

CHLDV138 : Health, Safety, And Nutrition

General Information

Author:	<ul style="list-style-type: none">Elizabeth KronbeckBiancheri, Mary JaneStonis, MichelleOwens, Deborah
Course Code (CB01) :	CHLDV138
Course Title (CB02) :	Health, Safety, And Nutrition
Department:	CHLDV
Proposal Start:	Spring 2025
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
CIP Code:	(19.0709) Child Care Provider/Assistant.
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000214601
Curriculum Committee Approval Date:	06/12/2024
Board of Trustees Approval Date:	07/16/2024
Last Cyclical Review Date:	06/12/2024
Course Description and Course Note:	CHLDV 138 introduces the laws, regulations, standards, policies and procedures and early childhood curriculum related to child health, safety and nutrition. The characteristics of good health and the recognition of the symptoms of communicable diseases are examined. The habits and attitudes essential for physical and mental health of teachers, parents and children are identified. This course is intended to examine the current concepts in the field of health, safety and nutrition and their relationship to the young child and program planning. Emphasis is given to the components of quality care for young children and the importance of collaboration with families and health care professionals.
Justification:	Mandatory Revision
Academic Career:	Credit
Mode of Delivery:	
Author:	<ul style="list-style-type: none">Owens, Deborah
Course Family:	

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none">Child Development/Early Childhood Education
Alternate Discipline:	No value
Alternate Discipline:	No value

Course Development

Basic Skill Status (CB08)

Course is not a basic skills course.

 Allow Students to Gain Credit by Exam/Challenge**Course Special Class Status (CB13)**

Course is not a special class.

Pre-Collegiate Level (CB21)

Not applicable.

Grading Basis

- Grade with Pass / No-Pass Option

Course Support Course Status (CB26)

Course is not a support course

General Education and C-ID**General Education Status (CB25)**

Not Applicable

Transferability

Transferable to CSU only

Transferability Status

Approved

C-ID	Area	Status	Approval Date	Comparable Course
ECE	Early Childhood Education	Approved	08/25/2014	ECE 220 - Health, Safety and Nutrition

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

Credit / Non-Credit Options**Course Type (CB04)**

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

 Variable Credit Course**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience

 Education Status (CB10)**Weekly Student Hours**

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

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	54

Laboratory	0
Studio	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Studio	0
Total	108

Time Commitment Notes for Students

Reading, writing, assignments and activities.

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

ESL151 - Reading And Composition V

Objectives

- Write a 500 to 550-word essay in response to a reading that displays critical thinking and application of rhetorical strategies appropriate to the academic context. Revise for appropriate grammar, punctuation, and spelling at a passing level as determined by the ESL 151 scoring guide.
- Complete a research paper demonstrating the student's ability to evaluate, integrate, and synthesize sources using summary, paraphrasing, and quotation with proper citation and formatting.

OR

Advisory

ENGL101 - Introduction to College Reading and Composition

Objectives

- Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Entry Standards

Entry Standards

Course Limitations

Cross Listed or Equivalent Course

Specifications

Methods of Instruction

Methods of Instruction Lecture

Methods of Instruction Discussion

Methods of Instruction Multimedia

Methods of Instruction Demonstrations

Methods of Instruction Presentations

Out of Class Assignments

- Essays (e.g., summarize online research about vegetarian diets and discuss how such diets can meet the specific nutritional needs of young children)
- Short answer paper using outside sources (e.g., prepare an examination of causes and consequences of childhood obesity using current research)
- Research paper (e.g., identify relevant scholarly research, critically examine and summarize findings, make recommendations based on content)
- Discussion board posts (e.g., application of theories and strategies examined in course content)

Methods of Evaluation

Rationale

Exam/Quiz/Test Final examination

Presentation (group or individual) Application of concepts in practice (demonstration of knowledge)

Exam/Quiz/Test Quizzes

Textbook Rationale

This course is designed to use Open Educational Resources

Textbooks

Author	Title	Publisher	Date	ISBN
Marotz, Lynn R.	Health, Safety, and Nutrition for the Young Child	Cengage	2019	357040775

Other Instructional Materials (i.e. OER, handouts)

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

Identify the responsibilities of home, school, community, and federal agencies for health protection of young children.

Identify characteristics of good health and recognize the symptoms of communicable diseases.

Identify the habits and attitudes essential for physical and mental health for teachers, children and parents.

Identify health safety and environmental risks in children's programs and explain the interrelationships between health, safety and nutrition including the laws, regulations, standards, policies and procedures related to each content area.

Use appraisal strategies and tools appropriate for teachers to use in assessing environmental risks associated with health, safety and nutrition of young children in group care settings.

SLOs

Describe strategies used to promote health, safety, and nutrition of children and adults in early childhood settings.

Expected Outcome Performance: 70.0

ILOs
Core ILOs

Demonstrate depth of knowledge in a course, discipline, or vocation by applying practical knowledge, skills, abilities, theories, or methodologies to solve unique problems.

<i>CHLDV</i> Master Teacher	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
	plan and implement developmentally appropriate, culturally and linguistically relevant experiences that promote and/or support development and learning for all young children
	understand and value the importance and complex characteristics of children's families and communities
	use this understanding to create respectful, reciprocal relationships that support and empower families and involve families in their children's learning and development
<i>CHLDV</i> School-Age Care	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
<i>CHLDV</i> Infant/Toddler	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
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<i>CHLDV</i> Teacher (Preschool)	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
<i>CHLDV</i> Site Supervisor	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
<i>CHLDV</i> Transitional Kindergarten Certificate	identify strategies that support the development and learning of young children with special emphasis on Transitional Kindergarten (TK) and children enrolled in a TK program.

Identify regulations, standards, policies, and procedures related to health, safety and nutrition in early childhood settings.

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Demonstrate depth of knowledge in a course, discipline, or vocation by applying practical knowledge, skills, abilities, theories, or methodologies to solve unique problems.
<i>CHLDV</i> Transitional Kindergarten Certificate	Describe the role and responsibilities of professional early childhood educators.

<i>CHLDV</i> Infant/Toddler	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
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<i>CHLDV</i> Master Teacher	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
	identify as a member of the early childhood profession, understand and use ethical guidelines and other professional standards related to early childhood practice
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	use this understanding to create respectful, reciprocal relationships that support and empower families and involve families in their children's learning and development
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	identify as a member of the early childhood profession, understand and use ethical guidelines and other professional standards related to early childhood practice
<i>CHLDV</i> Site Supervisor	identify as a member of the early childhood profession, understand and use ethical guidelines and other professional standards related to early childhood practice
Evaluate environments for both positive and negative impacts on children's health and safety.	
Expected Outcome Performance: 70.0	
<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.

CHLDV Infant/Toddler	articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals
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CHLDV Transitional Kindergarten Certificate	plan, implement and evaluate developmentally appropriate, culturally and linguistically relevant curriculum;

Additional SLO Information

Does this proposal include revisions that might improve student attainment of course learning outcomes?

No

Is this proposal submitted in response to learning outcomes assessment data?

No

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

SLO Evidence

No Value

Course Content

Lecture Content

The Interrelationship of Health, Safety and Nutrition (7 hours)

Health of the Young Child (8 hours)

- Promoting good health
- Health appraisals
- Health assessment tools
- Conditions affecting children's health
- The infectious process and environmental control
- Communicable and acute illness: identification and management
- Mitigating factors, including diversity in ethnic diets and availability of healthy food

Safety for the Young Child (8 hours)

- Safety management
- Management of injuries and acute illnesses
- Planning for children's health and safety

Maltreatment of Children (8 hours)

- Abuse
- Neglect
- Mandated Reporting

Environment for Young Children (8 hours)

- Creating quality environments
- ECERS-ITERS (Early Childhood Environmental Rating Scale-Infant Toddler Environmental Rating Scale)

Food and Nutrition: Basic Concepts (8 hours)

- General nutritional guidelines
- Nutrients that provide energy
- Nutrients that provide growth of body tissues
- Nutrients that support regular body functions

Nutrition and the Young Child (9 hours)

- Preschoolers
 - Feeding preschoolers
 - Food safety for preschoolers
- Infants/toddlers
 - Feeding infants
 - Feeding toddlers
 - Food safety for infants and toddlers
- Planning and serving nutritious and economical meals
- Nutrition education concepts and activities

Total hours: 54

Additional Information

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

No

GCC Major Requirements

No Value

GCC General Education Graduation Requirements

No Value

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Resources

Did you contact your departmental library liaison?

No

If yes, who is your departmental library liaison?

No Value

Did you contact the DEIA liaison?

No

Were there any DEIA changes made to this outline?

Yes

If yes, in what areas were these changes made:

- Course Content

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value