



Basic Course Information

Semester:	2026 Spring	Instructor Name:	Marixol Garcia
Course Title & #:	CDEV 101 Health Safety and Nutrition	Email via Canvas ONLY:	marixol.garcia@imperial.edu
CRN #:	20343	Webpage (optional):	
Classroom:	Canvas Online	Office #:	203 C
Class Dates:	February 17th to April 17th	Office Hours:	Wednesday & Thursday 12:20 am - 2:20 pm
Class Days:	Asynchronous	Office Phone #:	(760) 355-6460
Class Times:	Asynchronous	Emergency Contact: CDEV Secretary	Alexiss Castorena (760) 355-6232
Units:	3.0	Class Format/Modality:	(Online) Asynchronous

Course Description

Introduction to 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. This course includes the teacher's role in prevention strategies, nutrition and meal planning, integrating health, safety and nutrition experiences into the daily routines, and overall risk management to ensure physical health, mental health and safety for both children and staff.

Course Prerequisite(s) and/or Corequisite(s)

None

Student Learning Outcomes

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

1. Describe strategies used to promote health (mental and physical), safety, and nutrition of children and adults in care and education settings.
2. Evaluate environments for both positive and negative impacts on children's and adults' health and safety.
3. Identify regulations, standards, policies and procedures related to health, safety, and nutrition in care and education settings.

Course Objectives

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

1. Define the broad concepts of health, safety, and nutrition.
2. Identify laws and regulations related to health, safety, and nutrition.
3. Identify health and safety risks, and prevention strategies in care and education settings.
4. Describe a caregiver's role and responsibility in modeling good health, safety, and nutrition habits.
5. 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.



6. Plan developmentally appropriate, culturally responsive learning experiences and environments that support the topics of health, safety, and nutrition.
7. Describe culturally responsive strategies for partnering with families and the community in support of a healthy and safe environment for children.
8. Explore community resources available to support children and families.

Textbooks & Other Resources or Links

Textbook (Required)

You must purchase the textbook by the first day of class: Lynn R. Marotz, 2015. *Health, Safety, and Nutrition for the Young Child*. 9th Wadsworth Publishing. ISBN: 9781285427331.

You can rent an eBook for a lower price.

*You may use an earlier edition (9th or 10th works fine). Page numbers and some information may be missing. **OER**

Textbook (Optional)

Jennifer Paris. 2018. *Safety, Health, and Nutrition in Early Childhood Education*. Creative Commons Attribution 4.0 International License. ISBN:

<https://drive.google.com/file/d/12m3kORmRabDKGIrXT0oSKpn9XzQ9MekY/view?usp=sharing>.

Course Requirements and Instructional Methods

Course Requirements

Students are expected to:

- Have regular access to a computer and reliable internet.
- Read the entire **syllabus**. **Refer to it throughout the course.**
- Review the calendar for due dates.
- Consistently **check Announcements**, your school email account, and the **Canvas Inbox**.
- Log in to Canvas **at least 3–4 times per week** to check announcements, complete assignments, and participate in discussions.
- Complete all readings, videos, and learning activities assigned for each module.
- Submit assignments by the posted due dates. Late work policies will follow the guidelines outlined in this syllabus.
- Participate respectfully in online discussions and group activities.
- Contact the instructor promptly if questions or issues arise.

This course is delivered **fully online** and will include:

- Weekly modules with readings, videos, and learning resources
- Discussion boards to support peer interaction and reflection
- Assignments and projects that apply course concepts
- Occasional quizzes or assessments to check understanding
- Instructor announcements and feedback provided through Canvas

Instructional Method

This course is **fully online**. All lectures, activities, assignments, discussions, and communication will take place through **Canvas**. Students are expected to log in regularly, follow the weekly modules, and submit all coursework through the Canvas platform. Please do not email any assignments. They must all be turned in via Canvas.



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Instruction is **asynchronous**, meaning you may complete work on your own schedule within each weekly module, but all deadlines must be followed.

Major Assignments and Description of Assessments

Weekly Discussion Boards: Post **200+ words** in your own words (no AI-generated content). Reply to **two classmates** with **100+ word** responses in your own words. All posts and replies are due **every Sunday** before the new week begins.

Mandated Reporter Training Due Week 2: For this assignment, you will complete the **California Mandated Reporter Training for Child Care Providers** and upload your certificate of completion. The Training is completely FREE. <https://mandatedreporterca.com/>

Midpoint and Final Self-Reflection: Check-in assignments to monitor your progress and reflect on self-improvement.

Title 22 Research Reflection: Learn what Title 22 is, compare it to the course textbook, and design a reflection on its similarities and differences.

Communicable Disease Presentation With AI: Sign up for a topic using Google Docs in Canvas. Create a **PowerPoint presentation** and upload it to Canvas. Reference the Text and AI.

Lesson Plan: Create a lesson plan on a topic related to **Health, Safety, or Nutrition**. Follow the Canvas template and instructions.

Menu Plan: Using the **Marotz textbook**, create a **one-week detailed menu plan** for preschool-aged children (4–5 years old). Template and instructions provided in Canvas.

Tests: Chapter Reviews: A chapter review test will be completed **after every three chapters**.

Midterm and Final Tests: Tests are **not cumulative** and cover the most recent chapters studied. These are **not summative** exams.

Extra Credit: [Getting Ready for Online \(GRO\)](#) is a **free, 3-module online training** through IVC. Pass each module with **80% or higher** to advance. Upload a screenshot of your certificate showing your **name and completion date**. The certificate may be used **only once** for extra credit in any of your courses with me. You will receive a badge upon completion!

- You must sign up at <https://imperial.instructure.com/enroll/JR6PRY>
- You can log in and out to work on it. You have 2 weeks to complete it.

Course Grading Based on Course Objectives

Late Work Policy: No late work will be accepted due to the short span of the course. You will simply lose points for not turning in that assignment. Please do not email me late work.



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Description of Assessments

Total Course Points: 450

Academic Honesty (Artificial Intelligence -AI)

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

Instructor Expectations for AI Use

AI can be a helpful tool to deepen your understanding. You may use Google or AI to explore ideas, look up information, or support your learning skills. The **final writing must be your own**.

AI may be used **only** for:

- Brainstorming ideas
- Editing or improving *your own* writing
- Translating
- Summarizing information

If you use AI for these approved reasons, include a short note at the end of your assignment: **(Tool used: ___ — used for ___)**

AI may **not** be used for:

- Writing discussion posts
- Writing assignments for you
- Copying and pasting AI-generated text

If more than **20%** of your work is AI-generated, the assignment will receive a **zero**. All discussion posts must be **100% your own words**.

Examples of Acceptable AI Use

1. **Brainstorming Ideas** (*Tool used: ChatGPT — used for brainstorming lesson plan topics*)
2. **Editing Your Own Writing** (*Tool used: Grammarly — used for editing my paragraph*)
3. **Translating** (*Tool used: Google Translate — used to translate my own writing*)
4. **Summarizing Information** (*Tool used: ChatGPT — used for summarizing an article I already read*)

Examples of NOT Allowed AI Use

1. **Writing Your Discussion Post:** No copying/pasting AI text.
2. **Writing Your Assignment for You** No “write my paper/menu plan/reflection.”
3. **Submitting AI Text as Your Own:** More than 20% AI-generated = **zero**.

Why This Matters

Using AI to learn — like brainstorming, summarizing, or translating — is helpful. Using AI **instead of your own writing** stops you from learning and is considered academic dishonesty. Synthesizing ideas in your own words is where real learning happens.



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Consequences: Anyone caught cheating or plagiarizing will receive a **zero** on the assignment or exam. The incident may be reported to the **Campus Disciplinary Officer**, who may place documentation in your student file. Repeated violations may result in failing the course and/or further disciplinary action.

Refer to the **IVC General Catalog** for more information on academic dishonesty and student conduct.

Accessibility Statement

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality. Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title 5 of the California Code of Regulations. However, if you encounter any content that is not accessible, please contact your instructor or the area dean for assistance. If you have specific accommodations through **DSPS**, contact them for additional assistance. We are here to support you and ensure that you have equal access to all course materials.

Course Policies

Online Netiquette

Please communicate respectfully in all online spaces. Use clear, polite language and avoid sarcasm, ALL CAPS, or anything that may come across as rude. Treat classmates and your instructor with the same respect you expect in return.

Academic Honesty

All work you submit must be **your own original writing**. I want to know *your* thinking, not AI's or anyone else's.

If you use an idea or quote from the textbook or any source, cite it using **APA 7th edition**:

- **Parenthetical citation:** "Quoted text here." (Marotz, 2021, p. 34)
- **Narrative citation:** According to Marotz (2021), "..."

Assignments that are copied, plagiarized, or mostly AI-generated will receive a **zero** and cannot be made up.

Plagiarism is taking someone else's words, ideas, or work and presenting them as your own without proper citation. This includes copying from websites, books, classmates, or AI tools.

If you are unsure how to cite correctly, please ask for help before submitting your work.

Cheating involves fraud, deceit, or dishonesty in any academic assignment. This includes using unauthorized materials, sharing answers, or helping someone else cheat.

Examples include (but are not limited to):

- Copying or attempting to copy from another student
- Communicating test information during an exam
- Allowing someone else to complete your work
- Using commercial or online paper services
- Having someone take a quiz or exam for you
- Sharing exam content with students in other sections
- Submitting work that has been excessively revised or edited by someone else
- Presenting any work—written, oral, or artistic—that is not your own

Online examples include:

- Copying answers on quizzes, tests, or assignments
- Letting someone else log in to your Canvas account
- Conferring with others during a quiz or exam



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- Buying or using papers from the internet
- Submitting someone else's work, even with permission

Course Drop Policy

During the first week, you must participate in the course or you may be dropped. Please complete the assignments in Module 0 to avoid being dropped for non-participation. Throughout the semester, your participation and assignment completion will be monitored. If you fail to complete required activities for two consecutive weeks, this may be considered excessive absences and may result in being dropped.

It is your responsibility to:

- Notify the instructor if you are experiencing challenges
- Drop the course if you can no longer participate

If you do not drop the course before the withdrawal deadline, you may receive a failing grade. After the final withdrawal deadline, a grade will be assigned based on completed work.

Please refer to the [General Catalog](#) for details of drop and withdrawal/"W" deadlines. If you don't drop the course before the end of the course, you will, unfortunately, earn a failing grade for the course. After the final withdrawal deadline, you will receive a grade regardless of whether you completed the work or not, potentially resulting in a failing grade on your permanent academic record.

Other Course Information

Writing Tips for Success

Good writing takes time and practice. Here are a few habits that will help you succeed in this course:

- **Write for the reader.** Make your ideas clear, organized, and easy to follow.
- **Edit your work.** Always read and read your writing before submitting.
- **Review the instructions carefully.** Successful students check the assignment directions **multiple times** while working. Answer each part of the prompt to get the most points possible.
- **Plan.** Give yourself enough time to think, draft, revise, and submit your best work.
- **Refer to the textbook when the prompt asks you to.** Make sure to **cite the text** correctly using APA 7.
- **Take the extra step.** Synthesizing ideas in your own words helps you learn more deeply than copying or pasting.

Financial Aid

Your Grades Matter! To continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Making SAP means that you are maintaining a 2.0 GPA, you have successfully completed 67% of your coursework, and you will graduate on time. If you do not maintain SAP, you may lose your financial aid. If you have questions, please contact financial aid at finaid@imperial.edu.

IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.



Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 February 17 - February 22	Read the course Syllabus & Introduction Read Chapter 1 Children's Well Being Begin Mandated Reporter Training (Complete in 2 weeks)	Post Discussion 1 with two responses All due by Sunday, February 22nd by 11:59 pm
Week 2 February 23 - March 1	Read Chapter 2 Daily Health Observations Chapter 3 Assessing Child's Health Mandated Reporter Training Certificate due: Submit a screenshot of your Certificate with your name Review Test Chapters 1-3	Test 1 (Chapters 1-3) Mandated Reporter Training Certificate All due by Sunday, March 1 by 11:59 pm
Week 3 March 2 – March 8	Read Chapter 4 Caring for Children with Special Medical Conditions Chapter 5 The Infectious Process and Environmental Control Chapter 6: Childhood Illnesses: Identification and Management Review Test 2	Test 2 (Chapters 4-6) due Sign up (on Google docs) All due by Sunday, March 8 by 11:59 pm
Week 4 March 9- March 15	Read Chapter 7 Creating High Quality Environments Chapter 8 Safety Management Chapter 9 Acute Illness	Communicable disease Presentation with Textbook and AI (Cite sources using APA 7 format) Discussion: Midpoint Self Evaluation + 2 Responses to classmates All due by Sunday, March 15 by 11:59 pm
Week 5 March 16 – March 22	Read Chapter 11 Planning for Children's Health & Safety Education Chapter 19 Nutrition Education: Rationale, Concepts, and Lessons Assignment Review for the Mid-Term	Title 22 Research Reflection Midterm (Chapters 7, 8, 9, 11) All due by Sunday, March 22 by 11:59 pm
Week 6 March 23 - March 29	Read Chapter 9 Management of Injuries/Acute Illness	Lesson Plan Post Discussion 3 with 2 responses



Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
	Chapter 10 Maltreatment of Children: Abuse & Neglect	All due by Sunday, March 29 by 11:59 pm
Week 7 March 30 – April 5 Spring Recess (Campus Closed) April 6- 10	Read Chapter 12 Nutritional Guidelines Chapter 13 Nutrients that Provide Energy (Carbohydrates, Fats, and Proteins) Chapter 17 Planning and Serving Nutritious and Economical Meals	Test 3 Chapters (12-14) All due by Sunday, April 5 by 11:59 pm
Week 8 April 12 – April 17	Read Chapter 15 Feeding Infants Chapter 16 Feeding Toddlers and Young Children Menu Plan Review for final exam	Create and Submit Menu Plan for 4-5 year olds Final Exam due Discussion: Final Self Reflection + 2 Responses due All due by Friday, April 17 by 11:59 pm

*****Subject to change without prior notice*****