Cerro Coso College
Course Outline of Record Report
01/10/2023

CHDVC121 : Health, Safety, and Nutrition

General Information

Author:	- Vivian Baker - Fuller, Elisabeth - Ledford, Tyrone
Course Code (CB01) :	CHDVC121
Course Title (CB02) :	Health, Safety, and Nutrition
Department:	Child Development
Proposal Start:	Fall 2022
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000313006
Curriculum Committee Approval Date:	10/31/2014
Board of Trustees Approval Date:	12/18/2014
External Review Approval Date:	02/02/2015
Course Description:	This course introduces the laws, regulations, standards, policies, procedures, and best practices related to health, safety, and nutrition in care and education settings for children from birth through middle childhood. Topics covered include the teacher's role in prevention strategies; nutrition and meal planning; integrating health, safety, and nutrition experiences into daily routines; and overall risk management. Students are required to observe children in a group setting.
Submission Type:	Improvement to Program of Study Change to Content This course is CAP aligned and the CAP outline was revised March 2021. The course is being revised early to address the changes including revised outcomes, objectives and topical outline.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	Child Development/Early Childhood Education
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)	**Course Special Class Status (CB13)**	**Grade Options**
Course is not a basic skills course.	Course is not a special class.	• Letter Grade Methods

☐ Allow Students to Gain Credit by Exam/Challenge	**Allowed Number of Retakes**	**Course Prior To College Level (CB21)**
	0	Not applicable.

Rationale For Credit By Exam/Challenge	**Retake Policy Description**	☐ Allow Students To Audit Course
No value	Type:|Non-Repeatable Credit	

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
Child Development Master Teacher Certificate of Achievement	Certificate of Achievement	Fall 2022
CC Associate in Science in Early Childhood Education for Transfer Degree	A.S. Degree for Transfer	Spring 2018
CC Child Development Master Teacher-	Certificate of Achievement	Summer 2018 to Fall 2022
CC Child Development Teacher	Certificate of Achievement	Summer 2018

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)	**Transferability Status**
Transferable to CSU only	Approved

Cerro Coso General Education Requirements	Categories	Status	Approval Date	Comparable Course
Area 7.1	Health & Wellness Wellness	Approved	No value	C-ID: ECE220

C-ID	Categories	Status	Approval Date	Comparable Course
Early Childhood Education	C-ID discipline	Approved	No value	ECE220

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)	**Course Non Credit Category (CB22)**	**Non-Credit Characteristic**
Credit - Degree Applicable	Credit Course.	No Value

Course Classification Status (CB11)	**Funding Agency Category (CB23)**	**Cooperative Work Experience Education Status (CB10)**
Credit Course.	Not Applicable.	☐
☐ Variable Credit Course		

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Activity	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Activity	0
Total	108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0   **Faculty Load:** 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ENGLC101 - Freshman Composition

In CHDV C121 students are expected to write summaries of text chapters, journal articles, observations, and assigned readings as well as to make connections between their observations of young children with theory and program best practices. ENGL C101 skills prepare students to succeed in CHDV C121 by ensuring they are able to write short essays that synthesize observations, lectures, and assigned readings that are free of major spelling and grammatical errors. ENGL C101 ensures that students are able to compose a formal research paper from multiple sources including finding, evaluating, organizing, and synthesizing college-level reading materials and to construct a detailed outline and annotated bibliography that projects the structure of the research paper and reflects the extent of their literature search and the relevance of the sources chosen. ENGL C101 prepares students to use the corrected proof of their outline to draft a research paper that is properly formatted and written in clear, grammatically correct prose.

Outcomes
- Read, analyze, and evaluate a variety of university-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized academic essays with arguable theses and persuasive support, using complex ideas presented in university-level sources.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.

AND

Advisory

LIBRC100 - Introduction to Library Research and Bibliography

Students are expected to use print and internet sources to conduct research and compose a formal research paper. Child Development is a Social Science; students must use APA format in their writing. LIBR C100 skills ensure the student will be able to successfully find and evaluate reference material, and be able to formulate proper citation.

Outcomes
- Strategically locate a variety of relevant information sources in multiple formats applicable for college-level research, differentiating between various research tools and paid subscription databases.
- Critically evaluate information by applying standard criteria.
- Recognize and use correct documentation style in parenthetical and bibliographic citations and in formatting written work to avoid plagiarism.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Discussion
Rationale	Students participate in weekly discussions related to health, safety, and nutrition, with a focus on their role as an early childhood educator.

Methods of Instruction	Instruction through examination or quizzing
Rationale	Regular quizzes related to the material help students to check their knowledge. Example: Match the following communicable illnesses with major symptoms: Hand, Foot, and Mouth .... Roseola.... Ringworm...

Methods of Instruction	Lecture
Rationale	The instructor includes a variety of lecture materials, outside readings, and videos.

Methods of Instruction	Presentations (by students)
Rationale	Students complete an education project on a topic they have chosen and present it for the class. Common topics include the following: Sensory Processing Disorder, Breastfeeding, Nutritious Snacks, and Autism Awareness.

Methods of Instruction	Project-based learning

Rationale	Students complete a personal diet project, evaluating their eating habits and nutrition.

Assignments

A. Reading assignments, handouts, and videos that expand and enhance lecture topics.
B. Students will create a one-week menu for an early childhood age group. They will be required to follow federal and state guidelines for food choices and serving size.
C. Observations. Example: Students observe and analyze an early childhood environment for health and safety practices.
D. Students will complete a personal diet assessment. They will record their intake for one week, analyze their diet calories and nutrients, and identify recommended changes to move towards better nutrition.

Methods of Evaluation	Rationale
Tests	1: Exams. Questions address aspects of health, safety, and nutrition including licensing, regulations, policies, and procedures. Example: Licensing- the minimum space recommended per child for indoor classrooms is 35 sq ft. Match each of the following signs/symptoms to the communicable illness: skin infection with crusty, moist lesion (typically on face, ears, nose/mouth) - impetigo
Other	Observe an early childhood program and complete a health, safety, and environmental assessment, identifying potential concerns and best practices.
Project	Create an educational poster or newsletter related to nutrition, environments, or teaching strategies that promote health and safety. In addition to facts on the topic, the student will identify resources available to families.
Distance Education Description: how outcomes are evaluated	The outcomes for this course, both traditional and distance education, will be evaluated and assessed using a project, scored with a rubric, towards the end of the semester.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Paris, Jennifer	Health, Safety and Nutrition (OER)	Libretexts	January 4, 2021	2818440012921

Other Instructional Materials

Description	Links to resources such as: Department of Social Services, Community Care Licensing, Title 22, and CSEFEL: Center on the Social and Emotional Foundations For Early Learning.
Author	No value
Citation	No value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

Define the broad concepts of health, safety, and nutrition.

Identify laws and regulations supporting health, safety, and nutrition.

Identify health and safety risks in care and education settings.

Describe a caregiver's role and responsibility in modeling good health, safety, and nutrition habits.

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.

Plan developmentally appropriate, culturally responsive learning experiences and environments that support the topics of health, safety, and nutrition.

Explore community resources available to support children and families.

Describe culturally responsive strategies for partnering with families and the community in support of a healthy and safe environment for children.

CSLOs

Name	Expected SLO Performance
Describe strategies used to promote health, safety, and nutrition of children and adults in care and education settings.	70.0
Evaluate environments for both positive and negative impacts on children's and adults' health and safety.	70.0
Identify regulations, standards, policies, and procedures related to health, safety, and nutrition in care and education settings.	70.0

Outline

Course Outline

1.   Interrelationships Between Health, Safety, and Nutrition for Children From Birth Through Middle Childhood
          a.   Defining physical and mental health
          b.   Defining safety

  c. Defining nutrition
2. Laws, Codes, Regulations, and Policies
  a. Fire and health codes
  b. Title 22
  c. Title 5
  d. Emergency medical services authority
  e. Local requirements
  f. Food programs
  g. Child abuse and neglect
    i. Mandated reporting
    ii. Prevention strategies
    iii. Community resources
3. Safety management
  a. Safe environments
  b. Accommodations for special needs
  c. Injury prevention and care
  d. Emergency preparedness response and recovery
  e. Car seats
4. Health management
  a. Universal precautions
  b. Daily health check
  c. Food safety
  d. Communicable diseases
  e. Infectious process
  f. Illness and exclusion policies
  g. Common health issues such as pink eye, lice, runny nose
  h. Chronic and acute illnesses such as allergies, mental health, obesity
  i. Sleeping and napping
  j. Diapering and toileting
  k. Health assessment tools
  l. Staff safety and well being
    i. Risk management
    ii. Employee policies
      1. Physical health
      2. Mental health
5. Teachers and caregivers roles
  a. Teachers as role models of best health, safety, and nutrition practices
  b. Collaboration with families and other professionals to promote health, safety, and nutrition
  c. Communication
    i. Families
    ii. Other health professionals
  d. Community resources for children and families at risk
    i. Homelessness
    ii. Foster care/child welfare
    iii. Incarceration
    iv. Trauma and abuse
    v. Medically fragile
6. Meals and snacks
  a. Nutrition guidelines
  b. Diet analysis
  c. Mealtime policies and regulations
  d. Menu planning
  e. Budgeting
  f. Culture, traditions, and family choices
  g. Allergies and food sensitivities
  h. Special feeding needs
  i. Sanitary food handling
7. Planning learning experiences in health, safety, and nutrition
  a. Developmentally sound practices
  b. Cultural, linguistic, and developmental differences of families, teachers, and children
  c. Learning opportunities integrated during daily routines
  d. Physical fitness
  e. Use of instructional technology
  f. Accommodations for children with special needs

Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

All assignments in distance education courses (online, hybrid and iTV) of this course are of the same rigor as those in the on-ground course, except that students in purely online sections will submit all of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the on-ground course, except that evaluation of student work in online is presented virtually. Instead of onsite lectures, hybrid and online courses use a variety of methods including, but not limited to videos and written lecture notes. The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course, both traditional and distance education, will be evaluated and assessed using a project, scored with a rubric, towards the end of the semester. Students will be required to observe children in licensed or license-exempt programs in their community.

Instructor-student contact may occur through announcements, discussions, and feedback to student submissions, including assignments. Student -student contact will primarily occur through discussions, but may also include group work, and open forums (i.e. Q&A).

Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Discussion Forums
- E-mail

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

At a minimum, students need to have access to a PC or Mac compatible computer with a 56k dial-up internet connection. There should be a modern browser like Firefox or Internet Explorer 8.0 installed. Technical support is provided by The Online Support Center (http://support.kccd.edu) or the Help Desk at 877-382-3508 (tel:877-382-3508). Students can also request individual online support as well as read general tips for succeeding in an online class at the Cerro Coso Student Success Center.

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

- iTV—Interactive Video only
- Learning management system

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

no

Emergency Distance Education Options The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.

- Online including all labs/activity hours