Course Information
ECE 415 Website- https://www.scc.losrios.edu/joannfoley/hsn/

Prerequisite: None.

Advisory: ENGRD 110 and ENGR 101; or ESLR 340 and ESLW 340 and ESL 114; and LIBR 318; and MATH 34; and ECE 410 or HEED 330; and ECE 312; and ECE 314 or SOC 312; and NUTRI 300 with grades of "C" or better.

Hours: 54 hours lecture, 108 hours out-of-class work, for a total of 162 student learning hours.

Relationship to Transfer Institutions
Transfers to California State University, General Education, Area E1: Lifelong Understanding and Self-Development. (Approved: Aug 01, 2007)

Description: The key components that ensure the health, safety, and nutrition of both children and staff will be identified along with the importance of collaboration with families and health professionals. Students will be introduced to early childhood curriculum, regulations, standards, policies, and procedures related to child health, safety, and nutrition. Course emphasis is placed on integrating and maintaining the optimal health, safety, and nutritional concepts in everyday planning and program development for all children. Projects related to health, safety, and nutrition education as well as optional field trips may be included as part of the curriculum.

Learning Outcomes and Objectives

Upon successful completion of this course, the student should be able to:
• research and discuss current health, safety, and nutrition issues related to children, families, and early childhood programs.
• discover community resources for health, safety, and nutritional collaboration.
• assess strategies to maximize the mental, physical, and emotional health in programs for all children in accordance with culturally, linguistic, and developmentally sound practice.
• demonstrate effective strategies for evaluating health, safety, and nutrition policies and procedures.
• compare and contrast various health assessment tools and policies.
• identify environmental health and safety risks in early childhood settings.
• recall symptoms and management of common communicable diseases and other health conditions that effect young children.
• identify characteristics of abuse and neglect and demonstrate knowledge of mandated child abuse reporting procedures.
• examine variations of nutritional and health practices and perspectives in culturally-diverse communities.
• analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.
• evaluate current health hazards in the food supply and explain the control of food borne illness.
• plan economical and nutritional menus (meals and snacks) for children that meet current state and federal guidelines.
• compare and contrast various methods of collaboration with teachers and families to promote health, safety, and nutrition in settings for children.
• demonstrate early childhood curriculum on the topics of health, safety, and nutrition appropriate for families and all children.
• evaluate and review laws, regulations, standards, policies, and procedures supporting health, safety, and nutrition in children's programs and families. (e.g. Title 22, Title 5, Fire Code)
• distinguish aspects of quality in programs for young children as related to health, safety, and nutrition, acknowledging the value of collaboration with families and the community.
• recognize a caregiver's role and responsibility to model health, safety, and nutrition habits.
Textbook Information Table

<table>
<thead>
<tr>
<th>Health, Safety, &amp; Nutrition, for the Young Child</th>
<th>![Image of Textbook for ECE 415]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Required</td>
<td></td>
</tr>
<tr>
<td>Author: Marotz</td>
<td></td>
</tr>
<tr>
<td>Edition: 9th</td>
<td></td>
</tr>
<tr>
<td>ISBN: 9781305496842</td>
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</tbody>
</table>

If a student chooses to use a different edition of the text, it is the student’s responsibility to compare that text with the current text for updated information and reorganization of the material.

Textbook Access

Purchase
- SCC College Store, link http://bookstore.scc.losrios.edu/SelectTermDept.aspx
- Online bookstores such as Amazon.com or Half.com.


Rent-a-book, link http://www.chegg.com

Library Circulation Desks, (usually with a 2-hour maximum checkout).
- Sacramento City College Main Campus Library, link http://www.scc.losrios.edu/library/services/textbooks-on-reserve/
  - Older editions of the textbook may be found on the 3rd floor of the SCC Main Campus Library.
- Davis Center, link http://www.scc.losrios.edu/daviscenter/student-services/
- West Sacramento Center, link http://www.scc.losrios.edu/westsaccenter/library-services/

RISE Program
- Rodda Hall South, RHS 158
- RISE Website: https://www.scc.losrios.edu/RISE/
Contact Information

- Professor: Jo-Ann Foley
- E-Mail: FoleyJ@scc.losrios.edu
- Website link: https://www.scc.losrios.edu/Joannfoley/
- Online classes will use Canvas, link https://lrccd.instructure.com/
- Student Resources for Canvas, link https://community.canvaslms.com/docs/DOC-10701

Online Office Hour Meetings (Online conference)

When:
- Regular meetings are held Tuesdays & Thursdays at 10:30am.
- Confirm TBA appointments at least 24 hours in advance, via email.

Where To Find the Online Meeting

- ConferZoom meeting, link: https://cccconfer.zoom.us/my/proffleyonline
  - Meeting ID: 213-881-1886

Option: Download the ConferZoom app to your mobile device.
- In-person conference options
  - Davis Center, link https://www.scc.losrios.edu/daviscenter/maps-parking/
  - Sacramento City College, Main Campus, link https://www.scc.losrios.edu/campus-map/
    - 2nd Floor of the Child Development Center, in the ECE Library, CDC 209.
  - West Sacramento Center, link https://www.scc.losrios.edu/westsaccenter/directions/
How Do I Start the Course?

1. Enrolled students, who are new to distance education, are required to attend the in-person orientation meeting.

2. The in-person orientation meeting details are on the instructor’s orientation webpage, (scroll down the linked webpage to find that information).

   Orientation, link
   https://www.scc.losrios.edu/joannfoley/orientation/

3. Canvas course sites will open to enrolled students on the first day of the semester.

4. Students who are trying to add, (including students who are wait listed), may receive add numbers by attending the in-person orientation meeting, (if add numbers are available). No promises, no exceptions.

First Official Assignment

1. Activate and/or Update Your Los Rios (SCC) Gmail, link
   https://apps.losrios.edu/

   • Sacramento City College students automatically have a free Gmail account.

   • If you do not check your SCC Gmail regularly, then configure it to forward to an email address you do check frequently, link.
     https://support.google.com/mail/answer/10957?hl=en

   • Remember to keep your email addresses current during the term.

Second Official Assignment

2. Satisfactorily complete the course introduction modules:

   • View course information ppt.

   • Read course syllabus.

   • Pass the syllabus & course information quiz (in our Canvas site).

   • Submit the Canvas Free Sample Class “Certificate of Completion” (to Canvas). https://lrccd.instructure.com/enroll/LY89B6

The 1st and 2nd official assignments should be completed by the 5th day of the semester.
Spring Semester 2019  Children’s Health, Safety & Nutrition Syllabus
Online Course                                           ECE 415, Section 17629

Weekly Routine and Assignments

1. Read your email, and set time aside to work in Canvas, regularly.
2. View posted announcements.
3. Complete weekly modules. The modules contain links to:
   • Assignments (Example: Activities, Observations & Essays)
   • Submissions
   • Discussions
   • Quizzes

4. Submit all assignments to Canvas by their due date, to receive full credit

Due Dates

• Find specific due dates in the course syllabus.

• Assignments are typically due on Thursdays at 11:59pm (Pacific Time).
  o Allow a 10-minute buffer for any differences in time.

• If you are unsure of a due date, check the syllabus, ask fellow students in the discussion board, or email the instructor.

• Illness and other life challenges are not excuses to forget and/or to be unaware of due dates and assignments.

• Computer failure is not an acceptable excuse for late assignments. Campus Computer Labs, link https://www.scc.losrios.edu/campusservices/computerlabs/

Late Submissions

Submit assignments to Canvas by their due date, (on time), to receive full credit.

• Late assignments may receive partial credit, (no more than 70% of the original assignment points), & must be submitted before the end date.

• End Date is the same date each major exam ends.

• After the end date, access to previous assignments ends.
Before Uploading Assignments to Canvas

1. Spell-check and proof-read essays before submission.
2. Cite all sources used to complete the assignment.
3. Save class assignments as rtf (rich text format), doc or docx files, (pdf and jpeg are okay for select assignments).
4. Your assignments have specific folders to use for their submission. Verify assignments are being uploaded to the correct folder.
   • You may upload to submission folders more than once, if you need to resubmit an assignment.

Discussion Participation

• The discussion topics are divided by week. Scroll down the discussion page to find the weekly topics.
• Students are required to post to each topic and reply to two (2) student’s posts.
• For any given discussion topic, students may receive:
  + 6 points original post
  + 4 points reply to 2 students
  = 10 points for each topic.

Disappearing from the discussion area is like a student who does not attend class, and results in the student being dropped from the class.

Term Project
Health or Safety Lesson, Activity Presentation, & Essay (200 points)

Directions for the lesson plan format will be provided in Canvas.

1. The INITIAL lesson plan will be submitted (for instructor feedback) to Canvas by the 10th Week (Due Date).
2. The FINAL lesson plan will be submitted (for points) to Canvas by the 11th Week (Due Date).
3. The activity will be presented to a group of children, (of the student’s choosing), by the 14th Week (Due Date).
4. Students will submit a reflection report after the lesson plan activity is presented, by the 15th Week (Due Date).
Guidelines

All submitted assignments must be your own work, unique to this semester, and unique to this course.

Whether students are writing weekly essays, or creating a term project, they often need to refer to the work of other people.

- Whenever you refer to, paraphrase, or quote the work of other people, you must give them credit as source citations.

- Thoroughly documenting your sources has a number of advantages:
  - Help the reader check the accuracy of the information
  - Determine credibility of the source

Disregarding the documentation of your sources will result in an F on the assignment. No exceptions.

Abide by the Student Code of Conduct, link
https://www.scc.losrios.edu/campusservices/studentstandardofconduct/

Exams

1. There will be three (3) major exams during the semester.
   - 2 hours to complete the exam, 50 questions
   - Worth 200 points
   - Given online, in Canvas, through the quizzes link
   - Open book, and taken at your convenience
   - Must be completed in one sitting

2. Practice quiz is open the week prior to each major exam.
   - Worth 10 points
   - Good way to prepare for each exam.

3. Make-up exam will be available following each major exam.
   - The make-up exam is used to raise an unsatisfactory score to a passing score, of 70%. No “A’s,” nor “B’s” are earned on the make-up exam.
   - Students will not score higher than 70% on the make-up exam. (70% is equivalent to 140 points).
   - Students will receive the higher of the two scores, up to 70%.
Grading

1. Students’ grades will be based on accumulated points from:
   - Participation (discussions)
   - Assignments (Example: Activities, Observations & Essays)
   - Term Project: Health or Safety Lesson
   - Practice Quizzes and Exams given throughout the semester

2. Midterm grades will be calculated after each major exam.

3. Points will be totaled at the end of the semester. The grade will be calculated based on the following formula:

   Tentative Point and Grade Distribution Table

<table>
<thead>
<tr>
<th>Tentative Point Distribution</th>
<th>Tentative Grade Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays</td>
<td>400 points</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>230</td>
</tr>
<tr>
<td>Term Project</td>
<td>200</td>
</tr>
<tr>
<td>+ Quizzes &amp; Exams</td>
<td>640</td>
</tr>
<tr>
<td>Total Points</td>
<td>1470 points</td>
</tr>
<tr>
<td></td>
<td>1406………1470 = A = 90--100%</td>
</tr>
<tr>
<td></td>
<td>1176………1405 = B = 80---89%</td>
</tr>
<tr>
<td></td>
<td>1029………1175 = C = 70---79%</td>
</tr>
<tr>
<td></td>
<td>882………1028 = D = 60---69%</td>
</tr>
<tr>
<td></td>
<td>Less that 882 = F = 0---59%</td>
</tr>
</tbody>
</table>

4. Final semester grades will reflect completion of all assignments on time, consistent class participation (discussions), & cooperation throughout the semester.

Incomplete Grade Requests

1. To receive an incomplete grade, college policy requires that the student:
   - Completes at least two thirds of the coursework with a passing grade
   - Participates regularly until the incomplete is requested
   - Initiates the process and asks for the incomplete grade on or before the last class meeting

2. An Incomplete grade is only given in dire circumstances such as personal illness, or a death in the immediate family.
   - Incomplete grades **will not** be given because students have gotten behind in their course work.
   - Computer failure is not an acceptable excuse to request an incomplete grade.
     - Computers are available to students in the computer labs on campus.

   **Computer Lab, link**
   [https://www.scc.losrios.edu/campusservices/computerlabs/](https://www.scc.losrios.edu/campusservices/computerlabs/)

Sacramento City College

Professor Jo-Ann Foley
Communication Throughout the Semester

If you have questions or need clarification, let your professor know at your earliest opportunity... Just as you would raise your hand in class, you can send an email to the professor, or post a question to the Student Cyber Café of the discussion area to get an answer.

The longer you wait, the less chance that you will get the help you need, in time to solve your problem. So, please speak up!

Communicate: Special Accommodation Request

1. During semester, many students utilize prearranged accommodations.

2. If you are a student with a learning disability, physical disability, require special needs or accommodations, file the appropriate paperwork with:

   **Disability Services, link**
   https://www.scc.losrios.edu/dspc/

3. Communicate the results of your request with instructors, a.s.a.p.

4. You can expect confidentiality and cooperation regarding any circumstances that have been verified through the disability resource center on campus.

Email: Student-To-Instructor Communication

When emailing your instructor always do the following:

- In the SUBJECT of your email write your course code and topic of the email
  Example: ECE 415 or HSN-Online; Question about Week 2 Observation Essay

- Sign your message using your FIRST and LAST name, as you are registered in Canvas.

- Include previous thread of the email, if it is an ongoing communication.
Email: Instructor-To-Student Communication

- Responses to all emails will occur as soon as possible. (Please understand, your instructor may not be available 24/7.)
- If multiple students have a concern, the response may be posted as a Canvas announcement.
- Email sent to students, defaults through the Los Rios Gmail system.
- It is important to keep your contact information, including email addresses, updated with the college.

Student-To-Student Communication

- Your classmates are valuable resources for your learning.
- The Student Cyber Café forum is an area for students to "virtually" hang-out and get to know one another, (in a politically correct manner).
- The Student Cyber Café may be used for students to post course relevant questions, including inquiries about due dates, assignments, how to access a link, etc.
- Check the Student Cyber Café regularly to be of assistance to a classmate.
- As always, keep the tone positive.

Communicating Via Voice Message

- Minimize background noise, it can drown-out your voice, (Examples: wind, traffic, music, others talking…)
- Speak SLOWLY and CLEARLY so you can be understood.
- Be prepared to leave a message BEFORE you call, so you know what you are going to say.
- State your phone number and name EACH TIME you call.
  - Repeat your phone number a second time to confirm it was recorded correctly.
  - Spell your name.
- Follow-up on messages. If you haven't heard back after several days, to a week, try again. Sometimes messages get accidentally dropped or lost.
### Tentative Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapters to Read, Module Topic, and Assignments</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| 1 1/19 | **Syllabus and Course Information Module**  
• Update Los Rios Gmail  
• View: Course Information Powerpoint  
• Complete: Canvas Free Sample Class  
• Submit CANVAS Certificate of Completion  
• Take Syllabus Quiz | 1/25 |
| 2 1/31 | **Chapter 1, Children’s Well-Being Module**  
• Submit: Article Review Essay- Childhood Concerns in the News Essay  
• Participate: Introduction (Discussion) | 1/31 |
| 2 1/31 | **Chapter 2, Daily Health Observations Module**  
**Chapter 3, Assessing Children’s Health Essay**  
• Submit: Promoting Children’s Health (Daily Health Check Observation & Essay  
• Participate: Daily Health Check (Discussion) | 2/7 |
| 3 2/7 | **Chapter 4, Common Chronic Conditions Affecting Children Module**  
• Submit: Five (5) Children’s Book Reviews About Illness or Conditions  
• Submit: Common Childhood Condition or Illness Research Essay  
• Participate: Share books reviews- Childhood Illness or Condition- written for children (Discussion)  
• Participate: Share your research about the Childhood Illness or Condition you chose. (Discussion) | 2/14 |
| 4 2/14 | **Chapter 5, The Infectious Process and Environmental Control Module**  
• Submit: Sick Child Care Observation Essay  
• Participate: Sick Child Care (Discussion) | 2/21 |
| 5 2/21 | **Chapter 6, Communicable Illnesses, Identification & Management Module**  
• Submit: Immunization Essay  
• Participate: Overuse of Antibiotics (Discussion)  
• Take: Practice Quiz for Exam 1 | 2/28 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Chapters to Read, Module Topic, and Assignments</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| 6 2/28 | **Take: Exam 1- Chapters 1, 2, 3, 4, 5 & 6**  
• Complete & Submit Any Late Assignments for this section.  
**Chapter 7, Creating High-Quality Environments**  
• Submit: Creating A Safe Environment Essay  
• Participate: Quality Environment- The School Bus (Discussion)  
**Extra Credit Opportunity**- 72-Hour Preparedness Kits and Essay | 3/7 |
| 7 3/7 | **Take: Make-Up for Exam 1- Only if you scored below 70% on Exam 1.**  
**Chapter 8 Safety Management & Chapter 9 Management of Injuries and Acute Illness Module**  
• Submit: Playground Observation & Inspection Essay  
• Submit: Childhood Emergency & First Aid Plan Essay  
• Participate: Playground Observation & Inspection (Discussion)  
• Participate: Your Emergency or First Aid Plan (Discussion) | 3/14 |
| 8 3/14 | **Chapter 10 Child Abuse and Neglect Module**  
• Submit Promoting Prevention of Child Maltreatment Essay  
• Participate: 5 Activities to Create a Positive Environment for Children (Discussion)  
**Extra Credit Option**: Mandated Reporter Certificate | 3/21 |
| 9 3/21 | **Take: Practice Quiz for Exam 2, Chapters 7, 8, 9, 10, 11, 19**  
**Chapter 11 Planning for Children’s Health & Safety Education & Chapter 19 Nutrition Education: Rationale, Concepts, and Lessons Module**  
• Work On Semester Project: Create A Health or Safety Lesson Plan  
• Submit: Initial Health or Safety Lesson Plan (for Feedback)  
• Participate: Lesson Plan Topic Choice (Discussion) | 3/28 |
| 10 3/28 | **Take: Exam 2- Chapters 7, 8, 9, 10, 11 & 19**  
Work on: Semester Project, Lesson Plan  
Complete & Submit Any Late Assignments for this section. | 4/4 |
### Tentative Class Schedule Table, 3 of 3

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapters to Read, Module Topic, and Assignments</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| 11 4/4 | Chapter 12 Nutritional Guidelines & Chapter 18 Food Safety Module  
  - Submit: Semester Project, Lesson Plan  
  - Participate: Debate Healthy Foods in School Vending Machines Will/Will Not Affect Childhood Obesity (Discussion)  
  Take: Make-Up for Exam 2- Only if you scored below 70% on Exam 2. | 4/11 |

**Spring Break: April 15th to 21st (Folders will be open, if you prefer to work ahead.)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapters to Read, Module Topic, and Assignments</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| 12 4/25 | Chapter 13 Nutrients That Provide Energy & Chapter 14 Nutrients That Promote Growth of Body Tissues & Regulate Body Functions Module  
  - Submit: Mass Media and Body Image Essay  
  - Participate: Media Messages (Discussion) | 5/2 |
| 13 5/2 | Take: Practice Quiz for Exam 3  
  Chapter 15 Feeding Infants & Chapter 16 Feeding the Toddler and Preschool Child Module  
  - Submit: Food Intake and Physical Activity Assessment Essay  
| 14 5/9 | Take: Exam 3- Chapters 12, 13, 14, 15, 16, 17 & 18  
  Chapter 17 Planning and Serving Nutritious and Economical Meals  
  - Submit Menu Analysis Essay  
  - Participate: Introducing New Foods to Children (Discussion)  
  Complete & Submit Any Late Assignments for this section. | 5/16 |
| 15 5/16 | Concluding Assignments  
  - Submit Lesson Plan Self-Reflection Essay  
  - Participate: Share Lesson Plan Information  
  - Participate: Course Feedback (Extra Credit)  
  Take: Make-Up for Exam 3, only if you scored below 70% on Exam 3. | 5/22 |

Our week runs from Thursday to Thursday, with assignments due by Thursday night at 11:59pm Pacific Time. Allow a 10-minute buffer for any time differences.