

# CDE 201: HEALTH, SAFETY, & NUTRITION

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**Formerly known as:**

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

**Originator**

wsanders

**Co-Contributor(s)**

**Name(s)**

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**Justification / Rationale**

We have significantly fewer objectives even though there has been no drop in number of units because we have been much more articulate and succinct in our wording and concepts rather than verbose and redundant. These objectives match those required for the CA ECE Curriculum Alignment Project (CAP) and all assignments fit appropriately under those objectives.

We have chosen to change the discipline to Child Development and Education to reflect the additional of elementary education courses in our program. We have also made a faculty decision to make the courses numerically consecutive to make it easier for students to understand required vs. electives, the recommended order of courses and make wiser selections for electives that will lead to certificates, such as the Master Teacher Certificate for Language & Literacy. Finally, we have updated SLO's objectives and course content to meet the CA Curriculum Alignment Project (CAP) agreement for required ECE courses.

**Effective Term**

Fall 2020

**Credit Status**

Credit - Degree Applicable

**Subject**

CDE - Child Development & Education

**Course Number**

201

**Full Course Title**

Health, Safety, & Nutrition

**Short Title**

HEALTH/SAFETY/NUTR

**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

**Author**

Joanne Sorte, Inge Daeschel, Carolina Amador

**Title**

Health, Safety, and Nutrition for Young Children: Promoting Wellness

**Edition**

3rd

**City**

Albany, NY

**Publisher**

Cengage

**Year**

2017

**College Level**

Yes

**Flesch-Kincaid Level**

12

**ISBN #**

9780133956764

**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

## 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 %

25

On-campus %

75

## 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. 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:

Timely feedback and return of student work as specified in the syllabus  
Discussion forums with substantive instructor participation  
Chat room/instant messaging  
Regular virtual office hours  
Private messages  
Online quizzes and examinations  
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:

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

#### Rationale

There is no transfer for this course because the CSU system has chosen not to accept it.

## 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

**C-ID**

ECE 220

**Allow Audit**

No

**Repeatability**

No

**Materials Fee**

No

**Additional Fees?**

No

## Approvals

**Curriculum Committee Approval Date**

9/19/2019

**Academic Senate Approval Date**

9/26/2019

**Board of Trustees Approval Date**

10/31/2019

**Chancellor's Office Approval Date**

12/09/2019

**Course Control Number**

CCC000609654

**Programs referencing this course**Early Childhood Education Master Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=129/>)ECE 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/>)Early Childhood Education Master Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=129/>)ECE 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/>)