



Course Syllabus

Chaminade University Honolulu

3140 Waialae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: ED 217-90-2

Course Title: Health and Family Issues in ECE

School Name: School of Education and Behavioral Sciences

Term: 2019-2020 Fall Day/Eve

Course Credits: 3

Course Dates: 10/7/2019 to 12/18/2019

Class Location: Online at <https://chaminade.instructure.com>

Instructor Name: Yan Yan Imamura, M.Ed., M.A.T.

Instructor Contact Information:

Office Phone: 808-739-8563

Office Location: Brogan 118

Office Hours: By appointment - please email or call instructor for an appointment

Email Address: yanyan.imamura@chaminade.edu

Zoom: <https://zoom.us/j/9137709681>

Course Catalog Description:

Current best practices are explored in the areas of health, safety and nutrition for young children. Guidelines and regulations for ECE programs will be addressed. Students will learn how to support families in creating healthy environments. Field experience assignments determined by the instructor.

Required Texts:

Marotz, L.R. (2015). *Health, safety, and nutrition for the young child* (9th ed.). Cengage. ISBN: 781-2854-2733-1

Bredenkamp, S., & Copple, C. (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (3d ed.). Washington D.C: NAEYC. ISBN: 978-1-928896-64-7

Major Course Topics:

1. The importance of health, safety, and nutrition with young children.
2. Good health in early childhood education (ECE) programs.

3. Guidelines of healthy nutrition and plan nutritional menus.
4. Promotion of safety for children.
5. Physical education for young children.
6. Integrating family involvement when dealing with health, safety, and nutritional issues with children.

Marianist Values:

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Native Hawaiian Values:

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lāma kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Early Childhood Education Program Outcomes:

The successful undergraduate candidate in the early childhood education bachelor's program is able to plan, teach, assess, reflect, and adapt. Therefore, the successful candidate:
(All 5 program outcomes are not addressed in all courses. The program outcomes emphasized for this course are highlighted in BOLD.)

1	(PLAN) promotes child development and learning by designing developmentally appropriate learning experiences that incorporate knowledge of content, children,
---	---

	learner outcomes, pedagogy, and assessments in the field of early childhood education.
2	(TEACH) employs appropriate pedagogical practices and utilize resources to facilitate the learning process. This requires a developmentally appropriate content knowledge in the early childhood education.
3	(ASSESS) applies a variety of diagnostic, formative and/or summative assessments to evaluate and support developmentally appropriate progress of the learner in the early childhood education.
4	(REFLECT) builds family and community relationships by engaging in the process of continual and thoughtful reflection on his/her teaching practices in the early childhood education.
5	(ADAPT) strives to be a professional in the field of early childhood education by evaluating elements of change in the classroom and the wider world, actively bringing this awareness to work with children, faculty, and other member of the community

Student Learning Outcomes:

Outcomes (NAEYC Professional Preparation Standards addressed)		How will the outcome be achieved?	
1	Demonstrate the knowledge and understanding of young children's characteristics and needs, from birth through age 8. (1a)	1	Textbook and supplemental reading; online discussions; other assignments; signature assignment.
2	Demonstrate the ability to involve families and communities in young children's development and learning. (2c)	2	Textbook and supplemental reading; online discussions; family interview; signature assignment.
3	Demonstrate the understanding of the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children. (3a)	3	Textbook and supplemental reading; online discussions; observation assignment; family interview.
4	Demonstrate the knowledge about assessment partnerships with families and with professional colleagues to build effective learning environments. (3d)	4	Textbook and supplemental reading; online discussions; nutrition activity/lesson plan; menu assignment; family interview; signature assignment.

5	Demonstrate the understanding of positive relationships and supportive interactions as the foundation of their work with young children. (4a)	5	Textbook and supplemental reading; online discussions; family interview; signature assignment.
---	---	---	--

Web-Based Courses:

To log onto Canvas please visit the Portal at portal.chaminade.edu and navigate to the Canvas link in the Campus Links menu. Or. you can bookmark the following link below: <https://chaminade.instructure.com>. Your Username is your 7-digit CID (e.g. 0512345). Your password is the same as your portal password (the same password you used to register for the class and access portal). To learn more about Canvas, and for tutorials, videos, and information on how Canvas works, click this link below: <https://community.canvaslms.com/community/answers/guides>. If you do not see your course listed or have difficulty logging in, please contact helpdesk@chaminade.edu (808-735-4855). All communication for this course will be managed through Canvas online management system which is linked to your Chaminade student email account. Please make sure that you check your student email account frequently for course updates and/or forward your Chaminade student email to a personal email account for important information and announcements.

Technical Assistance for Canvas Users:

- Search for help on specific topics at help.instructure.com
- Chat live with Canvas Support 24/7/365
- Watch this video to get you started with online guides and tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu, or call (808) 735-4855

Course Policies and Requirements:

Participation and Attendance

Participation is required. Success in this course requires a strict adherence to deadlines, a commitment to completing the readings, and active participation in the online discussions. This participation will provide you with the content and experiences that you will need to reflect on and ultimately learn from. Special arrangements must be made directly with the instructor if you are unable to meet these fundamental requirements. Canvas online access and interaction is considered in attendance.

Readings

Readings will be assigned each week to frame our discussion in class. It is vital that the deadlines are followed so that there is genuine class discussion and an opportunity for peer review and learning. The readings will come primarily from the assigned course texts; however, there will be occasions in which additional readings will be required.

Assignments

Students will complete a number of assignments based on the assigned readings and

develop assessment instruments incorporating the strategies discussed in class.

- **Reflection Discussions and Responses**

Students will participate in online discussions each week. These discussions are the central component of the course and participation is required. The purpose is not to prove that students have completed the reading and they are not simple summarization exercises to earn course credit. Instead, the discussion boards are our link as a community of scholars. They are a space to explore the texts, to ask questions, to challenge assumptions – ultimately, they are a place to grow as learners and as teachers. Please give these discussions the respect they deserve and check frequently for updates.

- Your initial response to each prompt is due by 11:59 pm every Friday. The initial responses should be a minimum of 250 words, cite the assigned texts (including page numbers), and be free of spelling and grammatical errors.
- You are also required to post a response to one of your classmates by 11:59 pm every Sunday. You are encouraged to make multiple responses and engage in critical conversations around these texts, however only one response post is required each week. Responses should be a minimum of 250 words and must advance the conversation (e.g. ask questions, challenge a viewpoint, build on an argument). Discussion responses will be graded within one week of submission. Please check Canvas for feedback on your discussion posts and incorporate this feedback into your future posts.
- **IMPORTANT NOTE ON LATE DISCUSSION POSTS: The success of the course rests on the quality of these discussions. Without time to read and respond to your peers, our shared classroom community (and the possibilities for learning therein) will suffer. As a result, late discussion posts will receive at most 50% credit. Posts that are more than one week late will receive no credit.**

- **Other Assignments**

Six (6) assignments in addition to the final signature assignment are assigned throughout the course. These assignments will complement learning about the topics discussed in readings and/or online discussions. Guidelines of these assignments will be discussed when assigned.

1. Childhood Diseases
2. ECE Site Observation Report
3. Nutrition Activity and Lesson Plan
4. A One-Week Healthy Lunch and Snack Menu for 3-5 Year Olds
5. Reflection Paper on a Food Safety Video (Youtube or Vimeo)
6. Family Interview

- **Signature Assignment**

Research Paper and PowerPoint presentation. The topic of the research paper will be of the individual's choice (with approval by the instructor) about a "hot" issue(s) relating to health, safety, or nutrition issues of children ages 0 to 8. You will need to describe the symptoms or effects to help identify or diagnose the issue; define what it is; list the cause(s); provide background information if applicable; determine the precautions or danger to others; identify the treatment or cure. Provide a "Plan of Action" to mitigate or prevent any further impact/occurrence of the "hot issue." (3-5 pages double spaced 12-pt font with 3 or more references cited - APA style.) Students will also prepare a Powerpoint/Google Slides presentation with speaker's notes for a Parent Informational Workshop/Session on the "hot issue" to accompany the research paper.

Collegiality & Professionalism

We will create an open environment where diverse opinions, viewpoints, and perspectives are appreciated and respected. As we perfect the art of teaching, we should be conscious of the fact that our craft can (and should) be approached from multiple perspectives.

Grading:

Assignments should be turned in on the due date noted on the course Canvas page; late assignments will earn a maximum of 50% credit, and will negatively impact your grade in the course. Descriptions of all assignments along with scoring rubrics are available on the course Canvas page. Letter grades for the course will be determined by the following formula:

Introduction and Orientation: Introduction = 10 points
Introduction Responses = 10 points
Syllabus Review = 10 points
Reflection Discussions: 10 points x 8 assignments = 80 points
Discussion Responses: 10 points x 8 assignments = 80 points
Other Assignments: 15 points x 6 assignments = 90 points
Signature Assignment: Research Paper Topic = 5 points
Research Paper Outline = 5 points
Research Paper References = 5 points
PowerPoint Outline = 5 points
Research Paper = 25 points
PowerPoint Presentation = 25 points

Total: 350 Points

Letter grades are defined as follows:

315-350 points = A

280-314 points = B

245-279 points = C

210-244 points = D

0-209 points = F

NOTE: ALL INCOMPLETE COURSEWORK MUST BE SUBMITTED NO LATER THAN WEDNESDAY, DECEMBER 18, 2019 11:59 PM HST TO RECEIVE A GRADE FOR THIS COURSE. Grades will be posted by Tuesday, December 24, 2019 12:00 PM HST. Coursework not completed in a timely manner may warrant a withdrawal from the course; or in an incomplete up to 90 days after term ends, and may result in a default grade. A remediation plan can be arranged with the instructor and the School of Education and Behavioral Sciences Dean.

Course Communication:

Email is the best way to reach me with questions about course assignments or policies. I will answer all emails by the next school day (usually within 24 hours, though weekends may take longer).

University Policies:

Attendance and Participation

Students are expected to participate regularly in all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class, and make arrangements to complete missed assignments. Notification may be done by calling the instructor or by sending an email to the instructor. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Writing Standards

All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Correctly use the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism.

Academic Honesty Statement

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity

Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials. Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center: 808-735-4845
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Disability Access

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act

(ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

Acknowledgement Statement

(Please cut and paste and upload to the Syllabus Review Assignment in Canvas)

Course:

Term:

Printed Name:

Signature:

[Note: signature is not required if submitting through Canvas]

By returning this, I agree that I have completely read this syllabus and understand and agree to the course requirements. I also agree to the academic honesty statement and understand that plagiarism or cheating will result in an "F" grade for the assignment or course, or dismissal from the program.

Please indicate any special needs or circumstances that may have some impact on your work in this class, and for which you may require special accommodations, including but not limited to physical or mental disabilities, inability to log in for online courses, arrive in class on time, the need to leave class early, and/or observance of religious holidays.