CD M23: HEALTH, SAFETY, & NUTRITION

Originator
scoulter

College
Moorpark College

Attach Support Documentation (as needed)
health-safety-nutrition-worksheet-8-2021.docx

Discipline (CB01A)
CD - Child Development

Course Number (CB01B)
M23

Course Title (CB02)
Health, Safety, & Nutrition

Banner/Short Title
Health, Safety, & Nutrition

Credit Type
Credit

Start Term
Fall 2023

Catalog Course Description
Introduces the laws, regulations, standards, policies, procedures, and best practices related to health, safety, and nutrition in care and education settings for children birth through middle childhood. Focuses on the teacher's role in prevention strategies, nutrition and meal planning, integrating health safety and nutrition experiences into daily routines, and overall risk management.

Taxonomy of Programs (TOP) Code (CB03)
1305.00 - *Child Development/Early Care and Education

Course Credit Status (CB04)
D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)
B (Transferable to CSU only)

Course Basic Skills Status (CB08)
N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)
C - Clearly Occupational

Course Cooperative Work Experience Education Status (CB10)
N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)
Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)
N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)
Y - Not Applicable

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
1 - Program Applicable

General Education Status (CB25)
Y - Not Applicable

Support Course Status (CB26)
N - Course is not a support course

Field trips
May be required

Faculty notes on field trips; include possible destinations or other pertinent information
Early childhood programs in the community pre-school; Resource and referral program in the County

Grading method
(L) Letter Graded

Alternate grading methods
(O) Student Option- Letter/Pass
(P) Pass/No Pass Grading

Does this course require an instructional materials fee?
No

Repeatable for Credit
No

Is this course part of a family?
No

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture
Minimum Contact/In-Class Lecture Hours
52.5
Maximum Contact/In-Class Lecture Hours
52.5

Activity

Laboratory

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
52.5

Total Maximum Contact/In-Class Hours
52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
105
Maximum Outside-of-Class Hours
105

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
157.5
Total Maximum Student Learning Hours
157.5

Minimum Units (CB07)
3
Maximum Units (CB06)
3

Advisories on Recommended Preparation
CD M02

Requisite Justification
Requisite Type
Recommended Preparation

Requisite
CD M02

Requisite Description
Course in a sequence

Level of Scrutiny/Justification
Content review

Student Learning Outcomes (CSLOs)	
	Upon satisfactory completion of the course, students will be able to:
1	describe strategies used to promote the health, safety, and nutrition of children and adults in care and education settings.
2	evaluate environments for both positive and negative impacts on children's and adults' health and safety.
3	identify regulations, standards, policies, and procedures related to health, safety, and nutrition in care and education settings

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1	define the broad concepts and practices of health, safety, and nutrition.
2	identify laws and regulations related to health, safety, and nutrition.
3	identify health and safety risks and prevention strategies in care and education settings.
4	describe a caregiver's role and responsibility in modeling good health, safety, and nutrition habits.
5	describe culturally responsive strategies for partnering with families and the community in support of a healthy and safe environment for children.
6	explore community resources available to support children and families.
7	apply the recommendations for children's nutrition to the development of healthy and economical meals and snacks based on the age and individual needs of children.
8	plan developmentally appropriate, culturally responsive learning experiences and environments that support the topics of health, safety, and nutrition.

Course Content

Lecture/Course Content
- **10% - Interrelationships between health, safety, and nutrition for children birth through middle childhood**
  - Defining physical and mental health
  - Defining safety
  - Defining nutrition
- **10% - Laws, codes, regulations, and policies**
  - Fire and health codes
  - Title 22
  - Title 5
  - Emergency Medical Services Authority
  - Local requirements
  - Food programs
  - Child abuse and neglect
    - Mandated reporting
    - Prevention strategies
    - Community resources
- **15% - Safety management**
  - Safe environments
  - Accommodations for special needs
  - Injury prevention and care
  - Emergency preparedness response and recovery
  - Car seats
- **15% - Health management**
  - Universal precautions
  - Daily health check
  - Food safety
  - Communicable diseases
  - Infectious process
  - Illness and exclusion policies
  - Common health issues such as pink eye, lice, runny nose
  - Chronic and acute illnesses such as allergies, mental health, obesity
  - Sleeping and napping
  - Diapering and toileting
  - Health assessment tools
  - Staff safety and well being
    - Risk management
    - Employee policies
      - Physical health
      - Mental health
- **20% - Teachers and caregivers roles**

- Teachers as role models of best health, safety, and nutrition practices
- Collaboration with families and other professionals to promote health, safety, and nutrition
- Communication
    - Families
    - Other health professionals
- Community resources for children and families at risk
    - Housing and food insecurity
    - Foster care/child welfare
    - Incarceration
    - Trauma and abuse
    - Medically fragile
- **15% - Meals and snacks**
    - Nutrition guidelines
    - Diet analysis
    - Mealtime policies and regulations
    - Menu planning
    - Budgeting
    - Culture, traditions, and family choices
    - Allergies and food sensitivities
    - Special feeding needs
    - Sanitary food handling
- **15% - Planning learning experiences in health, safety, and nutrition**
    - Developmentally sound practices
    - Cultural, linguistic, and developmental differences of families, teachers, and children
    - Learning opportunities integrated during daily routines
    - Physical fitness
    - Use of instructional technology
    - Accommodations for children with special needs

Laboratory or Activity Content
N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):
Written expression
Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):
Essay exams
Group projects
Individual projects
Objective exams
Oral presentations
Problem-solving exams
Quizzes
Reports/papers
Research papers
Role playing
Skills demonstrations
Written homework
Classroom Discussion
Projects
Participation
Reports/Papers/Journals

Instructional Methodology

Specify the methods of instruction that may be employed in this course
Case studies
Class activities

Class discussions
Collaborative group work
Computer-aided presentations
Demonstrations
Distance Education
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Internet research
Large group activities
Lecture
Modeling
Observation
Readings
Role-playing
Small group activities
Web-based presentations
Other (specify)

Specify other method of instruction

Program analysis and observation
Video analysis

Describe specific examples of the methods the instructor will use:

Instructor will use PowerPoint presentation, short videos, group activity, and classroom demonstration to explain course content. Instructor will bring students into the Child Development Center to conduct observations.

Representative Course Assignments

Writing Assignments
  • Written curriculum plans on topics of health, safety, and nutrition.
  • Letters to parents supporting healthy lifestyle choices for children.
  • Written snack and meal menus.

Critical Thinking Assignments
  • Evaluation of Early Childhood Education programs for health, safety and nutrition compliance.
  • Evaluation of child care program breakfast, lunch, and snack menus for provision of required nutrients.
  • Case study: analysis of factors contributing to classroom health, safety, and nutrition issues.

Reading Assignments
  • Read a current Child Development journal article pertaining to course topics such as laws and regulations related to health, safety, and nutrition.
  • Read a current news article pertaining to course topics such as laws and regulations related to health, safety, and nutrition.

Skills Demonstrations
  • Role-play a conversation between a teacher and a child's caregiver(s).
  • Role-play a conversation between a teacher and an administrator.
  • Present analysis of a current news article on a course topic to the class.
  • Present analysis of a current Child Development journal article on a course topic to the class.

Outside Assignments

Representative Outside Assignments
  • Developing a health policy for families with children in family child care or center care.
  • Reviewing laws and regulations supporting health, safety, and nutrition in children's programs.
  • Researching current health issues related to children and families.

Articulation

C-ID Descriptor Number
ECE 220

Status
Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Bakersfield	CAFS 2500	Child Health, Safety, and Nutrition	3
Cal Poly Pomona	ECS 1200	Health, Safety and Nutrition for Early Childhood	3

Comparable Courses within the VCCCD
CD V24 - Child Nutrition, Health, and Safety
ECE R129 - Child Nutrition, Health and Safety

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

E1. Health Education
Approved

F. Ethnic Studies/Gender Studies

Course is CSU transferable
Yes

CSU Baccalaureate List effective term:
F1995

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

E Lifelong Learning and Self-Development
Approved

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type
Textbook

Description
Osher, David, et al., eds. *Keeping Students Safe and Helping Them Thrive: A Collaborative Handbook on School Safety, Mental Health, and Wellness*. Praeger, 2019.

Resource Type
Textbook

Description
Paris, Jennifer. *Safety, Health, and Nutrition in Early Childhood Education*. E-book, Open Textbook Library (College of the Canyons), 2019, https://open.umn.edu/opentextbooks/textbooks/908 (https://open.umn.edu/opentextbooks/textbooks/908/). Accessed 29 Sept 2022.

Resource Type
Other Resource Type

Description
State of California California State Regulations; Title 22, Community Care Licensing. California Department of Social Services, 2012. https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I95BBB650D4C011DE8879F88E8B0DAAAEoriginationContext=documenttoctransitionType=DefaultcontextData=(sc.Default).

Library Resources

Assignments requiring library resources
Research using the Library's print and online resources via databases such as Exchange Press Articles on Demand and EBSCO ERIC.

Sufficient Library Resources exist
Yes

Example of Assignments Requiring Library Resources
Research report, using the Library's print and online resources, on current health issues related to children and families.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and the instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements, and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email the instructor through both the learning management system inbox and faculty provided email account.
Face to Face (by student request; cannot be required)	The instructor may hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with the instructor as needed. Faculty may encourage online students to form "study groups" in person or online. Note: For hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.
Other DE (e.g., recorded lectures)	Faculty may use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: Recorded Lectures, Narrated Slides, Screencasts, Instructor created content, MC Online Library Resources, Canvas Peer Review Tool, Canvas Student Groups (Assignments, Discussions), Websites and Blogs, Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week to be available for synchronous chat and be available in the discussion board to answer questions in live time.

| Telephone | Instructor may provide a phone number for the students where they can leave a voicemail and expect a call back within 24 hours. |
| Video Conferencing | Video tools such as Zoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged. |

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and the instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements, and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email the instructor through both the learning management system inbox and faculty provided email account.
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100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and the instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements, and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email the instructor through both the learning management system inbox and faculty provided email account.
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Examinations

Hybrid (1%–50% online) Modality

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

CHILD DEV/ECE

Review and Approval Dates

Department Chair
09/01/2022

Dean
09/06/2022

Technical Review
09/29/2022

Curriculum Committee
10/04/2022

DTRW-I
MM/DD/YYYY

Curriculum Committee
MM/DD/YYYY

Board
MM/DD/YYYY

CCCCO
MM/DD/YYYY

Control Number
CCC000524820

DOE/accreditation approval date
MM/DD/YYYY