

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

CDF 65 - Infant/Toddler Curriculum

3 Unit(s)

Prerequisite(s): NONE

Recommended Prep: Reading Level V; English Level IV

Transfer Status: CSU

51 hours Lecture

Applies current theory and research to the care and education of infants and toddlers in group settings. Examines essential policies, principles, and practices that lead to quality care and developmentally appropriate curriculum for children birth to thirty six months.

II. OBJECTIVES

Upon successful completion of this course, the student will be able to:

- A. Summarize the essential policies, practices, and indicators of high quality infant and toddler curriculum.
- B. Demonstrate strategies to promote healthy relationships and support the unique abilities of all infants and toddlers in their care and education.
- C. Apply current theory and research to develop, prepare, implement, and evaluate developmentally appropriate curriculum based on observation, documentation, and reflection.
- D. Design appropriate play spaces and care routines that support infant and toddler care and learning.
- E. Describe reciprocal communication techniques that promote brain development and healthy relationships.
- F. Demonstrate practices that support and respect the diverse values and beliefs of families and caregivers.
- G. Define infant/toddler program policies of primary care, continuity of care, and small group size and identify delivery systems, licensing regulations, and quality indicators.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

Lecture	
<u>Topics</u>	<u>Hours</u>
1. Introduction/Orientation	3.00
2. Regulations for Infant and Toddler Programs	3.00
a. Delivery systems	
b. Licensing regulations	
c. Teacher qualifications	
d. Quality indicators	
3. Culturally Inclusive Approaches to Infant/Toddler Group Caregiving	9.00
a. Developmentally, culturally, linguistically appropriate practice	
b. Respectful and responsive caregiving strategies and practices	
c. Primary caregiving	
d. Inclusive care	

4. Curriculum and Planning	9.00
a. The importance of observation and the process of linking observation to curriculum development	
b. Planning for developmental domains; Physical and Cognitive	
c. Social	
d. Emotional	
5. Routines as Curriculum	9.00
a. Arrivals and departures	
b. Feeding	
c. Diapering/toileting	
d. Rest/naps	
6. Environments	3.00
a. Materials and equipment	
b. Space and design	
c. Aesthetics	
d. Adult space	
7. California Early Learning System	6.00
a. California Infant/Toddler Learning Foundations	
b. California Infant/Toddler Curriculum Framework	
c. Desired Results Developmental Profile (DRDP) 2015	
8. Teacher's role and responsibilities	6.00
a. Collaboration and interactions with families and professionals	
b. Guidance and interaction	
c. Communication with children	
9. Assessment and Documentation	3.00
a. The importance of reflective practice and assessment	
b. Assessment tools	
c. Early identification and intervention	
Total Hours	51.00

IV. **METHODS OF INSTRUCTION**

- A. Lecture
- B. Collaborative Group Work
- C. Class Activities
- D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- E. Discussion
- F. Media
- G. Class Participation
- H. Observation and participation in one or more instructor-approved infant and/or toddler classrooms

V. **METHODS OF EVALUATION**

- A. Exams/Tests
- B. Papers
- C. Written Assignments
- D. Group Project/Presentations
- E. Class Participation

VI. **EXAMPLES OF ASSIGNMENTS**

A. Reading Assignments

1. Read the article, "Designing and Using a Developmentally Appropriate Block Area for Infants and Toddlers," and come to class prepared to discuss the topic.
2. Read the article, "Maximize Your Influence to Make Toddler Mornings Meaningful," and come to class prepared to discuss the topic.

B. Writing Assignments

1. Write a two page, typed, double-spaced paper in which you discuss the role of the physical environment in influencing the cognitive development of toddlers.
2. Write a two page, typed, double-spaced paper in which you compare and contrast developmentally appropriate and inappropriate curriculum related to the social and emotional development of infants.

C. Out-of-Class Assignments

1. Based upon your observation of an instructor-approved infant or toddler classroom, plan and implement a developmentally appropriate activity and present your child outcomes in class.
2. Conduct a two hour observation in an instructor-approved infant or toddler classroom. Observe caregiver practices which support the development of verbal and non-verbal communication. Take notes of potential barriers to communication. Be prepared to share your results during class.

VII. RECOMMENDED MATERIALS OF INSTRUCTION

Textbooks:

- A. Petersen, S.H. ; Wittmer, D.S. Endless Opportunities for Infant and Toddler Curriculum. 2nd Edition. Pearson, 2013.
- B. Swim, T.J.; Watson, L. Infants and Toddlers: Curriculum and Teaching. 8th Edition. Wadsworth Cengage, 2014.
- C. Maguire-Fong, M. J.. Teaching and Learning with Infants and Toddlers: Where Meaning-Making Begins. 1st Edition. Teacher College Press, 2015.

Materials Other Than Textbooks:

- A. California Infant/Toddler Learning and Development Foundations, California Department of Education, 2009
- B. California Infant/Toddler Curriculum Framework, California Department of Education, 2012

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