

# **ECE 6 Child Health, Safety, Nutrition**

## **Syllabus – Spring 2026**

### **College of the Redwoods**



#### **Course Information**

Semester & Year: Spring 2026  
Course ID & Section #: ECE-6-V9959  
Instructor's name: Dr. Darius Kalvaitis  
Day/Time of required meetings: none  
Location: online  
Number of proctored exams: none  
Course units: 3

#### **Instructor Contact Information**

Office location: HU 108b  
Office hours: by appointment, don't hesitate to get in touch with me to set up  
Phone number: 707.476.4338  
Email address: [darius-kalvaitis@redwoods.edu](mailto:darius-kalvaitis@redwoods.edu)

#### **Catalog Description**

Laws, regulations, standards, policies, procedures, and best practices related to health, safety, and nutrition in early childhood settings. Includes prevention strategies, nutrition, and meal planning for various ages and planning educational experiences integrated into daily routines designed to teach children positive health, safety, and nutrition habits.

## Course Student Learning Outcomes

1. Describe strategies used to promote health, safety, and nutrition of children and adults in early childhood settings.
2. Evaluate environments for both positive and negative impacts on children’s health and safety.
3. Identify regulations, standards, policies, and procedures related to health, safety, and nutrition in early childhood settings

## Prerequisites / Co-requisites / Recommended Preparation /Textbook

Textbook:

Textbook available for free for term from ECE Lending Library located at the Child Development Center. Call the CDC at 707.476.4337 to inquire about getting textbook from CDC Lending Library.

Nutrition, Health, and Safety for Young Children (2014)

Edition: 2nd

Author: Joanne Sorte

ISBN: ISBN: 0-13-286979-9 or ISBN: 0-13-339539-1 (e-book)

| Assignment              | Percent of Grade | Description   | Details   | SLO   |
|-------------------------|------------------|---|---|---|
| Weekly Discussions (15) | 40%              | Post each (and every) week and Reply to at least 2 students each week | <p><b>Post your response to the prompt.</b></p> <p>Weekly postings are a minimum of 250 to 350 words in length and must reflect an understanding of the written (text, lecture, and articles) materials, critical thinking on the topics and citations from the materials you</p> | <p>SLO #1:</p> <p>Describe strategies used to promote health, safety, and nutrition of children and adults in early childhood settings.</p> |

|                             |     |   |   |        |
|-----------------------------|-----|---|---|--------|
|                             |     |   | <p>read that support your views (text, articles, lectures). You must cite from the readings (not just the lecture) in your initial weekly post. You will provide page numbers and author's name in your citations.) You must also relate the readings to your personal life and work experiences.</p> <p><b>Reply to at least 2 other students</b></p> <p>Responses are a minimum of 100 words and must thoughtfully discuss the ideas presented in the post to which you are responding.</p> |        |
| Quizzes (5)                 | 30% | Multiple choice Quizzes covering class material and readings. | The 1 <sup>st</sup> Quiz is about Canvas and the Syllabus. Quiz # 2-5 are from the readings and class content. Take anytime during the week the Quiz is open.   |        |
| Assignments                 | 30% |   |   |        |
| Evaluating Environments (1) | 10% | Paper or Project  | Evaluating and comparing environments as they impact children's health and safety.  | SLO #2 |

|                 |             |  |   |  |
|-----------------|-------------|--|---|--|
|                 |             |  |   | Evaluate environments for both positive and negative impacts on children's health and safety.  |
| Projects (2)    | 2x5=10%     | Create an infographic of your choice that has to do with Nutrition, Health, Safety for Young Children. | This infographic should be a poster like an item that "visually" shows information for parents, children, or caregivers about a specific topic. You can create one of these digitally using a computer (MS Word, PowerPoint) , smartphone or tablet or you can create one on paper with a traditional medium such as markers, pictures, glue etc. If you choose to do the digital version, please save it as a PDF file and upload that for the assignment. If you choose to do the paper copy you can simply take a photo of it once it is complete and upload that photo. |  |
| Final Essay (1) | 10%         | Final Written Essay  | This final paper is your opportunity to summarize the learning in the class in a written format and explain how children are kept safe and healthy in Early Childhood Educations programs and day care settings.  | SLO #3:<br><br>Identify regulations, standards, policies, and procedures related to health, safety, and nutrition in early childhood settings. |
| <b>Total</b>    | <b>100%</b> |  |   |  |

## Evaluation and Grading Policy

Your final grade will be based on the total points you have earned throughout the semester. After each assignment is graded your point value will be posted into the Canvas grade book. You will be able to keep track of your total points throughout the semester at the course Canvas site.

### **Points can only be earned by completing the above assignments by the deadline**

A grade of "C" is considered "satisfactory, a "B" is good and an "A" is excellent.

My grading criteria is based on the belief that meeting the basic assignment criteria is satisfactory so a "C". To earn a grade higher a student must reach beyond the basics and do more than the basic assignment criteria.

An excellent student demonstrates initiative. The difference between doing what is spelled out in the assignment and thinking about how to deepen the assignment is what demonstrates excellence. By taking it to the next level you are demonstrating your advanced leaning and commitment to excelling.

Assignments are due by 11:59 P.M. on the “due date” given in Canvas.

Late assignments are accepted for up to the “accept until” time as posted in Canvas.

|               |               |    |
|---------------|---------------|----|
| Course Grade* | 94 to 100 =   | A  |
|               | 90 to 93.99 = | A- |
|               | 86 to 89.99 = | B+ |
|               | 83 to 85.99 = | B  |
|               | 80 to 82.99 = | B- |
|               | 76 to 79.99 = | C+ |
|               | 70 to 75.99 = | C  |
|               | 60 to 69.99 = | D* |
|               | 0 to 59.99 =  | F  |

**\*Please remember that Community Care Licensing and the Commission on Teacher Credentialing only accept grades of “C” or better.** Although a “D” grade is considered passing, it will not meet the requirements to be a fully qualified Title 22 program director or to earn a child development permit.

Students may be dropped from the course at the faculty’s discretion if you have failed to log into the course and submit assignments or post into the discussion forums for over two weeks or if the points attained indicate that you are failing the class. Please reach out to me if you have a situation where you are not able to participate on a regular basis due to a documentable reason and I will work with you to find a solution.

## Academic Integrity

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic integrity, determination of the grade and of

the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated a lack of academic integrity, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [2025-2026 College Catalog](#) and [CR Board and Administrative Policies](#).

## AI Use Class Policy

### **Written with help from AI – \***

Advancements in generative AI, like ChatGPT and Google's Bard, offer tools that can aid learning but may hinder critical and creative thinking if overused. AI outputs can be unreliable and biased.

In this ECE class, you can use AI to help you learn and write. However, you must be transparent with this right at the start!

***Therefore, disclose any use of AI at the beginning of your writing for this class in every assignment!***

You are responsible for the content you submit, so review AI-generated outputs for accuracy, bias, appropriateness, and alignment with your perspective.

**We, as CR instructors have tools to detect AI use in your submitted assignments. Please disclose any AI assistance used to make your learning and our grading positive and honest.**

## Disruptive Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [2025-2026 College Catalog](#) and [CR Board and Administrative Policies](#).

## Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

## Prerequisites/corequisites/ recommended preparation

None

## Educational Accessibility and Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, or bipolar disorder
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- Neurodevelopmental disorders such as a learning disability, intellectual disability, autism, acquired brain injury, or ADHD
- Vision, hearing, or mobility conditions

Available services include extended test time, quiet testing environments, academic assistance and tutoring through the [LIGHT Center](#), counseling and advising, alternate formats of course materials (e.g., audio books, braille, E-texts), assistive technology, learning disability assessments, approval for personal attendants, interpreters, priority registration, on-campus transportation, adaptive physical education and living skills courses, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Student Accessibility Support Services \(SASS\)](#). If you are unsure whether you qualify, please contact Student Accessibility Support Services (SASS) for a consultation: [sass@redwoods.edu](mailto:sass@redwoods.edu).

## SASS office locations and phone numbers

### *Eureka campus*

- Phone: 707-476-4280
- Location: Learning Resource Center (Library)

### *Del Norte campus*

- Phone: 707-465-2353
- Location: main building, near the Library

### *Klamath-Trinity campus*

- Phone: 707-476-4280