

CDE 201: HEALTH, SAFETY, & NUTRITION

Formerly known as:

ECE 044 (or if cross-listed - inactivated courses associated with this course)

Originator

wsanders

Co-Contributor(s)**Name(s)**

Avalos, Maria

Justification / Rationale

As a CTE program, we must update courses every two years; this is our regular course updates.

Effective Term

Fall 2023

Credit Status

Credit - Degree Applicable

Subject

CDE - Child Development & Education

Course Number

201

Full Course Title

Health, Safety, & Nutrition

Short Title

HEALTH/SAFETY/NUTRITION

Discipline**Disciplines List**

Child Development/Early Childhood Education

Modality

Face-to-Face

100% Online

Hybrid

Catalog Description

Introduction to the laws, regulations, standards, policies, procedures, best practices and early childhood curriculum related to child health, safety, and nutrition. Includes prevention strategies, nutrition, and meal planning for various ages and planning education experiences integrated into daily routines designed to teach children positive health, safety, and nutrition habits. The key components that ensure physical health, mental health and safety for both children and staff will be identified along with the importance of collaboration with families and health professionals.

Schedule Description

This course covers health, safety and nutritional concepts for children from birth through age 8 in early childhood programs and in collaboration with families and the community. Prerequisite: CDE 104 Advisory: ENG 001A

Lecture Units

3

Lecture Semester Hours

54

Lab Units

0

In-class Hours

54

Out-of-class Hours

108

Total Course Units

3

Total Semester Hours

162

Prerequisite Course(s)

CDE 104

Advisory: ENG 001A

Required Text and Other Instructional Materials**Resource Type**

Book

Open Educational Resource

Yes

Formatting Style

APA

Author

Paris, Jennifer; Lauren Adams, Alex Gavilan, Alexa Johnson, and Trudi Radtke eds.

Title

Safety, Health and Nutrition in Early Childhood Education

Edition

1

City

Santa Clarita

Publisher

College of the Canyons

Year

2020

College Level

Yes

Flesch-Kincaid Level

58 fairly difficult to read; 9th grade

Class Size Maximum

35

Entrance Skills

Students will need to understand how health and safety practices are integrated into the curriculum across all developmental domains. Students will need to be able to observe and document teaching strategies and environmental designs. Students will be required to write lesson plans and short essays using appropriate college-level writing skills including documenting sources.

Requisite Course Objectives

CDE 104-Examine ways curriculum is integrated across all developmental domains and content areas.

CDE 104-Identify ways in which the environment functions as an essential component of curriculum.
 CDE 104-Observe and evaluate teaching strategies and environmental design.
 ENG 001A-Develop ideas coherently in writing through the drafting process.
 ENG 001A-Correctly use MLA and/or APA documentation.

Course Content

1. Under all conditions utilize developmentally appropriate practices (DCLAP) (Objective 6)
2. Promote good health with families, teachers and children involved in culturally linguistically and developmentally appropriate ways (Obj 1, 4, 5, 6)
3. Conditions affecting children's health (Obj. 4)
4. Health appraisals and health assessment tools (Obj 2, 4)
5. Communicable and acute illnesses: Identification, the infectious process, and effective control (Obj. 1, 3, 4)
6. Creating safe environments (Obj. 1, 2, 3, 4, 6)
7. Safety management for all children (Obj. 2, 3)
8. Injury prevention and care (Obj. 1, 2, 3)
9. Considerations for children with special needs, medical needs and interventions (Obj, 1, 2, 3, 4, 5)
10. Policies and prevention strategies related to child abuse and neglect (Obj. 2, 4)
11. Common health issues (i.e. obesity, asthma, autism, allergies) (Obj 1, 3, 4, 5, 6)
12. Planning for children's health, safety, and nutrition education (Obj, 1, 6)
13. Nutrition guidelines (Obj 2, 5)
14. Physical fitness (Obj 1, 3, 4, 5, 6)
15. Diet analysis (Obj 1, 5)
15. Meal time policies (Obj 1, 5)
17. Special considerations for infants and toddlers (Obj 1, 2, 3, 4, 5, 6)
18. Food safety (Obj 1, 2, 3, 4, 5)
19. Menu planning considering culture, tradition and family choices (Obj. 1, 4, 5)
20. Responsibilities of teacher as role model of best health, safety and nutrition practices (Obj. 1, 4, 6)
21. Collaboration with health care professionals (Obj 2, 4, 6).

Course Objectives

	Objectives
Objective 1	Define the broad concepts of health, safety, and nutrition.
Objective 2	Identify laws and regulations supporting health, safety, and nutrition in early childhood settings
Objective 3	Identify (study, observe, analyze and assess) health and safety risks in early childhood settings.
Objective 4	Describe a caregiver's role and responsibility in modeling good health, safety, and nutrition habits.
Objective 5	Plan (study, observe, assess, analyze, create and synthesize) economical and nutritious meals and snacks based on the age and individual needs of children.
Objective 6	Study, observe, assess, and analyze child, health, safety and nutrition needs and capacity to plan, design and synthesize learning experiences on the topics of health, safety, and nutrition developmentally appropriate to the children. (Aligned with CAP Plan child learning experiences on the topics of health, safety and nutrition.)

Student Learning Outcomes

	Upon satisfactory completion of this course, students will be able to:
Outcome 1	Describe strategies used to promote health, safety, and nutrition of children and adults in early childhood settings.
Outcome 2	Evaluate environments for both positive and negative impacts on children's health and safety
Outcome 3	Identify regulations, standards, policies, and procedures related to health, safety, and nutrition in early childhood settings.

Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Collaborative/Team	Learning community in-class activities of observations, activity plan development, menu planning; self-reflection on teaching
Lecture	Presentations of content beyond the text, video clips, video examples, video observations (such as steps of toothbrushing)
Experiential	Develop activity plans for children on health, safety and nutrition

Discussion	Students will read and discuss textbook based upon their notes, video presentations, observations and teaching practices.
Demonstration, Repetition/Practice	Students will participate in food preparation, practice diapering on mannequins, handwashing, etc.

Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
Field/physical activity observations	Observations, such as at the McCarthy Family Child Development and Training Center will be conducted to review meal patterns, handwashing, diapering, daily health checks, large motor activity, mental health through positive interactions, safety checklists, health, safety and nutrition educational activities at least 10 observation and 10 hours analysis). At least 25% but not more than 50% will occur in class; the remaining out of class.	In and Out of Class
Presentations/student demonstration observations	Presentations among student group will range from menu planning to activity plans for doctor visits, dentists, physical development activities, safety instruction, food safety instruction, conducting daily health checks, working with families (10 hours design, 10 hours analysis) with at least 25% but not more than 50% done in class and the remaining as homework;	In and Out of Class
Group activity participation/observation	Group discussions, brainstorming, planning, predicting, evaluating of health, safety and nutrition activities will occur in class at least 25% of the time but not more than 50% and the remainder out of class.(5 hours out of class)	In and Out of Class
Mid-term and final evaluations	Students will take pre- and post-tests on the full range of challenging aspects of health, safety and nutrition in the ECE center and working with families and community practitioners. (2-6 hours)	Out of Class Only
Reading reports	Students will read and take notes (turned in) or quizzes on each of 16 chapters. 3-5 hours per class session or 48-80 hours.	Out of Class Only
Portfolios	Students will create a portfolio of health, safety and nutrition teaching resources. (10 hours)	Out of Class Only
Product/project development evaluation	Students will study health safety and nutritional needs of children, analyze potential learning experience, observe, assess and match the needs of the children to synthesize and create a developmentally appropriate activity, teach at least one health, safety or nutrition activity to a small group of preschool children. Record themselves doing it; analyze and evaluate their success and provide feedback to a small group of classmates on their own teaching demonstrations. Planning will begin in class while preparation, presentation, recording, self-reflection and reflective feedback to peers will occur out of class. (15-30 hours out of class; 6 -8 hours in class)	In and Out of Class

Product/project development evaluation	Prepare a menu for one week in an ECE program that meets the nutritional needs of young children, the requirements of the federal regulations for the Child and Adult Care Food Program and the diverse cultural experiences of the children; analyze a shopping list for the week and compare nutritional content and cost in a local grocery store; recommend changes, improvements based upon children's allergies and sale items. (1 hour in class; 2- 5 hours outside of class)	In and Out of Class
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Assignments

Other In-class Assignments

- Conduct observations on toothbrushing, meal time, daily health checks, physical development activities, teacher-child interactions for emotional well-being, safety practices, fire drills or earthquake; Analyze the findings and assess changes that need to occur to meet laws and regulations.
- Create and present activities for children and families related to health, safety and nutrition.
- Plan and critique activities to prepare children for health, safety and nutrition topics from fire safety to earthquake, doctor or dentist visits, physical development and exercise, emotional health, food safety.
- Discuss meeting the unique needs of children with special needs in physical, oral and mental health services in the ECE program and the community.
- Daily discuss key concepts presented in the reading and how they apply to best early childhood teaching practices.

Other Out-of-class Assignments

- Readings in the textbook and in recommended supplementary articles and video presentations, such as from a medical doctor on Adverse Childhood Experiences.
- Choose projects application of health, safety and nutrition principles to application with children, from menu planning to first aid or earthquake kits to lessons on health.
- Use peer-reviewed journals to search for and analyze the developmental appropriateness and effectiveness of three articles on health, safety and nutrition.

Grade Methods

Letter Grade Only

Distance Education Checklist

Include the percentage of online and on-campus instruction you anticipate.

Online %

50

On-campus %

50

Instructional Materials and Resources

If you use any other technologies in addition to the college LMS, what other technologies will you use and how are you ensuring student data security?

Coaching Companion

If used, explain how specific materials and resources outside the LMS will be used to enhance student learning.

This tool enables students to present an activity to children and record themselves doing so. For this course it will also be used to share videos of health and safety practices and have students tag the individual steps observed and analyze if any steps were missing. The student then uploads the video to the secure Coaching Companion operated through a national Head Start pilot at the University of Washington and self-reflects with a group of 4-6 classmates and the instructor.

Effective Student/Faculty Contact

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

Within Course Management System:

Chat room/instant messaging

Discussion forums with substantive instructor participation
Online quizzes and examinations
Private messages
Regular virtual office hours
Timely feedback and return of student work as specified in the syllabus
Video or audio feedback
Weekly announcements

External to Course Management System:

Direct e-mail
E-portfolios/blogs/wikis
Listservs
Posted audio/video (including YouTube, 3cm mediasolutions, etc.)
Synchronous audio/video
Teleconferencing
Telephone contact/voicemail
USPS mail

For hybrid courses:

Field trips
Orientation, study, and/or review sessions
Scheduled Face-to-Face group or individual meetings
Supplemental seminar or study sessions

Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.

Instructors will communicate with students 3-5 times per week through these tools in an array of configurations. If the course is an intensive, that communication will increase respectively. Faculty grade student work with rubrics and individualized feedback in a timely manner, often no more than 48 hours after submission.

If interacting with students outside the LMS, explain how additional interactions with students outside the LMS will enhance student learning.

Instructors may provide field trips to child development centers for health, safety and nutrition observations, pre- and post- sessions meetings to enhance student/instructor contact but not to eliminate out-of-town registrants.

Other Information**Comparable Transfer Course Information****University System**

CSU

Campus

CSU San Bernardino

Course Number

CD 2209

Course Title

Health, Safety Nutrition

Catalog Year

2022-23

Rationale

Current Articulation Agreement with CSU-SB

MIS Course Data**CIP Code**

13.1210 - Early Childhood Education and Teaching.

TOP Code

130500 - Child Development/Early Care and Education

SAM Code

C - Clearly Occupational

Basic Skills Status

Not Basic Skills

Prior College Level

Not applicable

Cooperative Work Experience

Not a Coop Course

Course Classification Status

Credit Course

Approved Special Class

Not special class

Noncredit Category

Not Applicable, Credit Course

Funding Agency Category

Not Applicable

Program Status

Program Applicable

Transfer Status

Transferable to CSU only

General Education Status

Y = Not applicable

Support Course Status

N = Course is not a support course

C-ID

ECE 220

Allow Audit

Yes

Repeatability

No

Materials Fee

No

Additional Fees?

No

Files Uploaded**Attach relevant documents (example: Advisory Committee or Department Minutes)**

2022 October MINUTES CDE Advisory Committee Agenda with supporting documents.docx

Approvals**Curriculum Committee Approval Date**

11/17/2022

Academic Senate Approval Date

12/08/2022

Board of Trustees Approval Date

01/20/2023

Chancellor's Office Approval Date

12/06/2019

Course Control Number

CCC000609654

Programs referencing this courseEarly Childhood Education Master Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined/?key=129>)Early Childhood Education Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined/?key=130>)Early Childhood Education Site Supervisor Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined/?key=131>)Early Childhood Education AS-T Degree (<http://catalog.collegeofthedesert.eduundefined/?key=36>)Early Childhood Education AS Degree (<http://catalog.collegeofthedesert.eduundefined/?key=62>)Family Child Care Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined/?key=78>)