

**Thank you for choosing IVC! We are so happy to join you in your educational journey.**

### Basic Course Information

Semester:	<b>FALL 2020</b>	Instructor Name:	<b>Mary Courtney</b>
Course Title & #:	<b>CDEV 100: Principles &amp; Practices of Teaching Young children</b>	Email:	<b>Mary.courtney@imperial.edu</b>
CRN #:	<b>10660</b>	Webpage (optional):	
Classroom:	<b>Online</b>	Office #:	
Class Dates:	<b>8/17/2020-12/12-2020</b>	Office Hours:	<b>Online</b>
Class Days:	<b>Online</b>	Office Phone #:	
Class Times:	Online	Emergency Contact:	
Units:	3		

### Course Description

An examination of the underlying theoretical principles of developmentally appropriate practices applied to programs, environments, emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative and intellectual development for all children. This course includes a review of the historical roots of early childhood programs and the evolution of the professional practices promoting advocacy, career pathways, ethics and professional standards. (C-ID ECE 120) (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. Compare and contrast historical and current early childhood education perspectives, theories, program types and philosophies. (ISLO2 and ISLO5)
2. Describe the role of the early childhood educator, including ethical conduct, and professional pathways. (ISLO1 and ISLO3)
3. Identify quality in early childhood programs related to environment, curriculum, and teaching strategies, including play as a vehicle for developing skills. (ISLO2)

### Course Objectives

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

1. Identify the historical roots, theories, standards, and approaches in early care and education.
2. Compare various program types, delivery systems, and philosophies.
3. Examine the developmental needs of children at various ages and stages.
4. Define developmentally, culturally and linguistically appropriate practice.
5. Describe why access to play is important for all children and ways of using a play based curriculum as a vehicle for developing skills, dispositions, and knowledge.

6. Use indicators of quality to analyze various early childhood settings, and curriculum, and teaching strategies.
7. Describe the characteristics of effective relationships, positive guidance, and teacher-child interactions between early childhood professionals, children, families, and colleagues.
8. Discuss personal philosophies of teaching, career pathways, ethics, and professionalism.

### Textbooks & Other Resources or Links

Stephanie Feeney, Eva Moravcik, Sherry Nolte and Doris Christensen 2019. *Who Am I in the Lives of Children? An Introduction to Early Childhood Education* 11th. Prentice Hall ISBN: 9780133987881.

### Course Requirements and Instructional Methods

#### Description of Assignments:

**Lecture & Response:** Lectures are in three parts to allow students flexibility-they may be watched all at once, or each section at a different time during the week. Each part will cover part of the material for the week. Students will log into CANVAS, click on the link, and then watch, listen and respond to questions.

**Journal Papers** require students to read text material and articles provided or accessible on the internet, reflect on topic questions, and write thoughtful responses. The instructor will provide detailed directions.

**Education Plan** requires students to meet with an IVC guidance counselor who will assist the student in creating an education plan designed for a Child Development major. A copy of the education plan must be submitted to the instructor. An appointment can be in-person, if possible, or as a Zoom Conference, or other strategy provided by the guidance counselor due to the restrictions of Covid-19.

**Lab Hours: generally, this course** requires students to spend 6 hours of volunteer time observing an early childhood classroom at the IVC Child Development Center- Students are required to visit on three separate occasions, for two hours each visit. (\*Students must first demonstrate proof that they have received current vaccines and health tests required by the State of California). Students are also required to submit a Reflection paper with a series of reflection questions pertaining to each visit to the IVC Child Development Center. **FALL 2020: Due to Covid-19 – all observations will be done online with video provided by the instructor.**

**Foundation Activities** require students to create planned possibilities for different learning areas, based on specific California Foundations. Detailed directions will be provided by the instructor.

**Philosophy Statement** requires students to formulate their philosophy of education. Areas to be addressed include: best practices, delivery systems, quality in programs, value of play as a vehicle for learning, theories of how children learn, diversity of families, building of relationships, curriculum

planning and observation. Students are to submit the assignment in written form, utilizing professional sources to support APA style in citing references. The instructor will provide additional guidelines

**Quizzes/Tests:** There will be a Chapter Quiz for each of the 14 chapters in the textbook. The Final Exam will be during Final Week. All quizzes and the final exam will be completed online in CANVAS.

**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.

### **What if I need to borrow technology or access to WIFI?**

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: <https://imperial.edu/students/student-equity-and-achievement/>
2. If you'd like access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

#### **Guidelines for using parking WIFI:**

- Park in every other space (empty space BETWEEN vehicles)
- Must have facemask available
- For best reception park near buildings
- Only park at marked student spaces
- Only owners of a valid disabled placard may use disabled parking spaces
- Only members of the same household in each vehicle
- Occupants **MUST** remain in vehicles
- Restrooms and other on-campus services not available
- College campus safety will monitor the parking lot
- Student code of conduct and all other parking guidelines are in effect
- Please do not leave any trash behind
- No parking permit required**

If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455.

### **Ways to be successful in CDEV 100**

You must be responsible for you own learning. Here's how:

- **Be Prepared:** purchase your textbook to be read -- your textbook provides you with in-depth information required to learn and pass the course.
- **Log into CANVAS frequently -weekly at a minimum:** CANVAS contains all of the lectures, assignments and quizzes required in the course.

- **Complete Reading:** each week there will be reading assigned in the textbook. Many assignments will include additional reading.
- **Lecture & Response:** Lectures are in three parts and require students to watch, listen and respond to questions.
- **Engage:** participate in on-line ZOOM. When you have ideas, share them. Listen to your classmates and to the professor. You may learn something, and you may teach someone something, including the instructor.
- **Complete assignments:** Each assignment has been carefully selected as a means of reinforcing the knowledge gleaned throughout the course. If the instructor determines that work turned in is not your own, or that you did not participate fully in group efforts, you may be given a zero with no opportunity for make-up.
- **Be organized:** keep your assignments in a labeled folder for this course in your computer. Label assignments to make it easy to find and upload into CANVAS, for example: "CDEV 100-Journal 1-your name"
- **Be respectful.** Students are expected to show respect for the instructor and classmates when participating in class assignments and activities such as ZOOM meetings.
- **Flexibility:** the FALL Semester flow of topics and assignments is described on the calendar. However, the instructor may adjust the class to reflect the requirements of time. Therefore, listed topics of discussion or due dates of assignments may change. please check for "Announcements" and emails and information on CANVAS for any changes.

Grades will be based upon class participation, attendance and the completion of assignments, quizzes and tests throughout the semester. All material presented in the lecture, text, videos and handouts will be part of the evaluation process.

No assignments or projects will be accepted late. They are due on the date assigned. If you feel that you have extenuating circumstances, **please email me** before the project is due.

### Course Grading Based on Course Objectives

TOTAL POSSIBLE POINTS FOR COMPLETED COURSE	710
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### FINAL GRADING

A	710-639
B	638-568
C	567-497
D	496-426
F	425-or lower

**Keeping Track of Your Points: GRADING:**

Required Assignments & Tests	Possible Score	Your Score
ZOOM Intro Conference	20	
Lecture & Response (10 pts./weekly responses)	150	
Activity: How to Be Successful in CDEV 100	5	
Activity: Uploading Assignments in CANVAS	5	
Education Plan with Counselor	10	
Journals (5 @ 10pts)	50	
Observation & Reflection Assignments (3 @ 20 pts)	60	
Foundations: Curriculum Planning Project	30	
Philosophy of Early Education Paper	50	
Chapter 1 Quiz	20	
Chapter 2 Quiz	20	
Chapter 3 Quiz	20	
Chapter 4 Quiz	20	
Chapter 5 Quiz	20	
Chapter 6 Quiz	20	
Chapter 7 Quiz	20	
Chapter 8 Quiz	20	
Chapter 9 Quiz	20	
Chapter 10 Quiz	20	
Chapter 11 Quiz	20	
Chapter 12 Quiz	20	
Chapter 13 Quiz	20	

Chapter 14 Quiz	20	
FINAL	50	
Total points	<b>710</b>	

Final Grade:				
A 710-639	B 638-568	C 567-497	D 496-426	F 425-or lower

You can view your total points in CANVAS

**Anticipated Class Schedule/Calendar**

**CALENDAR: FALL 2020 - LATE START**

*Week 1 is adjusted due to the late start to provide students with the ability to complete all of the work for the course.*

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<b>Week 1: August 24 – August 30</b>	<b>Chapter 1: The Teacher Chapter 2: The Field of Early Childhood Education</b>
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**ALL WORK DUE: Sunday, August 30, by 11:55pm**

**TOPIC:** *Welcome! Who do you wish to be in the lives of children?*

**READ:** Chapter 1: The Teacher

Chapter 2: The Field of Early Childhood Education

**ZOOM Intro Conference:** Attend an online conference within the first week-see date options in CANVAS

20

What Is "Voicethread?"

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**Lecture & Response -Part 1 & 2:** Exploring the Role of the Teacher in Early Childhood

10

*Assignment: How to Be Successful in CDEV 100*

5

*Quiz-Chapter 1*

20

**WEEK 1 - Part II**

**Lecture & Response-Part 3 & 4:** The Field of Early Childhood Education

10

**Uploading Assignments in CANVAS**

5

*Quiz-Chapter 2*

20

**TOTAL**

**90**

**Week 2: August 31–September 6**

**Chapter 3: History of Early Childhood Education**

**ALL WORK DUE: Sunday, September 6 by 11:55pm**

**Topic:** The History of Early Childhood Education

**READ:** Chapter 3: History of Early Childhood Education

**Lecture & Response-Part 1 & 2:** History of Early Childhood Education

10

*Upload Education Plan (Due by October 18)*

10

*Journal 1*

10

*Quiz-Chapter 3*

20

**TOTAL**

**50**

<b>Week 3: September 7–September 13</b>	<b>Chapter 4: Child Development</b>
<b>ALL WORK DUE: Sunday, September 13 by 11:55pm</b>	

<b>TOPICS:</b> Child Development: * Image of the Child *Foundation of Planning: Philosophy	
<b>READ:</b> Chapter 4: Child Development	
<b>Lecture &amp; Response-Part 1&amp; 2:</b> Understanding Child Development	10
<i>Journal 2</i>	10
<i>Quiz-Chapter 4</i>	20
<b>TOTAL</b>	<b>40</b>

<b>Week 4: September 14-September 20</b>	<b>Chapter 5: Observing and Assessing Young Children</b>
<b>ALL WORK DUE: Sunday, September 20 by 11:55pm</b>	

<b>TOPICS:</b> Observation & Assessment -Getting to Know Your Children	
<b>READ:</b> Chapter 5: Observing and Assessing Young Children	
<b>Lecture &amp; Response-Part 1 &amp; 2:</b> Observation & Assessment: Why & How	10
<i>Observation &amp; Reflection Project 1</i>	20
<i>Quiz-Chapter 5</i>	20
<b>TOTAL</b>	<b>50</b>

<b>Week 5: September 21-September 27</b>	<b>Chapter 6: Relationships and Guidance</b>
<b>ALL WORK DUE: Sunday, September 27 by 11:55pm</b>	

<b>TOPICS:</b> * Building Relationships *Positive Guidance	
<b>READ:</b> Chapter 6: Relationships and Guidance	
<b>Lecture &amp; Response-Part I &amp; 2:</b> Building Relationships & Positive Guidance	10
<i>Observation &amp; Reflection Project 2</i>	20
<i>Quiz-Chapter 6</i>	20
<b>TOTAL</b>	<b>50</b>

<b>Week 6: September 28-October 4</b>	<b>Chapter 7: Health, Safety and Well Being</b>
<b>ALL WORK DUE: Sunday, October 4 by 11:55 pm</b>	

<b>TOPICS:</b> *Health, Safety and Well-Being	
<b>READ:</b> Chapter 7: Health, Safety and Well-Being	
<b>Lecture &amp; Response-Part I &amp; 2:</b> The Teachers Role is Providing for Children’s Health, Safety and Well-Being	10
<i>Journal 3</i>	10
<i>Quiz-Chapter 7</i>	20
<b>TOTAL</b>	<b>40</b>

<b>Week 7: October 5 – October 11</b>	<b>Chapter 8: The Learning Environment</b>
<b>ALL WORK DUE: Sunday, October 11 by 11:55pm</b>	

<b>TOPIC:</b> Setting the Stage: <i>TIME-Daily Schedule</i>	
<b>READ:</b> Chapter 8: The Learning Environment	
<b>Lecture &amp; Response-Part 1&amp; 2:</b> Setting the Stage: Designing a Schedule that Reflects How Children Learn	10
<i>Journal 4</i>	10
<b>TOTAL</b>	<b>20</b>

<b>Week 8: October 12 – October 18</b>	<b>Chapter 8: The Learning Environment</b>
<b>ALL WORK DUE: Sunday, October 18 by 11:55pm</b>	

<b>TOPIC:</b> Setting the Stage: <i>Environment</i>	
<b>READ:</b> Chapter 8: The Learning Environment	
<b>Lecture &amp; Response-Part 1&amp; 2:</b> What Does an Excellent Early Childhood Environment Look Like?	10
<i>Journal 5</i>	10
<i>Quiz-Chapter 8</i>	20
<b>TOTAL</b>	<b>40</b>

<b>Week 9: October 1–October 25</b>	<b>Chapter 9: Understanding and Supporting Play</b>
<b>ALL WORK DUE: Sunday, October 25 by 11:55 pm</b>	

<b>TOPICS:</b> *Understanding and Supporting Play *Intentional & Reflective Teaching	
<b>READ:</b> Chapter 9: Understanding and Supporting Play	
<b>Lecture &amp; Response-Part 1 &amp; 2:</b> Understanding & Supporting Play: Intentional Teaching	10
<i>Quiz-Chapter 9</i>	20
<b>TOTAL</b>	<b>30</b>

<b>Week 10: October 26-November 1</b>	<b>Chapter 10: The Curriculum</b>
<b>ALL WORK DUE: Sunday, November 1 by 11:55pm</b>	

<b>TOPICS:</b> *Foundation of Planning: Observation *Learning to Listen & Look Developing Curriculum	
<b>READ:</b> Chapter 10: The Curriculum	
<b>Lecture &amp; Response-Part 1 &amp; 2:</b> What Is Curriculum in Early Childhood?	10
<i>Quiz-Chapter 10</i>	20
<b>TOTAL</b>	<b>30</b>

<b>Week 11: November 2–November 8</b>	<b>Chapter 11: Curriculum Planning</b>
<b>ALL WORK DUE: Sunday, November 8 by 11:55pm</b>	

<b>TOPICS:</b> READ: Chapter 11: Curriculum Planning	
<b>Lecture &amp; Response-Part 1 &amp; 2:</b> Curriculum Planning Based on the Interests & Abilities of the Children	10
<i>Observation &amp; Reflection Project 3</i>	20
<i>Quiz-Chapter 11</i>	20
<b>TOTAL</b>	<b>50</b>

<b>Week 12: November 9–November 15</b>	<b>Chapter 12: Including All Children</b>
<b>ALL WORK DUE: Sunday, November 15 by 11:55pm</b>	

<b>TOPICS:</b> *Creating a Nourishing Classroom Culture *Including All Children *Cultural Relevancy: Opening our Eyes to Diversity READ: Chapter 12: Including All Children	
<b>Lecture &amp; Response-Part 1 &amp; 2:</b> The Teacher’s Role in Creating a Respectful, Inclusive Classroom	10
<i>Quiz-Chapter 12</i>	20
<b>TOTAL</b>	<b>30</b>

<b>Week 13: November 16–November 22</b>	<b>Chapter 13: Partnerships with Families</b>
<b>ALL WORK DUE: Sunday, November 22 by 11:55pm</b>	

<b>TOPICS:</b> *Foundation of Planning: Families    *Developing a Sense of Belonging	
<b>READ:</b> Chapter 13: Partnerships with Families	
<b>Lecture &amp; Response-Part 1 &amp; 2:</b> Working with Families -Cultural Relevancy: Opening Our Eyes to Diversity	10
<i>Foundations: Curriculum Planning Assignment</i>	30
<i>Quiz-Chapter 13</i>	20
<b>TOTAL</b>	<b>60</b>

<b>Week 14: November 23–November 29 - No Work Required</b>
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<b>Week 15: November 30- December 6</b>	<b>Chapter 14: Becoming an Early Childhood Professional</b>
<b>ALL WORK DUE: Sunday, December by 11:55pm</b>	

<b>TOPICS:</b> *Teacher as Decision Maker    *Facing Barriers & Change	
<b>READ:</b> Chapter 14: Becoming an Early Childhood Professional	

<b>Lecture &amp; Response-Part 1 &amp; 2:</b> Exploring the Role of Teacher as a Professional	10
<i>Philosophy of Early Educational Paper</i>	50
<i>Quiz-Chapter 14</i>	20
<b>TOTAL</b>	<b>80</b>

<b>Final Exam Due Saturday, December 12, 11:55pm</b>	<b>50</b>
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**\*\*\*Tentative, subject to change without prior notice\*\*\***

## Attendance

- 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.

### 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.

## 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.

### How do I act differently if I have an on-ground class during COVID?

**1. DO NOT COME TO CAMPUS OR ATTEND AN OFF-CAMPUS CLASS IF YOU FEEL SICK, HAVE A FEVER, OR HAVE A COUGH**

- a. Even if your symptoms are mild, stay home.
- b. Email your instructor to explain why you are missing class.
- c. If you are sick with COVID-19 or think you might have COVID-19, provides CDC guidance.
- d. If you have tested positive for COVID-19, you must self-quarantine for 14 days and then be without symptoms for at least 72 hours. Clearance is required prior to returning to any face-to-face interaction. It is recommended that you undergo a final COVID-19 test to confirm that you are no longer infected.
- e. If you are exposed through direct contact with a person known to be COVID-19 positive, then you must submit negative COVID-19 test results prior to returning to any face-to-face interaction.

**2. ARRIVE AT CAMPUS EARLY (at least 15 minutes early is advised).**

- a. All people entering the IVC campus will need to pass a screening process, which will occur at the gates as your drive onto campus. You will need to take a short questionnaire and get your temperature taken (the screening is completely touchless and will take place while you remain in your car).

**3. BRING A MASK TO CLASS (and always wear it).**

- a. Be sure that your mask covers both your nose and mouth. If your mask is cloth, then wash it each day. If your mask is disposable, then use a new one each day.

**4. GO DIRECTLY TO YOUR CLASSROOM.**

- a. The IVC campus is mostly closed so you should not visit other areas or seek any face-to-face services. Services are available to students online and can be accessed through [www.imperial.edu](http://www.imperial.edu).

**5. WASH YOUR HANDS FREQUENTLY (and use the provided sanitation supplies).**

- a. Your classroom is equipped with cleaning supplies. Use them as needed.

**6. BE SURE TO SOCIAL DISTANCE (stay at least 6 feet from other).**

- a. The number of students in a classroom at any one time is very limited so you have plenty of space to spread and ensure that you stay at least 6 feet from others.

**7. BRING YOUR OWN FOOD AND DRINKS.**

- a. There is no food service currently offered on campus.

## 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 (!!!!)].

## How am I expected to act in an online "classroom" (especially Zoom)?

Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

**1) Be RESPECTFUL**

- a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

**2) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)**

- a. People walking around and pets barking can be a distraction.

**3) EAT AT A DIFFERENT TIME.**

- a. Crunching food or chugging drinks is distracting for others.
- b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.

**4) ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU**

- a. It is hard to see you in dim lighting so find a location with light.
- b. If your back is to a bright window, you will be what is called “backlit” and not only is it hard on the eyes (glare) but you look like a silhouette.

**5) POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING**

- a. If you are using the camera, show your face; it helps others see your non-verbal cues.
- b. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.

**6) Be READY TO LEARN AND PAY ATTENTION**

- a. Catch up on other emails or other work later.
- b. If you are Zooming, silence your phone and put it away.
- c. If you are in a room with a TV – turn it off.

**7) USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS**

- a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It's best if you conference in a private space, but if you can't find a quiet place, when noises arise **MUTE** your laptop.

**8) REMEMBER TO UNMUTE WHEN SPEAKING**

- a. Follow your instructor's directions about using the “**raise hand**” icon or chat function to be recognized and to speak, but make sure you have unmuted your device.
- b. Do not speak when someone else is speaking.

**9) REMAIN FOCUSED AND PARTICIPATE IN THE MEETING**

- a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.
- b. Do not use the Zoom meeting to meet with your peers or put on a “show” for them.

**10) PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING**

- a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

## 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.

### How do I show academic honesty and integrity in an online "classroom"?

- **KEEP YOUR PASSWORDS CONFIDENTIAL.**
  - You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
- **COMPLETE YOUR OWN COURSEWORK.**
  - When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

### Examples of Academic Dishonesty that can occur in an online environment:

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;
- Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);

- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

## Additional Services for Students

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.

### How do I access services now that we are mostly online?

- CANVAS LMS. Canvas is Imperial Valley College's 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](#). In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link ([IVC online Tutoring](#)). When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you need a tutor, please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- [Library Services](#). Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!
- [Career Services Center](#). The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.
- [Child Development Center](#). The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: <https://forms.imperial.edu/view.php?id=150958>

### 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 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 for appointments, or **when campus reopens** visit Room 1536, for 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](http://www.imperial.edu/students/eops) for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff

## Student Equity Program

The Student Equity & Achievement 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. SEA addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+, Veterans, foster youth, homelessness, and formerly incarcerated students. The SEA Program also houses IVC's Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and referrals to students in need. SEA strives 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 enrollment, education, degree and certificate completion, and the ability to transfer to a university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at <https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401.

### What if I cannot afford food, books, or need other help?

We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: <https://imperial.edu/students/student-equity-and-achievement/>

## 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.