

Syllabus

Health, Safety and Nutrition ECED-1115-501 (#56329)

UNM-Valencia Spring 2026 (Jan 19th-May 16th)



Instructor: Joshua Frank Cárdenas, Ph.D.

Classroom: Online via Canvas (canvas.unm.edu). Requires a UNM net ID to access it.

Class Time: Asynchronous via Canvas (no required class meetings)

Office: In person Rm. #111, Arts & Sciences building or via Zoom

Office Hours: T & Th 01:00-2:00pm. These times may be subject to change, but I'll let you know at the beginning of the week with an announcement. If you would like to meet at a time more convenient for you, please suggest 3 alternative times & dates in a Canvas message.

Email: jstjoshn@unm.edu;

Office Phone: (505) 925-8618 or in an emergency, (505) 369-6694 (cell)

The best way to communicate with me is with a Canvas message. Note: I do not usually respond to messages from Friday evening until Monday morning.

Land Acknowledgement

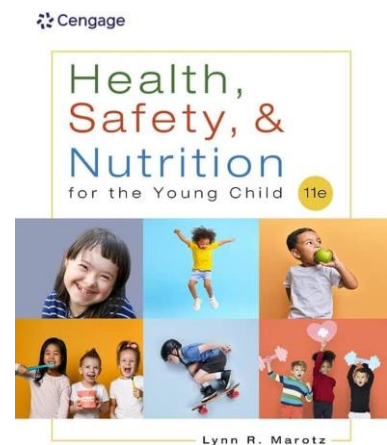
Founded in 1889, the University of New Mexico [main campus] sits on the traditional homelands of the Pueblo of Sandia [UNM Valencia sits on Tiwa territory of the Pueblo of Isleta]. The original peoples of New Mexico Pueblo, Navajo, and Apache since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship with Indigenous peoples. We gratefully recognize our history.

Course Description

This course provides information related to standards and practices that promote children's physical and mental well-being, sound nutritional practices, and the maintenance of safe learning environments. It includes information for developing sound health and safety management procedures for indoor and outdoor learning environments for young children. The course examines the scheduling factors important for children's total development, healthy nutrition, physical activity, and rest.

Required Textbook

Marotz L. R. (2023). *Health, Safety and Nutrition for the Young Child (11th ed)*. Boston, MA, Cengage. This is available at the bookstore or online. We are working with this each week so buy, borrow or share a copy.



Credit-Hour Statement

This is a two-credit-hour course delivered in an entirely online modality over 17 weeks during the Spring 2026 semester (Jan 19 to May 16). Please plan for a minimum of 12 hours per week to learn course materials and complete assignments.

Course Competencies

- Recognize and respond to each child's physical health, intellectual and emotional well-being, and nutritional and safety needs. B.1
- Articulate an understanding of indoor and outdoor learning environments that provide opportunities for children to put into practice healthy behaviors (physically, socially and emotionally). B.3
- Use appropriate health appraisal and management procedures and makes referrals when necessary. B.3
- Recognize signs of emotional distress, child abuse, and neglect in young children and use procedures appropriate to the situation, such as initiating discussions with families, referring to appropriate professionals, and, in cases of suspected abuse or neglect, reporting to designated authorities. B.4
- Establish an environment that provides opportunities and reinforcement for children's practice of healthy behaviors that promote appropriate nutrition and physical and psychological well-being. B.5
- Provide a consistent daily schedule for rest/sleep, as developmentally appropriate. B.6
- Implement health care and educational activities for children and families based on health and nutritional information that is responsive to diverse cultures. B.7

- Assist young children and their families, as individually appropriate, in developing decision-making and interpersonal skills that enable them to make healthy choices and establish health-promoting behaviors. B.8

Student Learning Outcomes

Students will:

1. Demonstrate knowledge of resources for families with regard to all issues relating to health, safety and nutrition.
2. Design a curriculum and program, both indoors and outdoors, that emphasizes the importance of health, safety and nutrition.
3. Evaluate and explain the referral process when services and resources are needed by children and families.

Dual Credit

For some, this is a Dual Credit course.

Dual Credit is a program which provides public high school students the opportunity to receive credit for both a high school course and a college course by taking a single qualifying course. For more information, please see the UNM-Valencia Course Catalog. Dual credit students are college students. I will not share information with parents or anyone else per FERPA guidelines & policies.

Course Webpage on Canvas (canvas.unm.edu)

Course information including this syllabus and grades will be available via canvas.unm.edu. This course will appear in your Canvas course listing. I will also send out emails to the class periodically. Students should check their email at least every couple of days, if not every day.

Attendance, Assignment & Grading Policies

As the class is asynchronous online, attendance is not taken or recorded. I will have office hours, aka Tuesday & Thursday @ 1pm each week via Zoom for this class. While not required, students who attend office hours get questions answered, assignments clarified, and other kinds of support with the instructor and sometimes other students.

Assignments must be completed each week by Sunday at 11:59pm. You have all week at your own convenience to read or watch the material and complete the assignments. Any assignment turned in on time will not receive any late deductions, no matter what state of completion or grade they receive, meaning, a student can turn in each assignment incomplete or in a poor condition but on time and still get 100% upon revision and a regrade. Late assignments are accepted on a daily deducted basis of 1% each day. The

one exception is that Discussion posts cannot be late and must be on time or they will receive an automatic 0. This includes first or initial posts and responses. Quizzes and exams will be administered on Canvas at specific times that will be posted in advance. If you have an extreme circumstance that warrants missing an assignment, reach out to your instructor immediately and before, not after it is due. Send me a Canvas message if you have something unusual that comes up that interferes with your ability to complete assignments regularly.

Respectful, Responsible Learning and Academic Dishonesty

Cheating and plagiarism (academic dishonesty) are often driven by lack of time, desperation, or lack of knowledge about how to identify a source. Communicate with me and ask for help, even at the last minute, rather than risking your academic career by committing academic dishonesty. Academic dishonesty involves claiming that work created by another source is your own original work. It is a [Student Code of Conduct](#) violation that can lead to a disciplinary procedure. When you use a resource in work submitted for this class, document how you used it and distinguish clearly between your original work and the material taken from the resource.

The use of AI on assignments is expressly prohibited. The most common uses include having AI applications to write, revise and edit your writing assignments. Using AI to create a presentation is only allowed for structural components like color, shapes, text or image boxes, etc., rather than a content-quality component, whereby words and images are created. Every single word and word choice must come from you as a student. Asking AI for suggestions is okay, but replacing your choices with AI generated work is not allowed.

Required Reading Assignments

Each week we are reading 1-2 chapters from our textbook. The RedShelf Course Materials tab has a link to a purchased textbook via the Bookstore on Canvas. The assignments are located in each Module and are based upon a critical reading of the textbook & lectures. You are expected to complete all of the required reading assignments and to integrate what you have read into your course assignments as well as your online discussions. Don't just read, also take copious notes while reading so you can retain the information, noting page numbers, sources, quoting from the text and highlighting while reading.

Discussion Boards

Students are required to participate in and post weekly discussions on Canvas. This will enable us to learn and interact with each other as a community of learners. Discussion postings must be a complete thought and have at least five lines of text or 250 words. There is no maximum number of words required, but please use good judgment. Use

references to websites or readings to support your discussion whenever possible. It is important that you get your initial discussion postings up in the early part of the week, by Wednesday at latest, so others have an opportunity to read them and share their thoughts and experiences by Sunday. Discussion boards posted after 11:59pm on Sunday the week they are due are considered late and will receive an automatic 0.

Projects

Projects are based on particular focus areas of our course including Health, Nutrition and an emphasis upon New Mexican Peoples, diets, and traditions of health, nutrition, and wellness. They will require careful study of self and others while utilizing evidence and relevant sources. The New Mexican Nutrition Project is the one major project for this class. You will study your health, diet and nutrition as well as other New Mexicans to learn how to support the development and nurturing of infant, toddler and young children for New Mexico families and in early childhood educational settings.

Checks for Understanding (Quizzes & Exams)

There are 6 Checks for understanding based on a reading of the chapters and a review of lectures, 3 which lead up to the midterm and 3 which lead up to the final. There will be a mid-term and a final exam on Canvas. The requirements to complete the exams are the same for all students. These exams will have questions that are short answers, true/false, multiple-choice and matching definitions. **You will need to study for these exams.** They can be taken any number of times if turned in on time and up to 3x if turned in late. Be aware that once you have finished the exam, it will need to be graded for you to retake it by utilizing instructor feedback. If instructor feedback is unnecessary (such as when you accidentally clicked finish/submit), simply retake it.

Cumulative Case Study Assignment & Mid-term

Students are required to complete a number of Case Study assignments based on facts, current issues, and real-life situations faced by early childhood professionals. A culminating Case study assignment will be drawn from our required textbook and is found in the Midterm and Final exams. It is intended to help you build a better understanding of what it means to think like a professional and respond appropriately in complicated and potentially compromising situations. The cumulative version will be an extended version of our normal assignment.

Due Dates Policy, Late Work and Revision

Students are expected to turn in work on the date that it is due. Feedback comes along with each assignment and so will be given liberally for on time material while late work will receive the minimum of feedback. Late assignments will be accepted;

however, students who turn in late work will be deducted on a 1% off each day basis. Late work is graded also in the order it was received along with other late work and never is graded before current ungraded work. A student can turn in work on time, however incomplete or in a poor condition and still receive 100% via revision, feedback and a regrade. All work can be revised for a better grade, but like above, will be regraded in the order it was received as a regrade, which will be graded *before* late work. Turn in the work on time and often, and receive liberal, constant feedback. This is a drafting and editing process. Get used to this.

Grading and Assignments

Assignments	Grade Percentage
Online Discussion Boards (5 points each, 15 in total) 75 pts	17.65%
New Mexican Nutrition Curriculum Project (50 points each) 50 pts	11.75%
Checks for Understanding (25 points each, 4 in total) 100 pts	23.5%
Case Study Analysis (25 points each) 100 pts	23.5%
Mid-Term Exam (50 points, 1 in total) 50 pts	11.75%
Final Exam (50 points, 1 in total) 50 pts	11.75%
Total 425 points	100%

Percentages and Grade Equivalent

100-97 A+	89-87 B+	79-77 C+	69-66 D+	58-0 F
96-93 A	86-83 B	76-73 C	65-62 D	
92-90 A-	82-80 B-	72-70 C-	61-59 D-	

** The instructor reserves the right to make required changes during the course, including readings/sources, assignments, and due dates, that will be made in an Announcement, posted/updated on Canvas and then followed by a Syllabus Revision. **

Course Outline

Week 1: Jan 19th – Jan 25th

Topic: Introduction to Course, Syllabus and Each other. Get the textbook begin Ch. 1.

Due: Discussion Board 1a-Introductions: Tell us about yourself. Give us your name, where you're from, what languages you speak, your favorite food, and tell us your motivation or why you want to become an early childhood educator.

Due: Discussion Board 1b- A Community of Learners: How can we develop a community out of our classroom of learners? Offer one idea, core value, activity or example that will promote responsible, respectful and cooperative learning in an online classroom setting.

Week 2: Jan 26th – Feb 1st

Topic: Children's Well-Being: What It Is and How to Achieve It. Daily Health Observations. Read Chapter 1 & 2.

Due: Discussion Board 2- Refer to Chapter 1 & 2. First, describe how teachers can use their knowledge of children's development for health promotion. Next, describe the health check joint. What common health problems/conditions should teachers look for?

Syllabus Quiz (extra credit)-First, review the syllabus. Take it until you get 100%.

Week 3: Feb 2nd – Feb 8th

Topic: Assessing Children's Health. Read Chapter 3 & 4.

Due: Discussion Board 3

Due: Case Study 1- Refer to Chapter 3, Read the case study on page 79 about Maduka and answer the posted questions.

Week 4: Feb 9th – Feb. 15th

Topic: Caring for Children with Special Medical Conditions. Read Chapter 5 & 6.

Due: Discussion Board 4

Due: Check for Understanding 1-Covers Unit 1, or Chapters 1-6.

Week 5: Feb 16th – Feb 22nd

Topic: The Infectious Process and Environmental Control. Read Chapter 7 & 8.

Due: Discussion Board 5

Week 6: Feb 23rd – Mar 1st

Topic: Childhood Illness: Identification and Management. Read Chapter 9 & 10.

Due: Discussion Board 6

Week 7: Mar 2nd – Mar 8th

Topic: Creating High-Quality Environments. Read Chapter 11.

Due: Discussion Board 7

Due: Case Study 2-Refer to Chapter 7, read case study on page 203 about Reya and answer the posted questions.

Due: Check for Understanding 2-Covers chapters 7-11.

Week 8: Mar 9th – Mar 15th Midterms

Topic: Review for Midterms

Due: Discussion Board 8

Due: Midterm Check for Understanding (chapters 1-11) due by Wednesday March 12th @11:59pm

Spring Break from March 15th –22nd, No Readings or Assignments

Week 9: Mar 23rd – Mar 29th

Topic: Management of Injuries and Acute Illness, Maltreatment of Children. Read Chapter 12.

Due: Discussion Board 9

Week 10: Mar 30th – Apr 5th

Topic: Maltreatment of Children: Abuse and Neglect. Read Chapter 13.

Due: Discussion Board 10

Week 11: Apr 6th – Apr 12th

Topic: Planning for Children's Health and Safety Education & Nutrition Guidelines. Read Chapters 14

Due: Discussion Board 11

Due: Case Study 3-Refer to Chapter 12, read the case study on page 343 about the Sites menu reform and answer the posted questions.

Due: Check for Understanding 3-Covers chapters 12-14.

Week 12. Apr 13th – Apr 19th

Topic: Nutrients That Provide Energy (Carbohydrates, Fats, and Proteins) & Nutrients That Promote Growth and Regulate Body Functions (Proteins, Vitamins, Minerals, and Water). Read Chapters 15-16

Due: Discussion Board 12

Week 13: Apr 20th – Apr 26th

Topic: & Feeding Infants & Feeding Toddlers, Preschoolers, and School-Age Children. Read Chapters 17-18

Due: Discussion Board 13

Due: Case Study 4 -Refer to Chapter 16, read the case study on page 430 about Isabella and answer the posted questions.

Week 14: Apr 27th – May 3rd

Topic: Meal Planning, Service & Food Safety; Nutrition Education: Rationale, Concepts, and Lessons. Read Chapters 19 & Appendix A-C

Due: Discussion Board 14

Due: New Mexican Nutrition Curriculum Project due Sunday May 03 # 11:59pm

Week 15: May 4th -10th

Topic: Review

Due: Discussion Board 15

Due: Check for Understanding 4-Covers chapters 15-19.

Week 16: May 11th -17th, Finals Week

Topic: Finals

Final Exam due by 05/12th @11:59pm

Accommodations

UNM is committed to providing equitable learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact The [UNM-Valencia Equal Access Services](#) (Sarah Clawson, Coordinator), at (505) 925-8840 or by email at sjclawson@unm.edu.

Title IX: UAP 2720 and 2740

Our classroom and university should foster mutual respect, kindness, and support. If you have concerns about discrimination, harassment, or violence, please seek [support](#) and [report](#) incidents. Find confidential services at LoboRESPECT Advocacy Center, the Women's Resource Center, and the LGBTQ Resource Center. UNM prohibits discrimination on the basis of sex (including gender, sex stereotyping, gender expression, and gender identity). All instructors are "responsible employees" who must [communicate reports](#) of sexual harassment, sexual misconduct and sexual violence to [Compliance, Ethics and Equal Opportunity](#). For more information, please see [UAP 2720](#) and [UAP 2740](#).

Student Support

Confidential services for students are available at [LoboRESPECT Advocacy Center](#), [Women's Resource Center](#), and the [LGBTQ Resource Center](#). The [Women's Resource Center](#) supports all students, including those who are pregnant or are parents. [UNM Pregnancy and Parenting Support information](#) is available. UNM-Valencia has lactation stations located in LRC 112 (Tomé campus) and in the Workforce Training Center.

[Student Health and Counseling](#) (SHAC) at (505) 277-3136.

[TimelyCare](#): Free 24/7 virtual care services (medical, emotional support, health coaching, self-care, basic needs support).

[LoboRESPECT Advocacy Center](#) (505) 277-2911: help with contacting faculty and managing challenges that impact your UNM experience.

[PASOS Resource Center](#) (505) 925-8546, <mailto:pasos@unm.edu>. The Resource Center is an on-campus center that serves as a "one-stop" for all non-academic needs of UNM-Valencia students.

The [Library](#) is also an incredible resource which provides reference desk help either in person (LRC), call (505) 925-8990, text (505) 916-1647, or you can [Schedule an Appointment with a Librarian](#) including Chat Reference - Ask a Librarian from our [Facebook page](#).

The library also provides numerous other services including the following:

- Library has a scanner.
- Library makes your LOBO ID. [More Info](#)
- Library will borrow books/articles not owned (interlibrary loan).
- Library does not buy textbooks.
- Library has laptops and flash drives available to check-out.
- Library has a Study Room available for group study.
- Library provides Reserve Collection for class support.
- Library requires your LOBO ID to borrow materials.
- Library also has black and white printing available.
- Weekly events such as an ASL social, Gaming Club meetings and tournaments.

Other Resources are available on the [Student Resources](#) website by clicking the link. Laptops can also be checked out via the Registrar's office (Bring a student ID).

Learning Commons: Tutoring Services

Tutoring is available to you in education, math, science, writing, and other subjects through the Learning Commons: Learning and STEM Centers and Writing Center. In-person tutoring is in these centers in the LRC (the building that also has the library). In addition, tutoring in Zoom and, for writing, through email, is also available. Tutoring is a fantastic way to use your resources and set yourself up to learn deeply and well in your courses. To schedule an appointment, please go to [Learning Commons Bookings](#).

If you have difficulty with the scheduling link above, would like an appointment in a subject not listed at that link, or have a question, email tutor@unm.edu. You'll get answers during business hours Monday through Friday. The webpage, with more details about available hours, is here: [Learning Commons: Tutoring Services webpage](#).

COVID-19 Health and Awareness

UNM is a mask friendly, but not a mask-required, community. If you have a positive COVID-19 test, please stay home for five days, and isolate yourself from others, per the Centers for Disease Control (CDC) guidelines. If you need an extension, please get in touch with me via CANVAS; I can work with you to provide alternatives for course participation and completion. UNM faculty and staff know that these are challenging times. Please let me, an advisor, or another UNM staff member know that you need support so we can connect you to the right resources. Please be aware that UNM will publish information on websites and emails about changes to our public health status and community response.

Citizenship and/or Immigration Status

All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergencies are usually excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM has committed to the success of all our students and our undocumented community members community. The Administration's welcome is found on our website: <http://undocumented.unm.edu/>

** The instructor reserves the right to make required changes during the course, including readings/sources, assignments, and due dates, that will be made in an Announcement, posted/updated on Canvas and then followed by a Syllabus Revision. **