

About our Course: Course Description, SLOs, Lab and Lecture

Welcome to Infant-Toddler Practicum

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 and participation in planning environments and facilitating infant toddler growth and development. **PREREQUISITES:** Early Childhood Education 1, 2, and 9. **LIMITATION ON ENROLLMENT:** 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.

Structure of the Course

- Each week (or sometimes two weeks), you will complete one new module in Canvas
- the module will contain all lecture-based work and 1 of the 3 hrs of LAB work for this class (more on this below).
- Weekly modules will be available beginning EACH Monday by 8:00 am.
- To receive full credit for the course, you will participate 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 that will help you succeed in this course.

Time Commitment

Lecture: Fully Online

- This course requires 36 in-class contact hours and 72 out-of-class 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 **6 hours on the lecture portion of 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.

Lab: Hybrid 2 Hrs a week face to face with infants or toddlers, 1 Hrs a week fully online virtual lab hour

This course requires 54 lab/practicum hours over the semester: 3 hrs each week. The lab hours are broken up, so you will be completing 1 hr online and 2 hrs in a licensed childcare center or family childcare. The preference is to meet those 2 hrs a week at the Reedley College Early Childhood Lab School. The following pages will include more information on signing up for practicum hours at the Reedley College lab schools. The lab school is open 8-4 M-F to complete lab hours. If you work with infants and toddlers or have an alternative site, you would like to complete your hours at; you must contact me for approval.

A note about virtual lab hours. Each point counts toward one hour of lab. Don't be discouraged from completing lab assignments worth 1 point. The 1 point is credit for one hour of the lab; you cannot pass the class without accumulating a majority of hours (points). The course is weighted, so lab hours account for 25% of the grade; more on grade breakdown later.

Course Philosophy: Skills-based grading

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 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.

SLO 1: Demonstrate strategies to promote healthy relationships in the care and education of infants and toddlers

[1.1: Recognize caregiver responsiveness](#)

[1.2: Summarize how the caregiver supports relationships in group care.](#)

[1.3: Identify routine care elements for infants and toddlers](#)

[1.4: Describe how routine care can be used to build relationships with infants and toddlers.](#)

[1.5: Define reciprocal communication](#)

[1.6: Describe reciprocal communication techniques that promote brain development and healthy relationships.](#)

[1.7: Define respectful caregiving for infants and toddlers](#)

[1.7: Define respectful caregiving for infants and toddlers](#)

[1.8: Demonstrate knowledge of temperament](#)

[1.9: Describe how temperament influences on caregiver practices.](#)

SLO 2: Design curriculum from documentation and create environment modifications to support the curriculum.

[2.1 Identify critical elements for quality environments](#)

[2.2 Evaluate developmentally appropriate curriculum for infants and toddlers:](#)

[2.3: Demonstrate knowledge of basic social development for infants and toddlers](#)

[2.4: Demonstrate knowledge of basic emotional development for infants and toddlers](#)

[2.5: Demonstrate knowledge of basic physical development for infants and toddlers](#)

[2.6: Demonstrate knowledge of basic cognitive development for infants and toddlers](#)

[2.7: Demonstrate knowledge of basic language development for infants and toddlers](#)

[2.8: Design developmentally appropriate curriculum from documentation](#)

[2.9: Modify the environment to support the curriculum.](#)

[2.10: Create objective documentation of infants and toddlers.](#)

[2.11 Recognize trends in documentation to provide an individualized curriculum](#)

SLO 3: Summarize the essential policies and practices of quality infant and toddler programs.

[3.1: Define continuity of care](#)

[3.2: Describe how continuity of care promotes relationships and development](#)

[3.3 Define Primary Care](#)

[3.4: Describe how Primary Care promotes relationships and development](#)

[3.5: Define Small Groups](#)

[3.6: Describe how small Groups Promote relationships and development:](#)

[3.7: Identify key ways to promote and support a healthy caregiver-parent relationship.](#)

[3.8: Environment Licensing Requirements: Name the licensing requirements of environments in an early care and education setting.](#)

[3.9: Recognize key concepts in providing culturally sensitive care to infants and toddlers.:](#)

[3.10: Describe positive family collaboration and interactions with caregivers.](#)

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".
- You can resubmit ANY assignment in which you haven't demonstrated proficiency.
- Up until finals week, you can submit any assignment.

Skill Mastery Rubric

Criteria Description	Exceeds proficiency in a skill	Skill proficiency demonstrated	Gaps in demonstrating proficiency in skill at this time	Proficiency not demonstrated yet	No e of pr sub
Points	4	3	2	1	

- 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 and the completion of practicum hours.
- 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 Explanation

Category	Weight
Mastery of ECE-20 SLO1: Demonstrate strategies to promote healthy relationships in the care and education of infants and toddlers	25%
Mastery of ECE-20 SLO2: Evaluate infant and toddler curriculum and environments based on observation, documentation, and reflection	25%
Mastery of ECE-20 SLO3: Summarize the essential policies and practices of quality infant and toddler programs	25%
Completion of lab hours through practicum and lab assignments	25%

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](#)[Links to an external site.](#) first.

How to communicate?

Policy

Please communicate with me through the Canvas inbox/message system. ... If you are uncertain how to use the Canvas course messages system, use the guides attached below.

[Communicating in Canvas](#)
[Communicating in Canvas \(Conversations\)](#)

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. My oldest is now in college but her semester doesn't start until end of September, which makes the first few weeks of the semester extra special. 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 hear from you, send me an inbox message and introduce yourself**

Attendance

Module 1 Start Here

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 twof 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!

Lab Practicum Information!

Lab Information

- As part of this course, you are required to complete 54 hours of practicum experience. This equates to approximately 3 hrs per week.
- For this course, those 3 hours are split; 1 hrs will be completed online but 2 hrs per week must be completed at a practicum site.
- My preference is for those lab hours to be completed at the Reedley College Early Childhood lab school. However, I understand that circumstances might make this difficult for you.
- If you have not already done so contact me immediately if you require alternative arrangements to complete your 2 hrs of practicum a week.

A few key points about practicum hours at the Reedley College Early Childhood Lab School

- The lab school is open M-Th 8-4 and Friday 8-noon.
- You will be able to sign up for time slots all day except for during nap time (noon - 2) in the toddler room.
- You will attend lab at the same time each week for the semester.
- At the midpoint of the semester, you will switch rooms (if you are in the infant room, you will move to the toddler room and vs versa)
 - There will be a few exceptions to this, but I will cover it on a case-by-case basis.

Complete the following steps - IF YOU PLAN ON COMPLETING PRACTICUM AT THE RC LAB SCHOOL.

1. Please review the presentation below by the Lab School coordinator. Make sure to read through the entire presentation.

2. Complete all required paperwork
3. Attend the ECE Lab student orientations- you must attend one in order to complete your practicum hours at the Reedley College lab school. If you cannot attend the session please contact me immediately to see what can be arranged with the Lab School coordinator.
4. Submit all forms and sign up for lab time slot Rubi Sanchez Lab School Coordinator (this will be completed during the orientation you attend)
5. Read through the [RC Lab student handbook.pdf](#) [Download RC Lab student handbook.pdf](#)

[Lab Student Orientation-.ppt](#)[Download Lab Student Orientation-.ppt](#)
[Minimize File Preview](#)

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 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. 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 obtain our course outcomes. The 2 hrs of the face-to-face lab component must be completed each week; if you cannot attend your lab hours one week, you will contact the lab school directly.

Bottom line... I want you to submit all assessments no matter how "late" they are!

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/Links to an external site.>

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

to these course learning outcomes to assess best if you (the student) have gained the knowledge stated in our course.

- **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.

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.

Weekly Lab Assignments

To account for the practicum hours required in this course (3hrs per week), you will be completing a 1 hr of online work in addition to submitting a time sheet for the lab hours completed.

Student Learning Outcomes: Skill Demonstrate Assignments

There will be assignments throughout the course that will allow you to demonstrate proficiency in skills that connect up 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.