitting in a timely fashion.
- I may reach out to you in other ways as well, including phone messages and email.

Here are the best ways to contact me...

### **Communication:**

I want you to be successful in this class! Communication is the key to success in any course and must be handled with care! The following are tips and guidelines to follow to ensure efficient communication and successful interaction of thoughts and ideas:

#### **Email: Canvas Inbox Only**

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All course communications **MUST** come to me through the Canvas messaging system. I teach a full load of courses and have other responsibilities on campus, because of this I receive a vast amount of emails each day. I do my best to respond in a timely manner, however, that being said, if you email me directly I may not see your email. The best and quickest method of communication for this course is via CANVAS Inbox. If you are uncertain or have questions about how to use any part of the Canvas system use the help guides.

Emails are answered Monday through Friday with a 24 – 48 hour turnaround for replies. Expect email replies only on the days and times that the college is open for business operation. When emailing, please follow this example: **Jane Doe, ECE 6 section # Online**

#### **Student Virtual Office Hours:**

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I will always be available and in my office **during the reserved Student Office Hours**. If you are unable to make any of these times, I will schedule work with you to schedule a time to meet by Appointment Only.

**Grades are confidential and will ONLY be discussed during office hours.**

### **Attendance:**

In order to be considered present for attendance during the First week of the online course; students **MUST** complete the “Start Here” Module, Syllabus Quiz, and Week 1 Discussion Board: Introductions.

### **Drop Policy**

If you stop participating, you may be dropped from the course. If you are ill or have a family emergency that prevents you from participating for more than a week, contact your instructor. If you miss (3) consecutive assignments, you may be dropped. Please contact me in advance should any issue arise that may require your inability to participate.

## **Submitting Assignments:**

**ALL Assignments will be submitted through Canvas**, and must be typed, black ink only, size 12 font, Times New Roman font, and doubled spaced. ALL Assignments must have a heading of the Student's Full name, class with section number, and indicate the course is Online. Assignments with NO NAME will receive a Zero (0). **No emailed assignments will be accepted unless otherwise discussed with the Instructor.**

## **Late Work:**

**All assignments must be submitted by the due date for full credit.** Late assignments must be turned in within one (1) week of the due date and will automatically lose 3% per day of the available points for the assignment *unless otherwise discussed with the Instructor on a case by case base*. Assignments longer than one (1) week after the due date will **not** be accepted. *Assignments can always be submitted before the due date.*

## **Academic Integrity:**

The following are violations of academic integrity:

### **Cheating and Plagiarism:**

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or an F on a particular assignment, paper, examination or project, through an F for the course, at the discretion of the instructor (Reedley College, 2012, pg. 48). For more information on the college's policy regarding cheating and plagiarism, refer to the Reedley College Catalog 2012-2014, pg. 48.

### **Syllabus Disclaimer Statement:**

This course syllabus is equivalent to a contract between the instructor and the student and is subject to change at any time. All changes will be stated in class and changed in Canvas. Students are responsible for noting changes, and in the event that you are absent on the day changes are made, it is your responsibility to find out the changes and adhere to them.

#### **The student's decision to attend the class denotes acceptance of:**

- This syllabus as a contract outlining the student's responsibilities to complete all required assignments by the due dates
- **The Attendance Policy**
- The changing syllabus statement
- The expectations of this course as outlined in this syllabus
- *That final grades are determined on the basis of accumulated points from required assignments*

## ECE 6 Spring 2024 Assignments: Detail will be posted on Canvas

<b>Name Coach, MetaCognitive Journal</b>	<b>(1x10) &amp; (3X 10)</b>	<b>40 points:</b>
Students will record their name in NameCoach and complete a MetaCognitive Journal inside of Canvas. Assignment details to be posted on Canvas.		
<b>Student Information Survey, Start Here Module Quiz</b>		<b>12 points:</b>
Students will record their name in NameCoach inside of Canvas.		
<b>Discussion Board</b>	<b>(16 X 20 points)</b>	<b>320 points</b>
Weekly Discussion Board Topics related to Course Chapter Reading Content.		
<b>Weekly Knowledge Check Quizzes</b>	<b>(15X10)</b>	<b>150 points</b>
Student will have reading reflections on a variety of Topics related to Course and Reading Content.		
<b>Online Trainings and Certificates</b>	<b>(9X10 points)</b>	<b>90 points</b>
Students will participate in a variety of online trainings modules and will obtain and submit completion certificates. Students will complete the workforce Registry.		
<b>Safety Recall and Toy Safety Visual</b>	<b>(1 X 35)&amp;(1X20)</b>	<b>55 points</b>
Search the web for toy recall sites and identify 5 common children's items that have been recalled. Students will create a visual for parents and the community about the importance of checking for the safety		
<b>Children's Health Crisis Reflection</b>	<b>(1X15 points)</b>	<b>15 points</b>
Students will reflect on this Video and the issue of the Children's Health Crisis.		
<b>Food Insecurity, Obesity, Physical Activity Review</b>	<b>(1X20 points)</b>	<b>20 points</b>
Students will watch videos about and reflect on these three topics.		
<b>Tips for Parents: T.V, Ads</b>	<b>(1X20 points)</b>	<b>20 points</b>
Students will watch a video on tips for parents about T.V. ads and create a visual to share with parents		
<b>CACFP Menu Development &amp; Food Safety Quiz</b>	<b>(1X15 points)&amp;(1X5)</b>	<b>20 points</b>
Students will practice Menu Planning using the CACFP Guidelines, to create a Healthy Menu.		
<b>Food Journal</b>	<b>(1 X 30 points)</b>	<b>30 points:</b>
Record all food and snacks for 7 days and analyze by comparing to the MyPlate Food Guidance System, set three goals that you will commit to for the remainder of this course to improve your health.		
<b>Self-Care Plan</b>	<b>(1X15 points)</b>	<b>15 points</b>
Students will learn the importance of self-care and create and self-care for themselves.		

**Chronic Health Reflection (1X20 points) 20 points**

Students will watch videos about Chronic Health and reflect on this topic.

**Immunization Research Paper & Web search (1 x 40 points) & (1X15) 55 points:**

Research and Reflect on the need for immunizations and your personal beliefs.

**Mandated Reporter Training Certificate (1 X 25 points) 25 points:**

Complete the online based Mandated Reporter Certification Training module that meets the AB 1207 requirement for community care licensing

**Final Project: Strategies that promote Health Safety & Nutrition (1 X 25 points) 25 points:**

Each student will create a final project educating parents/caregivers or the community regarding strategies used to promote health, safety, AND nutrition in a childcare setting. You will be given A LOT of freedom in the median you choose to deliver this information.

Total Points – 907	Final Grade
(90-100%)	A
(80-89%)	B
(70-79%)	C
(60-69%)	D
(0-59%)	F

**Spring 2024 Tentative Course Calendar**

Week	Reading	Lecture Topic/In-Class
1 Jan 8-Jan 14		Intro to course: Syllabus Welcome & Introductions
2 Jan 15-Jan 21		A Holistic Approach to Wellness Children’s Well-Being and Early Childhood Education
3 Jan 22- Jan 28		Factors that Influence & Challenge Wellness
4		Laws, Regulations, & Policies
5	Chapter 2	Safety - Indoor Environmental Safety
6	Chapter 3& 4	Outdoor Environments & Emergency Preparedness
7	Chapter 5	Basic Nutrition for Children
8	Chapter 12	Good Nutrition, Obesity, Physical Wellness

<b>9</b>	Chapter 13	Feeding Infants & Toddlers
<b>10</b>	Chapter 14	Feeding Preschoolers & School Age Children
<b>11</b>	Chapter 15	Menu Planning/ Food Safety Food Allergies
<b>12</b>		Spring Break
<b>13</b>	Chapter 7	Promoting Good Health & Wellness
<b>14</b>	Chapter 8	Prevention of Illness-Infection Control
<b>15</b>	Chapter 9	Supportive Health Care
<b>16</b>	Chapter 10	Children with Special Health Care Needs
<b>17</b>	Chapter 6	Physical Development & Health Foundations
<b>18</b>	Chapter 11	Curriculum
<b>19</b>		Finals Week

