

**Fond du Lac Tribal and Community College  
COURSE OUTLINE FORM**

**03/19/19**

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: \_\_\_\_\_

2. Date submitted: \_\_\_\_\_

3. Date approved: 3/3/16 Date revised 2/2/21, 4/27/21, 11/10/21, 3/9/23

4. Department/discipline: Health

5. Department(s) endorsement(s): \_\_\_\_\_  
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Community Health and Wellness for Educators  
Abbreviated course title for Transcripts (25 characters or less): \_\_\_\_\_

7. Course Designator: HLTH 8. Course Level: 2100

9. Number of Credits: Lecture 3 Lab \_\_\_\_\_

10. Control Number (on site) 30 Control Number (online) \_\_\_\_\_

11. Catalog/Course description:

The focus of this course is on the overall health & wellness with an Anishinaabe perspective of the early childhood-6th grade elementary school community. Development of teaching strategies appropriate for the holistic health and wellness including physical education activities, healthy nutritional choices, mental health, and spirituality for a balanced sense of self that will be appropriate for early childhood through elementary school children. Discussion will be about the prevention of: drugs, alcohol, and tobacco use, reduced risk and control of diseases and the health and wellness in the communities. An introduction to the regulations, standards, policies, and procedures, prevention techniques, and early childhood curriculum related to health, safety, and nutrition. Early Child Development students complete fifteen (15) hours of field experience. Elementary Education students complete ten (10) hours of field experience.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s):  
Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Faculty recommendation of one.  
Robertson, Cathie, Cengage Learning, *Safety, Nutrition and Health in Early Education 6<sup>th</sup> edition* (or newer if available) or  
Marotz, Lynn R, Cengage Learning, 2013, *Health, Safety, and Nutrition for the Young Child*

14. **Course Content** (Provide an outline of major topics covered in course)

A. Apply culturally responsive teachings of nutrition, health, and safety concerns for

- diverse communities as well as all communities
- B. Compare/contrast wellness, good nutrition and healthful practices and programs
- C. Interpret safety and prevention of alcohol, drugs, and tobacco use
- D. Examine early childhood and elementary education environments that are physically and psychologically healthy for infants, toddlers, pre-kindergartners and school-age children
- E. Develop, implement, and evaluate health and safety policies, procedures and practices in an early childhood and elementary education settings
- F. Identify the educator’s role in being a mandated reporter
- G. Analyze social trends and global influence on children, health, safety and nutrition

**15. Learning Goals, Outcomes, and Assessment**

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

<b>Learning Outcomes</b>	<b>Competencies (CAC)</b>	<b>Cultural Standards</b>
Recognize the holistic component of health and wellness in the Anishinaabe communities as well as the larger communities to prepare for culture responsive classrooms.	D	6
Demonstrate knowledge of fundamental physical education and health concepts and the connections among them.	C	
Comprehend the knowledge needed for providing learning experiences that encourage personal and community health promotion, disease prevention and safety, and proper nutritional choices within the diverse communities.	B	2

Reflect on the different strategies for reducing and preventing accidents; drug, alcohol, and tobacco use; and high-risk situations and relationships.	A	4
Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	C	
Apply interpersonal communication skills to enhance health and avoid or reduce health risks.	B	
Identify the knowledge needed for providing learning experiences that develop a health-enhancing level of physical fitness.	A	

**WINHEC Cultural Standards:**

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
  2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
  3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
  4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
  5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
  6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
  7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.
16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills. See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): \_\_\_\_\_

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

  X   Yes        No

Provide the required documentation to show course meets required licensing/certification standards.

**MN PELSB: Standards 8710.2000 Standards of Effective Practice (SEP)**

Subpart 7. **Standard 6, communication.** A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

7G. foster sensitive communication by and among all students in the class;

7H. use effective communication strategies in conveying ideas and information and in asking questions;

Subpart 9. **Standard 8, assessment.** A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student. The teacher must:

9I. implement students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning;

Subpart 11. **Standard 10, collaboration, ethics, and relationships.** A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:

11L. understand mandatory reporting laws and rules; and

11E. understand the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning;

**Licensing Rule 8710.3200 Subp. 3. Subject matter standards, elementary education**

8710.3200 Subject Matter standards:

K. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental physical education and health concepts and the connections among them. The teacher must:

(1) understand the knowledge needed for providing learning experiences that encourage personal and community health promotion, disease prevention and safety, and proper nutritional choices;

(2) understand strategies for reducing and preventing accidents; drug, alcohol, and tobacco use; and high-risked situations and relationships;

(4) understand the knowledge needed for providing learning experiences that develop a health-enhancing level of physical fitness.

8710.3000 TEACHERS OF EARLY CHILDHOOD EDUCATION A teacher of infant or toddler-aged, preprimary-aged, and primary-aged children must understand child development and learning, including:

(1) the research base for and the best practices of early childhood education. A teacher of infants and toddlers plans, designs, and implements

developmentally appropriate learning experiences.

The teacher must understand:

- (5) strategies for developing an appropriate learning environment that:
  - (a) meet the physical needs of infants and toddlers through small and large group muscleplay, feeding, diapering and toileting, and rest, including:
    - i. health and safety procedures and universal precautions to limit the spread of infectious diseases;
    - ii. symptoms of common illness and environmental hazards
    - iii. how to evaluate infant and toddler environments to ensure the physical and emotional safety of children in care; and
    - iv. how to use environmental factors and conditions to promote the health, safety, and physical development of infants and toddlers;

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