

Basic Course Information

Semester:	Spring 2019	Instructor Name:	David Sheppard
Course Title & #:	CDEV 101: Health Safety and Nutrition	Email:	david.sheppard@imperial.edu
CRN #:	21395	Webpage (optional):	
Classroom:	202	Office #:	2201
Class Dates:	2/11-6/8	Office Hours:	M/W: 2:00-3:00 T/R: 3:20-4:20
Class Days:	M/W	Office Phone #:	760-355-6397
Class Times:	11:20-12:45	Emergency Contact:	Alexiss Castorena 760-355-6232
Units:	3		

Course Description

Introduction the laws, regulations, standards, policies and procedures and early childhood curriculum related to child health, safety and nutrition. 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. Focus on integrating the concepts into every day planning and program development for all children. (C-ID ECE 220) (CSU)

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

Assess strategies to maximize the mental and physical health of children and adults in programs for all young children in accordance with culturally, linguistic and developmentally sound practice. (ILO2, ILO3, ILO5)

Identify health, safety, and environmental risks in children's programs. (ILO2, ILO3, ILO5)

Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.(ILO2, ILO4)

Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families. (ILO2, ILO4, ILO5)

Distinguish aspects of quality in programs for young children as related to health and safety, acknowledging the value of collaboration with families and the community. (ILO2, ILO4)

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Demonstrate effective strategies for evaluating health and safety policies and procedures.
2. Compare and contrast various methods of collaboration with teachers and families to promote health and safety in settings for children ages 0-5.
3. Compare and contrast various health assessment tools and policies.
4. Identify environmental health and safety risks for children ages 0-5.
5. Identify symptoms of common communicable diseases and other health conditions that effect children young children.
6. Identify and discuss common health and safety issues in early childhood settings.
7. Identify characteristics of abuse and neglect and demonstrate knowledge of mandated child abuse reporting procedures.
8. Differentiate the nutritional needs of various ages of children and plan economical and nutritional meals and snacks based on the individual needs of children.
9. Write appropriate early childhood curriculum on the topics of health, safety, and nutrition appropriate for families and all children.
10. Recognize a caregiver's role and responsibility to model good health, safety and nutrition habits
11. Research current health issues related to children and families.
12. Review laws and regulations (e.g., Title 22, Title 5, Fire Code) supporting health, safety, and nutrition in children's programs.

Textbooks & Other Resources or Links

Marotz, Lynn R. (2015). *Health, Safety, and Nutrition for the Young Child*, 9th Ed. Stamford, CT: Cengage Learning. ISBN-13: 978-1-285-42733-1 or ISBN-10: 1-285-42733-5

Course Requirements and Instructional Methods

Grades will be based upon class participation, attendance and the completion of assignments, pop quizzes, quizzes and tests throughout the semester. All material presented in the text, study guide, videos and handouts will be part of the evaluation process.

All assignments should be typed or written legibly in blue or black ink.

No assignments or projects will be accepted late. They are due on the date assigned. If you feel that you have extenuating circumstances, please see me before the project is due. If you have permission to turn the project in late, you will not earn higher than a letter grade of 'C' for your effort.

Every student has the same chance to prepare for quizzes and tests. If you miss a quiz and have extra time to study, it is unfair to those students who took the quiz on time. In order to make up a test, quiz, or assignment you must show proof for the absence (doctor's note, hospitalization paperwork) and it must be approved by the instructor. Regardless of the reason for a missed quiz, all missed quizzes and tests must be made up within a week of when your class took the test or quiz. Make-ups are at my office during office hours. Please make sure you are here when tests are scheduled. If you are not here for a scheduled test, you will receive no points for the test. A missed assignment or test is considered an "F" and no points will be given. Plan a schedule to allow for ample study time so you will be prepared. There is no penalty for taking a quiz or test before the scheduled time.

All assignments have a rubric by which the student can view what is required to receive the highest grade on that assignment.

Grading Policy

"When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the faculty member of the course, and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith or incompetency, shall be final." *California Education Code, Section 76224(a)*

Everyone in each class can earn an "A" grade. There is no set number or percentage that limits how many A's can be earned in each class.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar

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Basic Description of Assignments/ Assessments:

Miscellaneous/participation require students to engage, individually, or in groups, in in-class activities related to current course content. There will be no opportunity for makeup activities.

Communicable Disease Report requires students to research a common childhood communicable disease, focusing on method of transmission, symptoms and treatment. Students will submit a written report, requiring APA sourcing to support, Students will also create a short slide presentation to present to the class.

Title 22 assignment requires students to examine Title requirements pertaining to early childhood centers. Students will focus on describing specific requirements contained in Title 22 and will provide

a reasoned examination of the value and efficacy of the requirements. The assignment will be written and requires APA sourcing to support.

Menu Planning requires students to plan a two-week menu designed for four year old children in a California public child center. Emphasis will be placed on adhering to nutrition requirements, serving size, and variety. Menus will be submitted in a prescribed menu format.

Lesson Plan assignment requires students to work in small groups to design a safety topic lesson plan appropriate for preschool age children. The lesson plan will be submitted in written form and will place emphasis on objective and procedure, Students groups will also present their activity to the class.

Tests are based on reading in course text and lecture, and will be composed of true/false, multiple choice and short answer questions. Students are required to provide Scranton forms for all tests.

Course Grading Based on Course Objectives

Class Assignments:

In class/ activities / participation	10 pts.
Communicable disease info (PLO 7, 8)	30 pts.
Safety/Wellness project	25 pts
Title 22(PLO, 7)	25 pts.
Menu Planning (PLO 8)	30 pts.
5 tests @ 30 points each	150 pts.
Lesson Plan activities presentations (PLO 8)	30 pts.
=300 total possible points	

Grade Breakdown:

90-100% = A = 300-370; 80-89% = B = 369-340; 70-79%=C=339-310, 60-69%=D=309-280; F=59% (279 pts.) and below

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Classroom Etiquette

- **Electronic Devices:** Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- **Food and Drink** are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- **Disruptive Students:** Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- **Children in the classroom:** Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- **Plagiarism** is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- **Cheating** is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test

information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College’s success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students’ access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

Class Schedule : CDEV 101 –Spring 19

Week	Content	Due
Week 1 2/11-13	intro	
Week 2 2/20 (2/18 holiday)	Chap. 1 – Children’s Well Being Chap 2- Daily Health Observations	
Week 3 2/25-2/27	Chap. 3 – Assessing Children’s Health	
Week 4 3/4-6	Chap. 4 – Common Chronic Medical Conditions	
Week 5 3/11-13	Chap. 5 –The Infectious Process	TEST on 1-3
Week 6 3/18-20	Chap. 5 –The Infectious Process Chap. 6 – Communicable and Acute Illness: Identification	Begin Illness presentations
Week 7 3/25-27	Chap. 7 –Creating High Quality Environments	TEST on 4-6
Week 8 4/1-3	Chap. 8 – Safety Management	
Week 9 4/8-10	Chap. 9- Management of Injuries /Acute Illness	Title 22 paper due
Week 10 4/15-17	Chap. 10 – Maltreatment of Children: Abuse & Neglect	
4/22-27	Spring Break !	
Week 11 4/29-5/1	Chap. 11 – Planning for Children’s Health & Safety Education	begin Wellness/Safety

Week 12 5/6-8	Chap. 12&13 – Nutritional Guidelines & Nutrients that Provide Energy	TEST on 7-11
Week 13 5/13-15	Chap. 14& 15 – Nutrients that Promote Growth of Body Tissue /Nutrients that Regulate Body Functions	
Week 14 5/20-22	Chap 16 & 17 Feeding Infants, Toddlers and Young Children	TEST on Chapters: 12-15 Menu Plan due
Week 15 5/29 (M 5/27 Holiday)	Chap. 18 & 19 Planning & Serving Meals	
Week 16 6/3	Final Exam	Chapters (16-19) (12/5)

Commented [FM1]:

Schedule is subject to change at the instructor's discretion. Student is responsible for changes.