

## **CFS 295: Curriculum Development for Infants and Toddlers Course Syllabus**

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Office hours by appointment

**Course Description:** This course is designed to provide an introduction to curriculum development for infants and toddlers, both with and without disabilities. Students learn the importance of curriculum and how to plan, implement, and evaluate appropriate learning environments and activities. You will be required to complete 20 hours of field experience in an early childhood setting serving infants & toddlers (birth up to three-years). Students are responsible for arranging their own placement and transportation.

**Course Rationale:** Early childhood professionals are required to develop, maintain, and evaluate appropriate learning environments for young children. This class will give you the foundations for this.

**Prerequisites:** CFS 191 and CFS 192 completed with a C or better. If you have not had these courses or their equivalent, please contact the instructor.

**Required Texts:**

Gonzalez-Mena, J. & Eyer, D. Infants, Toddlers, and Caregivers. (7<sup>th</sup> edition). Boston: McGraw Hill.

Gonzalez-Mena, J. The Caregiver's Companion: Readings and Professional Resources (7<sup>th</sup> edition). Boston: McGraw Hill.

Harms, T., Cryer, D., & Clifford, R.M. (2003). Infant and Toddler Environment Rating Scale (Revised Edition.). New York: Teacher's College Press.

Zero to Three Organization (2008). Caring for Infants and Toddlers in Group Settings: Developmentally appropriate practice in early childhood programs (Rev. Ed.). Washington, D.C.

**Course Objectives:**

1. Demonstrate knowledge of and ability to develop, implement, and evaluate meaningful, integrated experiences for infants and toddlers that are consistent with NAEYC/CEC/DEC guidelines. (I, III)
2. Incorporate assessment information and strategies from tools identified from multiple disciplines and families in the design of curriculum. (I, IV)
3. Design appropriate environments for infants and toddlers. (II)

4. Critique different models of curriculum development. (I, III)
5. Develop, implement, and evaluate an integrated instructional sequence that focuses on children's needs and interests. (I, III)
6. Demonstrate infusion of technology into curriculum development. (I,II, III, IX)

\*\*\* *Note: Roman numerals in parentheses refer to IECE New Teacher Standards.*

**Course Disposition Statements:**

- 2.21 The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.
- 3.21 The teacher believes that all children can learn at high levels and persists in helping all children achieve success.
- 3.22 The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
- 5.21 The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.
- 7.22 The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.
- 9.22 The teacher is committed to reflection, assessment, and learning as an ongoing process.
- 10.21 The teacher values and appreciates the importance of all aspects of a child's experience.

**Critical Performances:** Students will complete the ITERS-R based on observations and conversations with children and teachers. Students will also complete an infant/toddler literature review. These assignments will include information on the program/classroom observed, room plans, daily schedule, guidance techniques, activity plans, reflections, and more.

**Instructional Methods and Activities:** This class is an online class. Students are responsible for utilizing Blackboard and participating in the weekly content work, assignments, exams, and discussion board postings. Students must be self-motivated and self-directed in learning the material. Additional readings may be required. Twenty hours of field based experience is also required with the following assignments related to the field experience: learning environment evaluation based on ITERS-R, activity/lesson plans, and an observation notebook as described in the Critical Performance information. Assessment will be through quizzes, assignments, and examinations. Reflective writing will also be required.

**Special Instructional Materials:** Students enrolled in this class will need to be able to access the internet, maintain a valid email address, and **must** use

Microsoft Word for all assignments.

**Course Topics:**

1. Developmentally appropriate practice
2. Brain Development
3. Daily Routines
4. Designing space, materials, time and environment
5. Planning for development and learning in the five developmental domains
6. Positive Guidance Techniques
7. Family involvement in curriculum development

**KERA Elements Addressed:** See course objectives.

**Grading/Evaluation:** Grading is done using a point system. A letter grade will be given as a final grade. See grading criteria provided on course calendar.

**Course Schedules and Policies:** These documents are available in the Week 1 folder found in the Assignments page of the course on Blackboard.

**Plagiarism Policy:** “To represent written work taken from another sources as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.” (Western Kentucky University 2001-2003 Undergraduate Catalog, pg. 27.) This policy also applies to any media material used in this class including but limited to photographs, floor plans, lesson plans, learning activities.

**Student Disability Services:** In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

**Attendance Policy:** Participation in this on-line class is expected and students are expected to fully participate in class discussions and group work. However, per university requirements, the student should notify the instructor before the end of the first week of classes that they are actively participating in the class. Failure to contact the instructor may result in being dropped from the class for non-attendance. Class Participation points will be given based upon active participation within the course.

**Requirements for Field Experiences:** Please be aware that each student will

be responsible for maintaining all records that may be required within your field experience. For instance, some early care and education settings require a criminal check, TB test and a physical health exam before entering the classrooms. Each student must be responsible for obtaining and maintaining the necessary paperwork.

*\*\*Additional course information on these issues may be found on Blackboard*

**Additional Resources for Students:** The Learning Center (TLC) (located in the Academic Advising and Retention Center, DUC-A330). Should you require academic assistance with this course, or any other General Education Course, there are several places that can provide you with help. TLC tutors in most major undergraduate subjects and course levels throughout the week . To make an appointment, or to request a tutor for a specific class, call 745-6254 or stop by DUC A330. Log on to TLC's website at <<http://www.wku.edu/tlc>> to find out more. TLC hours: M-Th. 8am-9pm, Fri. 8am-4pm, Sat.-Closed, and Sundays 4pm-9pm.