



Early Childhood Education: Health, Safety, and Nutrition

Course Description

This course focuses on the physical and psychological safety, health, and nutritional needs of children from birth to age 8 and how to meet children's needs in group settings. Topics include wellness of young children, standards, guidelines and national initiatives, children's nutritional needs, safe and healthy environments, preventing and responding to emergencies, child abuse and neglect, planning educational experiences, and partnering with families.

Course Prerequisites

No prerequisites for this course are required.

System Requirements

- Computer with word processing software
- Internet access connection
- Online video viewing capabilities/Adobe flash player
- Software capable of reading PDF files

| Operating Systems | Browsers |
|---|----------------------------|
| Windows XP | Firefox, Chrome |
| Windows 7 and 8 | IE9, IE10, Firefox, Chrome |
| Windows Vista | IE9, IE10, Firefox, Chrome |
| Mac OSX | Safari, Firefox, Chrome |
| iOS devices (tablets and phones) | Safari |
| Android devices (tablets and phones) | Chrome |

NOTE: Additional software will be used, but will either be free and open-source or trial versions, and will be based on the individual needs of each teacher's Web site development and deployment needs. The instructor will work closely with each teacher to assist in determining the appropriate software.

Text Books/Supplemental Reading

Critical reading of assigned articles and text is embedded throughout the course.

Global Goals of the Course

Upon completion of the course, the learner will be able to:

1. Analyze current wellness issues in early childhood settings and the roles of health, safety, and nutrition standards and guidelines in teaching practices.
2. Design early childhood environments that meet health, safety, and nutritional needs of children.
3. Examine the quality of early childhood programs according to standards and with the application of different assessment and documentation tools.
4. Create effective educational experiences that help young children learn about their own health, safety, and nutrition.
5. Develop plans to partner with families and other educational constituents to promote children's wellness

Instructional Objectives

The learner will deepen existing knowledge of content and apply professional expertise to the skills and strategies contained in this course by meeting the following instructional objectives:

Lesson 1: Wellness Issues

- 1.1 Analyze the impact of the early years on children's life-long health and nutritional status
- 1.2 Explain how health, safety, and nutrition are interrelated
- 1.3 Describe current trends affecting health, safety, and nutrition
- 1.4 Describe the influences on children's health, safety, and nutritional status

Lesson 2: Standards, Guidelines, And National Initiatives

- 2.1 Explain the effect of nutrition standards, guidelines, and national initiatives on program and teaching practices
- 2.2 Explain the effect of safety standards, guidelines, and national initiatives on program and teaching practices
- 2.3 Explain the effect of health standards, guidelines, and national initiatives on program and teaching practices

Lesson 3: Nutritional Needs Of Children

- 3.1 Explain the basics of early childhood nutrition
- 3.2 Develop meal plans and snacks that meet children's nutritional needs
- 3.3 Analyze the quality and developmental appropriateness of meal-time environments for infants
- 3.4 Analyze the quality and developmental appropriateness of meal-time environments for toddlers, preschoolers, and school-age children

Lesson 4: Physically Safe Environments

- 4.1 Design a safe early childhood indoor educational environment

- 4.2 Design a safe early childhood outdoor educational environment
- 4.3 Describe effective supervision in early childhood education settings
- 4.4 Identify food safety issues

Lesson 5: Effective Emergency Response

- 5.1 Recognize the most common types of injuries in young children
- 5.2 Establish policies and procedures for preventing and responding to emergencies
- 5.3 Determine the effectiveness of a disaster response plan

Lesson 6: Healthy Environments

- 6.1 Describe the role of health screenings and assessment in early childhood settings
- 6.2 Analyze health conditions that affect children

Lesson 7: Preventing And Managing Illness

- 7.1 Establish health policies including safe medication administration
- 7.2 Describe the teacher's role in managing illness and common infectious diseases
- 7.3 Assess healthy practices to prevent the spread of illness in early childhood settings

Lesson 8: Children's Emotional Health and Safety

- 8.1 Describe the relationship between mental health and child development
- 8.2 Determine the teacher's effectiveness in creating a pro-social environment
- 8.3 Illustrate effective responses to aggressive behavior
- 8.4 Analyze ways to address children's varied mental health needs

Lesson 9: Child Abuse and Neglect

- 9.1 Describe risk factors for child abuse and neglect
- 9.2 Recognize signs of child abuse and neglect
- 9.3 Explain the reporting requirements for child abuse and neglect
- 9.4 Explain the early childhood educator's role in the prevention of child abuse and neglect

Lesson 10: Effective Learning Experiences

- 10.1 Develop learning experiences focused on health concepts and activities for young children
- 10.2 Develop safety awareness activities for young children
- 10.3 Develop nutrition education activities for young children

Lesson 11: Partnering With Families

- 11.1 Develop strategies that facilitate collaboration with families to meet children's nutritional needs, including the support of breast feeding
- 11.2 Describe ways that early childhood educators can partner with families to provide for children's special health care needs

Lesson 12: Promote Children's Wellness

- 12.1 Determine the effectiveness of educational opportunities for families in the areas of health, safety, and nutrition
- 12.2 Describe the role of culture in children's health, safety, and nutrition

Teaching Methodology and Delivery Model

Teaching methodologies used in this course are specifically designed to maximize learning in a graduate-level, online distance-learning model. Each course facilitator is trained and/or experienced in facilitating graduate-level online courses as well as the specific content and skills of this course.

1. Online methodologies include instructor/expert presentations, directed skill practice, assignment and quiz completion, as well as the synthesis of new knowledge and skills in designing educational applications.
2. The course is taught in a supportive learning environment with teacher-participant interaction and feedback.
3. Content focuses on the presentation of advanced concepts linked to instructional strategies which accommodate learning needs of a diverse student population.
4. Course content, activities, and assignments are organized into Lessons/Milestones that participants complete during the 12-week span of the course. Course content is intended to cover material equal to 45 seat hours of instructional time.
5. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills to their own teaching situation.

Topics Agenda

Milestone One: Wellness Issues

This milestone focuses on the importance of nutrition and health in the early years, the current trends and relationships between children's health, safety, and nutrition, and the factors that influence children's health safety and nutrition. After completion of this milestone, participants will be able to analyze wellness issues as they apply to young children.

Milestone Two: Standards, Guidelines, and National Initiatives

This milestone focuses on the roles of standards, guidelines, and national initiatives for children's nutrition, safety, and health in program and teaching practices. After completion of this milestone, participants will be able to analyze health, safety, and nutrition standards, guidelines, and national initiatives and their role in early childhood settings.

Milestone Three: Nutritional Needs of Children

This milestone focuses on the basics of early childhood nutrition, including nutritional meal plans and snacks and developmentally appropriate mealtime environments for infants, toddlers, preschoolers, and school-age children. After completion of this milestone, participants will be able to design early childhood environments that meet the nutritional needs of children.

Milestone Four: Physically Safe Environments

This milestone focuses on safe indoor and outdoor environments, supervision in early childhood education settings, and food safety issues. After completion of this milestone,

participants will be able to design physically safe environments for children in early childhood settings.

Milestone Five: Effective Emergency Response

This milestone focuses on common injuries in young children, preventing and responding to emergencies, and responding to disasters. After completion of this milestone, participants will be able to plan for effective emergency response in early childhood settings.

Milestone Six: Healthy Environments

This milestone focuses on health screenings and assessment and health conditions that affect children. After completion of this milestone, participants will be able to create healthy environments for children in early childhood settings.

Milestone Seven: Preventing and Managing Illness

This milestone focuses on health policies in early childhood settings, the teacher's role in managing illness and common infectious diseases, and healthy practices to prevent the spread of illness. After completion of this milestone, participants will be able to create healthy environments for children in early childhood settings.

Milestone Eight: Children's Emotional Health and Safety

This milestone focuses on the effect of mental health on children's development, the teacher's role in creating a pro-social environment, and strategies for responding to aggressive behavior and addressing children's varied mental health needs. After completion of this milestone, participants will be able to evaluate children's emotional health and safety.

Milestone Nine: Child Abuse and Neglect

This milestone focuses on the risk factors and signs for child abuse, reporting requirements for child abuse and neglect, and the early childhood educator's role in the prevention of child abuse and neglect. After completion of this milestone, participants will be able to explain child abuse and neglect issues in early childhood.

Milestone Ten: Effective Learning Experiences

This milestone focuses on learning experiences that focus on health concepts and activities for young children, safety awareness activities for young children, and nutrition education activities for young children. After completion of this milestone, participants will be able to develop effective learning experiences for young children in the areas of health, safety, and nutrition.

Milestone Eleven: Partnering with Families

This milestone focuses on the importance of partnerships with families to meet children's nutritional needs and to provide for children's special health care needs. After

completion of this milestone, participants will be able to develop plans to partner with families to promote children's wellness.

Milestone Twelve: Promote Children's Wellness

This milestone focuses on educational opportunities for families in the areas of health, safety, and nutrition, and ways that culture can play a role in children's wellness. After completion of this milestone, participants will be able to develop plans to partner with families to promote children's wellness.

Assessments and Grading

In keeping with best instructional and assessment practices, this course requires participants to demonstrate synthesis and application of course knowledge linked to the instructional objectives of this course. Assessment of the projects should not be limited to the quantity of work submitted but should carefully consider the quality and intellectual value of the work. Assessments are due and will be submitted to the instructor within the 12 weeks of the allotted class time. Unless the instructor states otherwise, all papers are expected to be properly formatted electronically.

| Graded Assessment Types | Weights (%) |
|-------------------------|-------------|
| Writing Assignments | 80% |
| Quizzes | 20% |
| Total: | 100% |

Copies of performance assessment rubrics are included in the course. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

Distinguished: The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one's own teaching or professional position; *goes above and beyond requirements*; is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual's personality; is professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Distinguished" on the course rubric.

Proficient: The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author's own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how

the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Proficient" on the course rubric.

Basic: This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Basic" on the course rubric.

Unsatisfactory: The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author's own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Unsatisfactory" on the course rubric.

Academic Honesty and Integrity

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assignment or paper.

Americans with Disabilities Act Compliance

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the Director of Academic Affairs prior to the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

Attendance

Participants will have 12 weeks from the time of their first date of login to complete the course. They will need to contact The Connecting Link at (888) 550-5465 should they not be able to complete the online class in the time given.

Late Work and Make-Up Policy

Failure to complete all work in this time frame will result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

University Compliance

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such policies include, but are not limited to: academic integrity and honor codes, institutional objectives and grade grievance

procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website.

Compliance with National Standards

Alignment to the Danielson Framework for Effective Teaching

The *Danielson Framework for Effective Teaching* is designed to provide educators with a structure for analyzing and assessing teacher practice and in constructing techniques to strengthen that practice.

Compliance with National Board of Professional Teaching Standards (NBPTS)

The NBPTS represents the highest level of professional achievement in the continuum of teacher professional development.

Compliance with Interstate Teacher Assessment and Support Consortium (InTASC) Standards for Teachers

InTASC is guided by the basic premise that an effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to ensure that all students learn and perform at high levels.