College of the Redwoods

Course ID & Section #: ECE 11 V7687

Instructor's name: Michelle Hancock

Day/Time of required meetings: No required meetings / Asychronous

Location: N/A

Number of proctored exams: 0

Course units: 3

Instructor Contact Information

Online: Mondays via zoom

Office hours: 9:00 - 11:00 a.m.

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

1. Summarize the essential policies and practices of quality infant and toddler programs.

2. Design strategies to promote healthy relationships in the care and education of infants and toddlers

3. Evaluate infant and toddler curriculum and environments based on observation, documentation and reflection.

Prerequisites / Co-requisites / Recommended Preparation

Recommended prep: ECE 2 or ECE 31

Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, or bipolar disorder
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- Neurodevelopmental disorders such as a learning disability, intellectual disability, autism, acquired brain injury, or ADHD
- Vision, hearing, or mobility conditions

Available services include extended test time, quiet testing environments, academic assistance and tutoring through the **LIGHT Center** ⤷ **(https://www.redwoods.edu/services/sass/light.php)** , counseling and advising, alternate formats of course materials (e.g., audio books, braille, E-texts), assistive technology, learning disability assessments, approval for personal attendants, interpreters, priority registration, on-campus transportation, adaptive physical education and living skills courses, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact **Student Accessibility Support Services (SASS)** ⤷ **(https://www.redwoods.edu/services/sass/index.php)** . If you are unsure whether you qualify,

please contact Student Accessibility Support Services (SASS) for a consultation:
sass@redwoods.edu (mailto:sass@redwoods.edu) .

Eureka: 707-476-4280, Student Services building, first floor SS113
Del Norte: 707-465-2353, main building, near the Library
Klamath-Trinity: 707-476-4280

Student Support Services

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.

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

- **CR-Online (https://www.redwoods.edu/online)** (Comprehensive information for online students)
- **Library Articles & Databases (https://redwoods.libguides.com/az.php)**
- **Canvas help and tutorials** ⤷ **(https://support.canvaslms.com/s/? c__role=student&c__accountId=001A000000KMmj5IAD)** **(https://www.redwoods.edu/Portals/72/Documents/Students/CR-OnlineStudentHandbook.pdf)**
- **Online Tutoring Resources** ⤷ **(https://redwoods.libguides.com/Tutoring/Online)**

To learn more about the resources available to you, click on a title bar below, or click the down arrow to expand them all.

Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

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Community College Student Health and Wellness ▲

If you are in distress or are with someone at risk right now, call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255) or TEXT 741-741

Timely Care

When you're feeling under the weather physically or distressed mentally, you can find the help you're looking for in just a few quick taps. Students can schedule an appointment anytime via phone, video, and chat. Visit **TimelyCARE** ⮕ **(https://www.timelycare.com/redwoods)** .

Mental Health Counseling

Students should text, email, or fax Shawna Bell directly for scheduling and/or services.
Contact info
Text: 707-496-2856
Email: **shawnabmft@gmail.com (mailto:shawnabmft@gmail.com)**
Fax: 707-237-2318 (voicemail can be left via fax)

Wellness Central

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 **Wellness Central** ⮕ **(https://cvc.edu/wellness/)** .

Counseling ▲

Counseling & Advising ⮕ **(https://www.redwoods.edu/services/counseling/index.php)** can assist students in need of academic advising and professional counseling services. Eureka Campus-Visit the Welcome Center in the lower level of the student services building Monday –Friday 9am – 4pm (during the semester, summer hours may vary).

Eureka Downtown Site- 525 D St Eureka Phone: 707-476-4500 Email: ace@redwoods.edu

Basic Needs Center ▲

The Basic Needs Center ⮕ **(https://www.redwoods.edu/services/bnc/index.php)** provides for the health and safety of students by providing access to healthy food, financial resources, and referrals to safe and secure housing. Students can also **submit a request for services and information** ⮕ **(https://cm.maxient.com/reportingform.php?Redwoods&layout_id=7)** online.

Contact info

Phone: 707-476-4153

Email: the-grove@redwoods.edu

Learning Resource Center ▲

Learning Resource Center includes the following resources for students:

- **Library Services (https://www.redwoods.edu/library)** to promote information literacy and provide organized information resources.
- **Multicultural & Equity Center.** ⬀ **(https://www.redwoods.edu/services/mec/index.php)**
- **Academic Support Center.** ⬀ **(https://www.redwoods.edu/services/asc/index.php)** – offers tutoring and test proctoring for CR students.
- **Student Tech Help.** ⬀ **(https://www.redwoods.edu/support.php)** – provides students with assistance around a variety of tech problems.

Extended Opportunity Programs & Services (EOPS) ▲

Extended Opportunity Programs & Services (EOPS) ⬀ **(https://www.redwoods.edu/services/eops/index.php)** provides services to eligible income disadvantaged students including: textbook awards, grants, career academic and personal counseling, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!

TRiO Student Success Program ▲

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.** ⬀ **(https://www.redwoods.edu/services/trio.php)** or in **Del Norte.** ⬀ **(https://www.redwoods.edu/services/trio.php)**

Veterans Resource Center ▲

The **Veteran's Resource Center.** ⬀ **(https://www.redwoods.edu/services/vrc.php)** 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.

CalWORKS ▲

CalWORKs ➘ **(https://www.redwoods.edu/services/calworks/index.php)** – California Work Opportunity & Responsibility to Kids (CalWORKs). Provides supportive services to student parents with children under the age of 18, who are receiving cash assistance (TANF benefits), to become self-sufficient. Services include: transportation assistance, basic student supplies, tutoring, priority registration, laptop and calculator loans, career, academic, and personal counseling, and more!

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 assessments. Grades are based o the points you earn and all points in the class contribute toward your total percentage, which can be viewed at any time during the course in the *Grades* link.

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

- One missed discussion will be accepted for 50% of the original value and should be emailed to the professor.
- You may request that 1 missing quiz be reopened the final week of class.
- Assignments (other than discussions posts and quizzes) will receive a 5% reduction per day it is late.
- If you know of an upcoming major life event that will 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 potential solutions before the assignment due dates. The late policies still apply, but we can discuss how you can complete your work in advance.

COURSE GRADING

A = 89.5% +

B = 79.5% - 89%

C = 69.5% - 79%

D = 59.5% - 69%

F = Below 60%

Weekly Assignments

- Introduction Quiz   4
- Discussions 14 @ 4 points   56
- Content Quizzes 14 @ 3 points   42
- Key Points 14 @ 3 points   42

Projects

- Infant/Toddler Teacher Interview   20
- Health Relationships Strategies   20
- Classroom Observation   20
- Needs and Services Plan   15
- Power Point Presentation   20

Total Points   179

Other Assignments

	Topic	Readings	Assignments Due
Week 1 2/10	Introductions		Introductions Forum – Tues Note to Michelle –Tues Introduction Quiz – Sun
Week 2 2/17	Regulations and Standards	Reading Materials in Canvas	Discussion Forums Fri/Sun Content Quizzes – Sun Key Point – Sun

Week 3 2/24	Quality Indicators	I/T L & D Program Guidelines 2-5	Discussion Forums – Fri/Sun Content Quiz – Sun Needs and Services Plan – Sun Key Points - Sun
Week 4 3/3	Schedules and Routines	Virtual Lab School (See Canvas)	Discussion Forums – Fri/Sun Content Quiz – Sun Key Points - Sun
Week 5 3/10	Relationships - The Key	I/T L & D Prog. Guidelines 41-44, 66-70 ECE Competencies 29-36 I/T Foundations 7-13 I/T Curriculum Framework 89-93, 68-74, 110-115, 132-137	Discussion Forums – Fri/Sun Teacher Interview - Sun Content Quizzes – Sun Key Points - Sun
3/17	Spring Break	Spring Break	Spring Break
Week 6 3/24	Classroom Environments Space and Design Materials and Equipment	ECE Competencies Pages 72-74 Supplemental: Infant/Toddler Spaces I/T Curriculum Framework 67-68, 88-89, 107-110, 130-132	Discussion Forums – Fri/Sun Classroom Design -Sun Content Quiz – Sun Key Points - Sun
Week 7 3/31	Curriculum/Planning/Assessment	I/T Curriculum Framework Pages 19-48	Discussion Forums – Fri/Sun Content Quiz – Sun Health Relationships Strategies - Sun Key Points - Sun

Week 8 4/7	Aesthetics/Adult Spaces	Supplemental Reading	Discussion Forums – Fri/Sat Classroom Observation - Sat Content Quiz - Sat Key Points - Sat Power Point Presentation - Sat

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.

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.

Discussion Forum Entries

You will be required to submit <u>one</u> initial posting and <u>two</u> responses to peer postings per week for each question. This is the minimum – you are certainly welcome to do more. *Postings* should 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. Try to relate the post to your personal or professional life experiences. You must cite/quote from the readings in your initial weekly post – this means you will include a statement from our readings that supports your thoughts. *Quotes posted after the initial response will not receive credit. If your initial post is blank, by accident, or intentionally, you will only receive credit for peer responses.*

Sample citations/quotations:

According to our text, "insert statement from our textbook here." (Department of Education, page #)

Or . . .

"Insert statement from our textbook here." (Department of Education, 13) or whatever the page number is

If you are quoting a study by someone other than the author, you still need to give the author credit. It might look something like this:

According to Piaget, "Put quote here." (Department of Education, 56) or whatever the page number is

<u>*Responses*</u> 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) to classmates 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.

1.0   Initial post is made by Friday night at midnight
1.0   Substantially respond to a minimum of 2 peers
1.0   Quality of initial post
1.0   Quote from the weekly readings is included and follows proper citation formatting (as given above)

Fake Student Policy

Fraudulent enrollments are on the rise. To ensure that real students can get seats in the class, no shows will be dropped in the middle of the first week of classes. Also, if you are suspected of being a bot, you will be dropped from the class. If you have been dropped but are a real student, please contact your instructor right away to be reinstated in the class.

Spring 2025 Dates

Date	To Remember
January 17	Last day to register for classes (day before the first class meeting)
January 18	Classes begin
January 20	Martin Luther King's Birthday (All Campuses Closed)
January 24	Last day to add a class
January 31	Last Day to Drop & Receive a Refund
February 2	Last Day to Drop w/out a "W"
February 3	Census Date (20% of class)
February 14	Lincoln's Birthday (All Campuses Closed)
February 17	President's Day (All Campuses Closed)
March 6	Last Day to Petition to Graduate & Petition for Certificate

Date	To Remember
March 17-22	Spring Break (No Classes)
March 28	Last Day for Student/Faculty Withdrawal
March 31	Cesar Chavez Day (District Wide Closure)
May 10-16	Final Examinations
May 16	Last Day to File P/NP Option
May 16	Semester Ends
May 23	Grades Due
May 30	Grades Available for Transcript Release (approximate)

⚖️ 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** ⤷ **(https://go.boarddocs.com/ca/redwoods/Board.nsf/goto?open&id=C9RVCG801790)**) 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** ⤷ **(https://www.redwoods.edu/academics/catalog.php)** and on the **College of the Redwoods website** ⤷ **(https://www.redwoods.edu/)** .

🤖 AI Use Class Policy

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** ⤷ **(https://go.boarddocs.com/ca/redwoods/Board.nsf/Public?open&id=policies)**) 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** ⤷ **(https://www.redwoods.edu/academics/catalog.php)** and on the **College of the Redwoods website** ⤷ **(https://www.redwoods.edu/)** .

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.

DEIA+A Commitment Statement

Canvas

Canvas Information

Log into Canvas at **My CR Portal** ⤷ **(https://myapps.microsoft.com/Redwoods.edu/)**

📧 (https://myapps.microsoft.com/Redwoods.edu/) For help with Canvas visit the **Canvas Help Page** 📧 (https://support.canvaslms.com/s/?c__role=student&c__accountId=001A000000KMmj5IAD)

If you cannot log into Canvas or access the CR Portal please submit a **help ticket** 📧 (https://help.redwoods.edu/support/home) .

Canvas online orientation workshop: **Canvas Student Orientation Course (instructure.com)** (https://redwoods.instructure.com/courses/6781)

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** 📧 (https://www.redwoods.edu/services/admissions/index.php) 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** 📧 (https://archive.redwoods.edu/Portals/28/A.R.Forms.Docs/Miscellaneous/Student%20Information %20Updateb9bc.pdf?ver=2022-03-30-165900-813) .

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** 📧 (https://www.redwoods.edu/publicsafety) .

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.

To learn more about campus-specific Emergency Procedures, click on a title bar below, or click the down arrow to expand them all.

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Del Norte Campus Emergency Procedures ▲

Please review the **Crescent City campus emergency map** ⬈ **(https://archive.redwoods.edu/Portals/70/pdfs/DN%20CampusMap_010819-2.pdf)** for campus evacuation sites, including the
closest site to this classroom (posted by the exit of each room). For more information, see the
Redwoods Campus Safety Page ⬈ **(https://www.redwoods.edu/about/security/index.php)**
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Eureka Campus Emergency Procedures ▲

Please review the **campus emergency map** ⬈ **(https://www.redwoods.edu/locations/EurekaEmergencyMap_S24.pdf)** 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 **CR Police Department Public Safety** ⬈ **(https://www.redwoods.edu/about/security/index.php)** 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, KlamathTrinity 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.

In the event of an emergency, communication shall be the responsibility of the district employees on scene:

1. Dial 911, to notify local agency support such as law enforcement or fire services.
2. If safe to do so, notify key administrators, departments, and personnel.
3. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
4. Contact 530-625-4821 to notify of situation.
5. Contact Hoopa Tribal Education Administration office 530-625-4413
6. Notify Public Safety 707-476-4111.

In the even of an emergency, the responsible district employee on the scene will:

1. Follow established procedures for the specific emergency as outlined in the College of the
   Redwoods Emergency Procedure Booklet.
2. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
3. Close all window curtains.
4. Get all inside to safe location Kitchen area is best internal location.
5. If a police officer or higher official arrives, they will assume command.
6. Wait until notice of all is clear before unlocking doors.
7. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly
   behind the Hoopa Tribal Education Building.

8. Do not leave site, unless it has been deemed safe by the person in command. Student
   Support
   Services (required for online classes)