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Early Care, Education and Family Studies (ECE) 1584 Field Experience for Infant and Toddler Care and Development (2 Units) CSU

[Formerly Early Childhood Education 11E]

Prerequisite: Successful completion or concurrent enrollment in Early, Education, and Family Studies 1581 with a grade of 'C' or higher

Advisory: Eligibility for English 1500 strongly recommended

Prerequisite knowledge and skills: Before entering the course the student should be able to:

1. identify the periods of infant development,
2. recognize and demonstrate the need for primary care and continuity of care in infant/toddler programs,
3. explain the domains of development: cognitive, physical, linguistic, social, and emotional,
4. assess each of the domains of development as it relates to individual infants,
5. describe the components of a quality physical and social environment,
6. identify and define curriculum as it relates to infants and toddlers,
7. describe the effects of early intervention on children identified with special needs,
8. demonstrate the ability to work with children, staff and families from diverse linguistic and cultural backgrounds.

Total Hours: 16 hours lecture; 48 hours lab (64 hours total)

Catalog Description: This course is designed to support and guide the student in working directly with infants and toddlers while under the supervision of qualified infant/toddler teacher. Information learned in ECE 1581 will be applied, focusing on concepts such as: primary care giving and continuity of care, observation and assessment, developmentally appropriate curriculum and environments, health and safety, guidance and discipline, working with families from various ethnic and linguistic backgrounds and special needs. A TB clearance is required.

Type of Class/Course: Degree Credit

Discipline specific text such as:

Text: California Department of Education. *California Infant/Toddler Learning & Development Foundations*. Sacramento: California Department of Education, 2009. Print.

Dombro, A. L., L. J. Colker, & D. T. Dodge. *The Creative Curriculum for Infants and Toddler*. Revised Edition. Washington, D.C.: Teaching Strategies, 2003. Print.

Harm, Thelma, Debby Cryer, and Richard M. Clifford. *Infant/Toddler Environment Rating Scale*. Revised Edition. New York: Teachers College Press, 2006. Print.



Herr, J. & T. Swim. *Creative Resources for Infants and Toddlers*. 2<sup>nd</sup> Edition. Albany, New York: Delmar Publishing, 2006. Print.

Additional Materials: None

Course Objectives:

By the end of the course, a successful student will be able to:

1. apply primary care giving and continuity of care techniques in the classroom,
2. compare and contrast the developmental stages of children 0-3 through observation and assessment,
3. evaluate curriculum and environments for infants and toddlers,
4. develop appropriate curriculum and environments for infants and toddlers,
5. facilitate positive interactions between children 0-3, parents, and other adults working with infants and toddlers,
6. evaluate healthy and safe learning environments and materials,
7. exhibit culturally sensitive behaviors while working with children, caregivers and families,
8. exhibit appropriate behaviors while working with caregivers, families and children with special needs.

Course Scope and Content:

Unit I Observation and Assessment of Infants and Toddlers

- A. Observation and Documentation
- B. Assessment Techniques

Unit II Building Relationships with Children and Families

- A. Supporting Relationships Among Children
- B. Relationships with Families
- C. Respecting and Supporting Culture and Home Language

Unit III Creating Environments for Infants and Toddlers

- A. Creating Appropriate Physical Environments for Infants and Toddlers
- B. Creating Appropriate and Supportive Emotional Environments for Infants and Toddlers
- C. Using the ITERS (Infant/Toddler Environmental Rating Scale)

Unit IV Developing Curriculum for Infants and Toddlers

- A. Using Assessment to Develop Curriculum
- B. Developmentally Appropriate Curriculum for Infants and Toddlers

Unit V Awareness of Primary Care giving and Continuity of Care

- A. Primary Care Giving
- B. Continuity of Care

Unit VI Application of Health and Safety Practices in Group Care

- A. Healthy Environments and Practices
- B. Establishing Safe Environments and Practices

Unit VII Working with Infants and Toddlers with Special Needs



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- A. Modifying Curriculum
- B. Assessing and Adapting Environments
- C. Understanding Legislation
- D. Inclusion and Mainstreaming

Lab Content:

Unit I Introduction to the Early Care Environment

- A. Entering the environment and meeting the mentor teacher
- B. Using respectful interaction to get to know infants and toddlers
- C. Learning about the environment, curriculum and schedules

Unit II Caregiving Routines

- A. Feeding
- B. Diapering and Toileting
- C. Napping and Dressing

Unit III Primary Caregiving and Continuity of Care

- A. Building relationships with children and their families
- B. Learning about the primary caregiver's role
- C. Supporting continuity of care

Unit IV Communicating with Families

- A. Completing daily communication forms, needs plans and journals
- B. Creating newsletters, bulletin boards and personal notes
- C. Using technology to communicate

Unit V Curriculum

- A. Recognizing play as curriculum
- B. Providing curriculum that supports social, emotional, physical , cognitive, and linguistic development
- C. Developing art, music, movement, literacy, and dramatic play activities
- D. Learning to communicate with families about curriculum and appropriate practice
- E. Developing curriculum that is inclusive of all children

Unit VI Health and Safety

- A. Learning about health and safety codes and licensing standards
- B. Analyzing the environment for meeting health and safety standards

Unit VII Diversity and Cultural Awareness

- A. Learning to develop culturally appropriate activities
- B. Evaluating curriculum for cultural and linguistic sensitivity
- C. Learning to communicate with children and families in their home language

Unit VIII Observation and Assessment

- A. Using the Infant/Toddler Environmental Rating Scale (ITERS) to assess the environment
- B. Using the DRDP to assess children
- C. Using anecdotal records and portfolios to assess children and develop curriculum
- D. Using behavior logs to guide children and plan for a child-centered environment

Unit IX Leaving the Environment

A. Transitioning out of the lab environment and separating from infants and toddlers

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 4 hours per week outside of the regular class time doing the following:

1. Designing and using activities from the workbooks
2. Complete required reading
3. Studying handouts

Methods of Instruction:

1. Field Experience
2. Workshops when appropriate/available
3. Visiting specialists
4. Class presentations
5. Readings and evaluations
6. Peer interactions/role playing
7. Videos when available

Methods of Evaluation: May include but not limited to:

1. Lab/Field Experience Evaluations
2. Oral Question and Answer
3. Written Explanation/Report
4. Demonstration
5. Observation
6. Opportunities (tests)

Supplemental Data:

T.O.P. Code:	130590 Infants and Toddlers
Sam Priority Code:	C: Clearly Occupational
Funding Agency:	Y: Not Applicable
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable
Special Class Status:	N: Course is not a special class

Basic Skills Status:	N: Not Applicable
Prior to College Level:	Y: Not Applicable
Cooperative Work Experience:	N: Course is not a part of a cooperative education program
Eligible for Credit by Exam:	Yes
Eligible for Pass/No Pass:	Yes