About our Course: Course Description and SLOs

Course Description:

This course focuses on the appropriate use of assessment and observation tools and strategies to document young children's development and learning, emphasizing the use of findings to inform and plan learning environments and experiences. Recording strategies, rating systems, portfolios, and multiple assessment tools will be explored, along with strategies for collaboration with families and professionals.

Student Learning Outcomes

ECE-21 SLO1: Analyze the multiple contextual influences of infant and toddler development including diverse family practices and environments.

ECE-21 SLO2: Connect observed behaviors of children from birth to 36 months to developmental concepts and theories in the physical, cognitive, language, social and emotional domains.

ECE-21 SLO3: Demonstrate knowledge of biological and environmental factors that influence pre-conception and prenatal health and development.

Structure of the Course

- Each week, you will complete one-three new modules in Canvas
- Weekly modules will be available beginning EACH Monday by 8:00 am. (but often times earlier)
- To receive full credit for the course, you will participate in course activities for the entire 6 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 that will help you succeed in this course.

Time Commitment

Lecture: Fully Online

- This course requires 45 in-class contact hours
  - For a fully online course, this means that you will have about 108 total hours for this course (this includes direct time reading and working on content and time spent studying and working on projects/assessments).

Let's break that down a bit. Each week you will spend approximately 18 hours on this course. Most of that time is funneled into your work online, in front of a computer. That's a lot of time staring at a screen! 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 set up our modules so you can easily spend little chunks of time as your schedule allows working on the course.

Course Philosophy

What is Skills-Based grading?

- Your grade in this class is based entirely on the skills of being a good infant and toddler caregiver.
- 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 an excellent caregiver (they can contribute to being a good and responsible employee) but are not necessarily skills required for a responsive, reciprocal, and respectful caregiver.
- Your grade in this class is based on demonstrating proficiency in course skills and completing practicum hours; that's it.

This will likely differ 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.

What are the skills to demonstrate proficiency in?

- Each course module has a set of specified skills.
- Each skill maps up to a course outcome.
- Each module contains all course materials to guide you toward demonstrating proficiency in these skills in the assessments.
- Due dates are listed for each assignment to help keep you on pace to complete the class by the last day, but there is no penalty for late work.

SLO#1 Demonstrate knowledge of biological and environmental factors that influence pre-conception and prenatal health and development.

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  - Skill 1.1 Summarize the developmental milestones of children from conception through 36 months
  - Skill 1.2 Summarize the characteristics of children from conception through 36 months.
  - Skill 1.3 Summarize the growth patterns of children from conception through 36 months.
  - Skill 1.4 Link neurobiological processes to infant and toddler development.

SLO #2 Connect observed behaviors of children from birth to 36 months to developmental concepts and theories in the physical, cognitive, language, social, and emotional domains.

- Skill 2.1: Relate theory to infant and toddler development
- Skill 2.2: Relate theory to infant and toddler interactions
- Skill 2.3: Relate theory to infant and toddler relationships.
- Skill 2.4: Connect observed behaviors to developmental concepts in physical, cognitive, language, social, and emotional domains
- Skill 2.5: Connect observed behaviors to theories in physical, cognitive, language, social, and emotional domains

SLO #3 Analyze the multiple contextual influences of infant and toddler development, including diverse family practices and environments.

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  o Skill 3.1: Use current research to analyze the impact of various birth practices on the newborn and family.
  o Skill 3.2: Describe the family's primary role in the child's development.
  o Skill 3.3: Compare and contrast caregiving practices that support optimal development.
  o Skill 3.4: Compare and contrast caregiving environments that support optimal development.

Authentic Assessment

- The assignments are your chance to show you have learned the skills your grade will be based on.
- If you complete an assessment, but the rubric indicates you have not yet demonstrated proficiency, then you will receive a 2 "Gaps in demonstrating proficiency" or a 1 "Proficiency not yet demonstrated."

Skill Mastery Rub

Criteria Description	Exceeds proficiency in a skill	Skill proficiency demonstrated	Gaps i time
Points	4	3	2

- If your score indicates you aren't proficient yet, you can choose to do the assessment again or submit something of your design.
- Before attempting to re-do an assessment, you will be expected to review the course content provided in the modules and seek additional support in understanding the course content if needed.
- 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 improve as teachers.

Graded Assignments & Final Grades:

- Your grade is based on demonstrated proficiency in each skill identified in the assignments/assessments.
- Each skill is assessed using a 4-point rubric attached to each assessment.
- The assessments are worth 3 points each; you will most likely receive a 3, indicating you are proficient in the skill.
- A few times in the semester, most students find a skill they demonstrate understanding above and beyond proficiency, scoring a 4.
- 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%)

Weighted Grade Categories

The concept of weighted grades is complex, but I've tried to simplify this course as much as possible.

Mastery of each SLO is worth 25%, and practicum hours/lab assignments are worth 25%

Course Grade Weight Ex

Student Learning Outcomes
Mastery of SLO1: Analyze the multiple contextual influences of infant and toddler development, including diverse famil
Mastery of ECE-21 SLO2: Connect observed behaviors of children from birth to 36 months to developmental concepts emotional domains
Mastery of ECE-21 SLO3: Demonstrate knowledge of biological and environmental factors that influence pre-conceptio

Why do I weigh grades in these categories?

- We have 3-course outcomes that need equal support. For Early Childhood Education students, practicum experience is a valuable part of becoming good caregivers (and a required part of this course).

- Grades will be tracked in the Canvas Gradebook and the learning mastery grade book. I will monitor your progress regularly to ensure you are keeping up with the schedule of assignments and contact you if you need to catch up. I only drop students from my class if they stop completing assignments or responding to my messages.

Please let me know if you need help completing assignments. You do not need to do this to obtain a pass to submit an assignment late; remember, assignments can always be submitted after the "due date." If you need help completing assignments, I want to work with you to discover ways to help you succeed in this course. The more I know, the more I can help you. Considering dropping a class? [Read this article.](#) first.

How to communicate?

Policy

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 respond with a reminder asking you to send me the question via the canvas inbox. 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 are uncertain how to use the Canvas course messages system, use the guides attached below.

[Communicating in Canvas-Video](#).
[Communicating in Canvas (Conversations) - Guide](#).

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. Given this need for better balance, I will check in on 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.

**** I would love to receive a message from you using the Canvas inbox; practice sending one and introducing yourself****

Attendance : Using Canvas and Participation

- 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 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.
- To be counted as present in the course, you must actively participate in the class every week. If you fail to log in and participate for 2 consecutive weeks, you can expect to hear from me to see two of 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 challenging to catch up if too much time passes.

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

Late Assignments & Submitting Assignments

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 (or current life) as a 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 teacher. A desire to be a good teacher is internal, I can support you to get there, but it is 100% your choice to work towards the teacher you want to be.

Every assignment will have a due date to help keep you on track. If possible, get those assignments in when due. It can become very overwhelming if you fall too far behind, especially in a fast-paced summer school course. I'll remind you of the due dates as they approach and contact you if you still need to submit an assignment.

Remember: Every assignment is intentionally chosen to help you obtain our course outcomes.

Submitting Assignments:

- I receive many emails throughout the day, making it easy for an assignment to be lost in the chaos of my daily email. Submitting through Canvas makes sure I get to it quickly.
- 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/.
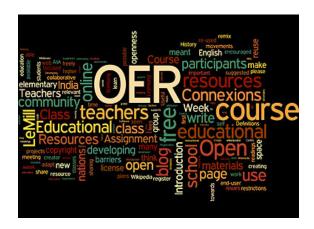
Accommodations for Students with Disabilities:

Please get in touch 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 with me soon as possible. If you have not yet visited our DSP&S office on campus, use the link below for more information.

Disabled Student Programs & Services (DSP&S).

Textbook Information

 For this course, there is **NO TEXTBOOK**, 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.

- ECE-21 SLO #1: Demonstrate knowledge of biological and environmental factors that influence pre-conception and prenatal health and development

- ECE-21 SLO # 2: Connect observed behaviors of children from birth to 36 months to developmental concepts and theories in the physical, cognitive, language, social, and emotional domains.

- ECE-21 SLO 3: Analyze the multiple contextual influences of infant and toddler development, including diverse family practices and environments.

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 read each assignment's directions individually as they are introduced.

Remember to spend time reading the [Course Philosophy](#) page, so you understand how assessments (aka assignments) and grading work in this course.

Class Community Building (aka discussions)

- Throughout the course, you will have the opportunity to discuss with classmates the topics of the week.
- The topics and mechanisms of discussion will vary but 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 that might interest you throughout the semester.
- I do not believe in requiring you to respond to peers or even making discussion mandatory. However, it's always so much more fun to go through our educational journey with peers we can dialogue with about topics. I encourage you to engage in these opportunities.

Student Learning Outcomes: Skill Demonstrate Assignments

There will be assignments throughout the course that will allow you to demonstrate proficiency in skills that connect to our student learning outcomes. If you select the [Assignments](#) navigation option on the left, you will be able to see the skills for our course. Remember to spend time reading the [Course Philosophy](#) page so you understand how assessments (aka assignments) and grading work in this course.

Infant or Toddler Case Study

Most of the skills for our course will be demosntrated through a case student you will complete on one infant or toddler. You need to choose one infant or toddler you are able to spend a lot of time with and able to have a conversation with their primary parent or guardian. More information for this assignment will be available shortly.

Reedley College Dates and Service Hours

Important Dates

Last Day to Add: 06/26/2023

First Day to Drop: 06/20/2023

Last Day to Drop (no W assigned): 06/26/2023

Last Day to Drop (W assigned): 07/09/2023

Service Hours

Service Hours

Department	Phone Number and/or Email
Admissions & Records:	559-494-3023 **admissions@reedleycollege.edu**
Bookstore (Follett)	559-494-3034 **roy.helo@reedleycollege.edu**
Business Office	559-494-3000 ext. 3413 **rc.bso@reedleycollege.edu**
Tiger Café	559-494-3021
CalWORKS	559-494-3504 **rc.calworks@reedleycollege.edu**
Career & Employment Center / Transfer Center	559-494-3543 559-494-3000 ext. 3234
Counseling:	559-494-3037 **counseling@reedleycollege.edu**
DSP&S	559-494-3032 559-638-0382 (TTY)

	dsps@reedeycollege.edu
Dream Center	559-494-3000 ext. 3252 erika.ramos@reedleycollege.edu
EOPS/CARE Next Up (CAFYES)	559-494-3040 559-494-3589 rc.eops@reedleycollge.edu
Financial Aid:	559-494-3012 reedley.financialaid@reedleycollege.edu
Food Pantry	559-494-3000 ext. 3173
Health Services	559-494-3028 healthservices@reedleycollege.edu
Library	559-494-3052 library@reedleycollege.edu
Math Center	559-494-3000, ext. 3158
Psychological Services	559-494-3000 ext. 3210
Print Shop	559-494-3000 ext. 3228
Student Support Services	559-494-3526
Learning Center (Tutoring)	559-494-3058
Veteran Center	559-494-3400 rc.veterans@reedleycollege.edu

Welcome Center (located in Student Services Building)	559-494-3011
Reading Writing Center (face-to-face) **To enroll in the Reading & Writing Center Canvas course, enter the following link in your web browser:** **https://scccd.instructure.com/enroll/LN9B8C** **Note: All small groups will be on-line via ZOOM**	Email: **deb.borofka@reedleycollege.edu**

We C.A.R.E.

"The mission of the Student Services Division at Reedley College is to provide a system of services that support achievement of educational goals for a diverse student population."

The values that guide our work:

Communicate! - To convey information in an honest, accurate, timely and direct manner, both internally and externally.

Advocate! - To support our students with solutions that are thoughtful and creative, with the goal of improving student success and retention.

Respect! - To consistently treat everyone in an ethical, respectful, truthful and trustworthy manner.

Empower! - To provide an environment for our students that promotes lifelong learning, personal growth, personal accountability and civic responsibility

Reedley College Student Resources

Reedley College Student Resource Page

Reedley College has many resources available to help students through their educational journey. This is a partial list of the more popular resources. Refer to the Online Information Center or Counseling and Advising if you do not find what you need here.

I don't know what I am looking for!

Online Information Center.

The Online Information Center provides a live chat to help guide you to the information you need.   Check hours available on the webpage.

How can I check out a laptop computer and WI-FI hot spot?

Call 559.494.3555 select Option #5 to set up an appointment to check out a laptop and/or hot spot.

How do I get help with basic needs like food and housing?

Tiger Pantry.

The Tiger Pantry offers non-perishable food items, personal toiletries, fresh produce and vegetables, and school supplies. This is made possible by donations and a collaboration with the Community Food Bank. It is available to all currently enrolled Reedley College students.

559.494.3000 x3105 (Student Activities Office)

Homelessness Liaison

The Homeless Liaison can help you get connected to a support program on campus and provide information about the Reedley College dorms. The liaison will also help you get connected to Fresno County Resources to find local homeless shelters.

Aaren.Cobb@reedleycollege.edu ~   phone 559.494.3589 ~   text 559.419.0256

How do I pay for college?

Financial Aid .
.Provides students information to secure the financial resources to pay for their education.

reedley.financialaid@reedleycollege.edu ~   559.494.3012

Scholarships .

This Reedley College financial resource provided by local businesses, community groups, alumni, and a variety of private sources. Applications are generally due early Spring semester; check website for specific due dates.

559.494.3012

Career Center.

The Career Center offers career and employment services, including help finding a job or internship.

cec@reedleycollege.edu ~   559.494.3543

Student Support Programs & Centers

There are a number of programs that can help you pay for college, connect to campus, and plan your studies. EOPS. and CalWORKs. are just two of the many Student Support Programs at Reedley College. There are many programs available for students in a variety of areas and interests. Students are encouraged to talk to their counselors about programs that might be appropriate for them. Schedule time with a counselor for further information. Many of these programs are listed on the Student Services page..

[Counseling and Advising.](#) ~ [counseling@reedleycollege.edu](#) ~ 559.494.3037

How do I get healthcare and mental health assistance?

[*Health Services.*](#)

Health Services is a nurse-run clinic available to currently enrolled students. The College Nurse Practitioner provides advanced nursing assessment and treatment for acute illnesses and injuries, preventative screening services, health education, and medical referrals to local health care providers.

559.494.3028

[*Psychological Services.*](#)

Psychological services is a program designed to meet mental health needs of the college community in Reedley. These services are available at no charge to students and assist in the promotion of healthy emotion and psychological responses. Psychological services include 4-6 confidential counseling sessions for college students. Care is provided by a clinical psychologist and supervised graduate interns.

559.494.3028

How do I get help with technology?

Canvas Help

Click on the icon at the bottom of the global navigation bar on the far left side of this window (pictured) to access links to Canvas Guides.

Student Help Desk

Ask questions about logging in to Canvas, email, WebAdvisor, or other local systems.

559.494.3555

Canvas Student Orientation

If you feel like you need to learn more about how to use Canvas, we have a self-enroll, self-paced Canvas Student Orientation course that is completely online for students to take within Canvas. Click the [self-enroll link](#) if you would like to check it out

Where can I get help being successful in my classes?

[*Academic Support Centers (Tutoring Services) .*](#)

Visit these locations to get connected to tutors.

- [Learning Center -- Tutorial (all subjects).](#)
- [Math Center.](#)
- [Reading & Writing Center.](#)

Disabled Students Program & Services (DSP&S) .

DSP&S provides services and accommodations that assist students with documented disabilities to reach their maximum potential while achieving their educational goals.

DSPS@reedleycollege.edu ~   559.494.3032

How do I stay on track?

Counseling and Advising.

Counselors are available to help you with academic planning to help you stay on track and assist you with connecting to support resources that provide additional support based on your individual needs.

Visit the Academic Counseling and Advising. page to set up an appointment to meet with a Pathway Counselor.

Academic Counseling is also available in all of our Student Support Programs. Visit the individual program for more information.

559.494.3037

Student Support Programs & Centers

There are a number of programs that can help you pay for college, connect to campus, and plan your studies. EOPS. and CalWORKs. are just two of the many Student Support Programs at Reedley College. There are many programs available for students in a variety of areas and interests. Students are encouraged to talk to their counselors about programs that might be appropriate for them. Schedule time with a counselor for further information. Many of these programs are listed on the Student Services page..
Counseling and Advising.. ~   counseling@reedleycollege.edu   ~   559.494.3037
Admissions and Records .

Admissions and records can help you add, drop, and register for your classes.

admissions@reedleycollege.edu   ~   559.494.3023

Transfer Center.

The Reedley College Transfer Center is designed to assist students explore, prepare and succeed in their transfer plans. We provide a variety of resources and services to help students transfer from Reedley College to other colleges and universities for completion of their educational goals.

transfercenter@reedleycollege.edu ~   559.494.3000 ext. 3234

How do I get involved on campus?

Student Activities .

Promotes student interactions through clubs, social gatherings, student governance, community service activities, and intramural sports.

559.494.3000 x3105

Social Media

Follow Reedley College on social media. We are on [Facebook.](#) [Twitter.](#) and [Instagram.](#)

Tutoring Help at Reedley College

Tutoring Services at Reedley College

Get help when you need it! Check out the [Reedley College Tutoring Services Page](#).

Learning Resource Center | Math Center | Reading & Writing Center

Learning Resource Center

The Learning Center is a free tutoring resource available to all Reedley College students. It is currently offering online tutoring with our own Reedley College tutors. Many courses have embedded tutors; you may contact your course's Embedded Tutor by Canvas Inbox. Or, you can connect with a Reedley College tutor by making an appointment through [Tutor Matching Service](#).. If you need further assistance connecting with a tutor, email Jim Mulligan at [jim.mulligan@reedleycollege.edu](#).

Math Center

The Math Center is a free tutoring resource for all Reedley College math students. It offers online tutoring with Reedley College embedded tutors, other student tutors, and math faculty. Please [self-enroll in the Math Center Canvas course](#) to view the schedule for drop-in tutoring, available Monday-Friday, 8 am-5 pm. If you want to plan ahead, or need help in the evenings, or on weekends, connect with a Reedley College tutor by making an appointment through [Tutor Matching Service](#).

Reading & Writing Center

More information is coming soon!

Tutor Matching Service

Connect with a Reedley College tutor through [Tutor Matching Services](#)..