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Early Care, Education and Family Studies (ECEFS) 1584 Field Experience: Infant and Toddler Care and Education (2 Units) CSU  
[Formerly Early Childhood Education 11E]

Corequisite /Prerequisite: Successful completion of ECEFS 1581 with a grade of 'C' or higher, or, concurrent enrollment.

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, and
8. demonstrate the ability to work with children, staff and families from diverse linguistic and cultural backgrounds.

Hours and Units Calculations: 16 hours lecture + 32 Outside-of-class-hours; 48 hours lab (96 Total Student Learning Hours) = 2 Units

Catalog Description: This course is designed to support and guide the student in working directly with infants and toddlers in a group setting, while under the supervision of a qualified infant/toddler teacher. Information learned in ECEFS 1581 will be analyzed and applied: Students will examine essential policies, principles and practices that lead to quality care and developmentally appropriate curriculum for children birth to 36 months. A TB clearance and proof of the MMR and Tdap immunizations are 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.

Barbre, Jean. *Responsive Caregiving Set*. Redleaf Press, 2013.

Harm, Thelma, et al. Clifford. *Infant/Toddler Environment Rating Scale (ITERS-3)*. 3rd ed., Teachers College Press, 2017.

Herr, Judy, and Terri Jo Swim. *Creative Resources for Infants and Toddlers*. 2nd ed., Delmar Publishing, 2001.

Additional Materials: None

Course Objectives:

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

1. explain and apply primary care giving and continuity of care techniques in the classroom,
2. observe, document, and reflect on infant and toddler play and interactions to plan for care and learning,
3. evaluate curriculum and environments for infants and toddlers,
4. design appropriate play spaces and care routines that support infant toddler care and learning,
5. describe and facilitate positive interactions and reciprocal communication techniques between children 0-3, parents, and other adults working with infants and toddlers to promote brain development and healthy relationships,
6. exhibit culturally sensitive behaviors while working with children, caregivers and families,
7. exhibit appropriate behaviors while working with caregivers, families and children with special needs, and
8. identify delivery systems, licensing regulations, and quality indicators in infant and toddler care.

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

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

Course Scope and Content: Laboratory

Unit I Regulations for Infant and Toddler Programs

- A. Delivery systems
- B. Licensing regulations
- C. Teacher qualifications
- D. Quality indicators

Unit II 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 III Caregiving Routines

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

Unit IV 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 V 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 VI 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 VII Health and Safety

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

Unit VIII 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 IX 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 X 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:

TOP Code:	130590: Infants & Toddlers
SAM Priority Code:	C: Clearly Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)

Program Status:	I: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	E: Credit By Exam
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE