

• Authorization To Offer Non-Degree Extension Credit Course Through Extended Studies •

1. Desired Term: <b>Fall 2006</b>		Year of implementation: <b>2006</b>													
2a. Course abbreviation and Number: <b>EDUC E1038</b>		2b. Abbreviated Title: (No more than 25 characters, including spaces) <b>Infant/Toddler Curriculum</b>													
		4. Number of Units: <b>3</b>	5. Billing Units: <b>3</b>												
6. Allowed Student Levels: <b>UG X GR X EE X</b> (Default is to check all three levels)															
7. Grading Method: <input checked="" type="checkbox"/> Normal (N) (Default is Letter Grade +/-, Students may request Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (As for Normal; also allows Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)															
8. Mode of Instruction: (See pages 17-23 at <a href="http://www.calstate.edu/cim/data-element/APDB-Transaction-DED-SectionV.pdf">http://www.calstate.edu/cim/data-element/APDB-Transaction-DED-SectionV.pdf</a> for definitions of the Course Classification Numbers)		<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th>Type of Instruction</th> <th>Number of Credit Units</th> <th>Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td style="text-align: center;">3</td> <td style="text-align: center;">04</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>		Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	3	04	Activity			Lab		
Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)													
Lecture	3	04													
Activity															
Lab															
9. Attributes: Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair  Prerequisites: _____ Co-requisites: _____															
10. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.															
_____ Discipline	_____ Signature	_____ Date	_____ Support _____ Oppose												
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**Important : Please Complete**

**1. Instructor: Sandi Meschoulam, M.Ed.**

**2. Syllabus attached**

**SIGNATURES: (COLLEGE LEVEL)**

N/A \_\_\_\_\_ Date \_\_\_\_\_

*[Signature]* \_\_\_\_\_ Date **6/10/06**

**(UNIVERSITY LEVEL)**

*[Signature]* **06/26/06** \_\_\_\_\_ Date \_\_\_\_\_

*[Signature]* **6/30/06** \_\_\_\_\_ Date \_\_\_\_\_

*Vanner 6/30/06*

## Syllabus

### Infant/Toddler Curriculum Cal State San Marcos - Fall 2006

Sandi Meschoulam M.Ed.

smeschoulam@swc.cc.ca.us

Voice Mail: (760) 942-3744 press 2 & speak

LECTURE HOURS PER WEEK: 6.5

7 Saturdays, 8:30 – 3:30

#### Required Text & Supplies

Book in English is:

Author: **Dombro, Laura; Colker, Laura; Trister-Dodge, Diane**

Title: **Creative Curriculum for Infants & Toddlers**

ISBN: 1-879537-40-0

Ed/Yr: Revised/1999

Publisher: Teaching Strategies

The ISBN in Spanish is:1-879537-57-5 and is available from the same company

#### **On Reserve at Library:**

*The Caregiver's Companion*, McGraw Hill 2004

*Multicultural Issues in Childcare 3rd Edition*; Mayfield Publishing Co. , 2001.

PITC, Packet PAC3254

#### Course Description

Students will learn to develop a safe environment and curriculum for infants and toddlers, based on theories of development. Practical ideas to promote social, cognitive, and physical development will be shared. Students will focus on turning regular routines into developmentally enhancing moments. Observations of infants and toddlers in their typical environments will be required.

#### Course Objectives

After completing this course, students will:

- Design a safe and healthy environment for infant and toddler care in relation to equipment, medical care, sanitation, exposure to disease, materials, and furniture.
- Learn care-giving techniques that reflect anti-bias curriculum and multiculturalism.
- Be able to list the ways that caregivers can use routines such as feeding, diapering, and napping to promote optimal development of the child.
- Be able to identify methods and materials to enhance expressive and receptive language development in infants.
- Have observed an infant in a childcare setting, focusing on routine, rules, and regulations, and procedures of the setting.
- Be able to identify effective guidance techniques for toddlers.
- Learn skills to maintain open communication with parents and young children.
- Have the ability to summarize local and state licensing requirements specific for infants and toddlers.

Student Responsibilities

1. Assignments must be turned in at the beginning of the class that it is due in order to receive full credit.
  - Work turned in ONE day late will receive a 10% reduction in grade. Papers turned in later than 1 week will receive 25% deduction.
  - NO LATE ASSIGNMENTS ACCEPTED AFTER NOV. 30<sup>th</sup>
  - Assignments can be e-mailed to meet the due date, but a Paper Copy MUST be brought to class the following week. Be sure to request a reply to verify your e-paper was received by the teacher.
2. There will be no “make up” for the quizzes or final exam.
3. It is your responsibility to officially add, drop, or withdraw from the class before the deadlines stated in the semester schedule. You must do this with admissions and records.
4. Turn off cell phones and pagers before coming to class.
5. California State University San Marcos does not discriminate on the basis of handicap in violation of Section 504 of the Rehabilitation Act of 1973, as amended, and the regulation adopted thereunder. More specifically, the California State University does not discriminate in admission or access to, or treatment of employment in, its programs and activities. Support services are available to assist students with special needs in the academic setting. Students with mobility limitations, psychological or learning disabilities, and/or hearing or visual impairments are encouraged to contact Disabled Student Services as soon as possible to arrange for these services. For additional information call (760) 750- 4905, (TDD 750-4909). An alternative format of this syllabus and class handouts is available upon request.
6. No student may interfere with a student’s opportunity to learn. You are expected to respect standards of student conduct while in class. You may be dropped from the class for exhibiting behaviors that impede learning opportunities. Keep up with assigned weekly readings/activities, and turn in all written work on time.
7. Participate in class discussions and group projects. Your degree of participation will be a factor in determining your grade for the course. **In-class assignments cannot be made up.**
8. Submit quality work consistent with the standards set forth by the professor for each assignment. All assignments must be typed for full credit (unless indicated otherwise), with 1.5 or double spacing. **Papers that are not typed will be downgraded points.** The TLRC has a computer lab for student use. A paper that is late because your printer crashed is still late. If I indicate that certain assignments can be handwritten, they must be written in ink (print, not cursive), and double spaced. **Neatness and readability are important. Assignments written in pencil will not be accepted.** Length of papers will be discussed in class when the assignment is handed out.
9. Please don’t use fancy covers and protectors that make it difficult for papers to be read and marked. It is easier to just staple the pages together in the upper left hand corner. **Points will be deducted for loose, unstapled papers.** There are no staplers or paper clips in the classroom.
10. Spell-check and proofread your papers before handing them in. Place your name and page number in the footer of each page.

## Infant/Toddler Curriculum and Teaching

Fall 2006

11. It is suggested that the student make copies of all work turned in just in case an assignment is lost or damaged in some way. Lost or stolen backpacks are not an excuse for not turning in work. Also, keep all graded quizzes and assignments until the end of the semester in case of any dispute over grades. Missing work cannot be verified.
12. Adhere to timelines. Late assignments must be turned in within one week of due date and will be penalized points. Assignments can be handed in late only if you have made arrangements with me in advance of the due date. **Not completing assignments will significantly affect your overall course grade.**
13. Bring the syllabus and grade spreadsheet to class each time, and refer to it frequently for answers to common questions such as test dates and assignment due dates. Ask questions about anything you do not understand.
14. Obey all guidelines for student conduct and classroom behavior as outlined above.
15. Your grade will be determined by the following
  - Meeting the requirements listed above.
  - Overall academic performance, including class participation and promptness in completing all assigned work
  - Your grade is calculated on the cumulative score of all assignments.
  - To be eligible for an A grade, all assignments must be typed; show thoroughness, creativity, originality and clarity; and class participation should be regular, effective and outstanding.

**You will get the grade you earn** by the quality of the work you submit. My job is to present the knowledge and materials in the best way possible. **Only you can supply the effort and motivation to absorb the material.**

If you have any questions about grade points and how to "earn" them....PLEASE ASK!!!

### GRADING SYSTEM

- Each student will have an opportunity to know his/her current standing in the course throughout the semester.
- Each student should keep a grading spreadsheet and is expected to retain all graded assignments until receiving their final grade.
- Late assignments received by the next class date (one week late) will be marked down by 10%. Assignments received more than a week late will automatically be deducted 25% the total point value. No late assignments will be accepted after November 30, 2004.
- Group assignments will be graded individually, or as a group if you choose to share the timeline, but any group member who does not participate on the assigned presentation date and time will be marked late with 25% off the total points being deducted from the actual grade.
- No make-up exams will be given if missed, but advance arrangements will be considered.
- Tests will be given at the midterm and final segment of study.
- Extra credit assignments will be considered **ONLY AFTER COMPLETION OF ALL REQUIRED ASSIGNMENTS.**
- Concerns about your grades should be discussed with the instructor before the final exam.

**REQUIREMENTS**

1 GROWTH AND DEVELOPMENT TIMELINE:	@ 125 points
10 IN CLASS PARTICIPATIONS: @ 5 points each	@ 50 points
1 I/T COMMUNITY OBSERVATION:	@ 75 points
1 INTERNET RESEARCH SUMMARY:	@ 25 points
1 HAND-MADE ACTIVITY	@ 50 points
2 EXAMS: @ 100 points each	@ 200 points

The minimum requirements for all assignments are listed on individual grade sheets. Students are expected to take notes on assignment procedures as presented during class lecture, check the listed minimum requirements, and record their grades on the spreadsheet.

**GRADE SCORES**  
**TOTAL POSSIBLE: 500**

A = 450 - 500
B = 400 - 449
C = 350 - 399
D = 300 - 349
F = 299 or less