1. **COURSE TITLE\*:**  Health, Safety and Nutrition
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:**  EDUC 2215
3. **PREREQUISITE(S)\*:** EDUC 1140  **COREQUISITE(S)\*:**  None
4. **COURSE TIME/LOCATION: (*Course Syllabus – Individual Instructor Specific*)** Online
5. **CREDIT HOURS\*:** 3  **LECTURE HOURS\*:** 3

 **LABORATORY HOURS\*: (contact hours)** 0 **OBSERVATION HOURS\*:** 0

1. **FACULTY CONTACT INFORMATION: *(Course Syllabus – Individual Instructor Specific)***
2. **COURSE DESCRIPTION\*:**

In this course, students will examine and discuss content and issues related to the health, safety, and nutrition of young children birth through age 5. Student will explore information that relates to the development of safe learning environments, healthy nutrition, and other positive interactions that support optimal growth and development of young children. Ways to engage the family in supporting these practices as well as licensing rules and information about required training will be included.

1. **LEARNING OUTCOMES\*:**

After completing the course, the student should be able to:

1. Partner with children and families and with nutrition, health, and safety professionals to promote wellness in young children.
2. Implement and model appropriate wellness practices.
3. Recognize the important contributions of nutrition, health, and safety to children’s learning and overall well-being.
4. Use observational tools and recording techniques in setting with children.
5. **ADOPTED TEXT(S)\*:**

*Nutrition, Health, and Safety for Young Children: Promoting Wellness,* 4th Edition

Authors: Joanne Sorte, Carolina Amador, Inge Daeschel, and Lauren Au Brinkmeyer

Publisher: Pearson (2021)

ISBN: 978-0-13-557362-4

**OR**

Inclusive Access (IA) (Follett)

ISBN:978-0-13-557337-2

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.**

Students will not need to purchase any other books.

Students must purchase one bulletin board (24” x 36”) to be used in 3 projects.

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\***

At the discretion of the instructor. Note: Any textbook changes or additions must be approved by SSCC Curriculum Committee.

1. **GRADING SCALE\*\*\*:**

Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100

 B: 80 – 89

 C: 70 – 79

 D: 60 – 69

 F: 0 – 59

1. **GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific)***

|  |  |  |
| --- | --- | --- |
| *Category* | ***EXAMPLE ONLY****Total Points* | *% of Grade* |
| Projects (3x20) | 60 | 20% |
| Discussion Forums (12x5) | 60 | 20% |
| Reflections (12x5) | 60 | 20% |
| Tests (3x40) | 120 | 40% |
| Total | 300 | 100% |

**Assignments:**

* **Projects (60 points – 20 points for each project)**

**Bulletin Board on Nutrition Tips for Children birth to age 5**

* + - You will create a bulletin board that covers information from Chapters 2, 5 and 7. You can use materials in the book and other information you gather. In addition to the bulletin board, you must write a one-page paper as to how you decided what items to use on your board and why. You must also list where you obtained your information. You will want to be creative when designing your board. This would be a board that would be placed in your classroom for parents and children to view.

**Bulletin Board on Classroom and Playground Safety**

* + - You will create a bulletin board that covers information from Chapters 13 and 14. You can use materials in the book and other information you gather. In addition to the bulletin board, you must write a one-page paper as to how you decided what items to use on your board and why. You must also list where you obtained your information. You will want to be creative when designing your board. This would be a board that would be placed in your classroom for parents and children to view.

**Bulletin Board on Child Abuse, Neglect and Malnutrition**

* + - You will create a bulletin board that covers information from Chapters 15. You can use materials in the book and other information you gather. In addition to the bulletin board, you must write a one-page paper as to how you decided what items to use on your board and why. You must also list where you obtained your information. You will want to be creative when designing your board. This would be a board that would be placed in your classroom for parents and children to view.

**Chapter Discussion (60 points – 5 points for each of 12 chapters)**

* + You will answer the discussion question found on Canvas. Your answer must contain at a minimum 200 words. You must write a 100 word response to another student in the class.

**Chapter Reflections (60 points – 5 points for each of 12 chapters)**

* + You will write 200 word reflection of your reading of the assigned chapter. What did the chapter say to you and how will you use the information as an educator of young children?
	+ You must write a 100 word response to another student in the class.

**Tests (120 points – 40 points for each test (3 tests); Tests are essay.**

1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

This course is being offered online through Canvas. Students in this class will meet the course objectives by participating in various learning activities specifically designed for an online environment. These activities include but are not limited to the following: discussion boards, videos, video lectures, chapter writing assignments, work projects, research papers, and group exercises. Online quizzes and exams may be used as appropriate to the course objectives and online supplemental instruction. Course content will be laid out in Canvas using Weekly Modules. Students will have access to faculty through email and phone calls. A minimum of 4 Zoom meetings will be held.

1. **COURSE OUTLINE: *(Course Syllabus – Individual Instructor Specific)***

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**Week 1**

**Chapter 1: Your Role in Children’s Wellness**

***Chapter Overview***

Chapter 1 describes the foundation for young children’s wellness that is established through the interrelationships among nutrition, health, and safety. Trends in nutrition services are discussed including the obesity epidemic among young children and the specific needs of children’s diets. Current issues in children’s health, including the indicators of well-being, disparities in access to health care, children’s mental health, and the inclusion of children with significant health concerns are described. Emergent issues in child safety, such as managing the security of children’s environments and planning for emergencies are detailed. Children’s wellness is supported through national initiatives which focus on nutrition, health, and safety and provide guidance for implementing health and wellness practices in the early childhood setting. The factors that influence children’s wellness are discussed, including the contexts in which children grow and develop, and the overarching dynamics that impact children and families. These topics have great significance to teachers who are responsible to serve as advocates for children’s wellness both in the classroom and in the greater community.

 ***Chapter Objectives***

After reading this chapter, students should be able to:

1. Define wellness and explain how nutrition, health, and safety work together to create wellness in young children.
2. Describe how wellness impacts learning and discuss some of the challenges that must be addressed.
3. Explain how children learn and describe some of the teaching strategies used in a wellness curriculum.
4. Discuss the benefits of partnering with families and community members and explain why teachers need to be positive role models when promoting children’s wellness.

**Canvas Assignments:**

* + Review PowerPoint
	+ Chapter Reflection
	+ Chapter Discussion

**Week 2**

**Chapter 2: The Foundations of Optimal Nutrition**

***Chapter Overview***

Chapter 2 explains the foundations of optimal nutrition, which provides children with the building blocks for healthy growth and development. Early childhood educators should identify optimal nutrition and collaborate with families in implementing it. Challenges to optimal nutrition include disappearing family meals, using convenience foods, eating away from home, and struggling with food affordability. However, new opportunities for optimal nutrition arise through interest in sustainable food practices, as well as the increasing interest in wellness in the school environment.

Malnutrition may develop when children’s diets do not contain the right combination of nutrient-rich foods. Undernutrition results from insufficient calorie intake. Other outcomes include iron deficiency anemia and inadequate vitamin D. The USDA oversees programs, including some that are implemented in early childhood programs and schools, to address undernutrition in young children. Over nutrition can lead to obesity in children. Obesity has both wellness consequences and psychosocial implications. Another factor related to obesity is inadequate physical activity, which can result from inappropriate practices in the early childhood setting. Children experiencing food insecurity at home may be predisposed toward obesity. Teachers can address obesity by creating an environment in which children learn healthful eating habits and enjoy physical activity.

  ***Chapter Objectives***

After reading this chapter, students should be able to:

1. Discuss nutritional issues that impact children and how they relate to the changing food environment.
2. Define malnutrition and discuss nutrition issues that lead to under- and over nutrition.
3. Discuss the nutrition guidelines that promote healthful eating and how to use them in the early childhood education settings.
4. Describe ways to incorporate diverse cultures as part of healthful diets in the early childhood setting.

**Canvas Assignments:**

* + Review PowerPoint
	+ Chapter Reflection
	+ Chapter Discussion

**Week 3**

**Chapter 5: Planning Menus**

***Chapter Overview***

Chapter 5 provides information on menu planning for settings that care for young children. Establishing a healthful menu is foundational to supporting young children’s development of food preferences and growth. A three-phase approach to menu planning is presented. The first phase is to understand child nutrition and food program requirements. Federal programs such as the Child and Adult Care Food Program and the National School Lunch Program have specific food and nutrient requirements that must be adhered to in order to receive federal funding. A variety of resources are listed to learn about program requirements as well as information on how to create menus to encourage children’s exposure and intake of fruit and vegetables. Other strategies for creating healthful menus is discussed, such as ways to limit solid fats and reduce sodium.

The chapter presents phase two, which includes writing the menu. Six steps are reviewed to guide the menu writing process: gather tools for menu planning, prepare to write the cycle menu, create a budget for menus, build the menu, use meal service to enhance menu acceptance, and manage foods from home. The third phase of menu planning discusses the way to create menus that support alternative or special diets. Menus must support children’s diversity and safety, therefore information on food allergies, diabetes, overweight, and modified feeding methods is reviewed. Other considerations when creating menus is presented such as vegetarian diets, cultural diversity, and religious food restrictions. While menu planning can be complex, following the three phases of menu planning can help adults create menus supportive of young children’s growth and development.

***Chapter Objectives***

After reading this chapter, students should be able to:

1. Understand how nutrition goals and evidence-based practices are used as the foundation for planning healthful meals.
2. Understand what strategies are available to promote healthful eating habits and prevent obesity.
3. Describe the steps for writing menus.
4. Discuss strategies for managing young children’s special dietary considerations.

**Canvas Assignments:**

* + Review PowerPoint
	+ Chapter Reflection
	+ Chapter Discussion

**Week 4**

**Chapter 7: Feeding Toddlers, Preschoolers, and School-Age Children**

***Chapter Overview***

Chapter 7 discusses the various aspects of feeding toddlers, preschoolers, and school-age children. Feeding during this time must address the rapidly changing developmental stages of the child. Considerations for feeding toddlers is different than preschoolers, which is different than feeding the school aged child. Adults should still practice responsive feeding and continue to reinforce children’s positive relationship with food. The division of responsibility in feeding is best practice and reinforces the adult role to determine what food is offered and when the food is offered, while the child’s responsibility is to decide which foods to eat from those foods offered and to determine how much of those foods to eat. Whether feeding the toddler, preschooler, or the school aged child, the adult must consider their nutritional needs and offer a balanced diet.

Children have unique characteristics that is influenced by development. These characteristics can influence children’s preferences such as taste, texture, and consistency of food. Adults can support a child by continuing to offer a variety of different foods to children to increase their exposure and establish a preference for those foods. While most children experience various forms of food neophobia, supportive adults can help children transition through those developmental time periods. Like infancy, cultural influences can impact children’s eating behaviors. Caregivers should be supportive of cultural differences when offering food. Caregivers of young children have a unique role to support children’s learning about food and nutrition. The mealtime environment should be arranged to support children’s eating and understanding of food. Early childhood is a prime time to integrate activities that will expose children to new foods and provide opportunities to taste, touch, smell, and experience food. Adults act as role models for eating and should be encouraged to eat the same foods as children and to talk positively about all foods.

***Chapter Objectives***

As reading this chapter students should be able to:

1. Define the nutritional needs of toddlers and discuss how to manage eating issues typical of this age group.
2. Describe characteristics of preschool children’s diets and factors that enhance how preschoolers learn about food and nutrition.
3. Explain how to create a healthy nutritional environment for school-age children that supports the dietary guidelines and enhances the goals of the school lunch program.

**Canvas Assignments:**

* + Review PowerPoint
	+ Chapter Reflection
	+ Chapter Discussion

**Week 5**

 **Test (Chapters 1, 2, 5 and 7)**

**Week 6**

**Chapter 8: Creating a Climate of Health and Wellness**

***Chapter Overview***

Chapter 8 discusses the essential factors that influence children’s health and wellness. Health and wellness are concepts that in combination create a complete sense of well-being. Health and wellness is accomplished through complete physical and mental well-being. Health is influenced by biological factors, genetics, and environmental influences. Wellness refers to optimal health and the vitality to enjoy life and is largely determined by lifestyle choices. These lifestyle choices, habits, and behaviors are learned early in life.

Health policies are guidelines for classroom practices to promote health and wellness in early childhood settings. Specific policies are required by national, state, and local agencies that license and/or accredit children’s programs. Programs may develop additional policies based on local specific health needs and/or resources. Most early childhood settings have some element of diversity, which includes children from different races, ethnicities, and socioeconomic status. When working with diverse populations, teachers should be aware of disparities in quality of health. Stereotyping and prejudice are also concerns and regular training and self-reflection is needed so that all children receive an equal opportunity to learn in a safe and nurturing environment.

***Chapter Objectives***

After reading this chapter, students should be able to:

1. Define the components of health and wellness and identify the determinants that impact health and illness.
2. Identify resources for creating health policies in children’s programs and schools and describe how early childhood programs can develop policies that address social determinants of health and contribute to health and wellness.
3. Describe health disparities, stereotyping and prejudice, and discuss strategies that teachers can use to promote acceptance and tolerance in the early childhood setting.

**Canvas Assignments:**

* + Review PowerPoint
	+ Chapter Reflection
	+ Chapter Discussion

**Assignment Due: Bulletin Board on Nutrition Tips**

**Week 7**

**Chapter 9: Health Screening and Assessment**

***Chapter Overview***

Chapter 9 discusses the importance of health evaluations and screenings. Health evaluations and screenings provide opportunities to assess all children at an early age and identify those with health issues or who may need referral for services.

Many early childhood settings require that parents complete a health history at the time of a child’s enrollment. Health information should be acquired privately and respectfully. Health histories are comprehensive and include aspects of previous physical and mental health experiences, dental health, and family health and wellness. Health histories help teachers plan any modifications needed for that family and child.

Other health evaluations in may include growth measurements, oral health assessments, hearing and vision screenings, lead screenings and screenings for communication disorders. Finally, teachers conduct ongoing health assessments through observation and daily health checks. These policies promote health and wellness in early childhood.

***Chapter Objectives***

After reading this chapter, students should be able to

1. Describe the components of a comprehensive health history.
2. Explain how to gather and manage confidential health information.
3. Discuss the teacher’s role in reviewing immunization records and medical home status in early childhood.
4. Provide examples of health evaluations commonly administered in early childhood settings.

**Canvas Assignments:**

* + Review PowerPoint
	+ Chapter Reflection
	+ Chapter Discussion

**Week 8**

**Chapter 10: Managing Infectious Disease**

***Chapter Overview***

Chapter 10 discusses infectious diseases, how they are spread and what teachers can do to prevent spread and manage outbreaks. Infectious diseases are very common in childhood and are causes by bacteria, viruses, fungi, or parasites.

Communicable diseases are infections that spread from one person to another. There are 4 modes of transmission: direct or indirect contact, droplet transmission, airborne transmission, and blood-borne transmission. Children may have symptoms of infections such as diarrhea, cough, runny nose, or rashes.

Many preventive practices help reduce the spread of infections in classrooms such as immunizations, health assessments for teachers, hand washing, daily health checks, cleaning and sanitization, appropriate diapering and toileting and other preventive health practices. Not all infections can be prevented and when children manifest symptoms, teachers should be prepared to understand who should be isolated or sent home. Teachers should also document sickness and notify families appropriately.

Uncommon infections such as blood borne infections should be understood by teachers as well as their management may differ from more typical infections. Teachers should follow universal precautions when blood or body fluids are involved.

***Chapter Objectives***

After reading this chapter, students should be able to:

1. Describe the infectious disease process, including how germs are spread.
2. Describe common symptoms of illness seen in children and how classroom practices can prevent or minimize the spread of infection.
3. Identify some of the more common infectious diseases and describe when children should be excluded from school because of them.
4. Describe how infectious diseases can present unique challenges to internationally adopted children.

**Canvas Assignments**

* + Review PowerPoint
	+ Chapter Reflection
	+ Chapter Discussion

 **Week 9**

**Chapter 11: Teaching Children with Special Health Care Needs**

***Chapter Overview***

Chapter 11 discusses children’s special health care needs including focusing on more common or important medical conditions and examples of how these conditions impact learning. Functional status is important to understand. It relates to how well a child functions in the community, in the classroom, and with others. Teachers should emphasize children’s functional status and capabilities rather than limitations or disability.

The Federal Individuals with Disabilities Education Act requires the provision of services and education in the least restrictive environment to children with disabilities. Three specialized plans describe the services available for a specific child: Individual Family Services Plan (IFSP), Individualized Education Plan (IEP), and Individualized Health Plan (IHP). Teachers practice inclusion to support children with special health care needs in the least restrictive environment. Teachers are also aware of how other students in the classroom respond to children with special health care needs and can anticipate and plan activities that help children understand and accept each other.

The chapter also discusses specific health conditions categorized by systems. Each of these conditions is described by symptoms and treatments. By working in a team with families, medical professionals, early intervention specialists, and therapists, teachers can develop effective classroom management strategies to address each child’s needs and support learning, growth and development.

***Chapter Objectives***

After reading this chapter, students should be able to:

1. Define and discuss special health needs and how those needs impact children’s health,

functional status, and education.

1. Identify ways to plan inclusive classrooms that provide a least restrictive environment and meet the goals of inclusion.
2. Discuss applicable classroom management strategies for early childhood health conditions.

**Canvas Assignments:**

* + Review PowerPoint
	+ Chapter Reflection
	+ Chapter Discussion

**Week 10**

**Chapter 12: Children’s Mental Health**

***Chapter Overview***

Chapter 12 discussed children’s mental health and how it is established through healthy social and emotional development. The chapter explains stages of social and emotional development and discusses strategies to promote health contributing to a mental and emotional wellness. Mental health in children refers to the ability to understand and manage their emotions and behaviors, to function with others in age and developmentally appropriate ways, and to form meaningful relationships. Social and emotional development is closely linked to all other forms of development. When milestones in social and emotional development are not achieved, children have challenges in other areas, including learning and forming close relationships. Social and emotional development occurs in a predictable pattern across the early childhood years as a result of interactions with others.

Teachers promote social and emotional development by creating supportive environments that help children feel welcomed, safe and secure, and self-sufficient. The child-caregiver relationship is very important to social and emotional development, so teachers should act in ways that are nurturing and build attachment. Providing ample opportunities for unstructured play also enhances social and emotional development as children explore, imagine, and interact with peers. Children with healthy social and emotional development show greater academic success. Teachers also can use classroom strategies that enhance self-regulation (the ability to manage one’s own behavior) and foster positive approaches to learning.

 ***Chapter Objectives***

 After reading this chapter, students should be able to:

1. Define mental health and describe how genetics and experiences influence mental health in children.
2. Describe how social and emotional development creates the foundation for mental health and list developmentally appropriate social and emotional skills.
3. Describe the role of stress and trauma in early childhood mental health.
4. Discuss mental health disorders in children and identify teaching strategies for these conditions.

 **Canvas Assignments:**

* + Review PowerPoint
	+ Chapter Reflection
	+ Chapter Discussion

**Week 11**

**Test: Chapters 8, 9, 10, 11, and 12**

**Week 12**

**Chapter 13: Creating Safe Environments for Young Children**

***Chapter Overview***

Chapter 13 discusses the importance of physical and emotional safety to children’s healthful growth and development. It describes how teachers establish early childhood classrooms as a refuge in which children can grow and thrive, free from the challenges children face in their daily lives. Physical and emotional safety are defined and identified as the foundation on which child well-being is established. Unintentional injuries and fatal injuries are defined, and the leading causes of injury and fatality are discussed. Factors that put children at risk for injury are explored, reinforcing the perspective that teachers play a crucial role in keeping children safe in the early childhood classroom. The considerations that guide planning safe early childhood environments are discussed. These include identifying administrator and teacher responsibilities, building commitment for taking proactive steps to advocate for, and implement safe practices when teaching.

A variety of information is presented to guide teachers in creating safe and appropriate indoor environments for young children. Developmentally appropriate considerations guide the creation of spaces that meet the needs of children and teachers. The space use plan is offered as a guide for planning the indoor classroom. Aspects of facility design that have potential to introduce hazards are discussed. Information about furnishings and safe storage are discussed. The chapter provides guidance for selecting safe and appropriate toys that meet the needs of all children. Checklists offer specific details to assist in equipping the classroom safely and appropriately. The safety of the outdoor environment is also discussed. Guidance is provided for organizing the play space to address safety while ensuring children are able to be physically active

***Chapter Objectives***

After reading this chapter, students should be able to:

1. Understand the impact of safety on children’s development.

2. Use regulations to improve safety.

3. Plan safe early childhood facilities.

4. Create safe classroom environments for young children.

5. Select safe and appropriate toys.

6. Create safe outdoor environments for young children.

**Canvas Assignments:**

* + Review PowerPoint
	+ Chapter Reflection
	+ Chapter Discussion

**Week 13**

**Chapter 14: Using Routines, Supervision, and Classroom Management Strategies**

***Chapter Overview***

Chapter 14 describes management practices that teachers use to effectively contribute to children’s safety in the classroom. The chapter opens with discussion of the planning decisions that are made to support children’s safety in the classroom, including routines that support safety, such as using evidence-based safety practices, gathering information at enrollment, and following an established daily schedule of activities. Planning for secure arrival and departure and ensuring children are transported safely, are also described. Safe supervision practices are crucial to safety in the classroom. The chapter focuses on the guidelines provided by NAEYC and common licensing expectations, that sight and sound supervision is expected. Details are provided to highlight the unique supervision approaches used in various classroom activities. The teacher’s role in managing family events, and more complicated family issues such as child custody issues that may impact the classroom, are discussed.

The section on implementing safe management practices encompasses the teacher’s responsibility to plan for, manage, model, and teach safety messages to young children. The safety needs of each age group are discussed, and the safety messages appropriate to teach each age group are outlined. The unique considerations of supervising and teaching safety messages to children who have special needs is discussed, and the goal of making safety relevant to children’s lives is explored.

***Chapter Objectives***

As a result of reading this chapter you will be able to

1. Identify and explain classroom routines than enhance safety in the early childhood

classroom.

1. Define and describe supervision strategies used in the early childhood setting.
2. Describe classroom management practices used to address the safety needs of children of different age groups.

**Canvas Assignments:**

* + Review PowerPoint
	+ Chapter Reflection
	+ Chapter Discussion

 **Assignment Due:**

 **Bulletin Board on Classroom and Playground Safety**

**Week 14**

**Chapter 15: Child Maltreatment**

***Chapter Overview***

Chapter 15 explores the maltreatment of children. It describes the teacher’s role in identifying and reporting suspected maltreatment. It also explores the ways that teachers support children who may be experiencing abuse or neglect, and describes steps teachers take to prevent maltreatment and violence. The chapter begins by defining child abuse and child neglect. The types of child maltreatment are defined and explained. Information about the incidence of maltreatment is presented to highlight the most frequent forms of child maltreatment. Child risk factors for being abused or neglected are discussed and the long-term negative impacts of maltreatment are explained.

The second section presents the signs of child maltreatment that assist teachers to recognize when maltreatment may be occurring. Children’s physical and behavioral signs, and parent behavior signs are discussed. Teachers are mandatory reporters of suspected child maltreatment. The term mandatory reporter is defined, and the common professions that are mandatory reporters are presented. The steps taken when reporting potential maltreatment are discussed, and chapter figures provide specific ideas about what teachers should do and not do, when a child discloses abuse.

 ***Chapter Objectives***

After reading this chapter, students should be able to:

1. Define child maltreatment and describe the most common types.
2. Identify the signs of child maltreatment and know how to respond.
3. Explain how to report suspected child maltreatment.
4. Describe ways to support children and families who have experienced maltreatment.
5. Discuss ways to prevent child maltreatment.

**Canvas Assignments:**

* + Review PowerPoint
	+ Chapter Reflection
	+ Chapter Discussion

**Week 15**

**Assignment Due:**

**Bulletin Board on Child Abuse, Neglect and Malnutrition**

**Week 16**

 **Test (Chapters 13, 14, and 15)**

1. **SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

**Technology:**

Students will use various forms of technology to support learning, such as using Canvas, Microsoft Word, photography, and PowerPoint presentations, etc.

**Diversity:** Candidates will learn about diversity and diversity issues to support the learning of children and their own learning by:

* Recognizing their personal biases
* Gaining new appreciation and insights toward recognition of the range of human

 differences

* Understanding how biases may influence the relationship an educator may have with

 children, families, and colleagues

1. **FERPA:**

Students need to understand that their work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know there is a strong possibility that their work may be submitted to other entities for the purpose of plagiarism checks.

**17. ACCOMMODATIONS: \***

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431, X 2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431 X 2604.

**18. OTHER INFORMATION: \*\*\***

**Code of Conduct:** SSCC expects that all students will act as responsible adults, however, action may be taken against a student when his or her conduct interferes with the mission of the institution and its additional responsibility to provide a safe environment for others. The Student Code of Conduct contains regulations for dealing with the alleged student violations of the code of conduct in a manner consistent with the requirements of due process. (Student Code of Conduct information may be found in the SSCC catalog.)

**Academic Honesty:** For this course, academic honesty includes cheating, plagiarism, forgery, and furnishing false information. Plagiarism includes, but is not limited to, submitting work that is not a product of your own, copying word for word someone else's work, as well as unacknowledged paraphrasing of the structure and language of another person's work. All references used in papers must be correctly cited. If a student engages in course-related academic dishonesty, his or her grade on the work in question or in the course may be lowered by the instructor of this course.

**Classroom Privacy:** Recording of classroom activities or lecture by any electronic means by students requires permission of the instructor of this course.

**Communication Devices:** Cell phones, beepers, beeping watches, and personal communication devices are not allowed to be used during class time. In addition, all hand-held PDA’s and game devices are not allowed. Small talk and “side-bar” conversations that do not relate to class discussions and course should be left for after class.

**Specific Management Requirement:** Southern State Community college is committed to providing educational opportunities that promote academic, professional, and personal growth in students. To these ends all members of the college are expected to uphold the highest academic and ethical standards. Academic misconduct cannot be tolerated.

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.