Basic Course Information

Semester:	SPRING 2026	Instructor Name:	CECILE RICHMOND
Course Title & #:	CARE AND EDUCATION FOR INFANT AND TODDLER CDEV 221	Email:	CECILE.RICHMOND@IMPERIAL.EDU
CRN #:	20734	Webpage (optional):	CHILD DEVELOPMENT
Classroom:	ONLINE	Office #:	203 C
Class Dates:	2/17/26 TO 4/17/26	Office Hours:	TBD
Class Days:	ONLINE	Office Phone #:	760-235-5441
Class Times:	ONLINE	Emergency Contact:	760-355-6232
Units:	3	Class Format/Modality:	ONLINE

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 ofinfants and toddlers in group settings. Examines essential policies, principles and practices that lead to quality care anddevelopmentally 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 Routine based Curriculum Plan SLO 1, 2
- Observation and Documentation assignment SLO 2
- Family Partnership Plan SLO 1
- Reflection paper SLO 3
- Chapter quizzes 10 Points each SLO 1,2 AND 3
- Discussion questions 10 Points Each SLO 1,2 AND 3
- FINAL: SLO 1,2 AND 3

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 2/17/26	• Syllabus & Introduction • Welcome to the Course • Introduction Discussion • Discussion Question • How infants and toddlers learn • Curriculum vs. framework • Guiding principles and equity **Assignment: "How Infants and Toddlers Learn"** Students explain: • What it means that infants learn *holistically* • Why the Framework is **not a curriculum** • The educator's role in supporting learning • **Assessment Focus:** Understanding development, reflective thinking	**California frameworks Infant and Toddler Readings** Chapter 1 Pages 11 to 40 Readings in text Infants make meaning Chapters 1 and 2 Pages 1 to 16 **Intro Discussion Question** **Discussion Question 1** **Assignment: Reflection paper** **Quiz on Readings**
Week 2 2/23/26	• **The Reflective Planning Cycle** • Chapter 2 – Planning to Support Learning • Planning cycle (observe, document, reflect, plan, implement) • Learning contexts **Assignment: Observation & Documentation** • A short **infant or toddler observation** • Objective notes (no interpretation) • Initial reflections tied to one learning domain • **Assessment Focus:** Observation skills, professionalism	**California frameworks Infant and Toddler Readings** Chapter 2 – Planning to Support Learning Readings from text Infants make meanings Chapter 5 • OER TEXT Chapters 31,32, 33 and 34 • Do Assignment • Discussion Question 2 • Quiz 2

Updated 11/2024

Do Week 3 3/2/26	• Caregiving as Curriculum • Partnering with families • Cultural and linguistic responsiveness **Assignment: Family Partnership Plan** • Students create a **1–2 page plan** describing: • How families are included in curriculum planning • How home culture and language are honored • Strategies for two-way communication • **Assessment Focus:** Equity, collaboration, cultural responsiveness	**California frameworks Infant and Toddler Readings** Continue with Chapter 2 – Planning to Support Learning OER TEXT Chapter 21 (Family Partnerships) • Do Assignment • Discussion Question 3 • Quiz 3
Week 4 3/9/26	**Relationships & Interactions** • Areas of practice • Responsive caregiving • Emotional security and attachment **Assignment: Interaction Analysis** Students analyze an **In-Practice Example** from the Framework and identify: • Educator behaviors • Developmental domains supported • Why the interaction is effective • **Assessment Focus:** Application of theory to practice	**California frameworks Infant and Toddler Readings** Chapter 3 Relationships and Interactions Infants make meanings TEXT Chapter 13 • Do Assignment • Discussion Question 4 • Quiz 4

Updated 11/2024

Week 5 3/16/26	- Development as Attachment **Routines as Curriculum** - Routines as learning opportunities - Individualized care during routines **Assignment: Routine-Based Curriculum Plan** - Students select one routine (diapering, feeding, nap, arrival) and describe: - Developmental learning supported - Language used by the educator - Adaptations for individual needs **Assessment Focus:** Intentional planning, developmentally appropriate practice	**California frameworks Infant and Toddler Readings** Chapter 4 – **Routines as Curriculum** <u>OER TEXT</u> Chapter 11 - Do Assignment - Discussion Question 5 - Quiz 5
<u>Week 6</u> 3/23/26	**Environment & Materials** - Environment as teacher - Materials that support exploration **Assignment: Environment Design Project** - Students design an **infant or toddler learning environment** including: - Floor plan or sketch - Materials list - Explanation of how the environment supports learning **Assessment Focus:** Environmental design, safety, development	**California frameworks Infant and Toddler** **Readings** <u>Chapter 5</u> – **Environment Materials** Infants make meanings TEXT Chapter 12 <u>OER TEXT</u> Chapters 28,29,30 - Do Assignment - Discussion Question 6 - Quiz 6

Week 7 3/30/26	**Individualization & Inclusion** **Framework Focus:** Across Chapters (UDL, IFSP, equity) • Universal Design for Learning • Supporting children with disabilities or delays • Multilingual learners **Assignment: Individualized Curriculum Adaptation** • Students adapt one previously created activity or routine to support: • A child with a disability **or** • A multilingual child • **Assessment Focus:** Inclusion, problem-solving, responsiveness	**California frameworks Infant and Toddler Readings Review Chapters 1-5** OER TEXT Chapter 26 • Do Assignment • Discussion Question 7 • Quiz 7
4/6/26 SPRING BREAK	SPRING BREAK	
Week 8 4/13/26	• **Final Integrated Curriculum Project** • **Framework Focus:** All Chapters • **Final Project: Infant–Toddler Curriculum Portfolio** Students submit a **compiled portfolio** including: • Observation & reflection • One routine plan • One relationship-based strategy • Environment plan	**California frameworks Infant and Toddler Readings Review all chapters** • Do Final Assignment • Discussion Question 8

Subject to change without prior notice