

Basic Course Information

Semester:	SPRING 2020	Instructor Name:	CECILE RICHMOND
Course Title & #:	CDEV 221 - Infant/Toddler Curriculum	Email:	cecile.richmond@imperial.edu
CRN #:	21526	Webpage (optional):	N/A
Classroom:	213	Office #:	N/A
Class Dates:	2/18/20 to 6/12/20	Office Hours:	BY APPOINTMENT
Class Days:	THURSDAY	Office Phone #:	760-235-5441 (CELL)
Class Times:	6PM TO 9:10PM	Emergency Contact:	CFCS Secretary: 760-355-6232
Units:	3		

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 examine the methods currently in practice and study teacher competencies necessary for working with infants/toddlers. Students must put in 5 Hrs. Lab TBA for the semester. (CSU)

Course Prerequisite(s) and/or Corequisite(s)

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. Demonstrate strategies to promote healthy relationships in the care and education of infants and toddlers. (ILO2, ILO3, ILO4, ILO5)
2. Evaluate infant and toddler curriculum and environments based on observation, documentation and reflection. (ILO2, ILO5)
3. Summarize the essential policies and practices of quality infant and toddler programs (ILO2.]

Course Objectives

- *Orientation to infant/toddler group care.*
- *Plan and develop an appropriate program for infants and toddlers.*
- *Investigate staffing an infant/toddler program.*
- *Plan how to handle problems: illness, safety, health and emergency plans.*
- *Design daily routines for infants and toddlers.*
- *Design curriculum based upon the needs on needs of infants and toddlers.*
- *Investigate and complete observation tools and observations on infants and toddlers.*
- *Investigate and explain the role of the teacher in an infant/toddler program.*
- *Describe basics of infant/toddler development.*
- *List state and local requirements for infant/toddler programs.*

Textbooks & Other Resources or Links

Infants, Toddlers, and Caregivers A curriculum of Respectful, Responsive, Relationship-based Care and Education, 11 ed. by Janet Gonzalez-Mena and Dianne Widmeyer Eyer. Published by McGraw-Hill, 2018. ISBN#978-1-259-95567-9

California Infant/Toddler Learning & Development Foundations
<http://www.cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf>

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

Course Requirements and Instructional Methods

Grades will be based upon class participation, attendance and the completion of assignments, pop quizzes, quizzes and tests throughout the semester. All material presented in the text, study guide, videos and handouts will be part of the evaluation process. All assignments should be typed or written legibly in blue or black ink. No assignments or projects will be accepted late. They are due on the date assigned. If you feel that you have extenuating circumstances, please see me before the project is due. If you have permission to turn the project in late, you will not earn higher than a letter grade of 'C' for your effort. Every student has the same chance to prepare for quizzes and tests. If you miss a quiz and have extra time to study, it is unfair to those students who took the quiz on time. In order to make up a test, quiz, or assignment you must show proof for the absence (doctor's note, hospitalization paperwork) and it must be approved by the instructor. Regardless of the reason for a missed quiz, all missed quizzes and tests must be made up within a week of when your class took the test or quiz. Make-ups are at my office during office hours. Please make sure you are here when tests are scheduled. If you are not here for a scheduled test, you will receive no points for the test. A missed assignment or test is considered an "F" and no points will be given. Plan a schedule to allow for ample study time so you will be prepared. There is no penalty for taking a quiz or test before the scheduled time. 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.

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Course Grading Based on Course Objectives

- Infant and Toddler Activity Binder— 125 Points •
- Infant/Toddler Center Observation— 100 points (includes 2 hours lab) 50 points •
- Sensory Table Activity demonstration and Activity plan - 100 Points
- Infant/Toddler Activity Plan-50 points •
- Infant/toddler area design group project (includes 3 hours lab) 50 points •
- In class activities/readings/Article review
- small group focus question activities -- 50 Points

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

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.

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.

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 (!!!!!)].

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.

Additional Student Services

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.

- **CANVAS LMS.** Canvas is Imperial Valley College's main 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.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

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. The DSP&S office is located 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. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in 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 or in the building 1536 for appointments or 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 on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located 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, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of 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 on CARE please contact Lourdes Mercado, 760-355- 6448,

lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity 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. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services 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 education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

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.

Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 2/20	Syllabus & Introduction	
Week 2 2/27	Discussion, Small Group Activity- Focus Questions. Principles. Practices, Curriculum. Activities Overview	
Week 3 3/5	Discussion, Reflection papers, Sensory Bins and Observations. Small Group Activity- Focus Questions. hand out Article for Reflection Paper	
Week 4 3/12	Caregiving as Curriculum Discuss Observations Small Groups/video and Reflection	Reflection paper # 1 Due
Week 5 3/19	Visit infant toddler center (IVC) for Observation of Environment. Play as Curriculum Discussion Hand out Article for Reflection paper #2	
Week 6 3/26	Development as Attachment Discussion, Small Group Activity Focus Questions. Discuss Sensory Activity Demonstration and Activity Plan. In Class group work	Reflection paper #2 Due
Week 7 4/2	Development of Perception Activities Discussion, Small Group Activity Focus Questions. Sensory Bin Activity Demonstration and activity plan due	Sensory Activity plan and Demonstration
Week 8 4/9	Continue Sensory Bin Activity Demonstrations Development of Motor Skills Discussion, Small Group Activity Focus Questions.	Sensory Activity Presentations
Week 9 4/16	SPRING BREAK NO CLASS	
Week 10 4/23	Development of Cognition Discussion, Small Group Activity Focus Questions. Work on Toddler Activity Plan and presentation Article for Reflection paper #3	Observation Due
Week 11 4/30	Development of Language Discussion, Small Group Activity Focus Questions. Toddler Activity Plan Due	Toddler Activity Plan and Presentation Due
Week 12 5/7	Development of Emotions Discussion, Small Group Activity Focus Questions. Toddler Activity Presentations	Toddler Activity Presentations

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 13 5/14	Physical Environment Discussion, Small Group Activity Focus Questions, Small Group Activity Focus Questions Discuss area plan group activity Work in groups	Reflection paper #3 Due
Week 14 5/21	Area Design Group Project Presentations	Area Presentations Due
Week 15 5/28	Activity Binder Presentations	Activity Binder Presentations Due
Week 16 6/4	Questions. Activity Binder Presentations Due	Activity Binder Presentations Due
Week 17 6/11	Review of Class/ Reflection	

*****Tentative, subject to change without prior notice*****