



CDEV 201 Health, Safety, and Nutrition for Young Children ILD1 2026FL

Instructor Information

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Room Location

A - 116B

Course Description and Requirements

Study of the basic concepts of health, safety, and nutrition that influence personal health of the individual with emphasis on meeting the health needs of children in group settings. Focus will include maintaining a healthy lifestyle through preventive and community health as well as the identification of health and safety hazards. Methods of incorporating health, safety and nutrition activities in the early-childhood classroom will be examined. Certification in emergency first aid and infant/child/adult CPR is required for completion of this course. ~

Credit and Contact Hours

Lecture Hours: 3 | Lab Hours: 0 | Credit Hours: 3.00

Mode of Delivery

The mode of delivery for this course is DCCTE

In person

Methods of Instruction

Class meetings will consist of lecture, discussion and multimedia presentations. Group activities will also contribute to the student's understanding of the material. It is essential that students complete the assignments in order to participate in class discussions and activities.

Required Texts and Materials

Marotz, L. (2020) Health, Safety and Nutrition for the Young Child, Tenth Edition. New York, Cengage Learning.

Welcome Information

Welcome to Health, Safety, and Nutrition/CDEV 201

Course Level Objectives

- Demonstrate knowledge of how basic physical, mental health, nutritional, and safety needs of each young child are met through environmental and curricular policies and procedures.
- Identify and describe necessary screening and referral tools and/or procedures to assess children's developmental and health status.
- Identify the symptoms of common infectious and communicable diseases and describe methods of prevention and infection control.
- Plan and present developmentally appropriate child experiences that promote good health/hygiene and safety practices, routines and lifestyles with children under age 8.
- Utilize observation skills to identify safety hazards and analyze the characteristics of safe, healthy early childhood environments.
- Describe the legal responsibilities to report suspected child maltreatment and identify signs and risk factors of physical, emotional, and sexual abuse and neglect,

including stress and trauma.

- Identify and describe first aid procedures, emergency response procedures, recordkeeping, communication processes, and relevant legal, ethical and policy issues related to medical services to families and co-workers.
- Complete the certification process for Infant/Child CPR.
- Apply nutrition guidelines to analyze and produce daily menus for young children in early childhood settings.
- Plan, demonstrate, and evaluate a nutritious food preparation learning experience that actively involves children.
- Identify strategies supportive of making food preparation and mealtime a culturally responsive, developmentally appropriate learning experience for each child, including those of diverse abilities.

Unit Level Objectives

- Demonstrate knowledge of how basic physical, mental health, nutritional, and safety needs of each young child are met through environmental and curricular policies and procedures. Identify and describe necessary screening and referral tools and/or procedures to assess children's developmental and health status. Identify the symptoms of common infectious and communicable diseases and describe methods of prevention and infection control. Plan and present developmentally appropriate child experiences that promote good health/hygiene and safety practices, routines and lifestyles with children under age 8. Utilize observation skills to identify safety hazards and analyze the characteristics of safe, healthy early childhood environments. Describe the legal responsibilities to report suspected child maltreatment and identify signs and risk factors of physical, emotional, and sexual abuse and neglect, including stress and trauma. Identify and describe first aid procedures, emergency response procedures, recordkeeping, communication processes, and relevant legal, ethical and policy issues related to medical services to families and co-workers. Complete the certification process for Infant/Child CPR. Apply nutrition guidelines to analyze and produce daily menus for young children in early childhood settings. Plan, demonstrate, and evaluate a nutritious food preparation learning experience that actively involves children. Identify strategies supportive of making food preparation and mealtime a culturally responsive, developmentally appropriate learning experience for each child, including those of diverse abilities.

General Education Objectives

- Applied Knowledge: Students draw from learning experiences/concepts to solve a variety of problems or challenges.
- Cultural Literacy: Students examine cultural elements or viewpoints as they relate to a variety of individuals, groups, or ideas.
- Oral Communication: Students will demonstrate organized and coherent oral communication.

- Written Communication: Students will demonstrate organized and coherent written communication.

Topical Outline

Week 1	Week of August 17th	Read Chapter 1/Children's Well Being Chapter 1- Answer and write out Learning Objectives and define vocabulary words. Lesson Plan Presentation
Week 2	Week of August 24th	Read Chapter 2/Daily Health Observations Chapter 2- Answer and write out Learning Objectives and define vocab words.
Week 3	Week of August 31st	Read Chapter 3/Assessing Children's Health Chapter 3- Answer and write out Learning Objectives and define vocab words. Health Lesson Plan due
Week 4	Week of Sept. 7th	Read Chapter 4/Caring for Children/Special Medical Conditions Chapter 4 - Answer and write out Learning Objectives and define vocab words. Health and Safety Team Based Challenge Presentation
Week 5 Illnesses	Week of Sept. 14th	Read Chapter 5 Infectious Process/Chap. 6 Childhood Chapter 5 and 6 - Answer and write out Learning Objectives and define vocab words. Handwashing Activity
Week 6 Environments	Week of September 21nd	Read Chapter 7 Creating High-Quality Chapter 7 - Answer and write out Learning Objectives and define vocab words.
Week 7	Week of September 28th	Read Chapter 8 Safety Management Chapter 8 - Answer and write out Learning Objectives and define vocab words. Health and Safety Environment Observation Assignment Due
Week 8 Illness	Week of October 5th	Read Chapter 9 Management of Injuries & Acute Chapter 9 - Answer and write out Learning Objectives and define vocab words. CPR/First Aid Week

- Week 9 Week of October 12th Read Chapter 10 Abuse & Neglect of Children
Chapter 10 - Answer and write out Learning Objectives and define vocab words.
Safety Lesson Plan Due
- Week 10 Week of October 19th Read Chapter 11 Planning for Children's Health
Chapter 11 - Answer and write out Learning Objectives and define vocab words.
Midterm Review and Midterm Chapters 1-10
- Week 11 Week of Oct 26th Read Chapter 12 Nutritional Guidelines/Chap 13/Nutrients/Energy
Chapter 12/13 - Answer and write out Learning Objectives and define vocab words.
- Week 12 Week of November 2nd Read Chapter 14 Nutrients that Provide Energy
Chapter 14 - Answer and write out Learning Objectives and define vocab words.
Health and Safety Team Based Challenge Due
- Week 13 Week of November 9th Read Chapter 15 Feeding Infants
Chapter 15 - Answer and write out Learning Objectives and define vocab words.
Nutrition Lesson Plan Due
- Week 14 Week of November 16th Read Chapter 16 Feeding Toddlers/Preschoolers/School Age
Chapter 16 - Answer and write out Learning Objectives and define vocab words.
Best Practice Manual Project Due
- Week 15 Week of November 30th Read Chapter 17 Planning/Serving Nutritious/Economical Meals
Chapter 17 - Answer and write out Learning Objectives and define vocab words.
- Week 16 Week of December 7th Read Chapters 18 and 19 Food Safety and Nutrition Education
Chapter 18/19 - Answer and write out Learning Objectives and define vocab words.
Center Menu Project Due

Week 17 - Review for final exam and Final Exam

Graded Assignments

Due Date	Event Name	Type	Points
8/21/25	Chapter 1 Children's Well-Being	Homework Due (HW): Chapter 1 Learning Objectives (LO) and vocabulary words (VW).	20
8/28/25	Chapter 2 Daily Health Observations	HW Due: Chap. 2 LO and VW.	20
9/4/25	Chapter 3 Assessing Children's Health		
	Health Lesson Plan Due -students will create an activity plan to promote health concepts for preschool children and create a poster related to the health topic.	HW Due: Chap 3 LO and VW -Health Lesson Plan Due	20 points 50
9/11/25	Chapter 4 Caring for Children with Special Medical Conditions	HW Due: Chap 4 LO and VW	20
9/18/25	Chapter 5 The Infectious Process and Environmental Control and Chapter 6 Childhood Illnesses	HW Due: Chap 5 and 6 LO and VW	40

Due Date	Event Name	Type	Points	
9/25/25	Chapter 7 Creating High-Quality Environments	HW Due: Chap 7 LO and VW	20	
10/2/25	Chapter 8 Safety Management -ECE Childcare Observation Paper Due - students will complete a healthy and safe environment checklist at a childcare center. Students will then complete a 3 page paper based on this observation of the childcare center.	HW Due: Chap 8 Lo and VW - Observation Paper	20 points	60
10/9/25	Chapter 9 Management of Injuries and Acute Illness	HW Due: Chap 9 LO and VW	20	
10/16/25	Chapter 10 Maltreatment of Children Safety Lesson Plan Due -students will create an activity plan to promote safety concepts with preschoolers. Reinforce a safety concept of either injury prevention or emergency preparedness.	HW Due: Chap 10 LO and VW -Safety Plan Due	20 points	50

Due Date	Event Name	Type	Points	
10/23/25	Chapter 11 Children's Health Midterm Chapters 1-10	HW Due: Chap 11 LO and VW	20	50 points
10/30/25	Chapter 12 Guidelines/Chapter 13 Nutrients that Provide Energy	HW Due: Chap 12/13 LO and VW	40	
11/6/25	Chapter 14 Nutrients that Promote Growth and Regulate Body Functions -H&S Team Based Challenge Due -in teams, students will create a health and safety lesson to present to the preschoolers emphasizing the importance of teamwork and collaboration.	HW Due: Chap 14 LO and VW -Team Based Challenge Due	20 points	52
11/13/25	Chapter 15 Feeding Infants Nutrition Lesson Plan Due - students will create a healthy nutrition activity for preschoolers. You must prepare pictographic recipe cards or a cooking chart.	HW Due: Chap 15 LO and VW - Nutrition Plan Due	20 points	50

Due Date	Event Name	Type	Points	
11/20/25	Chapter 16 Feeding Toddlers/Preschoolers/School Age			
	Best Practice Manual Due- students will create a manual that will provide guidance that promotes children's health, safety and nutrition best practices.	HW Due: Chap 16 LO and VW Manual Due	20 points	50
12/4/25	Chapter 17 Nutritional Planning and Serving of Food	HW Due: Chap 17 LO and VW	20	
12/11/25	Chapter 18/19 Food Safety/Nutrition Education			
	Center Menu Due - students will create a five day menu for preschoolers that includes breakfast, morning snack, lunch and an afternoon snack based on chapters 12-17 in the textbook.	HW Due Chap 18/19 LO and VW -Center Menu Due	40 points	20
12/18/25	Final Exam	Chapters 11-19	50	

Final Exam Information

12/18/25

Grading Policies

Assessment Type	Frequency	Value	Total Points
Homework	19	20	380
Projects	4	60/50/20/52	182
Mid-Term Exam	1	50	50
Writing Assignments	3	50	150
Final Exam	1	50	50
Grand Total			812

Final Course Grading Scale

Grade	Percentage	Points
A	90 - 100%	730 - 812
B	80 - 89%	649 - 729
C	70 - 79%	568 - 648
D	60 - 69%	487 - 567
F	Lower than 60%	0 - 486

Attendance Policy

Students are expected to attend each class.

Make-Up Policy

If a student misses a day, assignments will be due 1 1/2 days later.

Faculty Commitment

Required for online; optional for in-person/hybrid

Student Commitment

For every credit hour of lecture a student is enrolled in, they should expect to spend at least 2 hours outside of class studying, working on assignments, and preparing for class each week of a 16-week semester.

For courses with Lab or Clinical hours, students should expect to spend at least one hour of outside study time for each two lab or clinical contact hours.

Academic Honor Code

The objective of the JJC academic honor code is to sustain a learning-centered environment in which all students are expected to demonstrate integrity, honor, and responsibility, and recognize the importance of being accountable for one's academic behavior.

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Privacy and Accessibility Policies

Canvas	<u>Accessibility</u>	<u>Privacy</u>
Cengage	<u>Accessibility</u>	<u>Privacy</u>
Pearson	<u>Accessibility</u>	<u>Privacy</u>
McGraw Hill	<u>Accessibility</u>	<u>Privacy</u>
Macmillan	<u>Accessibility</u>	<u>Privacy</u>
Adobe Reader	<u>Accessibility</u>	<u>Privacy</u>
Microsoft Office	<u>Accessibility</u>	<u>Privacy</u>
Examity		<u>Privacy</u>

Campus Policies and Resources

Religious Observance Policy

Illinois law requires the college to reasonably accommodate its students' religious beliefs, observances, and practices in regard to admissions, class attendance, and the scheduling of examinations and work requirements. You should examine this syllabus at the beginning of the semester for potential conflicts between course deadlines and any of your religious observances. If a conflict exists, you should notify your instructor of the conflict and request appropriate accommodations. This should be done in the first two weeks of classes.

Student Code of Conduct

Each student is responsible for reading and adhering to the Student Code of Conduct as stated in the college catalog.

Responsible Use Policy

Students are responsible for knowing and following the terms and conditions of JJC's policy for "Responsible Use of Information Technology." This policy may be found [online on the JJC website](#).

Copyright

This course may contain copyright-protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine and TEACH Act in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Intellectual Property

Students own and hold the copyright to the original work they produce in class. It is a widely accepted practice to use student work as part of the college's internal self-evaluation, assessment procedures, or other efforts to improve teaching and learning and in promoting programs and recruiting new students. If you do not wish your work to be used in this manner, please inform your instructor.

Communication Policy

Proper spelling, grammar, and etiquette are expected in all forms of course communication. Writing should be in complete sentences and formatted at a level consistent with college expectations. Furthermore, all interactions for the course should be mindful of tone and should reflect how messages may be interpreted by others. Seeking clarification is encouraged, but it must be done in a polite and civil manner.

Others with Access

Individuals such as guest speakers, course evaluators, and technical support staff may access the online course site when necessary and appropriate.

College statement about F-grades and withdrawal policies

Students may withdraw from a course by processing an add/drop form during regular office hours through the Registration and Records Office at Main Campus or Romeoville Campus, or by phone at 815-744-2200. Please note the withdrawal dates listed on your

bill or student schedule. Every course has its own withdrawal date. Failure to withdraw properly may result in a failing grade of 'F' in the course. At any time prior to the deadline dates established, an instructor may withdraw a student from class because of poor attendance, poor academic performance or inappropriate academic behavior, such as, but not limited to, cheating or plagiarism.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as Facebook, a blog, or wiki. While some of these are required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identifiable/sensitive information. If you have any concerns about this, please contact your instructor.

Turn-It-In Notice

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (through submission within the Canvas Learning Management System or otherwise) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference databases solely for the purpose of detecting plagiarism of such papers. Use of Turnitin.com service is subject to the [Usage Policy](#) posted on the Turnitin.com site. Our very own [JJC Library](#) offers some excellent guidance on how to properly cite sources.

Sexual Harassment

Joliet Junior College seeks to foster a community environment in which all members respect and trust each other. In a community in which persons respect and trust each other, there is no place for sexual harassment. JJC has a [strong policy prohibiting](#) the sexual harassment of one member of the college community by another. See Catalog or Student Handbook.

Supportive Resources and Student Support

- [IT Support](#): Visit the Student Technology Resources page where you can learn about free access to Office 365 products. For technical support with your

computer, email, software, and login support, visit the 24/7 Student Support. For technical assistance with Stream videos, please contact media@jjc.edu.

- iCampus Support: Contact the 24/7 iCampus Student Support Line at 224-208-2545 or by submitting a support request. Assistance is also available in the iCampus Center in Room J-4019 on the main campus, by calling 815-280-2481, or through email iCampussupport@jjc.edu.
- Disability Services: Joliet Junior College values diversity and inclusion; we are committed to a climate of mutual respect and full participation by providing an accessible learning experience for all students. If you are a student with a disability, you are encouraged to contact Disability Services at the office location, phone, or e-mail address provided below to establish accommodations under the Americans with Disabilities Act, Rehabilitation Act Section 504, and 508. If you are a student with a disability and anticipate or experience physical or academic barriers, please let your instructor know immediately so that options for accessibility can be discussed.

Office: A-1125 Phone: (815) 280-2613 Email: disabilityservices@jjc.edu

- Tutoring and Learning Center: JJC offers a number of free tutoring services on campus and online (Brainfuse). Many of these services are conveniently located in the Tutoring and Learning Center (TLC). Tutoring services are also available at City Center Campus and Romeoville Campus. Call to schedule an appointment. A link for Brainfuse, our free online tutoring service, is also available on this course's homepage.

Office Location: C-2010 Phone: (815) 280-2730 or (815) 280-CUBE (2823) Email: tutoring@jjc.edu

- Testing Services: Testing Services is a student support service that provides test administration for all JJC students at the Main, Romeoville, and City Center campuses. Students needing to take an iCampus, make-up, or accommodated test will need to make an appointment with Testing Services. Schedule your appointment through Testing Services via RegisterBlast under your iCampus Course Navigation Menu. Please note, all students will need a physical photo ID to test and will not be allowed to bring in their cell phone or any other electronics.

Testing Services also administers testing for Placement, CLEP, ASE Prometric, TEAS, and CNA. Anyone who wishes to review or prepare for these tests can visit the Tutoring & Learning Center for test preparation information. Check our website at jjc.edu/testing for hours of operation and a list of our testing guidelines. For

more information, please email us at testingservices@jjc.edu or call us at 815-280-2261.

- Student Advising Center: Advisors help you make decisions for your future career and educational goals and guide you when you may find yourself stuck. Additional information about academic advising at JJC can be found at jjc.edu/advising. The Student Advising Center assists with making academic decisions, goals, and plans and provide additional support including new student transitions and first-semester registration, academic coaching to help students make the right educational choices, and transfer exploration. Once you have a solid academic plan, Faculty Advisors help map out all the academic requirements needed to complete a program. Faculty Advisors are experts in specific career and major areas and are available for most JJC programs. They provide assistance with major-specific educational planning transfer advising and specific career-related guidance.
- Center for Student Wellness and Support – Mental Health: As a student, you may carry several responsibilities outside the classroom along with the responsibility of being a JJC student. This can sometimes lead to stress, anxiety, strained relationships, and much more. Other times, we may just unexpectedly experience symptoms of feeling down, loss of motivation, difficulty concentrating, and/or experience difficult events in our lives. All these things can impact your emotional well-being and can impact your ability to perform academically. Please know that confidential mental health services are available through the Center for Student Wellness and Support (CSWS). Students may also access support for basic needs through Wolves Essentials Pantry, which offers food, hygiene items, clothing, and pet food to students.

In addition to in-person/virtual services, credit-seeking students may also access TimelyCare, a 24/7 virtual mental health support platform available to JJC students.

Students can also visit the Center for Student Wellness and Support on Main Campus J-0003 or call 815-280-2936. Support and help are available for you.

- Student Resources: information on Testing Services, Academic Standards of Progress, Bookstore, Career Services, Disability Services, Library, Multicultural Student Affairs, Project Achieve, Records & Transcripts, Student Rights, Student Accounts & Payments, Tutoring & Learning Center, Veterans Resource Center, Wellness Advocates, and more.
- MyJJC: JJC portal provides access to many JJC services.
- LGBTQIA+ Supportive Resources: Joliet Junior College (JJC) works to ensure that all students have the opportunity to learn in a safe and supportive environment.

JJC acknowledges that many students wish to indicate their pronouns and that some may use first names other than their legal first name to identify themselves. To initiate the process of sharing your chosen name and your pronouns, please visit the office of Student Rights and Responsibilities website [here](#).

- [MyJJC Portal - Safe Zone](#)
- [MyJJC Portal - LGBTQ+ Student Resources](#)
- [Preferred Name Change Form](#)
- [Supportive Tips for Faculty and Staff](#)
- [Library LibGuide for Lesbian, Gay, Bisexual, Transgender, and Queer Resources](#)

Student Planning Tool

The Student Planning Tool combines degree audit information and upcoming schedule of classes so students can easily plan and register for courses that fulfill degree or certificate requirements. Student Planning allows JJC students to chart a clear path to graduation in partnership with their Advisor to create an educational plan mapping out their path to completion. Student planning is a web-based self-service tool that makes it easy to know what classes are needed for your degree or certificate and in which semester to take them. For questions about Student Planning visit the [Student Advising Center](#) at the Main, Romeoville, or City Center campuses or call 815-280-2673.