

Basic Course Information

Semester:	Fall 2025	Instructor Name:	Marixol Garcia
Course Title & #:	CDEV 100 Principles and Practices of Teaching Young Children	Email:	marixol.garcia@imperial.edu
CRN #:	10971	Webpage:	
Classroom:	Canvas	Office #:	203 C
Class Dates:	August 11th to December 6th	Office Hours:	Tu & Th 11:10 am to 1:10 pm
Class Days:	Fully Online	Office Phone #:	(760) 355-6460
Class Times:		Emergency Contact:	Alexiss (760) 355-6232
Units:	3.0	Class Modality:	ONLINE

Course Description

An examination of the underlying theoretical principles of developmentally appropriate practices applied to programs, and environments, emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative, and intellectual development for all children. This course includes a review of the historical roots of early childhood programs and the evolution of professional practices promoting advocacy, ethics, and professional identity. (C-ID ECE 120) (CSU)

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

None required

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:

- Describe the historical and current issues and approaches for early childhood education.
- Differentiate between program types, delivery systems, teacher requirements, and licensing and regulation structures in relation to ages served.
- Identify and compare the developmental stages and needs of children, birth through age eight.
- Describe developmentally, culturally and linguistically appropriate practice and the value of play.
- Explain how effective home-school relationships and interactions support children's developmental learning.
- Explain the ongoing curriculum cycle of observation, planning, implementation, and assessment.
- Compare and contrast principles of positive guidance and interactions identifying strategies for different ages.



- Connect theories of learning and development to early childhood environment design, curriculum, and teaching strategies.
- Identify support for first and dual language learners in developing English language and literacy skills for children born through age eight including support for the home language.
- Identify the role of an early childhood educator including intentional teaching, ethics, personal philosophy, and professionalism.

Measurable Course Objectives and Minimum Standards for grade of "C".

Textbooks & Other Resources or Links

The book is an Open Educational Resource (OER), which means it is available for FREE online. 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. You can print the textbook yourself. If you need a printed copy and cannot access a place to print it, reach out to me.

[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.))

Text material will be posted chapter by chapter in the modules in Canvas. *Note: Aspects of the text will be substituted to accommodate IVC CDEV Program information.* Open Educational Resources (OER) Support Equity and Flexibility by OER Commons is licensed under CC BY-NC-SA 4.0

Course Requirements and Instructional Methods

Grading Policy

Grades will be based upon class participation, and the completion of assignments, and the final test 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 black ink.

No assignments, notes, tests or projects will be accepted late. If you do turn in assignments late, you will receive 5% off for each day your assignment is late. If you feel that you have extenuating circumstances, please see me in person 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 the midterm and final. If you miss a test or assignment, and have extra time to study, it is unfair to those students who took the time to complete the assignment. To make up a test, 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 test, it must be made up within a week of when your class took the test. Make-ups are at my office during office hours. Make up tests will be deducted 50% of the total grade. Please make sure you are here when the 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 test before the scheduled time.

All assignments have a rubric by which the student can view what is required to receive the highest grade on that assignment. "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. No set number or percentage limits how many A’s can be earned in each class.

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 a semester.

Basic Description of Assessments

Getting Ready for Online (GRO) : This assignment is a guide to online learning. You will receive a badge after completing the 3 modules. First read, then take a quiz for each module. At the end of Module 3, please take a screenshot showing your name and the completion of the 3 modules. Send me a picture of your badge. You must show me your name with the 3 completed modules, otherwise you will not get credit for doing the 3 module course.

Baseline Assessment: This is a complete or incomplete assignment. Meaning, just by doing the assessment, you get 10 points. You are not getting graded for how high you score. Please do not use AI to find the answer. We as a Child Development department want raw data, to see what students coming into our program know. You will not be graded on what you know since it is an initial “baseline” assessment.

Discussions (10): Students will respond to prompts with 250 words as an initial post every Wednesday by 11:59 pm. The instructor will connect the prompts to the weekly related topic areas. Students are required to respond to fellow student by Sunday 11:59PM with 150 words or more. Each day a response is late, 5% will be taken off 20 points.

Assignments (5) : Each assignment is thoughtfully designed to guide students to prepare for the workforce. Choose 2 of the 5 Assignments with a grade “C” or better to put in your final Child Development Portfolio if you wish to complete the CDEV 200 class towards the end of your career here at IVC. These assignments require students to read text material, articles provided or that are accessible on the internet, reflect on-topic questions, and write thoughtful responses. The instructor will provide detailed directions.

1. **IVC Child Center Lab:** Generally, this course requires students to spend **2 hours of volunteer time observing** an early childhood classroom at the IVC Child Development Center. You may visit for 2 hours together, or on separate occasions.
 - The state of California requires that students receive vaccinations for specified illnesses including Pertussis, Mumps, Measles, and Influenza.
 - A negative result of a recent TB test must also be presented before any Lab hours can begin (your instructor will provide you with further direction regarding where you may go for vaccinations and TB testing)
 - You can opt out for the flu shot
 - a. First demonstrate proof of completed vaccination packet by the IVC school nurse by getting a signature of approval.
 - b. Visit the center to complete observation hours.
 - c. Submit a Reflection paper with a series of reflection questions regarding the visit to the IVC Child Development Center.
2. **Education Plan:** This is one of the 5 main assignments of this course. Students must meet with an IVC guidance counselor (via Zoom or in person) to create an education plan designed for a Child Development major. A copy of the plan must be submitted to Canvas.

3. **Philosophy Statement and Theory Application of Early Childhood Education**

Requires students to formulate their philosophy of education. Areas to be addressed include best practices, delivery systems, quality in programs, the value of play as a vehicle for learning, theories of how children learn, diversity of families, the building of relationships, curriculum planning, and observation. Students are to submit the assignment in written form, utilizing professional sources to support APA style in citing references. The instructor will provide additional specific directions.

4. **Teaching Reflective Cycle Cartoon:**

This assignment is a creative way for you to demonstrate your understanding of pedagogical practices related to Chapter 4 Observation, Documentation and Assessment. You can hand draw this or use AI digital tools. Have fun and be creative!

5. **Ages and Stages Cartoon:**

This assignment is a creative way for you to demonstrate your understanding of developmentally appropriate practices as if you were an educator of children, at different stages of life. You can hand draw this or use AI digital tools. Have fun and be creative!

Final Exam: The Final exam will be comprehensive based on class slides, readings and assignments. It's a combination of multiple choice questions and 2 essay questions.

Course Grading Based on Course Objectives

Assignment	Points
Baseline Assessment	10
GRO Module 1, 2, and 3 (must complete all 3 sections and pass exams with 80%)	30
Discussion Boards 10 @ 20 points	200
Assignment 1: Lab Visit and Observation (packet @20 points + 2 hours of observation @20 points)	40
Assignment 2: Education Plan	10
Assignment 3: Philosophy Statement with Theory Applied	40
Assignment 4: Teaching Reflective Cycle Cartoon	20
Assignment 5 : Ages and Stages Cartoon	20
Midway Reflection	10
Final Exam	40
Grand Total	420

Final Grade					
A+ above 421	A 420-378	B 377-336	C 335-294	D 293-252	F 251- or lower



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

Attendance: A student who fails to check in, does not complete the first mandatory activities in module 1, 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 weekly assignment completion is expected of all students. Students must log in weekly to stay updated with coursework. Students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.

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.

Netiquette

Online

Online 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 (!!!!)].

Financial Aid

Your Grades Matter! To continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Making SAP means that you maintain a 2.0 GPA, have successfully completed 67% of your coursework, and will graduate on time. If you do not maintain SAP, you may lose your financial aid. If you have questions, please get in touch with 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 Topic	Pages/ Due Dates/Tests
Week 0 Getting Started	Introduction: Welcome! 1. Review Module 0 Essential Course Information 2. Review Syllabus 3. Begin Getting Ready for Online (GRO)	Getting Ready for Online (GRO) due by September 7th
Week 1 Aug 11 to Aug 17	Module 1 Chapter 1: History of Early Childhood Education 1. Read Course Text Chapter 1 2. Discussion Board 1: Introduction 3. Child Development Baseline Assessment (Credit for completion) due Sunday, October 26.	Discussion Board Post: due Wednesday August 13th at 11:59 pm. Respond to 2 classmates by Sunday August 17th at 11:59 pm Baseline Assessment - due Sunday Aug 17th, at 11:59 pm
Week 2 Aug 18 to 24	Module 1 (Continued) Chapter 1: History of Early Childhood Education 1. Read slides 2. Brief History of Early Childhood Education 3. Discussion Board 2: Historical Timeline of Head Start 4. Introduce Observation at the Center project (Vaccination packet due Sunday, September 28th)	Discussion Board Post: due Wednesday 11:59 pm. Respond to 2 classmates by Sunday 11:59 pm
Week 3 Aug 25 to Aug 31	Module 2 Chapter 2: Developmental Learning Theories 1. Read Course Text Chapter 2	Discussion Board Post: due Wednesday 11:59 pm. Respond to 2 classmates by Sunday 11:59 pm

Date or Week	Activity, Assignment, and Topic	Pages/ Due Dates/Tests
	2. Discussion Board 3 3. Introduce the Philosophy with Applied Theory due 11/9	
Week 4 Sep 2 to Sep 7 No School Sep 1	Module 2 (Continued) Chapter 2: Developmental Learning Theories 1. Read slides	GRO due September 7th by 11:59
Week 5 Sep 8 to Sep 14	Module 3 Chapter 3: The Early Childhood Teaching Profession 1. Read Course Text 2. Discussion Board 4 3. Review the Education Plan Assignment due 9/21	Discussion Board Post: due Wednesday 11:59 pm. Respond to 2 classmates by Sunday 11:59 pm
Week 6 Sep 15 to Sep 21	Module 3 (Continued) Chapter 3: The Early Childhood Teaching Profession 1. Read Slides	Education Plan Assignment due 9/21
Week 7 Sep 22 to Sep 28	Module 4 Chapter 4: Observation and Assessment 1. Read Course Text 2. Discussion Board 5 3. Observation at the Center (Vaccination packet due Sunday, September 28th) 4. Schedule in Center visit Reflection due Sunday, Oct 26th	Discussion Board Post: due Wednesday 11:59 pm. Respond to 2 classmates by Sunday 11:59 pm Vaccination Packet due Sunday by 11:59pm.
Week 8 Sep 29 to Oct 5	Module 4 (Continued) Chapter 4: Observation and Assessment 1. Review slides 2. Discussion Board 6 3. Practicing Objective Observation	Discussion Board Post: due Wednesday 11:59 pm. Respond to 2 classmates by Sunday 11:59 pm Reflective Cycle Cartoon due Sunday by 11:59 pm
Week 9 Oct 6 to Oct 12	Module 5 Chapter 5: Developmental Ages and Stages 1. Read Course Text 2. Discussion 7 3. Midway Survey due Sunday, October 5th by 11:59 pm	Midway Course Survey due Sunday by 11:59 pm Discussion Board Post: due Wednesday 11:59 pm. Respond to 2 classmates by Sunday 11:59
Week 10 Oct 13 to Oct 19	Module 5 (Continued) Chapter 5: Developmental Ages and Stages 1. Read Slides 2. Ages and Stages Cartoon with DAP (Developmentally Appropriate Practice)	Philosophy Paper Journal and Center visit should be almost complete Ages and Stages Cartoon with DAP (Developmentally Appropriate Practice) due by Sunday 11:59 pm
Week 11 Oct 20 to Oct 26	Module 6 Chapter 6: Curriculum Basics 1. Read Course Text 2. Finish Center Visits	All Center visits and Observation Reflections due by October 26th at 11:59 pm
Week 12 Oct 27 to Nov 2	Module 6 (Continued) Chapter 6: Curriculum Basics 1. Read Slides 2. Discussion Board 8	Discussion Board Post: due Wednesday 11:59 pm. Respond to 2 classmates by Sunday 11:59 pm



Date or Week	Activity, Assignment, and Topic	Pages/ Due Dates/Tests
	3. Center visit planning	
Week 13 Nov 3 to Nov 9	Module 7 Chapter 7: Learning Environments 1. Read Course Text 2. ECERs, CLASS & The 3rd Teacher	Philosophy Paper with Applied Theory due Sunday by 11:59 pm
Week 14 Nov 11 to Nov 16 No School Monday Nov 10	Module 7 (Continue) Chapter 7: Learning Environments 1. Read Slides 2. Discussion 9	Discussion Board Post: due Wednesday 11:59 pm. Respond to 2 classmates by Sunday 11:59
Week 15 Nov 17 to Nov 23 Campus Closed Nov 24 to Nov 30	Module 8 Chapter 8: Partnering with Families 1. Read Course Text and Slides 2. Discussion 10 3. Review for the final	Read your section and be ready to present to the class Discussion Board Post: due Wednesday 11:59 pm. Respond to 2 classmates by Sunday 11:59
Week 16 June 1-6	Finals Week Final Exam (Comprehensive)	Final Exam in Class & in person on Tuesday during our regular class time.

Subject to change without prior notice