



## COURSE OUTLINE: ED0213 -

Prepared: Lorna Connolly

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

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| <b>Course Code: Title</b>   | ED0213:   |
| <b>Program Number: Name</b>   | 1120: COMMUNITY INTEGRATN   |
| <b>Department:</b>  | C.I.C.E.  |
| <b>Semesters/Terms:</b>   | 19W   |
| <b>Course Description:</b>  | 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.  |
| <b>Total Credits:</b>   | 3   |
| <b>Hours/Week:</b>  | 3   |
| <b>Total Hours:</b>   | 45  |
| <b>Prerequisites:</b>   | There are no pre-requisites for this course.  |
| <b>Corequisites:</b>  | There are no co-requisites for this course.   |
| <b>Essential Employability Skills (EES) addressed in this course:</b> | <div>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</div> <div>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</div> <div>EES 5 Use a variety of thinking skills to anticipate and solve problems.</div> <div>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</div> <div>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</div> <div>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</div> <div>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</div> <div>EES 10 Manage the use of time and other resources to complete projects.</div> <div>EES 11 Take responsibility for ones own actions, decisions, and consequences.</div> |
| <b>Course Evaluation:</b>   | Passing Grade: 50%, D   |
| <b>Books and Required Resources:</b>                                  | <div>Being with Infants and Toddlers: A Curriculum that Works for Caregivers by Kovach, B.A., Patrick, S. (2012)<br/>Publisher: LBK Publishing<br/>ISBN: 978-0-615635-16-3</div> <div>The science of early childhood development (online resource) by Jamieson, J., Bertrand, J., Elfenbaum, M. &amp; Koshyk, J. (Eds). (2012)</div>  |



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Publisher: Winnipeg, MB: Red River Press Edition: 3rd edition

ASQ-3 Learning Activities by Twombly, E., Fink, G. (2015)  
Publisher: Paul H. Brookes  
ISBN: 1-59857-246-9

Excerpts from ELECT by Ontario Ministry of Education (2014)  
<http://www.edu.gov.on.ca/childcare/ExcerptsFromELECT.pdf>

Ontario Regulation 137/15 Child Care and Early Years Act 2014 by Ontario Ministry of Education (2015)  
<http://www.ontario.ca/laws/regulation/r1514#top>

How Does Learning Happen? Ontario's Pedagogy for the Early Years by Ontario Ministry of Education (2014)  
<http://www.ontario.ca/edu>

### Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

| Course Outcome 1  | Learning Objectives for Course Outcome 1  |
|---|---|
| 1. Plan and implement curriculum activities for an infant/toddler based on observations and collaborations with parent(s)/educators, analyse its relevance and its success, and formulate new experiences for the child | 1.1 choose an infant/toddler and interact regularly with him/her.<br>1.2 complete a child history, developmental screening assessments and other observations that demonstrate the child's developmental skills, interests and learning approaches.<br>1.3 analyze the child's developmental progress.<br>1.4 suggest experiences that are developmentally appropriate and match the child's interests<br>1.5 provide concrete documentation that demonstrates the child's developmental skills, interests and learning approaches.<br>1.6 establish respectful partnerships with families which promote involvement in their child's learning<br>1.7 identify the valuable input that families contribute as experts in their child's abilities, interests and ideas<br>1.8 share observations of the child's abilities, interests and ideas with families and other professionals |
| Course Outcome 2  | Learning Objectives for Course Outcome 2  |
| 2. Determine the child's cognitive, physical and emotional needs during the infancy and toddler period and examine the role of a responsive educator  | 2.1 determine the essential components of quality infant and toddler care<br>2.2 describe the relationship between one's beliefs, knowledge & values, to philosophy & goals for infant/toddler programming<br>2.3 examine the qualities of, and roles of the competent educator<br>2.4 determine appropriate ways of promoting physical, cognitive and emotional well-being<br>2.5 propose ways of fostering positive social interaction  |
| Course Outcome 3  | Learning Objectives for Course Outcome 3  |
| 3. Assess the features of a positive infant/toddler environment   | 3.1 outline the characteristics of a supportive/responsive environment that promote a high quality infant/toddler environment<br>3.2 outline the factors which provide an appropriate balance between over- & under- stimulation  |



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|  | <p>3.3 complete an Infant Toddler Environmental Rating Scale (ITERS)</p> <p>3.4 demonstrate a working knowledge of the requirements related to infants and toddler programs as set out by the Child Care and Early Years Act</p> <p>3.5 arrange and equip the environment for active learning for infants and toddlers</p>  |
| <b>Course Outcome 4</b>  | <b>Learning Objectives for Course Outcome 4</b>   |
| 4. Determine appropriate curriculum for individual infants/toddlers in group care settings | <p>4.1 recognize that relationships with children and families are the foundation of infant-toddler curriculum</p> <p>4.2 establish schedules and routines which support the developmental needs of infants and toddlers</p> <p>4.3 evaluate curriculum activities/experiences</p> <p>4.4 create infant/toddler play materials</p>  |
| <b>Course Outcome 5</b>  | <b>Learning Objectives for Course Outcome 5</b>   |
| 5. Act in a professional manner  | <p>5.1 use self-reflection and self-evaluation skills in an ongoing manner</p> <p>5.2 contribute one's own ideas, opinions and information while demonstrating respect for the diverse opinions, values, belief systems and contributions of others.</p> <p>5.3 communicate clearly, concisely, and effectively in written, spoken, and visual form</p> <p>5.4 work collaboratively in a team in ways that contribute to effective working relationships and the achievement of goals</p> <p>5.5 take responsibility for one's own actions, decisions, and consequences</p> <p>5.6 apply an accepted standard of writing, grammar, spelling and format to all submitted documents.</p> <p>5.7 cooperate fully with policies and procedures outlined in the Student Code of conduct and ECE Confidentiality Policy and CECE Code of Ethics and Standards of Practice</p> |

**Evaluation Process and Grading System:**

| <b>Evaluation Type</b>  | <b>Evaluation Weight</b> | <b>Course Outcome Assessed</b> |
|-------------------------|--------------------------|--------------------------------|
| Content Integration     | 20%                      | 1-5                            |
| Infant/Toddler Projects | 65%                      | 1,2,4,5                        |
| Reading Assignments     | 15%                      | 1-6                            |

**CICE Modifications:**

**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.



**A.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

**B. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**C. Tests will be written in CICE office with assistance from a Learning Specialist.**

***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**D. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:**

December 14, 2018

Please refer to the course outline addendum on the Learning Management System for further information.

