



**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 educator.**

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
- 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:**

**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. The role of attachment
4. Infants and Toddlers in Groups – philosophy and goals of quality care
5. Competent caregiving and developmentally appropriate practices
6. Emotional connections between educators and young children
7. Understanding temperament
8. The interrelationship of caregiving, caregivers and the environment
9. Creating 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. Allen, K.E. & Marotz, L.R., Developmental Profiles – Pre-Birth through Twelve, 4<sup>th</sup> Edition, Thomson/Delmar Publishing, 2003, ISBN #0-7668-3765-3 Bredekamp & Copple, Editors.;
3. Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, expanded edition NAEYC (revised), 1997, ISBN #0-935989-79-X
4. Day Nurseries Act of Ontario (DNA)
5. Also, we will use resources from textbooks used in other classes and materials provided by professor

**V. EVALUATION PROCESS/GRADING SYSTEM:**

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|--|------------|
| <b>1. Child Study</b>  | <b>35%</b> |
| <b>2. In-Class Activities and Participation</b>  | <b>30%</b> |
| Many activities will occur during class time or assigned to be reported back on during future classes. Students must be in attendance to receive credit. |            |
| <b>3. Environmental Rating Scale</b>   | <b>5%</b>  |
| <b>4. Test 1 (October 26<sup>th</sup>)</b>   | <b>15%</b> |
| <b>Test 2 (December 16<sup>th</sup>)</b>   | <b>15%</b> |

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%	
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.

## Specific Class Information

### *Assignments:*

Major assignments (5% or more) 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 WebCT, 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 assignment 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 "Statement of Student Rights and Responsibilities" in the Sault College Handbook.

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 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.