

HDFS/FSHN445 SYLLABUS

INSTRUCTOR INFORMATION

Instructor: Day Halsey

Cell: 970-227-0354

Email: day.halsey@colostate.edu (Responses to email will be provided within 36 hours during weekdays.)

Instructor: Mary Harris

Phone: 970-491-7462

Email: mary.harris@colostate.edu (Responses to email will be provided within 36 hours during weekdays.)

TECHNICAL SUPPORT

Need technical assistance with your online course? Try the following:

- Visit the [Canvas Student Resources](#) for guides and videos.
- Visit [Central I.T. Technical Support Helpdesk](#) for technical support.
- Call 970-491-7276.
- Email [Help Desk Support](#).

COURSE DESCRIPTION

The course is designed to help childcare providers plan, promote and maintain a healthy lifestyle and safe learning environment for preschool children. Topics include nutrition, first aid and safety, physical activity, identifying and reporting abuse, prevention and management of acute illness and chronic disease and promotion of a high-quality indoor and outdoor environment.

COURSE PREREQUISITES AND COREQUISITES

- HDFS310
- Credit not allowed for both HDFS445 and FSHN445 (Early Childhood Health, Safety, and Nutrition).

COURSE GOALS

Upon the completion of this course, you should be able to:

- Demonstrate knowledge of nutritional guidelines for children by creating age-appropriate menus for the childcare setting.
- Plan cost-effective menus for children in the childcare setting.

- Demonstrate knowledge of safe food handling, preparation and storage.
- Using case studies, evaluate health and safety practices of a childcare in accordance with state regulations.
- Develop physical activity plans for children in the childcare environment.
- Integrate knowledge of nutrition, health and safety by creating resources for parents.

REQUIRED TEXTS

- Marotz, LR. *Health, Safety and Nutrition for the Young Child*, 9th ed, 2015, Wadsworth Cengage, Belmont, California. ISBN 13: :978-1-111-29837-1

RECOMMENDED READING

- [*Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Early Care and Education Programs*](#), 3rd ed. National Resource Center for Safety in Child Care and Early Education, University of Colorado, Denver, CO. Free digital access.

OTHER REQUIRED OR SUPPLEMENTAL MATERIALS

Additional readings will be available in the course content.

COURSE PRESENTATION AND PROCEDURES

There are 16 modules in this course; you will complete two modules per week. Most modules contain readings, PowerPoints, videos, writing assignments or projects, discussion forums and quizzes/self-checks.

You should complete all tasks in each module before proceeding to the next module; however, you are free to work ahead to other modules once completing the previous module(s).

GRADING

As a student enrolled in this course, one of your responsibilities is to submit course work by the due dates listed in the Canvas learning management system. With that said, we take our role as your instructors very seriously, and, in fact, care about how well you do in this course and that you have a satisfying, rewarding experience.

To that end, it is our commitment to you to respond individually to the work you submit in this class and to return your work in a timely manner. Assignments will be returned within seven days. (If, however, due to unforeseeable circumstances, the grading of your work takes longer than the times listed here, we will keep you informed of our progress and make every effort to return your work with feedback as soon as we can.)

ASSIGNMENT*	GRADE POINTS	GRADE PERCENTAGE
Discussions/Participation (17 total at 5 points each)	85	43%
Written Assignments (6 at 10 points each)	60	30%
Menu Project	15	8%
Health and Safety Pamphlet (4 components for a total of 37 points)	37	19%
Total:	197	100 %

*Keep a copy of all work created for the course, including work submitted through Canvas course learning management system.

ASSIGNMENT DETAILS

Written Assignments—You will complete a number of written assignments in this course. These include items such as responding to case studies, creating a physical activity and building a one-day menu.

Menu Project—You will design a five-day menu for a childcare center that meets Child and Adult Care Food Program (CACFP) requirements for age-specific serving sizes in all the required food components (food groups). The menu should include specific foods for breakfast, mid-morning snack, lunch and afternoon snack. State the cooking facilities that are available. Include number served and at least one recipe to serve that quantity. On the recipe, note Hazard Analysis and Critical Control Points (HACCP) and what to do to insure food safety at those points. To receive full credit:

- Include age-appropriate foods and serving sizes.
- Meet recommended serving sizes of each component for each meal/snack.
- Design a menu with appeal, taking into consideration: texture, color, temperature and flavor.
- Take into consideration seasonal availability and cost.
- Include adequate descriptions of the food.

The menu must be feasible with respect to cooking/preparation facilities and food-service personnel available. Include one recipe with Critical Control Point (CCP) correctly identified.

Health and Safety Pamphlet—You will work to create a health and safety pamphlet for parents of young children. This pamphlet will include the following:

- information about illness prevention,
- how to promote healthy behaviors,
- signs of illness and common illnesses for children of target age,
- when a child may not attend a childcare center/school,
- safety precautions and practices and

- a list of resources.

This pamphlet should be visually appealing and balanced with respect to images and text. The grade for this project will have four parts: Target Age and Resources, Outline, Completed Sections for Review and Final Health and Safety Pamphlet.

Quizzes/Self-checks—You will complete quizzes and self-checks in this course. These items do not count toward your final grade. They simply help reinforce what you're learning in the readings, PowerPoints and videos.

PARTICIPATION EXPECTATIONS

You can expect to spend eight-to-10 hours per module on this class completing the readings in the text, PowerPoints, videos, discussions, quizzes/self-checks, assignments and projects.

Given that this is an online class, without an opportunity to interact with the instructors and other students in the classroom, online discussions of course topics are crucial to your involvement in, understanding of and application of course material. For this reason, it is very important that you read the assigned readings and be ready to discuss what you read. You will be required to post twice to each forum to receive full credit for participation in the discussions. We may be discussing two sided issues; feel free to express your view. You never will be graded on the basis of your particular point of view, but only on how much you participate in discussions of the issues and whether you back your opinions with information from your personal experiences, reliable Internet sources and professional sites or reading from the text.

Guidelines for Quality Online Discussions:			
	Outstanding	Average	Below Average
Subject Knowledge	<p><i>Demonstrates full knowledge of topic and is able to answer all class questions with explanations and elaboration. Backs opinions with information from empirical research, theory and specific observations made through personal experience.</i></p> <p>2 points</p>	<p><i>At ease with some or most aspects of the topic. Sometimes backs opinions with information from empirical research, theory and specific observations made through personal experience.</i></p> <p>1 point</p>	<p><i>Does not demonstrate an understanding of the topic and does not back opinions with information from empirical research, theory and specific observations made through personal experience.</i></p> <p>0 points</p>
Quality of Interaction, Organization, Creativity and Insight	<p><i>Brings unique thought, insight and depth by providing justification and supporting examples. Maintains professional courtesy. Posts at least one substantive response, as well as at least one substantive response to a classmate's post</i></p> <p>2 points</p>	<p><i>Provides some insight but does not provide adequate support for ideas. Posts one substantive response, as well as one substantive response to a classmate's post</i></p> <p>1 point</p>	<p><i>Does not provide insight and/or fails to maintain professional courtesy. Posts only once.</i></p> <p>0 points</p>
Mechanics (Punctuation, Sentence Structure, Spelling, Number of Posts)	<p><i>Post is free of mechanical errors.</i></p> <p>1 point</p>	<p><i>Post has some mechanical errors.</i></p> <p>.5 points</p>	<p><i>Post has many mechanical errors.</i></p> <p>0 points</p>

GRADE DESCRIPTION

98-100 % = A+	93-97 % = A	90-92 % = A-
88-89 % = B+	83-87 % = B	80-82 % = B-
78-79 % = C+	73-77 % = C	70-72 % = C-
68-69 % = D+	63-67 % = D	60-62 % = D-
	0-59 % = F	

MAKE UP POLICY

Assignments are due on the date shown in Canvas. Late assignments will be accepted up to seven days after the due date for a 10% penalty. Discussions cannot be made up. No makeup assignments are allowed without a valid family or medical emergency.

If you are experiencing difficult situations that are affecting or could potentially affect your academic success, you are urged to contact [Student Case Management](#) (E203 Newsom Hall, 491-8051) as soon as possible. Difficult situations can include issues such as medical, mental health, personal or family crisis, illness, or injury. If students request extensions or considerations due to difficult situations, we require documentation from Student Case Management before any accommodations can be made.

ACADEMIC INTEGRITY POLICY

This course will adhere to CSU's [Academic Integrity/Misconduct](#) policy as found in the General Catalog and the [Student Conduct Code](#).

At a minimum, violations will result in a grading penalty in this course and a report to the Office of Conflict Resolution and Student Conduct Services.

CSU HONOR PLEDGE

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, we will ask that you affirm the CSU Honor Pledge as part of completing your work in this course. *While you will not be required to affirm the honor pledge, you will be asked to affirm the following statement at the start of your exams:*

"I have not given, received, or used any unauthorized assistance."

Further information about Academic Integrity is available at CSU's [Practicing Academic Integrity](#).

UNIVERSAL DESIGN FOR LEARNING

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you are a student who will need accommodations in this class, please contact us to discuss your individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A verifying memo from [Resources for Disabled Students](#) may be required before any accommodation is provided.

INCLUSIVITY POLICY

In this class, we understand that our members represent a rich variety of backgrounds and perspectives. The teaching staff for this course is committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- Share their unique experiences, values and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their classmates.
- Appreciate the opportunity that we have to learn from each other.
- Value each other's opinions, and communicate in a respectful manner.

SYSTEM, MULTIMEDIA, AND SOFTWARE REQUIREMENTS

Having trouble with the multimedia in this course? See the solutions below. Also, it is highly recommended that you access your course via a **high-speed Internet connection**.

- Problems with opening PDFs?
 - Download [Adobe Reader](#).
- Canvas acting funny?
 - Review Canvas guide for [Supported Browsers](#).
- YouTube videos not playing?
 - Download [Flash Player](#).
- Videos not opening or playing on your Mac?
 - Download [Windows Media Components for QuickTime](#).
- Still having issues:
 - Call the **CSU Help Desk at 970-491-7276** or [Email Help Desk Support](#)

You must have speakers installed and working properly on your computer before beginning the course.

You may need access to Microsoft Word, PowerPoint, and/or Excel to complete assignments. If you do not have access to the Microsoft Office applications, you may use one of the following free resources that allow you to save your files with Microsoft Office file extensions (.doc, .docs, .ppt, .xls.):

- [Google Apps for CSU](#)—a free, outsourced communications suite endorsed by The University Technology Fee Advisory Board (UTFAB)
- [Office 365](#)—the full version of Microsoft Office free of charge for CSU students.

THIRD-PARTY TOOLS/PRIVACY

Please note that this course may require you to use third-party tools (tools outside of the Canvas learning management system), such as Skype, Educreation, Google Hangouts and others. Some of these tools may collect and share information about their users. Because your privacy is important, you are encouraged to consult the privacy policies for any third-party tools in this course so that you are aware of how your personal information is collected, used and shared.

COPYRIGHTED COURSE MATERIALS

Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code. Students who share course content without the instructor's express permission, including with online sites that post materials to sell to other students, could face appropriate disciplinary or legal action.

ADDITIONAL INFORMATION AND RESOURCES

Mandated Reporting: CSU's Student Sexual Harassment and Violence policy, following national guidance from the Office of Civil Rights, requires that faculty follow CSU policy as a "mandatory reporter" of any personal disclosure of sexual harassment, abuse, and/or violence related experiences or incidents shared with the faculty member in person, via email, and/or in classroom papers or homework exercises. These disclosures include but are not limited to reports of personal relational abuse, relational/domestic violence, and stalking. While faculty are often able to help students locate appropriate channels of assistance on campus (e.g., see the CSU Health Network link below), disclosure by the student to the faculty member requires that the faculty member inform appropriate CSU channels to help ensure that the student's safety and welfare is being addressed, even if the student requests that the disclosure not be shared. For counseling support and assistance, please see the [CSU Health Network](#), which includes a variety of counseling services. And, the [Women and Gender Advocacy Center](#) is a confidential resource for students that does not have a reporting requirement and that can be of great help to students who have experienced sexual assault.

Library and Media Resources: Research support is provided by the CSU [Libraries](#). In addition, Merinda McLure is the librarian supporting this course (Email: merinda.mclure@colostate.edu Phone: 970-491-7175). Please see [Merinda's Office Hours and Workshops](#) and her [Human Development & Family Studies Research Resources](#).

FERPA: The Federal Family Educational Rights and Privacy Act (FERPA) of 1974 sets forth requirements regarding the release of and access to student records. Please see [FERPA – Student Privacy](#) for more information.

SUGGESTED STUDY METHODS

Online education requires skills and habits that may be less essential in traditional courses. In order to be successful in your online course you will need:

- Space—Establish a comfortable and well-organized physical workplace.
- Time management skills—Set personal study and "classroom" time as you would do for a traditional course.
- Organization skills—Print out all class material (modules, PowerPoints, assignments, additional resources, and any work you generate) and keep everything in a single location. Maintain electronic backups of all class materials.
- Communication skills—Demonstrate a willingness to interact with your instructor and classmates through email, phone calls, discussion boards, and active participation in all class activities.
- Initiative—Seek help from your instructor and classmates, ask questions as they arise.
- Discipline—Pace yourself, complete all activities and assignments before the due date, follow through on all class requirements to completion.

The more closely you adhere to the recommendations above the greater your chances of having a successful semester and a rewarding online experience.