

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 3/25/25
4. Department/discipline: Health
5. Department(s) endorsement(s): Education
(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): None

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).

Instructor's choice of one of the following texts:

Robertson, Cathie, Cengage Learning, *Safety, Nutrition and Health in Early Education 6th 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)

1. Apply culturally responsive teachings of nutrition, health, and safety concerns for diverse communities as well as all communities
2. Compare/contrast wellness, good nutrition and healthful practices and programs

3. Interpret safety and prevention of alcohol, drugs, and tobacco use
4. Examine early childhood and elementary education environments that are physically and psychologically healthy for infants, toddlers, pre-kindergartners and school-age children
5. Develop, implement, and evaluate health and safety policies, procedures and practices in an early childhood and elementary education settings
6. Identify the educator's role in being a mandated reporter
7. 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:

Learning Outcomes	Competencies (CAC)	Cultural Standards
1. Recognize the holistic component of health and wellness in the Anishinaabe communities as well as the larger communities to prepare for culturally responsive classrooms.	D	3
2. Demonstrate knowledge of fundamental physical education and health concepts and the connections between them.	C	
3. Fosters an environment that ensures student identities such as race/ethnicity, national origin, language, sex and gender, gender identity, sexual orientation, physical/developmental/emotional ability, socioeconomic class, and religious beliefs are historically and socially contextualized, affirmed, and incorporated into a learning environment where students are empowered to learn and contribute as their whole selves.	B	2

4. Reflect on the different strategies for reducing and preventing accidents; drug, alcohol, and tobacco use; and high-risk situations and relationships.	A	4
5. Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	C	
6. Apply interpersonal communication skills to enhance health and avoid or reduce health risks.	B	
7. 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

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)

NEW PELSB Standards of Effective Practice (SEP 2023)

1L. The teacher understands the diverse impacts of individual and systemic trauma, such as experiencing homelessness, foster care, incarceration, migration, medical fragility, racism, and micro and macro aggressions, on learning and development and knows how to support students using culturally responsive strategies and resources to address these impacts.

1M. The teacher is able to recognize symptoms of mental health illnesses and their impact on learning and knows how to use strategies and resources to address these impacts.

1N. The teacher understands the influence of use of tobacco, alcohol, and drugs on student life and learning.

2 D. The teacher fosters an environment that ensures student identities such as race/ethnicity, national origin, language, sex and gender, gender identity, sexual orientation, physical/developmental/emotional ability, socioeconomic class, and religious beliefs are historically and socially contextualized, affirmed, and incorporated into a learning environment where students are empowered to learn and contribute as their whole selves.

2F. The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

3E. The teacher knows how and when to engage students in analyzing their own assessment results and setting goals for their own learning.

5K. The teacher employs a variety of strategies to assist students to develop social and emotional competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

6B. The teacher understands laws related to student rights and teacher responsibilities, such as for educational equity, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, data practices, and mandatory reporting requirements in situations of known or suspected abuse or neglect.

7A. The teacher understands the importance of engaging in culturally affirming, reciprocal communication with families about student development, learning, and performance.

7C. The teacher plans collaboratively with professionals who have specialized expertise to design and jointly deliver, as appropriate, learning experiences to meet unique learning needs.

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-risk 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 ages, preprimary aged, and primary aged children must understand child development and learning, including: the research base for and the best practices of early childhood education.

3.B.5.A . A teacher of infants and toddlers plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:

- i. strategies for developing an appropriate learning environment that: meet the physical needs of infants and toddlers through small and large group muscle play,
- ii. feeding, diapering and toileting, and rest, including: health and safety procedures and universal precautions to limit the spread of infectious diseases 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 how to use environmental factors and
- i.v. conditions to promote the health, safety, and physical development of infants and toddlers.

3.C. A teacher of young children in the primary grades plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:

- a. how to establish and maintain physically and psychologically safe and healthy learning environments for primary-aged children that:
- b. acknowledge developmental consequences of stress and trauma,
- c. protective factors and resilience, and the development of mental health and the acceptance of supportive relationships.
- d. acknowledge basic health, nutrition, and safety management practices for primary-aged children, including procedures regarding childhood illness and communicable diseases;
- e. and recognize signs of emotional distress, child abuse, and neglect in young children and know responsibility and procedures for reporting known or suspected abuse or neglect to appropriate authorities.

3.C.7.e. A teacher of young children in preprimary classrooms plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand: strategies for assessing a preprimary-aged child's emerging level of physical development and how to use this information to establish individual physical development goals and design developmentally appropriate learning experiences that: facilitate children's understanding of maintaining a desirable level of nutrition, health, fitness, and physical safety

3.D.2. A teacher of young children in the primary grades plans, designs, and implements developmentally appropriate learning experiences. The teacher must understand:

- b. how to establish and maintain physically and psychologically safe and healthy learning environments for primary-aged children that: acknowledge developmental consequences of stress and trauma, protective factors and resilience, and the development of mental health and the acceptance of supportive relationships.
- c. acknowledge basic health, nutrition, and safety management practices for primary-aged children, including procedures regarding childhood illness and communicable diseases;
- d. and recognize signs of emotional distress, child abuse, and neglect in young children and know responsibility and procedures for reporting known or suspected abuse or neglect to appropriate authorities.

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