

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 and developmental ladders*
- *choose an infant or toddler subject 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 current basal and ceiling levels*
- *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.

Potential Elements of the Performance:

- *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.

Potential Elements of the Performance:

- *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.

Potential Elements of the Performance:

- *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. Infants and Toddlers, 1st Canadian Edition; Watson, Watson, Wilson & Crowther, Nelson Thomson, 2000; ISBN: 0-17-616784-6
2. Developmental Programming for Infants and Young Children, revised Vol. 1, 2 & 3; S.J. Rogers and D.B. D'Eugenio, U of Michigan Press, Ann Arbor, 1977, 1981; ISBN: 0-472-08141-1
3. Developmental Profiles: Pre-Birth Through Eight, 3rd ed; K.E. Allen & L.R. Marotz; Delmar, 1999; ISBN: 0-8273-8605-2
4. Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, expanded edition; S Bredekamp Ed.; NAEYC, 1987; ISBN: 0-935989-79-X
5. *NOTES AVAILABLE ON Web-CT*
6. Day Nurseries Act of Ontario (DNA), 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%**

5. Environmental Rating **5%**

 100%

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

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
F (Fail)	59% 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.	

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 E1204 or call Extension 493 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.

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

<include any other special notes appropriate to your course>

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

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.