



ECED 1115 Health, Safety and Nutrition Section Name Section Credit Hours Credits
Syllabus

Course Information

Meeting times and location: section meeting_times section location

Catalog description: This course provides information related to standards and practices that promote children's physical and mental well-being sound nutritional practices, and maintenance of safe learning environments. It includes information for developing sound health and safety management procedures for indoor and outdoor learning environments for young children. The course examines the many scheduling factors that are important for children's total development, healthy nutrition, physical activity, and rest.

Terms offered: All Semesters

Section-specific Course Description:

Course Level Objectives

The student learning outcomes for this course (from the NM Higher Education Department) are:

(NM HED) Early Childhood Task Force Student Learning Outcomes
Demonstrate knowledge of resources for families with regard to all issues relating to health, safety and nutrition.
Design a curriculum and program, both indoors and outdoors, that emphasizes the importance of health, safety and nutrition.
Evaluate and explain the referral process when services and resources are needed by children and families.

Course Competencies (NM HED) Early Childhood Task Force

Recognize and respond to each child's physical health, intellectual and emotional well-being, and nutritional and safety needs. B.1

Articulate an understanding of indoor and outdoor learning environments that provide opportunities for children to put into practice healthy behaviors (physically, socially and emotionally). B.3

Use appropriate health appraisal and management procedures and makes referrals when necessary. B.3

Recognize signs of emotional distress, child abuse, and neglect in young children and use procedures appropriate to the situation, such as initiating discussions with families, referring to appropriate professionals, and, in cases of suspected abuse or neglect, reporting to designated authorities. B.4

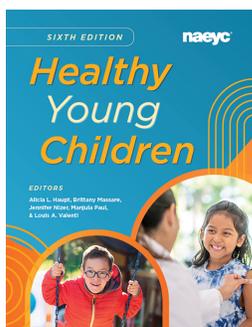
Establish an environment that provides opportunities and reinforcement for children's practice of healthy behaviors that promote appropriate nutrition and physical and psychological well-being. B.5

Provide a consistent daily schedule for rest/sleep, as developmentally appropriate. B.6

Implement health care and educational activities for children and families based on health and nutritional information that is responsive to diverse cultures. B.7

Assist young children and their families, as individually appropriate, in developing decision-making and interpersonal skills that enable them to make healthy choices and establish health-promoting behaviors. B.8

Required Texts and/or Materials



Healthy Young Children

978-1-952331-21-3

By Alicia L. Haupt, Brittany Massare, Jennifer Nizer, Louis A. Valenti, Manjula Paul

National Association of Education of Young Children

2024

6th

<https://www.naeyc.org/resources/pubs/books/healthy-young-children-sixth-edition>

Required Technology and Software

- Canvas

- Chrome, Safari, or Firefox

Course Requirements

Please note: Specific learning activities and expectations vary by instructor and course format. Please consult with your instructor for further details.

In this class, you will participate in a variety of activities such as:

1. Engage with course material through regular reading, writing, and activities such as demonstrations
2. Participate in peer-to-peer interactions (e.g., discussions), allowing you to exercise critical reasoning, reflection, and communication skills while engaging with multiple perspectives.
3. Check understanding through formal assessments (assignments, discussions, group work, portfolios, etc.);
4. Apply course concepts to "real world" contexts through various "Application Assignments."

Unless otherwise noted, any electronic documents submitted must be compatible with PC operating systems (e.g., .doc, .docx, .pdf, etc.). Please do NOT submit .pages or .key files. Check with your instructor regarding Google Drive files (e.g., Google Sheets, Docs, or Slides).

Please refer to the "COURSE OVERVIEW START HERE" module for further details regarding course activities, requirements, and expectations.

Grading

All of your course requirements are graded using points. At the end of the course, the points are converted to a letter grade using the scale below.

A = 90% - 100%; B = 80% to 89%; C = 70% to 79%; D = 60% to 69%; F = below 50%

Final grades are based on the points earned throughout the course and are not rounded to the next higher letter grade.

Assignments will be uploaded to Canvas for grading. Assignments will be submitted to CANVAS by 11:59 pm on the due date unless otherwise noted in the syllabus and "COURSE OVERVIEW START HERE" module.

Specific guidelines and the point scale for each assignment are available on Canvas.

Assignments: 25%

Discussions: 25%

Observation Learning Opportunity: 25%

Community Resources Health & Wellness Slideshow: 25%

Course Time Commitment

Specific weekly course time commitments vary by course duration (e.g., a 6-week, 8-week, or 16-week format). **Please refer to your Canvas course's "Course Participation/Grading/Late Policy" section of the "COURSE OVERVIEW START HERE" module for specific expectations.**

However, in general, you should plan:

- 8-week course: ~ 18 hours per week

Canvas Participation and Expectations

Consistent participation is linked to academic success; therefore, it is in your best interest to participate regularly throughout the semester and communicate with your instructor.

Please refer to your Canvas course's "Course Participation/Grading/Late Policy" section of the "COURSE OVERVIEW START HERE" module for further details.

Canvas Log-In will be monitored throughout the 8 weeks. This course will require you to log in Weekly. Updates and Announcements will be added throughout the semester. Please ensure to check for updates and announcements.

Participation and Attendance Policy

Consistent participation is linked to academic success; therefore, it is in your best interest to participate regularly throughout the semester and communicate with your instructor.

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Canvas Log-In will be monitored throughout the 8 weeks. This course will require you to log in Weekly. Updates and Announcements will be added throughout the semester. Please ensure to check for updates and announcements.

Instructor Response Times & Regular Interaction Expectations

Communication is essential for a positive learning experience. Our commitment is to provide timely responses to your inquiries. Here is the response time policy for this course:

Monday through Friday:

- Written Communication: Instructors will respond to emails, messages, and other written communication within 24 hours.
- Telephone Calls: Instructors will aim to respond to telephone calls within 24 hours.

Weekends (Saturday and Sunday):

- Written Communication: Response time may extend from 24 to 72 hours during weekends.
- Telephone Calls: Instructors will strive to respond to weekend telephone calls within 24- to 72 hours.

Key Dates to Remember

[Full Academic Calendar](#)

Course Schedule

Course schedules vary by instructor and course duration and are subject to change at the instructor's discretion.

For further details, please refer to your Canvas course's "Course Schedule – Schedule of Important Dates for this Course."

Week	Zoom CANVAS	Module Title	Learning Opportunity Criteria
Week 1 August 26 Video will be available Aug 27	Monday & Wednesday Optional Access to Practicum 2120/2130 5:30-7:30 Zoom Meeting ID: 997 3260 4133	Course Overview Start HERE DAP NAEYC Standards Code of Ethical Conduct	Syllabus and Course Overview START Here Module Review Practicum Agreement, Timelog, Practicum Info Sheet Review of Developmentally Appropriate Practice in Early Childhood Programs NAEYC, NAEYC Code of Ethical Conduct, CANVAS and Course Review NAEYC Professional Standards and Competencies for Early Childhood Educators Healthy Young Children 6th Edition
Week 2 September 2 CAMPUS Closed		Health and Safety in Early Childhood Education	CHAPTER 1 Health and Safety for Children and Early Childhood Educators Discussion Topic 1 Observation Learning Opportunity (25% of your grade due Oct 16th)
Week 3 September 9		Health and Safety in Early Childhood Education	CHAPTER 2 Healthcare Professionals and Educators Together Foster Children's Health and Development Kristen Copeland, CHAPTER 3 Enrollment, Health Documentation, Assessments, and Screenings Multiple Contributors Discussion Topic 2 Community Health and Wellness Slideshow (25% of your grade due Oct 16th)
Week 4 September 16 September 18	Monday & Wednesday Optional Access to Practicum 2120/2130 5:30-7:30 Zoom Meeting ID: 997 3260 4133	Promoting Children's Health	CHAPTER 4 Health Education for Nutrition and Oral Health Nicole Hackman, Madina Jamil CHAPTER 5 Physical Activity Abigail Myers CHAPTER 6 Social-Emotional and Mental Health Banku Jairath, Ruth E. Gardner Discussion Topic 3 Sexual Assault Services of Northwest New Mexico Presentation (Zoom) Emotional Health Activity Assignment
Week 5 September 23		Preventing, Planning and Treatment	CHAPTER 7 First Aid and Injuries Terri McFadden CHAPTER 8 Understanding Common Illnesses and Conditions Terri McFadden CHAPTER 9 Preventing and Managing Infectious Diseases Abbey Alkon, Discussion Topic 4 Diapering Procedure Assignment

Week 6 September 30	Monday & Wednesday Optional Access to Practicum 2120/2130 5:30-7:30 Zoom Meeting ID: 997 3260 4133	Preventing, Planning and Treatment	CHAPTER 10 Inclusion of Young Children with Special Healthcare Needs and/or Medical Complexity Alicia Haupt, Stacey Cook CHAPTER 11 Child Maltreatment: What It Is and What to Do Nikki Gambhir Discussion Topic 5 Message/Letter to families Assignment
Week 7 October 7		Program and Facility Management	CHAPTER 12 Emergency and Disaster Preparation and Planning Jennifer Nizer, Manjula Paul, Louis A. Valenti CHAPTER 13 Creating a Safe Environment Jennifer Nizer, Manjula Paul, Louis A. Valenti Discussion Topic 6 Create an Outdoor Activity Assignment
Week 8 October 14	Monday & Wednesday Optional Access to Practicum 2120/2130 5:30-7:30 Zoom Meeting ID: 997 3260 4133	No Module	Last Day to Submit Assignments: Oct 16, 2024

Technical Support

Technical support is available through the San Juan College Help Desk 24/7/365. The help desk can be reached at 505-566-3266 or by creating a ticket at [San Juan College Help Desk](#).

For password reset and Canvas support, visit the [Student Technology Guide](#) website.

Accessibility/Privacy Policies for all Technology Tools Used

[Accessibility/Privacy Policies for all Technology Tools Used](#)

Student Support

At San Juan College, we are committed to supporting your academic success and overall well-being. We recognize that college life can be challenging and stressful, impacting both learning and personal health. We are here to help you succeed.

Academic Support and Resources

We provide a range of academic support services to help you stay on track on your educational journey. Free resources include tutoring, computer loans, life skills workshops, and so much more. Visit the [Academic Support and Resources](#) webpage to learn more about support and resources available through Academic Advising, the Tutoring Center, the Student Resource Center (formerly Student Achievement Center) and the Testing Center.

Student Support and Resources

If you or someone you know could benefit from counseling, accessibility services, career exploration, veteran transitional assistance, or any of our other support services, visit the [Student Support and Resources](#) webpage where you'll find detailed information about various resources available to you as an SJC student.

We encourage you to take advantage of these free resources to enhance your college experience and ensure your success.

College Policies and Resources for Current Students

The [Student Handbook](#) provides information on student support, student organizations, and student conduct policies at San Juan College.

The San Juan College catalog outlines the [Academic Policies](#) students need to know.

Healthy and Safe Practices for Being on Campus

We want a healthy and safe campus for students, faculty, staff, and guests.

Contagious diseases and your responsibility:

If you have COVID-19 symptoms, fever, flu or even the common cold, you should stay home. Do not come to campus if you are feeling sick. Contact your instructor about missing class (and review your instructor's policies on missed or late work). Being sick does not necessarily excuse you from completing your work on time.

Safety on campus and your responsibility:

If you are on campus and experience or witness an emergency, call 9-1-1 first and then the Department of Public Safety at 505-566-3333 (or just 3333 if calling from a campus phone).

When you are on campus, be aware of your surroundings. If you need an escort to your vehicle, call 505-566-4444 (DPS non-emergency line) or 505-215-3091 (officer on duty line).

The College will send information for campus emergencies through SJC AlertAware, email and the webpage. Stay informed and stay safe.

Inclement Weather Information

Students will receive notification of class delays and cancellations due to inclement weather via the SJC AlertAware and SJC student email. Face-to-face classes will not meet in person; however, students are advised to check with instructors about alternative meeting options, as some may choose to meet via zoom. Hybrid classes will meet as scheduled via zoom. For questions regarding your class delay or cancelation, please contact your instructor.

Online Course Fee

Online Courses - San Juan College requires all online courses to include some form of assessment to demonstrate the mastery of course objectives. This could include exams, capstone projects, e-portfolios, presentations, final papers or other appropriate assessments. The use of a proctoring platform, plagiarism detection software or other method to ensure that assessments are completed by the enrolled student is required.

A course fee of \$5.00 is assessed for all online courses at San Juan College to cover the cost of the above services. Students who are required to take a proctored exam and choose to use a physical

testing center outside the SJC Testing Center or SJC Disability Services will be responsible for the cost of using that center.