



Basic Course Information

Semester:	SUMMER 2025	Instructor Name:	CECILE RICHMOND
Course Title & #:	PRINCIPLES AND PRACTICES CDEV 100	Email:	cecile.richmond@imperial.edu
CRN #:	30182	Webpage (optional):	CHILD DEVELOPMENT
Classroom:	ONLINE	Office #:	203 C
Class Dates:	6/16/25 TO 7/24/25	Office Hours:	Schedule through Zoom
Class Days:	M-F	Office Phone #:	760-235-5441
Class Times:	ONLINE	Emergency Contact:	ALEXISS/ 760-355-6232
Units:	3	Class Format/Modality:	ONLINE

Course Description

Historical contexts and theoretical perspectives of developmentally appropriate practices in early care and education for children birth through age eight. Explores the typical roles and expectations of early childhood educators. Identifies professional ethics, career pathways, and professional standards. Introduces best practices for developmentally appropriate learning environments, curriculum, and effective pedagogy for young children, including play, how it contributes to children's learning, growth, and development. (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 settings, issues and perspectives.
2. Explain how foundational knowledge of child development and learning theories inform environments, pedagogy, and interactions in early care and education settings.
3. Identify the roles, requirements, and responsibilities of early childhood teachers as professional educators.



Course Objectives

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

1. Describe the historical and current issues and approaches for early childhood education.
2. Differentiate between program types, delivery systems, teacher requirements, and licensing and regulation structures in relation to ages served.
3. Identify and compare the developmental stages and needs of children, birth through age eight.
4. Describe developmentally, culturally and linguistically appropriate practice and the value of play.
5. Explain how effective home-school relationships and interactions support children's developmental learning.
6. Explain the ongoing curriculum cycle of observation, planning, implementation, and assessment.
7. Compare and contrast principles of positive guidance and interactions identifying strategies for different ages.
8. Connect theories of learning and development to early childhood environment design, curriculum, and teaching strategies.
9. Identify supports for first and dual language learners in developing English language and literacy skills for children birth through age eight including support for the home language.
10. Identify the role of an early childhood educator including intentional teaching, ethics, personal philosophy, and professionalism

Textbooks & Other Resources or Links

OER Textbook

Cindy Stephens, Gina Peterson, Sharon Eyrich, and Jennifer Paris. 2020. *Principles and Practices of Teaching Young Children*. California Community Colleges, Chancellor's Office; Creative Commons. ISBN:

https://drive.google.com/file/d/1hQHglqimG4_oFCQfjDD1gZjFLwLCrtbG/view?usp=sharing (English);

<https://drive.google.com/file/d/1Zew7w5wiotSv5BGR3H0jahWTSPRcjYIF/view?usp=sharing> (Spanish).

The textbook for this course is available for FREE online. The book will be posted chapter by chapter in the modules in Canvas.

You can print the textbook yourself. If you need a printed copy and cannot access a place to print it, reach out to me.

The book is an Open Educational Resource (OER).

[https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Principles_and_Practices_of_Teaching_Young_Children_\(Stephens_et_al.\)](https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Principles_and_Practices_of_Teaching_Young_Children_(Stephens_et_al.))



What is OER and why does it matter?

Open Educational Resources (OER) are teaching and learning materials that you may freely use and reuse at no cost, and without needing to ask permission. Unlike copyrighted resources, OER have been authored or created by an individual or organization that chooses to retain few, if any, ownership rights.

The worldwide OER movement is rooted in the human right to access high-quality education. This shift in educational practice is not just about cost savings and easy access to openly licensed content; it's about participation and co-creation. Open Educational Resources (OER) offer opportunities for systemic change in teaching and learning content.

Open Educational Resources (OER) Support Equity and Flexibility by OER Commons is licensed under CC- BY-NC-SA 4.0

What is your role?

We need your help to continue to improve the book. Catch a typo or have an idea to make the book better? We want to know. Links to surveys to provide feedback will be provided with each chapter in Canvas.

Course Requirements and Instructional Methods

THE STRUCTURE OF THIS COURSE

This course has been divided into two-week modules. The modules begin on Mondays.

During the first week of the module, you will read the assigned chapter/s, post to the discussion board, complete the parts of the learning activity, and take the quiz over the content. These are due by 11:59 p.m. on the 1st Sunday of the module

During the second week of the module, you will reply to two classmates' discussion posts, complete and submit the assignments due during the module, complete the textbook readings and reflect on the module. These are due by 11:59 p.m. on the 2nd Sunday of the module.

The deadlines for the modules are stable even when there are school holidays to provide consistency. Please plan to complete your work early if you have travel plans or will not have access to the course on deadlines.

IMPORTANT EARLY DEADLINES

To ensure that all registered students are going to participate in the class and are fully prepared to succeed (and to clear the roster of non-participating students as required by law, which also allows room for waitlisted students to take the place of non-participating students), please be sure to:

- Log in by **MONDAY, JUNE 16TH**
- Complete the first part of discussion question by **Monday, June 16th**

If you encounter difficulties with this, please contact me immediately.

Course Grading Based on Course Objectives

Grading Scale

- A = 90 - 100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 - 69%
- F = 59 or 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

ACADEMIC INTEGRITY POLICY

Ethical behavior is not just critical in the professional world. It is a cornerstone of your academic experience and it ensures that each student gets appropriate credit for the work they complete and have the optimal opportunities to learn. Please become familiar with the academic integrity and plagiarism policy of the College

Here are some helpful guidelines:

- *If you use information from any source, online or in print, in your own writing, be sure to acknowledge the source within the content AND in a reference at the end of your work/assignment.*
- *If you take more than one printed line of words consecutively from the source, put quotation marks around them, put the author's name in the parentheses, and provide a full reference.*
- *Complete original work for this class. Avoid reusing your own work (without permission) or using the work of another student.*

If you are unclear about this, please contact me for clarification. If you submit or post work that violates the academic integrity and plagiarism policy, you will not receive credit for that work. Serious or repeat violations could result in being reported to the college, failing this course, and/or expulsion.

THE MANY FORMS OF SUCCESS

While most students have a desire to see a certain grade on their transcripts at the end of the course, it's important to note that success happens in many ways. Success happens when we are the first in our families to go to college because we represent not just ourselves, but also our families. Success happens when we create new identities for ourselves - identities that lie in contrast to the words and actions of others who tell us that we do not belong in college, that we are at risk, or that we are not capable of

online classes. Success happens every time we notice a classmate who needs and advocate or a friend, and we act on their behalf through support, encouragement, and kindness. Recognize what success means to you and celebrate your efforts and accomplishments (even when others don't).

WHAT YOU CAN EXPECT FROM ME

- *To create a collaborative environment in which the learning of the group can thrive.*
- *To stay in regular contact throughout the course by grading, emailing, videos, and announcements.*
- *To respect your time by having a purpose for all content and work within the course. To be as transparent about the purpose of the work being completed as possible.*
- *To be clear with expectations and directions. But know some work may be very open-ended, without one "right" way.*
- *To be approachable, respectful, open-minded, and willing to be called out on my mistakes (I am human, and I do make mistakes).*
- *To help you develop a plan for your success if you are struggling.*
- *To grade your work in a timely manner (within the next module, unless otherwise stated).*
- *To provide constructive feedback and be willing to explain how you earn your points for the class.*
- *To protect our learning environment by responding to any disrespect or inappropriate behavior or reports of such behavior.*

MY EXPECTATIONS OF YOU

BE RESPONSIBLE

Please be responsible for your learning and success by:

- *Logging in each week.*
- *Working through the content and assigned work before the due dates.*
- *Reaching out to each other and me as needed.*

If you fall behind, it may be very difficult for you to catch up and you may not be able to earn enough points to pass the class.

COMMIT YOUR TIME AND EFFORT

Time management is going to be vital to your success in this class. Here are some tips:

- *You might find it useful to build time to work on the course into your schedule.*
- *Complete and submit all work.*
- *Meet (or beat) deadlines and due dates.*
- *Procrastination is not your friend; don't wait until the last minute.*

SEE ME AS A RESOURCE AND AS A SUPPORTER

I know that life happens and that sometimes it can be a struggle to balance it all.

- *If you find yourself falling behind and missing deadlines for your work, reach out to me.*
- *Don't wait to get in contact with me (or your options may be very limited and have irreversible consequences).*
- *If the cause of your delays is temporary, you can create a plan to get back on track.*
- *If you consistently find yourself without enough time (or energy) to complete your work, you may have overextended yourself.*

Other Course Information

TECHNOLOGY REQUIREMENT

It is expected that you have:

- Regular access to a computer (cell phones and tablets may work well with aspects of Canvas and certain assignments).
- Regular access to the internet.
- The ability to open PDFs. You can download [Adobe Reader](#) for free.
- A word processing program for your assignments.
- You have access to Microsoft Office 365 as part of your student email account.
- You can download free opensource software such as Libre Office
- You can use Google Docs for free (be sure to download work to submit if you use this)
- Give yourself enough time to deal with any technical issues that arise (don't wait until the deadline to complete your work).

Financial Aid

Your Grades Matter! In order to continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Making 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.



IMPERIAL VALLEY COLLEGE

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

<u>WEEK AND DATE</u>	<u>MODULES, TOPICS AND DUE DATE</u>	<u>READINGS AND ASSIGNMENTS</u>
<p><u>WEEK 1</u> 6/16 - 6/22</p> <p><u>WEEK 2</u> 6/23 - 6/29</p>	<p><u>MODULE 0</u></p> <ul style="list-style-type: none"> Review module Syllabus Introduction Chapter 0 <p><u>MODULE 1</u> <u>Chapters one and two</u></p> <ul style="list-style-type: none"> The History of Child Development Development and Learning Theories Make appointment with counselor for Education plan and to declare a major. 	<ul style="list-style-type: none"> Readings Discussion questions Review vaccination information Vaccination assignment Quote assignment Chapter quizzes Education Plan
<p><u>WEEK 3</u> 6/30 TO 7/6</p> <p><u>WEEK 4</u> 7/7 TO 7/13</p>	<p><u>MODULE 2</u> <u>Chapters three and four</u></p> <ul style="list-style-type: none"> The Early Childhood Teaching Profession Observation Documentation and Assessment <p><u>Chapters five and six</u></p> <ul style="list-style-type: none"> Ages and Stages Curriculum Basics 	<ul style="list-style-type: none"> Readings Discussion questions Chapter quizzes Assignments
<p><u>WEEK 5</u> 7/14 TO 7/20</p> <p><u>WEEK 6</u> 7/21 TO 7/25</p>	<p><u>MODULE 3 FINAL</u> <u>Chapters seven and eight</u></p> <ul style="list-style-type: none"> Creating an Effective Learning Environment Partnering with Families 	<ul style="list-style-type: none"> Readings Discussion questions Chapter quizzes Final: Reflection paper on being and Early Childhood Educator

Subject to change without prior notice