



CDE-111: CHILD HEALTH, SAFETY AND NUTRITION

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

CDE - Child Development & Education

Course Number

111

Course Title

Child Health, Safety and Nutrition

Short Title

Child Health, Safety & Nutriti

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

C-ID (Admin Only)

C-ID ECE 220

Catalog Description

This course introduces basic concepts of health, safety and nutrition for the growing child (0-8 years) at home and at licensed care facilities. Topics include licensing requirements, identification and prevention of disease, developmental delays, and establishing healthy, safe, and nutritious environments. This course meets Title 5 and Title 22 preventive health and safety requirements. Students will be required to observe children or licensed care settings. Some settings may require TB and Criminal Record Clearances.

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

CDE-101 or CDEV-C1000 (with a grade of C or better).

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000.

Other Enrollment Criteria

Other Enrollment Criteria

Students may be required to observe in educational settings. Students must be able to meet state health and safety mandates and educational site-specific mandates. Students must be able to pass a criminal required clearance. In this course, students may be required to implement activities with children. Additionally, in compliance with the American Disability Act and California Community Care Licensing students enrolled in this course, with reasonable accommodations, must be physically and mentally capable of performing the essential functions of the program in the classroom, during observations, and in their fieldwork setting. The essential functions listed are not intended as a complete listing, but a sample of the types of abilities, needed by the TEDS student, in order to meet the course and program objectives and requirements: Physical Demands - Ability to lift 25 lbs. or more, prolonged standing/walking, pushing, reaching, bending, kneeling, and crouching; Sensory Demands - ability to see clearly 25 feet or more and see 20 inches or less; Mental Demands - the ability to function in busy environments, unpredictable situations, face occasional pressures and multiple requests from children and adults, and handle emergencies or crisis situations.

Codes

TOP Code (CB 03)

1305.00* - *Child Development/Early Care and Education

CIP Code

13.1210 - Early Childhood Education and Teaching.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Child Development/Early Childhood Education (Masters Required)	End

Learning Objectives**Learning Objectives**

Learning Objective
1. Identify how the concepts of health, safety, and nutrition are interrelated and formulate ways to collaborate with families and community to shape children's future.
2. Synthesize the broad concepts and practices of health, safety, and nutrition.
3. Analyze laws and regulations related to health, safety, and nutrition.
4. Identify health and safety risks and prevention strategies in care and education settings.
5. Describe culturally responsive strategies for partnering with families and the community in support of a healthy and safe environment for children.
6. 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.
7. Synthesize different types of child maltreatment including possible causes of maltreatment, intervention techniques for families at risk for maltreatment and examine the California Mandated Reporting Laws regarding child maltreatment as they apply to employees of licensed child care facilities.
8. Plan developmentally appropriate, culturally responsive learning experiences and environments that support the topics of health, safety, and nutrition.
9. Evaluate techniques to encourage parent participation in creating healthy, nutritious, and safe environments for young children.

Learning Outcome Information**Course Learning Outcomes**

Learning Outcome
1. Students will demonstrate the ability to use a variety of teaching strategies to provide developmentally appropriate experiences in health, safety and nutrition.
2. Students will identify different types of child maltreatment including possible causes of maltreatment, intervention techniques for families at risk for maltreatment and examine the California Mandated Reporting Laws.
3. Students will evaluate environments for both positive and negative impacts on children's health and safety.

Content**Course Lecture Content**

1. Interrelationships between health, safety, and nutrition for children 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. Licensing Regulations: Title 22 and Title 5
 - c. Emergency Medical Services Authority

- d. Food Program
- e. Child abuse and neglect
 - i. Mandated reporting
 - ii. Prevention strategies
 - iii. Community resources
- 3. Safety management
 - a. Maintaining Safe environments
 - i. Examining environments for hazards
 - ii. Constructing a safety plan
 - 1. Disaster preparedness
 - b. Accommodations for special needs
 - c. Injury prevention and care
 - d. Emergency preparedness response and recovery
 - i. First Aid and CPR
 - ii. Implementation of Disaster Plans
 - 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
 - m. Risk management
 - n. Employee policies
- 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. Teacher Performance Expectations
 - d. Communication Strategies
 - i. Families
 - ii. Other Professionals
 - e. Community resources for children and families at risk
 - i. Housing and Food Insecurity
 - ii. Foster care
 - iii. Incarceration
 - iv. Medically fragile
 - v. Trauma and abuse
- 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. Age specific considerations
 - ii. Medical needs
 - iii. Atypical development
 - 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

Methods of Instruction

Method

Film/video Viewing and Discussion

Integration

Audio-video presentations will be used to highlight key concepts of health, safety and nutrition in the early childhood setting as well as stimulate small and large group discussions.

DE Adaptations for MOI

Online closed-captioned Audio-video presentations will be used via the CMS to highlight key concepts of health, safety, and nutrition and how they are interrelated and formulate ways to collaborate with families and community to shape children's future in the early childhood setting as well as stimulate small and large group discussions.

Method

Group Projects

Integration

Students will engage in large and small group discussions, role playing, interviews and observations in order to review acceptable health, safety and nutrition guidelines and to create activities and menu plans for the early childhood setting.

DE Adaptations for MOI

Large and small group projects (via threaded discussions, group blogs, wikis, CMS, etc.) will be utilized to allow students to analyze and demonstrate a variety of health, safety and nutrition topics including Universal Safety Precautions in preventing the spread of communicable illnesses common to children and explain how to manage each of these conditions. The CMS will be utilized for all group projects and all material will adhere to accessibility standards for online content.

Method

Lecture

Integration

Lecture presentations will be used to highlight key concepts of health, safety and nutrition in the early childhood setting.

DE Adaptations for MOI

Online courses will include lectures on course content. Lectures can be delivered synchronously through video conferencing software or asynchronously through the CMS. Presentation materials such as accessible digital slide presentations, closed caption videos, or links to reference sites common to the field of Child Development with emphasis on topics regarding the health, safety, and nutrition of young children birth through school-age may be incorporated to supplement lectures and made available to students within the CMS. Topics will include first aid, immunizations, health policies, mandated reporting, menu planning, and lesson planning.

Method

Papers and Reports

Integration

Students will prepare a written paper and/or oral presentation that will require them to examine the cultural, linguistic and developmental differences of children and families.

DE Adaptations for MOI

Students will write a 3-5 page research paper examining the cultural, linguistic and developmental differences that may affect children 0-8 years of age. Papers may be formatted as a formal research paper, blogs, journals, or wikis and submitted via the MSJC email or CMS. A summary of the research findings will be posted in the CMS utilizing the discussion board, voice threads, blogs, journals, wikis and so on. Feedback will be provided using rubrics, accessible audio-video feedback, and/or marginal annotations/in line comments in the document and provided within 2 to 3 weeks

Methods of Evaluation**Method**

Exams/Tests

Integration

Exams will include multiple choice, short answer or essay exam questions designed to demonstrate student understanding of state and professional standards, licensing regulations, and quality indicators for health, safety and nutrition in children 0-middle school. Feedback will be provided in class during a review within 1 week of student submissions.

DE Adaptations for MOE

Exams that determine student's understanding of state and professional standards, licensing regulations, and quality indicators for health, safety and nutrition in infants through middle school will be administered using the exam function of the CMS. Feedback will be provided utilizing the gradebook feature of CMS within 1 week of student submission.

Method

Class Participation

Integration

Class participation will be evaluated on student ability to describe a caregiver's role and responsibility in modeling good health, safety, and nutrition habits in class discussion and reflection in class discussion and reflection.

DE Adaptations for MOE

Class participation will be measured by evaluating student ability to describe a caregiver's role and responsibility in modeling good health, safety, and nutrition habits in class discussion and reflection.. Evaluation rubrics will be utilized in CMS discussion threads, journals and course blogs. Evaluation rubrics will be based in consistent communication, quality of content, developed input and final self-assessment. Feedback will be provided in CMS gradebook within 1 week of student submission.

Method

Capstone Project

Integration

Students will create developmentally appropriate lesson plans to be used in a caregiving setting using applied theoretical material and the Desired Results Developmental Profile assessment tool and the Learning Foundations provided by the California State Department of Education. Materials should be culturally appropriate and responsive to the unique linguistic and developmental needs of the children in the age group. Feedback will be provided on each plan within 2 weeks of student submission.

DE Adaptations for MOE

Using the campus CMS students will submit their written summary and photographs or video logs of their project creating developmentally lesson plans to be used in a caregiving setting using applied theoretical material and the Desired Results Developmental Profile assessment tool and the Learning Foundations provided by the California State Department of Education. Feedback will be provided utilizing the CMS grade book feature within 2 weeks of student submission



Assignments

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Utilizing the CMS you will Read "Healthy Schools Initiative" from CDC and "Infant and Early Childhood Mental Health Competencies" from the Zero to Three journal. Identify the main points of the articles and relate them to the course material on the interrelationship between health, safety and nutrition for children birth through middle childhood.

How assignment will be adapted in online format

Utilizing the CMS you will Read "Healthy Schools Initiative" from CDC and "Infant and Early Childhood Mental Health Competencies" from the Zero to Three journal. Identify the main points of the articles and relate them to the course material on the interrelationship between health, safety and nutrition for children birth through middle childhood. Utilizing the CMS you will identify another student to discuss their findings in a "think-pair-share" activity. Instructor feedback will be provided within 1 week of submission.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

You will create a written report on environmentally safety standards outlined in the California State Licensing Regulations for Childcare providers(provided by the CA State Department of Education). The report should include a description of how the environment observed meets, exceeds or needs improvement across the standards. The written report should further discuss why standards are necessary.

How assignment will be adapted in online format

Utilizing the CMS create a written report on environmentally safety standards outlined in the California State Licensing Regulations for Childcare providers(provided by the CA State Department of Education). The report should include a description of how the environment observed meets, exceeds or needs improvement across the standards. The written report should further discuss why standards are necessary. The report will be scored using a rubric and instructor feedback will be provided in the CMS gradebook within 2 weeks of student submission.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

You will create developmentally appropriate lesson plans to be used in a caregiving setting using applied theoretical material and the Desired Results Developmental Profile assessment tool and the Learning Foundations provided by the California State Department of Education. Materials should be culturally appropriate and responsive to the unique linguistic and developmental needs of the children in the age group. Plans will include dimensions of health, safety and nutrition.

How assignment will be adapted in online format

Using the CMS, you will create 3 lesson plans to be used in a caregiving setting based on course material, Desired Results Developmental Profile(DRDP) assessment tool and the Learning Foundations (LF) provided by the California State Department of Education. Materials should be culturally appropriate and responsive to the unique linguistic and developmental needs of the children in the age group. Plans will include dimensions of health, safety and nutrition. All plans will be uploaded to the CMS assignment and graded by the instructor within 2 weeks of submission. Feedback will be provided through the Gradebook feature of the CMS.

Course Materials

Textbooks

Sorte, Amador, Daeschel, Brinkmeyer (2021) Nutrition, Health, and Safety for Young Children: Promoting Wellness, 5th Edition

Other Resources

California Department of Education. California Preschool Learning Foundations Volume 2. CDE Press. www.cde.ca.gov/sp/cd/re/psfoundations.asp , 01-01-2011. State of California. California State Regulations; Title 22, Community Care Licensing. <http://www.dss.cahwnet.gov/ord/PG587.htm> , 01-01-2012.

Open Educational Resources

Health, Safety, and Nutrition (Paris). (2021, January 4). College of the Canyons. <https://socialsci.libretexts.org/@go/page/70541>

Class Size Information

Class Size

35

Class Size Category

B - Facilitated learning 35

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The learning objectives were revised to include planning culturally responsive learning experiences and environments that support the topics of health, safety, and nutrition. The course further explores the impact of health, safety and nutrition on children with unique learning and health needs.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The course will use video and material reflecting diverse experiences of families and children allowing them to see themselves in the course material. Universal Design has been considered in the course assignments by ensuring all assignments are accessible to the online learner as well as the face to face classes. The California Teacher Performance Expectations are infused throughout the course and these are the standards that allow students to see the diversity of learners and teachers in CA.

Interactions**Explain how the course will incorporate student-to-student interaction.**

Using the CMS discussion forums, breakout rooms in video-conferencing software and/or in class, students will engage in a variety of activities designed to foster community and encourage students to experience variant approaches to the course material under discussion. For example, when using the course CMS students will be provided scholarly journal articles from professional organizations to identify current and theoretical material and research that adds to their understanding of licensing requirements in childcare settings emphasizing developmental health and safety standards and high-quality practices. Students will provide analysis, discussion and reflection and build community utilizing the groups feature in the CMS.

Explain how the course will incorporate instructor-to-student interaction.

Using the course CMS, video conferencing software and/or in class, the instructor will participate in class discussions asking students to apply critical thinking skills and analysis to course concepts. Lectures will be developed and offered through the course CMS and/or in class. For example, accessible audio-visual lecture materials addressing culturally responsive learning experiences for children with diverse needs will be delivered using the CMS. Feedback will be provided to students from the instructor through the CMS discussion board and gradebook features.

Explain how the course will incorporate student-to-content interaction.

The course stresses the importance of health, safety and nutrition in early childhood development. Students will access a variety of ADA compliant course materials such as NAEYC, MyPlate, CDC, and other professional organizations, assigned readings from the CA Department of Early Education resources, slide presentations, lecture materials, linked or embedded multimedia content and student curated material to aid in their understanding of course concepts.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Each learning unit ends with a reflection where students are asked to reflect on their experiences with the material and apply critical analysis to their approach to the assignments. They are asked to reflect on their struggles and strengths and assess what type of support they require to move forward with their goals. For example, during the learning unit on special needs they are asked to reflect on curriculum accommodations and how this information will support their work in future career with children and families

Key: 753