Basic Course Information

Semester:	**SPRING 2025**	Instructor Name:	**CECILE RICHMOND**
Course Title & #:	**CDEV 126 EARLY LEARNING ENVIRONMENTS**	Email:	**CECILE.RICHMOND@IMPERIAL.EDU**
CRN #:	**21065**	Webpage (optional):	**CHILD DEVELOPMENT**
Classroom:	**811**	Office #:	**203 C**
Class Dates:	**2/10-6/6**	Office Hours:	**TBA**
Class Days:	**T**	Office Phone #:	**760-235-5441**
Class Times:	10:15AM TO 12:20PM	Emergency Contact:	**760-355-6263**
Units:	2	Class Format/Modality:	IN PERSON

Course Description

Examines inquiry based, developmentally and culturally appropriate learning environments for infants, toddlers, preschool, transitional kindergarten, and children through third grade. Students will discuss the environment as a significant educator that provokes a sense of community, creativity, and intellectual challenge. Principles of planning, assessment, and design will be explored. (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. Describe the impact of the environment on children's learning, behavior and well-being
2. Design indoor and outdoor environments that are based on the needs of the whole child and support development and learning.
3. Identify, describe and assess environments from a variety of program types, materials, equipment, and other factors that contribute to children's learning and development.

Course Objectives

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

1. Compare and contrast environments for a variety of program types
2. Assess and design appropriate indoor and outdoor environments
3. Describe environments appropriate for different needs and abilities; infants through third grade and how to adapt the environment to meet those needs
4. Identify and utilize environmental assessment tools
5. Describe the role of environments on children's learning and behavior
6. Identify strategies to create a sense of identity and belonging

Textbooks & Other Resources or Links

Deb Curtis; Margie Carter. 2015. *Designs for Living and Learning Transforming Early Childhood Environments*. Second Edition Redleaf Press. ISBN: 9781605543727, 1605543721.

Course Requirements and Instructional Methods

- LEARNING CENTER POWERPOINT– 50 POINTS
- COMPARISON OF PROGRAMS VENN DIAGRAM- 50 POINTS
- 5 PAGE ENVIRONMENT PAPER- 100 POINTS
- CHAPTER READINGS AND QUESTIONS IN CLASS PARTICIPATION 50 POINTS
- REFLECTION PAPER ON BEV BOS VIDEO 50 POINTS
- CENTER ENVIRONMENT OBSERVATION 75 POINTS
- FINAL: INDOOR OUTDOOR CLASSROOM DESIGN- 150 POINTS

Course Grading Based on Course Objectives

A= 100-90 % B= 89-80 % C= 79-70% D= 69-59%, F=58% 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

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.

 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, no one who is not enrolled in the class mayattend, including children. Plagiarism is to take and present 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 correctly 'cite a source', 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, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question. 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 School 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) use of a commercial term paper service on the exam or assignment.

Other Course Information

USE THE TECHNOLOGY

Updated 11/2024

In order to complete your work for this course, you will be using a variety of technologies
- Within Canvas (discussion boards, blogs, assignments, and quizzes).
- Google Docs/Slides/Forms (you do not have to create an account).

Contributions you make to the course (through Discussion Boards, Google Docs, Google Slides, etc.) are not made available to anyone outside of our course. If you ever have concerns about sharing, please contact me directly.

CREATE A CULTURE OF RESPECT

This course must be a safe place to allow people to fully engage and share.
- Please be open-minded, respectful, and non- judgmental of diverse practices and views.
- If you need further guidance, refer to the Ground Rules or reach out to me.
- Please let me know immediately if you see or experience anything that is inappropriate, offensive, or confrontational.

BE A COURSE QUALITY ADVOCATE

- While I would prefer that my course be error-free and close to perfect, it won't be.
- You may find issues in Canvas that I miss.
- Please contact me when you see an error, or if something is not working correctly.
- If the first student who finds such a thing lets me

know, it can be fixed before it affects anyone else.

YOUR PRESENCE MATTERS

The learning that takes place in this course is a group effort.
- Everyone must be responsible for their actions in the course and recognize their importance and impact on everyone's learning.
- The learning environment for everyone is negatively impacted when students are not participating.
- Your presence is important!)

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.

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

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests	
Week 1 2/11	SYLLABUS & INTRODUCTION GIVE OVERVIEW OF ASSIGNMENTS AND MATERIAL TO BE COVERED	READ INTRODUCTION DEFINITION OF ENVIRONMENT	
Week 2 2/18	FOUNDATIONS FOR LEARNING • REVIEW CENTER ENVIRONMENTS OBSERVATION ASSIGNMENT • WATCH BEV BOS VIDEO DO REFLECTION IN CLASS	READ CHAPTER ONE IN CLASS DISCUSSION GROUP WORK; ANSWER CHAPTER QUESTIONS ASSIGNMENT: REFLECTION PAPER ON BEV BOS VIDEO	
Week 3 2/25	BEYOND THE TRADITIONAL CLASSROOM • TYPE OF PHILOSOPHY: TRADITIONAL, MONTESSORI, REGGIO,WALDORF ECT… • WHAT DO THE THEORIST SAY • WORK ON VENN DIAGRAM CURRICULUM COMPARISON • REVIEW VENN DIAGRAM ASSIGNMENT	READ CHAPTER TWO IN CLASS DISCUSSION GROUP WORK; ANSWER CHAPTER QUESTIONS WORK ON VENN DIAGRAM	
Week 4 3/4	CREATING A SENSE OF PLACE AND BELONGING • THE POWER OF ASTHETICS AND SENSORY • THE IMPORTANCE OF INCLUDING FAMILIES • WORK ON VENN DIAGRAM PRESENTATIONS	READ CHAPTER THREE IN CLASS DISCUSSION GROUP WORK; ANSWER CHAPTER QUESTIONS	
Week 5 3/11	KEEP SPACE FLEXABLE AND MATERIALS OPEN ENDED • ENVIRONMENT AS THE THIRD TEACHER • CREATING AN ENVIRONMENT FOR INVESTIGATION AND EXPLORATION VENN DIAGRAM PRESENTATIONS DUE	READ CHAPTER FOUR IN CLASS DISCUSSION GROUP WORK; ANSWER CHAPTER QUESTIONS ASSIGNMENT: VENN DIAGRAM DUE	

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Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests	
Week 6 3/18	**DESIGN NATURAL ENVIRONMENTS** • MATERIALS • USING NATURAL MATERIALS • GO OVER ASSIGNMENT RESEARCH PAPER ON BEHAVIOR AND THE CLASSROOM ENVIRONMENT REVIEW RESEARCH PAPER ASSIGNMENT CENTER OBSERVATION DUE	READ CHAPTER FIVE IN CLASS DISCUSSION GROUP WORK; ANSWER CHAPTER QUESTIONS WORK ON RESEARCH PAPER ASSIGNMENT: CENTER OBSERVATION DUE ON CANVAS	
Week 7 3/25	**ENGAGING CHILDREN IN THE DIFFERENT AREAS** • CURRICULUM AREAS • MATH AND SCIENCE • SENSORY • DRAMTIC PLAY • BLOCKS • CREATIVE ART REVIEW ASSIGNMENT: POWERPOINT ON CURRICULUM AREA ENVIRONMENT OF CHOICE	READ CHAPTER SEVEN IN CLASS DISCUSSION GROUP WORK; ANSWER CHAPTER QUESTIONS ASSIGNMENT: RESEARCH PAPER DUE ON CANVAS	
Week 8 4/1	**ENHANCE CHILDRENS USE OF THE ENVIRONMENT** • PROMOTING DEVELOPMENT • MEETING THE NEEDS OF ALL CHILDREN • DEVELOPMENTALLY APPROPRIATE FOR AGE GROUPS • INFANT AND TODDLER • PRESCHOOL • TK/KINDER • 1ST – 3RD GRADE • WORK ON POWERPOINT PRESENTATION	READ CHAPTER EIGHT IN CLASS DISCUSSION GROUP WORK; ANSWER CHAPTER QUESTIONS WORK ON POWERPOINT PRESENTATION	
Week 9 4/8	**TRANSFORMING AN ENVIRONMENT** • ADAPTATIONS: SPECIAL NEEDS AND BEHAVIORAL CHALLENGES • ASTHETICS POWERPOINT PRESENTATIONS DUE	READ CHAPTER NINE IN CLASS DISCUSSION GROUP WORK; ANSWER CHAPTER QUESTIONS	

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests	
		ASSIGNMENT: POWERPOINT PRESENTATION DUE	
Week 10 4/15	**FACE BARRIERS AND NEGOTIATE QUALITY STANDARDS** - STANDARDS/ASSESSMENTS ITERS, ECERS, CLASS, CLASS ENVIRONMENT - LICENSING - BIAS FINISH POWERPOINT PRESENTATIONS	**READ CHAPTER 10** IN CLASS DISCUSSION GROUP WORK; ANSWER CHAPTER QUESTIONS CONTINUE POWERPOINT PRESENTAIONS	
Week 11 4/22	# SPRING BREAK		
Week 12 4/29	**SEEK CHILDRENS IDEAS ABOUT ENVIRONMENTS** - INCLUDING CHILDREN IN DECISION MAKING - INCLUDING CHILDREN IN THE PLANNING PROCESS	**READ CHAPTER 11** IN CLASS DISCUSSION GROUP WORK; ANSWER CHAPTER QUESTIONS	
Week 13 5/6	**THE OUTDOOR ENVIRONMENT** - THE IMPORTANCE OF A WELL PLANNED SPACE FOR PHYSICAL ACTIVITIES - REVIEW FINAL	REVIEW FINAL PRESENTAION	
Week 14 5/13	**THE OUTDOOR CLASSROOM** - BRINGING THE INDOOR CLASSROOM OUTDOORS - IN CLASS WORK ON FINAL - RESEARCH	WORK ON FINAL PRESENTATION	
Week 15 5/20	- IN CLASS WORK ON FINAL - RESEARCH	WORK ON FINAL PRESNETATION	
Week 16 5/27	FINAL PRESENTATIONS INDOOR AND OUTDOOR AGE APPROPRIATE ENVIRONMENT	**FINAL:** INDOOR AND OUTDOOR AGE APPROPRIATE ENVIRONMENT POWERPOINT	

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Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests	
Week 17 6/3	FINAL PRESENTATIONS INDOOR AND OUTDOOR AGE APPROPRIATE ENVIRONMENT	<u>FINAL:</u> INDOOR AND OUTDOOR AGE APPROPRIATE ENVIRONMENT POWERPOINT	

Subject to change without prior notice