



Basic Course Information

Semester:	Fall 2024	Instructor Name:	Yvonne Salgado
Course Title & #:	CDEV 101	Email:	yvonne.salgado@imperial.edu
CRN #:	10491	Webpage (optional):	
Classroom:	On-Line	Office #:	
Class Dates:	8-12 to 12-06	Office Hours:	E-mail or text to set-up a Zoom Meeting
Class Days:	On-Line	Office Phone #:	Cell phone 760-235-8431
Class Times:	On-Line	Emergency Contact:	CFCS Secretary: 760-355-6232
Units:	3 Units	Class Format:	On-line

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. (C-ID: ECE 220) (CSU)

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 early childhood settings. (ISLO1, ISLO2, and ISLO5)
2. Evaluate environments for both positive and negative impacts on children's and adults' health and safety. (ISLO2)
3. Identify and implement regulations, standards, policies and procedures related to health, safety, and nutrition in care and education settings. (ISLO2, ISLO4, and ISLO3)

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 supporting 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

Marotz, Lynn R. (2020). *Health, Safety, and Nutrition for the Young Child* 10th. Cengage Learning ISBN: 978-035-704-0775

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 and submitted through Canvas.

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 available 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.

Course Grading Based on Course Objectives

CLASS ASSIGNMENTS	POINT VALUE
Class discussions 10 @ 2 points	20 Points
Practice Assignments 2 @ 5 points	10
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

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

Discussion points include course discussion and small group discussions. **If you do not participate in the weekly discussions, you will not receive your discussion points for the week.**

All assignments should be typed and submitted through Canvas.

Course Policies

- A student who fails to attend the first week of 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.



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• **What does it mean to “attend” an online class? Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:**

- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

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.

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. When campus is open, 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, but you must make an appointment. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC Student Health Center at 760-355-6128, or when campus reopens, visit 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 when campus reopens, 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 in three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie.



The Center also serves as a central hub that connects military/veteran students, as well as their families, to campus and community resources. The goal is to ensure a seamless transition from military to civilian life. When campus reopens, the Center is 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, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing 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 about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website www.imperial.edu/students/eops for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff

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

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 August 12-18	Syllabus and Introduction Module and Chap. 1 – Children’s Well Being Module	Read Pages 2-38 Discussion 1
Week 2 August 19-25	Chap. 2- Daily Health Observations Module	Read Pages 39-54 Discussion 2
Week 3 August 26- Sept 1	Chap. 3 – Assessing Children’s Health Module	Read Pages 55-82 Discussion 3 Review for test chapters 1-3
Week 4 September 2-8	Chap. 4 – Caring for Children with Special Medical Conditions Module	Read Pages 83-113 Complete TEST 1 Chapters 1-3 Review Infectious Disease Assignment/Presentation
Week 5 September 9-15	Chap. 5 –The Infectious Process and Environmental Control Module	Read Pages 114-136 Discussion 4
Week 6 September 16- 22	Chap. 6 – Childhood Illnesses: Identification and Management Module	Read Pages 137-170 Review for test chapters 4-6 Infectious Disease Assignment/Presentation Due
Week 7	Chap. 7 –Creating High Quality Environments Module	Read Pages 172-207



Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
September 23- September 29		Complete TEST 2 (Chapters 4-6) Review Title 22 Assignment
Week 8 September 30- October 6	Chap. 8 – Safety Management Module	Read Pages 208-238 Discussion 5
Week 9 October 7-13	Chap. 11 – Planning for Children’s Health & Safety Education and Chap. 19- Nutrition Education: Rationale, Concepts, and Lessons Module	Read Pages 296-322 Read Pages 489-512 Title 22 Assignment Due Review Lesson Plan Assignment Practice Assignment Lesson Plan Discussion 6
Week 10 October 14-20	Chap. 9- Management of Injuries /Acute Illness and Chap. 10 – Maltreatment of Children: Abuse & Neglect Module	Read Pages 239-270 Read Pages 271-295 Review for Mid-Term test Discussion 7
Week 11 October 21- October 27	Mid-Term	Complete Mid-Term TEST Chapters 7-11 and 19
Week 12 October 28- November 3	Chap. 12 – Nutritional Guidelines Module	Read Pages 324-343 Discussion 8 Lesson Plan Due
Week 13 November 4-10	Chap 13- Nutrients that Provide Energy and Chap. 14 – Nutrients that Promote Growth and Regulate Body Functions Module	Pages 344-359 Pages 360-382 Review Menu Plan Assignment Practice Assignment Menu Plan Review for Test 3 (Chapters 12-14)
Week 14 November 11-17	Chap 17 Planning and Serving Nutritious and Economical Meals Module	Read Pages 431-458 Discussion 9 Complete TEST 3 (Chapters 12-14)
Week 15 November 18-24	Thanksgiving Week	
Week 16 November 25- December 1	Chap 15 & 16 Feeding Infants/ Feeding Toddlers and Young Children Module	Read Pages 384-407 Read Pages 408-430 Discussion 10 Menu Plan Due Review for Final
Week 17 December 2-6	FINAL Module	Complete Final

Subject to change without prior notice



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