ECE-20 Infant and Toddler Practicum

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About our Course: Course Description and SLOs

WORDS OF ADVICE

Each week you will complete one new module, the module will contain BOTH your lecture and LAB work for this class. Each new module covers a different concept pertaining to infant and toddler development.   Weekly modules will be available beginning EACH **Monday by 8:00 AM**. Most modules will open up the weekend before to provide you extra time if you have a week with a more flexible schedule. Occasionally I will want the entire class working on the same week but I will let you know by an announcement.

   To receive full credit for the course you will be participating in course activities for the entire 18 weeks of the semester. As you have probably already figured out, online courses rely heavily on the student's ability to learn through reading, writing, and in this course watching videos. If you have difficulties understanding through reading and writing, let's chat about different options to pursue which will help make you successful in this course.

  Each week you should expect to spend at least 9 hours on each module; these hours account for BOTH the lecture (in class and out of class) and lab portions of the course. Here is the breakdown for that number: 2 hours in-class course work (this is where you would typically be sitting in class), 3 hours lab/practicum work, and 4 hours of out-of-class work (homework, projects, studying....etc.). Since ALL of that time is now funneled into your work online, it becomes a lot of hours, possibly in front of a computer. Whenever possible, try to break this time up through the week, our lives don't always work out to enable us to do this, but I've tried to set up our modules so you can easily spend little chunks of time as your schedule allows working on the course.

   I hope that you will decide to stay in this online class. I promise I will do my part in helping you to have an exciting and successful learning experience. Good luck!

Course Description:

This course introduces students to infant-toddler development. It applies current research to the care and education of infants and toddlers in group settings. The course examines essential policies, principles, and practices that lead to quality care and a developmentally appropriate curriculum for children from birth to 36 months. The To Be Arranged hours may include observation of and participation in planning environments and facilitating infant toddler growth and development. This course requires verification of measles vaccination and pertussis, freedom of tuberculosis, and verification of flu vaccination within the past 12 months.

PREREQUISITES: Child Development 91, 92, and 95. Verification of measles vaccination and pertussis, freedom of tuberculosis, and verification of flu vaccination within the past 12 months. ADVISORIES: English 1A or 1AH. (A, CSU

Student Learning Outcomes

Upon completion of this course, students will be able to:

- ECE-20 SLO1: Demonstrate strategies to promote healthy relationships in the care and education of infants and toddlers
- ECE-20 SLO2: Evaluate infant and toddler curriculum and environments based on observation, documentation, and reflection
- ECE-20 SLO3: Summarize the essential policies and practices of quality infant and toddler programs.

Course Philosophy

Your grade in this class is based entirely on the skills of being a good infant and toddler caregiver. Skills you will learn this semester and have learned throughout your other studies in early childhood education. Common grading elements such as homework, participation, effort, extra credit, and turning assignments in 'on time' will not be part of your grade. Why? These are not the skills that make a good caregiver (maybe a good employee) but not a responsive, reciprocal, and respectful caregiver. That is what I care most about and what I will be basing your grading on. This will likely be very different from what you are used to, but the grading system outlined below is designed to be bias-resistant, motivating, and accurately represent what you have learned in this class.

Authentic Assessment

Unit modules have a set of specified skills to learn. Each skill connects to one or more of our course outcomes. Each module contains all course content materials and activities to guide you towards demonstrating these skills in the assessments. Due dates are listed for each of these assignments to help keep you on pace to complete the class by the last day, but there is no penalty for late work.

The assessments are your chance to show you have learned the skills your grade will be based on.

If you have not yet mastered a skill, you will have additional opportunities to show you have learned the material, either choosing to do the assessment again, designing your assessment or when the skill is revisited in the future assessment. Before attempting to re-do an assessment, you will be expected to review the course content provided to you in the modules and seek additional support in understanding the course content. If you show improvement, your grade on that skill will be replaced to reflect your most recent work. This process is the "real world" of working with young children. We are not perfect the first time we enter a classroom, but we work to become better as teachers.

 (Links to an external site.)

Graded Assignments & Final Grades:

Your grade in this class will be based on your demonstrated understanding of each skill assessed in the assignments/assessments. Each skill is assessed using a 4-point rubric found on the skills pages under Modules and each skill listed under Assignments. Final grades are calculated by averaging the assessment level of all skills in the course using the following scale:

- **A** - 3.50 - 4.00 (87.5%-100%)

- **B** - 2.75 - 3.49 (68.75%-87.4%)

- **C** - 2.00 - 2.74 (50%-68.74%)

- **D** - 1.25 - 1.99 (31.25%-49.9%)

- **F** - 1.24 and below (below 31.25%)

Grades will be tracked in the Canvas Gradebook. Nongraded assignments like the discussion boards will also appear in the grade book, only to track progress. They are not used to determine your grade in the class.

Your first assignment in this course is the Syllabus Scavenger Hunt. I want to make sure everyone gets a good start in the class, so if you have not completed it by Wednesday, August 11   at 11:59 pm, I will be checking in with you on Thursday. I will be monitoring your progress regularly to ensure you are keeping up with the schedule of assignments and contacting you if you are falling behind. I do not drop students from my class unless they stop completing assignments and respond to my messages.

Please let me know if you are having trouble completing assignments for any reason. The more I know, the more I can help you. Considering dropping a class? (Links to an external site.) Read this article (Links to an external site.) first.

How to communicate?

Please communicate with me through the Canvas inbox/message system. I've found this requirement to be the best way for me to make sure I can respond to you as soon as possible and avoid your email from getting lost in the dozens I receive for other purposes in my regular inbox message. Here is the totally harsh part of this policy; if you email me, I will totally ignore the email. Why so mean? For me, it would be hard to break the habit of not using a required communication system if I knew another worked too. If you email me, I post an announcement reminding the entire class to send inbox messages instead of email (you most likely were not the only person to not remember the policy, a reminder helps everyone). If you are uncertain how to use the Canvas course messages system, use the guides attached below.

Communicating in Canvas-Video (Links to an external site.)
Communicating in Canvas (Conversations) - Guide (Links to an external site.)

Expectations

What can you expect from me? Inbox messages to be answered within **24** hrs (if sent Monday - Friday).   If you have not heard from me in 24 hours, please send me a respectful reminder. I can sometimes look at my messages without having the time to respond, which marks it as read......, which means I forget to respond. I don't mind a respectful and kind reminder of an inbox message I haven't responded to yet.

Weekend hours:

I know that many students have many M-F demands on their time, whether work or family. I have sacrificed A LOT of family time for work in the past, and as my kiddos grow, the time we have on the weekends becomes even more precious to me. I only

have 1 year before my oldest leaves for college! Given this need for better balance, I will check on you guys FRIDAY at 5 pm and most likely won't be responsive again until 8 am Monday. If I find I have some free time on Saturday, I might pop in and answer a few questions, but Sundays are reserved for church and family, so I keep my computer tightly shut all day. I highly encourage using the Q & A discussion board during the weekend (and during the week). If you notice a peer question (and you know the answer), take a second to respond. I truly don't mind receiving a message during the weekend hours; remember, I won't respond until Monday morning.

All of my contact information can be found on our course home page.

**** I would love to receive a message from you using the Canvas inbox****

Attendance : Using Canvas and Participation

 Utilizing Canvas will be imperative to passing the course. All of our course content and material is in Canvas. Although we might occasionally venture outside of Canvas to complete assignments or review other content, most of our course interactions and engagement will occur within Canvas. I've very intentionally worked to use course content I can legally integrate directly into Canvas to reduce the number of times you will navigate out of Canvas.

Taking attendance for a fully online course is much different than just seeing your face in the classroom and counting you present. To be counted as present in the course, you must actively participate in the course every week. Participation and ergo attendance will be through numerous participation mechanisms. If you fail to log in and participate for 2 consecutive weeks, you can expect to hear from me to see if everything is okay. I don't believe in automatically dropping students, but I worry when I don't hear from you.   We have a lot of content to review; it can be difficult to catch up if too much time passes.

 If you have difficulty navigating Canvas, the [Student Guides](#) provide information on almost anything you might need a little extra support with!

Late Assignments & Submitting Assignments

Late Work:

I used to have an extensive and complex late policy, but I never stuck to it. Why? Every assessment is carefully planned and chosen for meaning; I don't believe in busy work to "verify" you went through the content. The assessments (aka assignments) help guide

you by reflecting and integrating the content into your future as an infant teacher and obtaining our course outcomes.   Bottom line, all of this content has been hand-selected and curated (put together) by me to help you become a great infant/toddler teacher. A desire to be a good teacher is internal, I can support you to get there, but it is 100% your choice of the teacher you want to be. Every assignment will have a due date to help keep you on track. If at all possible, get those assignments in the week they are due.... it also can become very overwhelming if you fall too far behind. I'll be reminding you of the due dates as they approach and reaching out to you if you fail to submit an assignment. Remember: Every assignment is intentionally chosen to help you work towards obtaining our course outcomes.

Submitting Assignments:

All assignments must be submitted in Canvas. I receive many, many emails throughout the day, making it easy for an assignment to be lost in the chaos of my daily inbox if it's emailed instead of using the mechanisms in canvas. Most assignments will be submitted in the .doc, .docx, or .pdf format. Other formats don't allow me to provide feedback on the assignment easily. You can download a free version of Microsoft office products through your student email. You can access Office 365 Student Email by going to http://mail.office365.com/ (Links to an external site.).

Retaining Returned Assignments:

Students disagreeing with the assigned final grade will be required to supply evidence to the contrary. Therefore, it is suggested that students retain all returned/graded assignments and tests until after signing out on the final day of class.
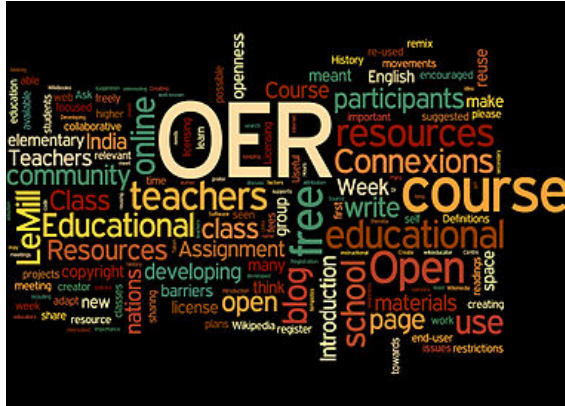
Accommodations for Students with Disabilities:

If you have a verified need for academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please contact me soon as possible. If you have not yet visited our DSP&S office on campus, use the link below to obtain more information.

Disabled Student Programs & Services (DSP&S)

Textbook Information

For this course, there is **<u>NO TEXTBOOK</u>**, but you will need to read EVERYTHING and watch EVERYTHING and follow EVERY link provided to you.

Course Calendar

Full Semester Assignment Summary

Assignments

Each Reedley College course has set Student Learning Outcomes (SLO's). These course outcomes state the overarching outcomes a student should expect to learn in the course. All assignments will be related to these course learning outcomes to assess best if you (the student) have gained the knowledge stated in our course.

- CHDEV-17A SLO1: Demonstrate strategies to promote healthy relationships in the care and education of infants and toddlers
- CHDEV-17A SLO2: Evaluate infant and toddler curriculum and environments based on observation, documentation, and reflection
- CHDEV-17A SLO3: Summarize the essential policies and practices of quality infant and toddler programs.

Please take note this is not a detailed list of assignment requirements but a simple outline. EACH assignment will have precise directions that need to be followed. Please make sure to read each assignment's directions individually as they are introduced.

Class Community Building (aka discussions)

Throughout the course, you will have the opportunity to engage in discussion with classmates over topics of the week. The topics and mechanisms of discussion will vary but will pertain to the weekly readings, videos, or other resources. For a great discussion to occur, it usually works better for it to occur within the week it is posted; however, when we talk to colleagues as early childhood teachers, we don't stop talking about important topics just because it's a different week. All discussions will be open, and I encourage you to continue any dialogue which might be interesting to you throughout the semester.

Weekly Knowledge Checks

There will be one quiz each week. Each quiz will have 5-15 questions and is designed to provide a knowledge check to see if you mastered the outcomes for the module. Although the quiz questions will be provided a grade, the grade does not factor into your final grade. This is so different, I know!! But here is the purpose. The quizzes are

meant to check yourself to see if you truly gained the important knowledge in that weekly module. The knowledge gained in the module will be necessary to complete the outcome assessments, which connect up to our course outcomes. If you do well on the knowledge checks, then I can pretty much guarantee the Outcome assessment assignments will be easy for you to demonstrate master within. If you fail to do the weekly quizzes, then you will most likely struggle to complete the outcome assessments in a way that demonstrates mastery of the outcomes. Seeing your scores on the Weekley Knowledge Checks (quizzes) provides a visual representation of this connection. I totally get this is something really new if you have any questions or concerns, post on the Q & A discussion board.

Weekly Lab Reflections and Observation Notes

To account for the practicum hours required in this course (3hrs per week), you will be completing a reflection connecting the weekly content to a video or other source. The requirement for each reflection will be found in each week's module.

Student Learning Outcomes Mastery Assignments

There will be assignments throughout the course that will allow you to demonstrate mastery of skills that connect up to demonstrate mastery of our student learning outcomes. If you select the assignments navigation option on the left, you will be able to see the skills that will have assignments associated with them.