

**Basic Course Information**

Semester:	<b>Spring 2020</b>	Instructor Name:	<b>Yvonne Salgado</b>
Course Title & #:	<b>CDEV 101</b>	Email:	<b>Yvonne.salgado@imperial.edu</b>
CRN #:	20657	Webpage (optional):	
Classroom:	<b>201</b>	Office #:	
Class Dates:	<b>2/18 to 6/09</b>	Office Hours:	(n/a for PT Faculty) See me
Class Days:	<b>Tuesday</b>	Office Phone #:	Cell phone 760-235-8431
Class Times:	6:00 to 9:10	Emergency Contact:	<b>CFCS Secretary: 760-355-6232</b>
Units:	3		

**Course Description**

Introduction of 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 everyday 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. Please see me to schedule make-ups. 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 requirement.

<b>Course Grading Based on Course Objectives</b>	
<b>CLASS ASSIGNMENTS</b>	<b>POINT VALUE</b>
In class activities/ participation 15 @ 2 points	30 Points
Communicable Disease Info (PLO7 & 8)	25
Title 22 paper (PLO, 7)	25
Menu Planning (PLO 8)	50
Lesson Plan Assignment (PLO8)	30
3 tests @30 points each	90
Mid-term/Final 2@50 points each	100
Total Points	350 points

<b>Grade</b>
<b>A=90%-100% (315-350)</b>
<b>B=80%-89% (280-314)</b>
<b>C=70%-79% (245-279)</b>
<b>D=60%-69% (210-244)</b>
<b>F=59% and below (243 and below)</b>

Participation points include class discussion, small group discussions, and class activities. **If you are not present for class, you will not receive your participation points for that day.**

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. Every student has the same chance to prepare for quizzes and tests. If you miss a test and have extra time to study, it is unfair to those students who took the test on time. In order to make up a test, quiz or assignment you must show proof for the absence (doctor’s note, hospitalization paperwork, etc.) and it must be approved by the instructor. Regardless of the reason for a missed test, all missed quizzes and tests must be made up within a week of when your class took that test. Make-ups are to be scheduled with me in advance. 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 your 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.

<b>Attendance</b>
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- 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, only students enrolled in the class may attend; children are not allowed.

### **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.

### **Extended Opportunity Program and Services (EOPS)**

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu).

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu).

### **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**

<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
Week 1 February 18	Syllabus & Introduction Chap. 1 – Children’s Well Being	Pages 2-37
Week 2 February 25	Chap. 2- Daily Health Observations Chap. 3 – Assessing Children’s Health	Pages 38-81 Review for test Sign-up for Infectious Disease
Week 3 March 3	Chap. 4 – Caring for Children with Special Medical Conditions	Pages 82-111 TEST Chapters 1-3
Week 4 March 10	Chap. 5 –The Infectious Process and Environmental Control	Pages 112-134 Infectious Disease Assignment/Presentation
Week 5 March 17	Chap. 6 – Childhood Illnesses: Identification and Management	Pages 135-166 Infectious Disease Assignment/Presentation Review for test
Week 6 March 24	Chap. 7 –Creating High Quality Environments <b>Explain Title 22 Assignment</b>	Pages 168-202 TEST 2 (Chapters 4-6) Infectious Disease/Presentation
Week 7 March 31	Chap. 8 – Safety Management	Pages 203-234 Infectious Disease/Presentation
Week 8 April 7	Chap. 11 – Planning for Children’s Health & Safety Education Chap. 19- Nutrition Education: Rationale, Concepts, and Lessons <b>Explain Lesson Plan Assignment</b>	Pages 292-318 Pages 484-506 Title 22 Assignment Due
Week 9 April 14	Spring Break	
Week 10 April 21	Chap. 9- Management of Injuries /Acute Illness Chap. 10 – Maltreatment of Children: Abuse & Neglect	Pages 235-291 Review for test
Week 11 April 28		Mid-Term TEST Chapters 7-11 and 19
Week 12 May 5	Chap. 12 – Nutritional Guidelines	Pages 320-338 Lesson Plan Due
Week 13 May 12	Chap 13- Nutrients that Provide Energy Chap. 14 – Nutrients that Promote Growth and Regulate Body Functions	Pages 380-425
Week 14 May 19	Chap 17 Planning and Serving Nutritious and Economical Meals <b>Explain Menu Plan Assignment</b>	Pages 426-453 TEST (Chapters 12-14)
Week 15 May 26	Chap 15 & 16 Feeding Infants/ Feeding Toddlers and Young Children	Pages 380-425
Week 16 June 2	Finish Chapter 16	Lesson Plan Due Review for Final
Week 17 June 9	FINALS WEEK	

\*\*\*Tentative, subject to change without prior notice\*\*\*