SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

COURSE OUTLINE

COURSE TITLE: Infant Toddler Care and Education

CODE NO. : ED 213   **SEMESTER:** 3

PROGRAM: Early Childhood Education

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DATE: Sept. 2008   **PREVIOUS OUTLINE DATED:** Sept 2007

APPROVED: "Angelique Lemay"

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                       CHAIR   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): HSC 104

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 individual program plan for an infant or toddler; analyze its relevance and its success, and formulate new objectives for the child**
Part of ECE Program Standard Vocational Outcomes #2 and #3
Potential Elements of the Performance:
- analyze the components of an Individual Program Plan (IPP)
- distinguish between Piaget's stages of sensori-motor development
- describe critical developmental milestones
- choose an infant or toddler and conduct home visits
- complete a child history, developmental profile and describe the child's achievement of milestones
- outline a list of the child's Strengths and Needs
- provide a visual representation/graph which illustrate the child's skills
- formulate IPP objectives and activities to work on the child's developmental skills
- evaluate the IPP's success
- develop strategies for communicating effectively with parents of infants and toddlers
- communicate throughout the process with the child's family

2.   **determine the child's cognitive, physical and emotional needs during the infancy and toddler period; examine the role of a responsive educator.**
Part of ECE Program Standard Vocational Outcome #1
Potential Elements of the Performance:
- determine the essential components of quality infant and toddler care
- describe the relationship between one's beliefs, knowledge & values, to philosophy & goals for infant/toddler programming
- examine the qualities of, and roles of the competent educator
- determine appropriate ways of promoting physical, cognitive and emotional well-being
- propose ways of fostering positive social interaction

3. **assess the features of a positive infant/toddler environment**
    Part of ECE Program Standard Vocational Outcome #1
    Potential Elements of the Performance:
    - outline the characteristics of a supportive/responsive environment that promote a high quality infant/toddler environment
    - outline the factors which provide an appropriate balance between over- & under- stimulation
    - complete an Infant Toddler Environmental Rating Scale (ITERS)
    - detail the DNA requirements pertaining to infant/toddler environments
    - arrange and equip the environment for active learning for infants and toddlers

4. **determine appropriate curriculum for individual infants/toddlers in group care settings.**
    Part of ECE Program Standard Vocational Outcome #2
    Potential Elements of the Performance:
    - propose strategies for providing ideal sensory enrichment
    - establish schedules and routines which support the developmental needs of infants and toddlers
    - evaluate curriculum activities

III. **TOPICS:**
These topics may overlap and will not necessarily be presented in this order
1. Components involved in conducting home visits; developmental assessments and individual program plans
2. Critical milestones with Infants and Toddlers
3. Infants and Toddlers in groups – the philosophy and goals of quality care
4. Features of a Quality Environment for Infants and Toddlers
5. Arranging and equipping an active learning environment for Infants and Toddlers
6. Supportive Adult-Child Interactions with Infants and Toddlers
7. Establishing Schedules and Routines for Infants and Toddlers
8. Creating Active Experiences for Infants and Toddlers as a key component of effective Infant/Toddler Curriculum

IV. **REQUIRED RESOURCES/TEXTS/MATERIALS:**

1. Schafer, D.S. & Moersch (Editors), **Developmental Programming for Infants and Young Children**, revised, Vol. 1, 2 & 3, U of Michigan Press, Ann Arbor, 1977, 1981; ISBN: 0-472-08141-1

2. Jamieson , J., Bertrand,J., & Ibrahim, E. (Eds.). (2005). ***Science of early child development*. [online resource]**. Winnipeg, MB.: Red River College. Retrieved from http://www.scienceofcd.com

3. **Day Nurseries Act of Ontario (DNA)**

4. Also, we will use resources from textbooks used in other classes and materials provided by professor

V.   EVALUATION PROCESS/GRADING SYSTEM:

Child Study - 35%
This will involve home visits with a child to complete a developmental profile and suggest program planning. Complete criteria for this major assignment will be reviewed in class. It will be submitted in two parts.
Due dates will be communicated in class and posted on LMS.

In-Class Activities and Participation - 30%
Students are expected to attend and participate in class activities. This will involve in-class activities and assignments to be submitted or reported on in class. This will involve using the textbook, Science of Early Childhood Development, guest presentations/workshops, multimedia presentations, group work and handouts provided by the professor. Students not in attendance or not fully participating will not receive credit. Any assignments due for class must be presented at the start of the class.

Infant/Toddler Environmental Rating Scale - 5%
Training in the use of the Infant/Toddler Environmental Rating Scale will occur in class. Students must be in attendance and fully participating to receive full credit. The information from this training will also be evaluated within one of the tests for this course. No other date will be provided to access this training. This will occur during a regular class time. The date will be announced in class and posted on LMS.

Tests – 30%
2 Texts X 15% each
Dates will be announced in class and posted on LMS.

The following semester grades will be assigned to students in post-secondary courses:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 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 post-secondary institutions.

Communication:
The College considers *WebCT/LMS* as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the *Learning Management System* communication tool.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct*. 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.

Substitute course information is available in the Registrar's office.

Specific Class Information

Assignments:
Assignments must be submitted on the due date, at the beginning of class, unless otherwise specified by the instructor. If major assignments are late, both the following steps must be taken in order for the assignment to be evaluated;
1. Major assignments that are late are to be handed in to Room E3207 (slip under the door).
2. The instructor will be notified, through LMS that the assignment has been handed in. An attachment (in Microsoft Word format) of the completed assignment must be included. A reply will be sent back to you indicating that the material has been received.

Late, major assignments **will be deducted 5% per day** (20% maximum deduction).
Major assignments **more than one week late will not be accepted**.
All assignments are to be typed unless otherwise stated.
In-class or weekly assignments are due on the assigned date.   These assignments will not be accepted after that date, as they are a part of class work and discussions.
Students are responsible for retaining a file of all drafts and returned assignments.
We suggest students keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded
Students must adhere to dates set for oral presentations unless the professor has approved prior arrangements. Students who do not present on their presentation date will forfeit the mark for that assignment.

Tests/Quizzes:
Tests/Quizzes 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. An alternative date must be arranged before the next class.

Learning Environment:
In the interest of providing an optimal learning environment, students are to follow these expectations;
Students should be aware that the expectations for their conduct in class are outlined in the Sault College Student Code of Conduct document.
Late students are expected to quietly enter the classroom and sit in the nearest seat available. Have your notes and writing material ready before you enter class. If assignments and activities have begun, please wait until they are completed.   Wait until after class to speak to classmates about missed material. Make sure you have made arrangements with someone in the class to pick up handouts and take notes for you.
Students are to keep private conversations out of the classroom.

Missed Classes
If a student misses a class, it is their responsibility to ask a classmate to take notes and pick up assignments and handouts.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.