

## Course Information

Semester & Year: Spring 2023

Course ID & Section #: ECE 11 V5117 – Infant and Toddler Care and Education

Instructor's name: Michelle Hancock

Location: Online

Course units: 3

## Instructor Contact Information

Office location online: <https://canyonsonline.zoom.us/j/9492207244>

Office hours: Online Monday 8:00 a.m. – 10:00 a.m. and as needed.

Phone number: (707) 339-0488

Email address: michelle-hancock@redwoods.edu

## Catalog Description

Applies current theory and research to the care and education of infants and toddlers in group settings. Examines essential policies, principles and practices that lead to quality care and developmentally appropriate curriculum for children birth to 36 months.

## Course Student Learning Outcomes

Outcome	How it is assessed
Summarize the essential policies and practices of quality infant and toddler programs.	Discussions, Quizzes, Power Point Presentation
Design strategies to promote healthy relationships in the care and education of infants and toddlers	Discussions, Quizzes, Health Relationships Strategy Assignment
Evaluate infant and toddler curriculum and environments based on observation, documentation and reflection.	Discussions, Quizzes, Classroom Observation

## Recommended preparation

ECE 2 or ECE 31

## Textbooks

**All textbooks will be available in the Canvas classroom free of charge.**

Required Materials/Textbooks (All available free-online)

Textbook title: Infant/Toddler Learning & Development Program Guidelines

Edition: 2nd

Author: California Department of Education

ISBN: 978-0-8011-1798-5

<https://www.cde.ca.gov/sp/cd/re/documents/itguidelines2019.pdf>

Textbook title: Infant/Toddler Learning & Development Foundations

Author: California Department of Education

ISBN: 978-0-8011-1693-3

Available here: <https://www.cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf>

Textbook title: California Infant/Toddler Curriculum Framework

Author: California Department of Education

ISBN: 978-0-8011-1723-7

Available here: <http://www.cde.ca.gov/sp/cd/re/documents/itcurriculumframework.pdf>

## Assignments

Introduction Quiz	4
Discussions 14 @ 4 points	56
Content Quizzes 14 @ 3 points	42
Infant/Toddler Teacher Interview	20
Health Relationships Strategies	20
Classroom Observation	20
Needs and Services Plan	15
Power Point Presentation	<u>20</u>
<b>Total:</b>	<b>197</b>

## Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students \(DSPS\)](#). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1<sup>st</sup> floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

## Student Support

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

## Evaluation & Grading Policy

Course grades, and specific comments about assignments, may be accessed at any time during the semester by clicking on the *Grades* link in the navigation bar.

Accuracy, clarity, and appropriateness of the work completed determine the grade for all assignments. Grades are based on the points that you earn, all points in the class contribute to the final grade of 100 points possible. A rubric will be provided for each assignment.

A grade of "C" is considered satisfactory, a "B" is good, and an "A" is excellent.

89.5% + = A

79.5%-89.4 = B

69.5%-79.4% = C

59.5% - 69.4% = D

Below 59.5 = F

## Admissions deadlines & enrollment policies

Spring 2023 Dates

- *Classes begin: 01/14/23*
- *Martin Luther King's Birthday (all campuses closed): 01/16/23*
- *Last day to add a class: 01/20/23*
- *Last day to drop without a W and receive a refund: 01/27/23*
- *Census date: 01/30/23 or 20% into class duration*
- *Last day to petition to file P/NP option: 02/10/23*
- *Lincoln's Birthday (all campuses closed): 02/17/23*
- *President's Day (all campuses closed): 02/20/23*
- *Last day to petition to graduate or apply for certificate: 03/02/23*
- *Spring Break (no classes): 03/13/23 – 03/18/23*
- *Last day for student-initiated W (no refund): 03/31/23*
- *Last day for faculty-initiated W (no refund): 03/31/23*
- *Final examinations: 05/06/23 – 05/12/23*
- *Commencement: 05/15/23*
- *Semester ends: 05/12/23*
- *Grades available for transcript release: approximately 05/26/23*

## Late Work

The following policies applied to late work during our time together:

- 1) One late discussion post will be accepted from each student during the semester for 50% of the original.
- 2) You may request that 1 missing quiz be reopened the final week of class. You will have 1 attempt.

3) Assignments (other than discussion posts and tests) can be turned in for a reduction of 5% per day, so if you submit 2 days late, the score will be reduced by 10%.

If you know there will be a major event that is going to create havoc with your schedule (i.e. you're about to give birth), please contact me at the beginning of the semester so we can discuss the situation before it occurs. The late policies still apply, but we can discuss how you can complete your work in advance.

## Academic Dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

People go to college for a variety of reasons, but one of those reasons should be to gain knowledge. With that goal in mind, and to maintain the academic integrity of our course – all students are expected to abide by the guidelines laid out in the college academic honesty policy available at: <http://www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf> as well as the following:

### A) Complete your own work

While it is possible to enlist the help of others when completing an online course, ask yourself what is gained. The information and assignments provided in this course are intended to enrich your understanding of the subject matter.

### B) Give credit where credit is due

Imagine you write an amazing novel, only to find it published as a best-seller under someone else's name! Plagiarism is taken very seriously and could lead to severe academic consequences. Learn the proper way to give credit to those whose words, ideas, and concepts you use to support your own original thoughts. More information about citing sources is available at:

<http://libguides.santarosa.edu/citing>

### C) Use the textbook and instructor-provided materials as your main sources of content for the course

The internet provides us with a wide range of resources at our fingertips. Not all sources are created equal. Our textbook was carefully chosen to provide you with a strong base of knowledge not available on most websites. Don't be try to snatch little bits of information here and there – our textbook and resources provide a framework to build upon. When other sources are needed, use reputable sources. More about determining reputable sources is available at:

[http://www.santarosa.edu/~kthornle/LIR10/LIR10\\_EvaluationCriteriaW4.pdf](http://www.santarosa.edu/~kthornle/LIR10/LIR10_EvaluationCriteriaW4.pdf)

## Student Feedback Policy

I dedicate as much or more time to this class compared to a traditional class. I will access the class website regularly and respond to posted questions and messages within 24 hours Monday – Thursday and 48 hours Friday - Sunday. Additionally, I read every discussion forum post and occasionally participate. There is also regular instructor-based communication with weekly announcements, lectures, evaluative feedback to your discussion posts, and emails/messages to students who fall behind.

Every Saturday the upcoming week's assignments are posted in Modules. The weekly assignments will typically require you to read online lectures and textbook chapters, watch videos, participate in discussions, and complete chapter quizzes.

In almost all cases, grades will be posted within one week of the assignment due date. Please review the rubric and grading comments attached to the grade.

## Assignment Specifics

### Classroom Discussion entries:

You will be required to submit one initial posting and two responses to peer postings per week for each question. This is the minimum. *Postings* are a minimum of 250 to 300 words in length and must reflect an understanding of the written (text, lecture, and articles) materials, critical thinking on the topics and citations from the materials you read that support your views. You must cite/quote from the readings in your initial weekly post. Try to relate the readings to your personal life and work experiences. An example of a weekly quote in proper format would be:

According to our text, "insert comment from text here." (Author's last name, page number)

OR

"insert comment from text here." (Author's last name, page number)

Responses are meaningful responses to your classmates and must thoughtfully discuss the ideas presented in the post to which you are responding. "I agree" does not count as a response. Aim for at least 30-40 words. These forum posts, as well as other assignments, will be used to determine your mastery of the learning outcomes.

Weekly postings are not text messages. You should spell out words and use punctuation and grammar appropriate for college work. Your posting is due by 11:59 p.m. on each Friday and your response(s) by 11:59 p.m. each Sunday. The forum closes at that time. Anything posted after that time will not be included in the score for the week. The grading rubric for weekly postings is shown below.

### Weekly Posting Grading Rubric

Points	Grading Criteria
1.0	Initial post includes a quote from week's readings & correctly addresses the question
1.0	Initial Post by Friday
1.0	Response to a minimum of 2 peers
1.0	Quality of Initial Post

### **Introduction Quiz**

Prior to taking this quiz, familiarize yourself with Canvas, read the syllabus, and refresh your knowledge regarding academic honesty. You may retake the quiz once.

### **Virtual Classroom Observation/Assessment**

You will observe a series of classrooms and look for specific classroom traits related to the care and education of infants/toddlers. *More details and a rubric are available in the modules area.*

### **Infant/Toddler Teacher Interview**

For this assignment, you will be interviewing an infant/toddler teacher. You will write a minimum of 12 questions to ask –two from each of the following areas: 1) classroom design, 2) building child/teacher relationships, 3) building teacher/parent relationships, 4) schedules/routines, and 5) licensing, and 6) curriculum. Integrate information about the ECE Competencies and NAEYC program standards in the summary. *More details and a rubric are available in the modules area.*

### **Needs and Services Plan**

You will complete a Needs and Services Plan (pretend parent role) and then create a summary of how you plan to work with the family/child (pretend teacher role). *More details and a rubric are available in the modules area.*

### **Healthy Relationships Strategies**

In this assignment, you will be identifying some key strategies to help build relationships in early childhood programs. *More details and a rubric are available in the modules area.*

### **Power Point Presentation**

You will create a power point or google slides presentation summarizing the essential policies and practices of high quality infant and toddler programs. *More details and a rubric are available in the modules area.*

### **Extra Credit**

Attend an early childhood education professional meeting or workshop and write a description of the meeting or workshop. Examples: CPIN Trainings, HAEYC. This cannot be a staff meeting or workshop required by your employer. Extra credit is only counted if all major assignments are submitted.

## **Class participation and Attendance policy**

Student-initiated withdrawal may occur through the second week of class with nothing recorded in the student transcripts and from week's 2-10 with a recorded W (withdrawal). Administrative procedure (AP) 5075 allows instructors to withdraw students from class for non-participation through the 10th week of class. Non-participation for two weeks of assignments may result in the instructor dropping you from the course. No course withdrawal is allowed after the 10th week of class.

Basically, if you stop participating in class, you risk being dropped and this may cause a significant problem for your financial aid.

## Communication Guidelines

Communication is critical to the success of our class! You need answers to your questions in a timely manner to do your best on assignments and meet deadlines. Don't hesitate to contact me if you can't find the answer to your question after reviewing our class syllabus, postings, or announcements. The best way to contact me is to either 1) send me an email, or 2) text me. I check email *at least* once a day, (usually more) except Sundays. If you have not received a response in 24 hours, assume I have not received it, confirm the email address you used and try again, and/or a different method.

*Very important:* In all forms of communication, be sure to include your full name and the class you are enrolled in prior to asking your question.

Remember, good communication is a two-way street. We will all need to work at it to make sure we communicate well during the semester. When we do, everyone benefits!

Course Reading and Assignment Schedule			
	Topic	Readings	Assignments Due
Week 1 1/16	Introductions	Overview of 3 Textbooks – Familiarize yourself with all 3	Intro Forum – Tues/Sun Note to Michelle – Wed Introduction Quiz – Sun
Week 2 1/23	Regulations/Standards: Licensing	Licensing Regulations (See Classroom)	Discussion Forums – Fri/Sun Content Quiz - Sun
Week 3 1/30	Regulations/Standards: NAEYC	NAEYC Program Standards (See Classroom)	Discussion Forums – Fri/Sun Content Quiz - Sun
Week 4 2/6	Regulations/Standards: Teacher Quals	Licensing Regulations (See Classroom)	Discussion Forums – Fri/Sun Content Quiz - Sun
Week 5 2/13	Quality Indicators	I/T L & D Program Guidelines 2-5	Discussion Forums – Fri/Sun Content Quiz – Sun Needs and Services Plan - Sun
Week 6 2/20	Schedules and Routines	Virtual Lab School (See Classroom)	Discussion Forums – Fri/Sun Content Quiz - Sun
Week 7 2/27	Relationships – The Key	I/T L & D Prog. Guidelines 41-44, 66-70 ECE Competencies 29-36 I/T Foundations 7-13	Discussion Forums – Fri/Sun Teacher Interview - Sun Content Quiz - Sun
Week 8 3/6	Relationships – The Key	I/T Curriculum Framework 89-93, 68-74, 110-115, 132-137	Discussion Forums – Fri/Sun Content Quiz - Sun
Week 9 3/20	Classroom Environment	ECE Competencies Pages 72-74	Discussion Forums – Fri/Sun Content Quiz - Sun
Week 10 3/27	Space and Design	Supplemental: Infant/Toddler Spaces	Discussion Forums – Fri/Sun Content Quiz - Sun
Week 11 4/3	Materials and Equipment	I/T Curriculum Framework 67-68, 88-89, 107-110, 130-132	Discussion Forums – Fri/Sun Classroom Design -Sun Content Quiz - Sun
Week 12 4/10	Curriculum/Planning/ Assessment	I/T Curriculum Framework Pages 19-27	Discussion Forums – Fri/Sun Content Quiz - Sun
Week 13 4/17	Curriculum/Planning/ Assessment	I/T Curriculum Framework Pages 28-48	Discussion Forums – Fri/Sun Content Quiz - Sun
Week 14 4/24	Aesthetics/Adult Spaces	Supplemental Reading	Discussion Forums – Fri/Sun Classroom Observation - Sun Content Quiz - Sun
Week 15 5/1	An overview of Infant/ Toddler Development	I/T Foundations pages 43-46, 59-64	Discussion Forums – Fri/Sun Content Quiz - Sun
Week 16 5/8	Finals Week		Power Point Presentation -Fri

## Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct



([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

## **Inclusive Language in the Classroom**

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

## **Setting Your Preferred Name in Canvas**

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form](#).

## **Canvas Information**

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at [My CR Portal](#)

For help logging in to Canvas, visit [My CR Portal](#).

For help with Canvas once you're logged in, click on the Help icon on the left menu.

For tech help, email [its@redwoods.edu](mailto:its@redwoods.edu) or call 707-476-4160

Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](#)

## **Community College Student Health and Wellness**

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email [counseling@redwoods.edu](mailto:counseling@redwoods.edu).

## **Emergency procedures / Everbridge**

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones.

Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

### **Del Norte Campus Emergency Procedures**

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, see the [Redwoods Public Safety Page](#).

### **Eureka Campus Emergency Procedures**

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

### **Klamath Trinity Campus Emergency Procedures**

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
  - a. Dial 911, to notify local agency support such as law enforcement or fire services.
  - b. If safe to do so, notify key administrators, departments, and personnel.

- c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
  - d. Contact 530-625-4821 to notify of situation.
  - e. Contact Hoopa Tribal Education Administration office 530-625-4413
  - f. Notify Public Safety 707-476-4111.
2. In the event of an emergency, the responsible district employee on scene will:
- a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
  - b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
  - c. Close all window curtains.
  - d. Get all inside to safe location Kitchen area is best internal location.
  - e. If a police officer or higher official arrives, they will assume command.
  - f. Wait until notice of all is clear before unlocking doors.
  - g. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.
  - h. Do not leave site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes)

## Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821