

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

Basic Course Information

Semester:	FALL 2020	Instructor Name:	Mary Courtney
Course Title & #:	CDEV 105: Introduction to Curriculum	Email:	Mary.courtney@imperial.edu
CRN #:	10662	Webpage (optional):	
Classroom:	ZOOM/Online	Office #:	
Class Dates:	August 19-December 12, 2020	Office Hours:	Online
Class Days:	ZOOM: Wednesdays	Office Phone #:	
Class Times:	6:00pm-9:10pm	Emergency Contact:	
Units:	3		

Course Description

This course presents an overview of knowledge and skills related to providing appropriate curriculum and environments for young children. Students will examine teacher's role in supporting development and learning for all young children using observation and assessment strategies emphasizing the essential role of play. Emphasizes the teacher's role in supporting development and learning across the curriculum, including all content areas. (C-ID ECE 130)

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. Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality. (ILO2 and ILO5)
2. Identify and describe the teachers' role in early childhood programs, including planning, implementing and evaluating activities and environments. (ILO2)
3. Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design. (ILO2)

Course Objectives

MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF

"C":

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

1. Compare various models and approaches to early childhood curriculum.
2. Examine ways curriculum is integrated across all developmental domains and content areas.
3. Identify ways in which the environment functions as an essential component of curriculum.
4. Observe and evaluate teaching strategies and environmental design.
5. Document observations of children's developmental stages in various early childhood settings for planning curriculum and environments.
6. Design appropriate experiences in multiple content areas to support children's learning.
7. Develop plans for environments that are appropriate for children's individual ages, stages, and needs.
8. Plan and record the curriculum development process using various forms of documentation.
9. Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs

Textbooks & Other Resources or Links

Course Requirements and Instructional Methods

Lectures and In-Class Activities: There will be in-class discussions in breakout groups that involve the students in using the knowledge, ideas and skills presented in class. This activity is completed during the ZOOM class meeting. (If a student did not attend class, this assignment cannot be made up.)

Voicethread Assignments: Voicethread assignments provide students with the opportunity to explore information and provide a responses to questions. Students' responses are visible to other students, therefore, providing an opportunity for students to engage in an online environment.

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

Daily Schedule: It is important that the children have predictability in the flow of the day, this is often referred to as the Daily Schedule. However, it does not have to be rigid. Each day is composed of certain components, events that almost always occur each day in the same basic order. You will

create a Daily Schedule for a full day program (7:00am-6:00pm) for children that are three to four years old. This schedule must be based on the ideas about the developmental needs and abilities, interests of young children that have been presented in class and articles provided. The instructor will provide detailed directions.

Curriculum Planning - Practice Assignments: Teachers of young children are responsible for planning a worthwhile, developmentally appropriate curriculum for the children. These assignment will provide students with the opportunity to develop the skills needed including observation of young children and using the information obtained to write appropriate curriculum plans, including utilizing the environment as the “third teacher.” The student will use written guidelines provided by the instructor.

Documentation Assignment: Documentation is an important strategy to communicate children’s learning. Students will complete a single page documentation which will include pictures, observations and dialogue. Documentation tells the story of children’s engagement in learning. Students will use their knowledge of children’s learning to provide an explanation of the types of learning taking place. Documentation is made available to parents, family and colleagues to communicate the learning taking place. The instructor will provide detailed directions.

Final Project: *Planning an Ongoing Small Group Exploration.*

Your next task in preparing your small group investigation is to decide on a topic to research with the children. A transcription of children’s dialogue is provided for this project. Read the dialogue as if you were observing and listening to the children. From this information you will come up with your own ideas for a topic to investigate with the children.

Ways to be successful in Child Development 105

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

- ***Be here:*** Attendance is essential to your success and to the class as a whole. When you are in class, allow yourself to be completely here. Turn off and put away cell phones, iPods and other electronic devices.
- ***Engage:*** participate in on-line ZOOM. Ask questions! 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.
- ***Be prepared:*** Having your assignments completed makes you ready to participate effectively in class. You will be able to contribute, teach, and learn from others. Plan on spending at least one to two hours studying outside of class for each hour you are in the classroom. I will prepare for you each week as well.

- *Log into CANVAS frequently -weekly at a minimum:* CANVAS contains all of the lectures, assignments and quizzes required in the course.
- *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 syllabus, notes, and handouts in a binder for easy access and review.
- *Be respectful.* Students are expected to show respect for the instructor and classmates by arriving on time, participating in class activities, and leaving after the instructor has dismissed the class. Please remember to turn off all cell phones and all other electronic devices. Texting in class will not be tolerated. If an emergency situation arises, please inform the instructor before class begins so arrangements can be made.
- *Collaboration* is an important component of a respectful work environment. There will be many opportunities to work collaboratively with classroom colleagues. All participants are encouraged to remain open to something new that might happen as the activity progresses. There will be lots of group activities in this class. All group members need a voice in these activities. It is your responsibility to participate and to see to it that others can get their say as well. Monitor who is taking the airtime and see that it is distributed evenly.
- *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. If you miss class, please check with a classroom colleague and on CANVAS for any changes.

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.

Course Grading Based on Course Objectives

TOTAL POSSIBLE POINTS FOR COMPLETED COURSE	430
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FINAL GRADING

Keeping Track of Your Points: GRADING:

Required Assignments & Tests	Possible Score	Your Score
Lecture & In Class Activity (14 @ 5pts)	70	
Journals (4 @ 10 pts)	40	
Daily Schedule - Draft	10	
Daily Schedule – Final Paper	75	
Designing the Classroom Environment	30	
Curriculum Planning Practice Assignments (3 @ 20 pts)	60	
Curriculum Planning: Group Meeting Time	30	
Documentation of Learning	30	
Final Project (Planning: Small Group Exploration) - Draft	10	
Final Project (Planning: Small Group Exploration)	75	
Total points	430	

Final Grade:				
A 430-421	B 420-344	C 343-301	D 300-258	F 257-or lower

You can view your total points in CANVAS

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, videos and handouts will be part of the evaluation process.

Anticipated Class Schedule/Calendar

CDEV 105: Introduction to Curriculum

CALENDAR: FALL 2020

Week 1: August 19, ZOOM Class Meeting, 6:00-9:10pm

TOPIC: *Welcome!*

Image of the Child
Teaching and Your View of the Child

READ: Chapter 1: Looking at Play Through the Teachers Eyes

Lecture & In-Class Activity (ZOOM)	5
What Is "Voicethread?"	
Uploading Assignments in CANVAS	5
<i>Journal 1-Image of the Child (due August 26)</i>	10
TOTAL	20

Week 2: August 26, ZOOM Class Meeting, 6:00-9:10pm

TOPIC: Play and Development Theory

Types of Programs
Developmentally Appropriate Practices

READ: Chapter 2: Play and Development: Theory

Lecture & In-Class Activity (ZOOM)	5
<i>Journal 2 (due September 2)</i>	10
TOTAL	15

Week 3: September 2, ZOOM Class Meeting, 6:00-9:10pm

Topic: Intentional & Reflective Teaching

READ: Chapter 3: Play as the Cornerstone of Development

Lecture & In-Class Activity (ZOOM)	5
<i>Journal 3 (due September 9)</i>	10
TOTAL	15

Week 4: September 9, ZOOM Class Meeting, 6:00-9:10pm

TOPICS: Setting the Stage: TIME - Setting up the Daily Schedule

READ: Chapter 4: Orchestrating Children's Play: Setting the Stage

Lecture & In-Class Activity (ZOOM)	5
<i>Assignment: Daily Schedule – Draft (due September 16)</i>	10
TOTAL	15

Week 5: September 16, ZOOM Class Meeting, 6:00-9:10pm

TOPICS: Setting the Stage: The Environment As Third Teacher

READ: Articles provided

Lecture & In-Class Activity (ZOOM)	5
<i>Assignment: Designing the Environment (due September 23)</i>	30
TOTAL	35

Week 6: September 23, ZOOM Class Meeting, 6:00-9:10pm

TOPICS: Foundation of Curriculum Planning: Families	
<ul style="list-style-type: none"> • Developing Respectful Relationships with Families • Opening Our eyes to Diversity 	
READ: Articles provided	
Lecture & In-Class Activity (ZOOM)	5
<i>Assignment: Daily Schedule – Final (due September 30)</i>	75
TOTAL	80

Week 7: September 30, ZOOM Class Meeting, 6:00-9:10pm

TOPICS: Foundation of Planning: Observation	
READ: Chapter 6: Play as a Tool for Assessment	
Lecture & In-Class Activity (ZOOM)	5
<i>Journal 4 (due October 7)</i>	10
TOTAL	15

Week 8: October 7, ZOOM Class Meeting, 6:00-9:10pm

TOPIC: Intentional Teaching	
<i>The Cycle of Inquiry Linking Observation to Curriculum Planning</i>	
<i>Linking Observation to Curriculum Planning</i>	
READ: Chapter 5: Interactions with Children	
Lecture & In-Class Activity (ZOOM)	5
<i>Curriculum Planning – Practice 1 Assignment (due October 14)</i>	20
TOTAL	25

Week 9: October 14, ZOOM Class Meeting, 6:00-9:10pm

TOPIC: Implementing Curriculum in the Environment

READ: Chapter 7: Math in a Play-Centered Curriculum
Chapter 8: Language, Literacy and Play

Lecture & In-Class Activity (ZOOM)	5
<i>Curriculum Planning –Practice 2 Assignment (due October 21)</i>	20
TOTAL	25

Week 10: October 21, ZOOM Class Meeting, 6:00-9:10pm

TOPICS: Implementing Curriculum in Small Groups

READ: Chapter 9: Science in a Play-Centered Curriculum

Lecture & In-Class Activity (ZOOM)	5
<i>Curriculum Planning – Practice 3 Assignment (due October 28)</i>	20
<i>Final Project: Planning an Ongoing Small Group Exploration –DRAFT (due Week 12, November 4)</i>	10
TOTAL	35

Week 11: October 28, ZOOM Class Meeting, 6:00-9:10pm

TOPICS: Implementing Curriculum in Large Class Meetings

READ: Articles provided

Lecture & In-Class Activity (ZOOM)	5
<i>Curriculum Planning for Large Class Meetings (due November 4)</i>	30
TOTAL	35

Week 12: November 4, ZOOM Class Meeting, 6:00-9:10pm

TOPICS: Documentation: Making Learning Visible

READ: Chapter 10: The Arts in a Play-Centered Curriculum
Chapter 11: Play and Socialization

Lecture & In-Class Activity (ZOOM)	5
<i>Assignment: Documentation (due November 18)</i>	30
TOTAL	35

Week 13: November 11, HOLIDAY - NO ZOOM Class Meeting

Week 14: November 18, ZOOM Class Meeting, 6:00-9:10pm

TOPICS: Documentation and Planning

READ: Chapter 12: Outdoor Play
Chapter 13: Technology as Tools for Play
Articles provided

Lecture & In-Class Activity (ZOOM)	5
<i>Final Project: Planning an Ongoing Small Group Exploration – Draft returned to students</i>	
TOTAL	5

November 25, NO ZOOM Class Meeting

Week 15, December 2, ZOOM Class Meeting, 6:00-9:10pm

TOPICS: Teacher as Decision Maker: Integrating Play, Development & Practice Facing barriers & Change

READ: Chapter 14: Conclusion: Integrating Play, Development & Practice

Lecture & In-Class Activity (ZOOM)	5
<i>Final Project: Planning an Ongoing Small Group Exploration-Draft returned to students (due December 9)</i>	75
TOTAL	80

Final Project Due Wednesday, December 9, 11:55pm

Summary of Assignments:

Assignment	Assignment Posted in CANVAS	Assignment DUE in CANVAS
Journal 1	Week 1, August 19	Week 2, August 26
Journal 2	Week 2, August 26	Week 3, September 2
Journal 3	Week 3, September 2	Week 4, September 9
Journal 4	Week 7, September 30	Week 8. October 7
Daily Schedule Draft	Week 4, September 9	Week 5, September 16
Daily Schedule Completed	Graded Draft returned to students – September 23	Week 7, September 30
Designing an Early Childhood Classroom Environment	Week 5, September 16	Week 6, September 23
Curriculum Planning Practice 1	Week 8, October 7	Week 9, October 14
Curriculum Planning Practice 2	Week 9, October 14	Week 10, October 21
Curriculum Planning Practice 3	Week 10, October 21	Week 11, October 28

Curriculum Planning a Group Meeting	Week 11, October 28	Week 12, November 4
Documentation Assignment	Week 12, November 4	Week 14, November 18
Final Project Draft	Week 10, October 21	Week 12, November 4
Final Project - Completed	(draft returned to students: Week 14, November 18)	FINAL: December 9

*****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.

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 importance 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 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.