SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

COURSE OUTLINE

COURSE TITLE: Infant /Toddler Care & Education

CODE NO: ED 213   **SEMESTER:**   Three

PROGRAM: Early Childhood Education

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DATE: Fall 2004   **PREVIOUS OUTLINE DATED:**   Fall '03

APPROVED:

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                                    DEAN   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S):   HSC104

HOURS/WEEK: 3

I.   COURSE DESCRIPTION:

This course provides an introduction to the area of infant and toddler care. The young child's developmental changes during the infant and the toddler periods are significant. Infants and toddlers are seen as individuals with strengths and needs which are to be interpreted and responded to by the sensitive caregiver. The synchronicity of this relationship is emphasized. Consequently, the student will develop an appreciation of the importance of ensuring quality caregiving and of the need for a good learning environment in both the home and group care settings. A web-based format will be used for assignments and for course notes.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1.   **Plan And Implement An Appropriate IPP For An Infant Or Toddler; Analyze Its Relevance And Its Success, And Formulate New Objectives For The Child.**

       Potential Elements of the Performance:
       ➤   *analyze the components of an Individual Program Plan*
       ➤   *distinguish between Piaget's stages of sensori-motor development*
       ➤   *describe critical developmental milestones*
       ➤   *choose an infant or toddler and conduct home visits*
       ➤   *complete a developmental profile and describe the child's achievement of milestones*
       ➤   *outline a list of the child's Strengths and Needs*
       ➤   *make and score graphs which illustrate the child's skills*
       ➤   *formulate IPP objectives*
       ➤   *evaluate the IPP's success*

2. **Determine The Child's Cognitive, Physical And Emotional Needs During Early Childhood; Examine The Role Of A Responsive Caregiver/Teacher.**

   <u>Potential Elements of the Performance</u>:
   - *outline the historical evolution of child care*
   - *determine the essential components of quality care*
   - *describe the relationship between one's beliefs, knowledge & values, to philosophy & goals for infant programming*
   - *examine the qualities of, and roles of the competent caregiver*
   - *interpret infant states and cues*
   - *assess characteristics of temperament and relate these to attachment behaviours*
   - *determine appropriate ways of promoting emotional well-being*
   - *propose ways of fostering positive social interaction*

3. **Assess The Features Of A Positive Infant/toddler Environment.**

   <u>Potential Elements of the Performance</u>:
   - *outline the characteristics of a supportive/responsive environment*
   - *propose methods of establishing good stimulus shelters*
   - *outline the factors which provide an appropriate balance between over- & under- stimulation*
   - *complete an ITERS rating scale*
   - *formulate I-messages*
   - *select useful measures for interacting with and supporting parents*
   - *detail the DNA requirements pertaining to infant/toddler environments*

4. **Determine Appropriate Curriculum For Individual Infants/Toddlers in Group Care Settings.**

   <u>Potential Elements of the Performance</u>:
   - *propose strategies for providing ideal sensory enrichment*
   - *illustrate ways of enhancing learning during routines*
   - *evaluate curriculum activities*

III.   TOPICS:
1.   Infants as Individuals: Developing an Individual Program Plan
2.   Infants and Toddlers in Groups: philosophy and goals of QUALITY CARE
3.   Understanding Temperament: infant states & cues
4.   Competent Caregiving and Developmentally Appropriate Practices
5.   The interrelationship of caregiving, caregivers and the environment
6.   Creating Effective Infant/Toddler Curriculum
7.   " Meeting the Match" developmentally
8.   Partnering with Parents

IV.   REQUIRED RESOURCES/TEXTS/MATERIALS:
1.   Watson, Watson, Wilson & Crowther, Nelson Thomson, <u>Infants and Toddlers</u>, 1st Canadian Edition, Nelson, 2000; ISBN: 0-17-616784-6
2.   Schafer, D.S. & Moersch (Editors), <u>Developmental Programming for Infants and Young Children</u>, revised, Vol. 1, 2 & 3, U of Michigan Press, Ann Arbor, 1977, 1981; ISBN: 0-472-08141-1
3.   Allen, K.E.& Marotz, L.R., <u>Developmental Profiles: Pre-Birth Through Twelve</u>, 4th ed, Delmar, 2003, ISBN #0-7668-3765-3
4.   Bredekamp & Copple, Editors.; <u>Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8,</u> expanded edition NAEYC (revised), 1997, ISBN #0-935989-79-X
5.   *NOTES AVAILABLE ON Web-CT*
6.   <u>Day Nurseries Act of Ontario (DNA)</u>, Revised Statutes of Ontario, Feb 2001; ISBN: 0-7778-7721-X

V.   EVALUATION PROCESS/GRADING SYSTEM:
1. **CHILD STUDY**

Part A: a) Observations/Milestones	5%
b) Strengths/Needs	7%
c) Profile & graph	4%
d) IPP	9%
Part B: Summary & Overview of follow-up activities	10%
	35%

2. TESTS (2x 15%)   **30%**

3. **IN CLASS ACTIVITIES/PARTICIPATION**   **30%**

4. **ENVIRONMENTAL RATING**   5%

100%

The following semester grades will be assigned to students in postsecondary courses:

Grade	Definition	Grade Point Equivalent
A+	90 - 100%	
A	80-89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50-59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI.   SPECIAL NOTES:

Special Needs:
If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

Retention of course outlines:
It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:
The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Important Notes to Students:

Class Activities:
1. Attendance plays an important role in successful learning and skill development, so students are expected to attend.
2. Students are responsible for work assigned during absences.
3. Students should be aware that the expectations for their conduct in class are outlined in the "Statement of Student Rights and Responsibilities" in the Student Sault College Handbook.

Assignments:
1. All assignments must be submitted on the due date *at the beginning* of the class period, unless otherwise specified by the professor.
2. Anything submitted after the start of the class period will be considered late and the late policy will apply.
3. To protect students, assignments must be delivered by the student/author to the professor.
4. Late submissions will be deducted *5% per day*.
5. Assignments *more than one week late will not be accepted*.
6. Students must adhere to dates set for oral presentations unless the professor has approved prior arrangements. Presentations that are merely read will receive a failing grade. Students who do not present on their presentation date will forfeit the mark for that assignment.

7. Students have the responsibility to be aware of assignment due dates. If they miss in-class assignments that are due at the end of the class period for evaluation, they forfeit the mark.
8. Students are responsible for retaining a copy of all drafts and returned assignments. We suggest students keep their computer file of assignments until the end of the semester

Tests:

Tests must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor prior to the start of the test. A new date must be arranged prior to the next scheduled class

VII.   PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor.

VIII.   DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.