IMPERIAL VALLEY COLLEGE

Basic Course Information

Semester:	**SPRING 2025**	Instructor Name:	**CECILE RICHMOND**
Course Title & #:	**CARE AND EDUCATION FOR INFANT AND TODDLER CDEV 221**	Email:	**CECILE.RICHMOND@IMPERIAL.EDU**
CRN #:	**21160**	Webpage (optional):	**CHILD DEVELOPMENT**
Classroom:	**207**	Office #:	**203 C**
Class Dates:	**2/10/25 TO 6/6/25**	Office Hours:	**TBD**
Class Days:	**MW**	Office Phone #:	**760-235-5441**
Class Times:	**9:40AM**	Emergency Contact:	**760-355-6232**
Units:	**3**	Class Format/Modality:	**FACE TO FACE**

Course Description

This course will prepare students to develop and implement an infant and/or toddler curriculum, including the design of a developmentally appropriate learning environment. It will apply current theory and research to the care and education of infants and toddlers in group settings. Examines essential policies, principles and practices that lead to quality care and developmentally appropriate curriculum for children birth to 36 months. Students must put in 5 Hrs. Lab TBA for the semester.(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 bybeing able to:

1.Demonstrate strategies to promote healthy relationships in the care and education of infants and toddlers.

2.Evaluate infant and toddler curriculum and environments based on observation, documentation and reflection.

3.Summarize the essential policies and practices of quality infant and toddler programs

Course Objectives

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

1.Observe, document and reflect on infant and toddler play and interactions to plan for care and learning.

2.Design appropriate play spaces and care routines that support infant and toddler care and learning.

3.Describe reciprocal communication techniques that promote brain development and healthy relationships.

4.Demonstrate practices that support and respect the diverse values and beliefs of families and caregivers.

5.Define the program policies of primary care, continuity of care, and small group size.

6.Identify delivery systems, licensing regulations, and quality indicators in infant and toddler care.

7.Describe practices that support the unique abilities of all children birth to 36 months

Textbooks & Other Resources or Links

Maguire-Fong, Mary Jane; Tronick, Ed; et al.. 2020. *Teaching and Learning with Infants and Toddlers: Where Meaning-MakingBegins.* 2nd Teachers College Press e-Book. ISBN: 978-0807778715.

Gonzalez-Mena, Janet. 2020. *Infants, Toddlers, and Caregivers: A Curriculum of Respectful, Responsive, Relationship-Based Careand Education.* 11th McGraw-HIll (e-Book available). ISBN: 978-1260237788.

Text Other

Infant/Toddler Environment Rating Scale. Thelma Cryer, Debby Clifford, and Richard Harms. Teachers College Press, 2006.

California Infant/Toddler Learning & Development Foundations

http://www.cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf

Course Requirements and Instructional Methods

- Infant/Toddler Center Observation— 100 points
- Sensory bin Activity video demonstration-- 100 points
- Infant/toddler area design PowerPoint presentation 125 points
- 2 Reflection papers X 2-- 50 points each
- Article review--   25 Points
- Chapter questions 10 Points each
- Discussion questions 10 Points each
- FINAL: Infant and Toddler Activity Binder/Powerpoint— 150 Points

Course Grading Based on Course Objectives

"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. All assignments have a rubric by which the student can view what is required to receive the highest grade on that assignment.

90 -100% = A

80 – 89% = B

70 – 79% = C

60 – 69% = D

59% and below

Academic Honesty (Artificial Intelligence -AI)

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

Accessibility Statement

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

We are here to support you and ensure that you have equal access to all course materials.

Course Policies

[Describe other policies such as attendance, academic honesty, netiquette, expected classroom behavior, etc.]

Other Course Information

[Optionally, include other necessary information.]

Financial Aid

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

Updated 11/2024

IVC Student Resources

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

Anticipated Class Schedule/Calendar

Detailed instructions for each assignment will be provided in the Canvas modules. All Assignments are completed individually, unless otherwise stated.

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1	**Syllabus & Introduction** Welcome to the Course Principles. Practices, Curriculum	READ Chapter 1 Videos Discussions Activities
Week 2	Infant/Toddler Education	Read Chapter 2 Videos Discussions Activities
Week 3	Caregiving as Curriculum	Read Chapter 3 Videos Discussions Activities
Week 4	Play as Curriculum	Read Chapter 4 Videos Discussions Activities
Week 5	Development as Attachment	Read Chapter 5 Videos Discussions Activities

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Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 6	Development of Perception	Read Chapter 6 Videos Discussions Activities
Week 7	Development of Motor Skills	Read Chapter 7 Videos Discussions Activities
Week 8	Development of Cognition	Read Chapter 8 Videos Discussions Activities
Week 9	Development of Language	Read Chapter 9 Videos Discussions Activities
Week 10	Development of Emotions	Read Chapter 10 Videos Discussions Activities
Week 11	Development of Social Skills	Read Chapter 11 Videos Discussions Activities
Week 12	Physical Environment	Read Chapter 12 Videos Discussions Activities
Week 13	Social Environment	Read Chapter 13 Videos Discussions Activities
Week 14	Adult Relations	Read Chapter 14 Videos Discussions Activities
Week 15	FINAL PRESENTATIONS	WORK ON FINAL
Week 16	FINAL PRESENTATION	WORK ON FINAL
Week 17	FINAL PRESENTATION	WORK ON FINAL

Subject to change without prior notice