

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: ECE 282		Number of Credits: 3 Course credit policy (105)															
Course Full Title: Programming for Infants and Toddlers Course Short Title: Programming for I/T <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
Faculty: Faculty of Professional Studies		Department (or program if no department): Child, Youth & Family Studies															
Calendar Description: Examines the theory and practice of infant and toddler care, including the roles and routines of respectful and responsive infant/toddler caregiving relationships and strategies to promote optimal development.																	
Prerequisites (or NONE):		ECE 213, ECE 269, and admission to Early Childhood Education diploma.															
Corequisites (if applicable, or NONE):																	
Pre/corequisites (if applicable, or NONE):																	
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Special Topics <i>(Double-click on boxes to select.)</i> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>															
		Independent Study If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit															
		Transfer Credit Transfer credit already exists: <i>(See bctransferguide.ca.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Submit outline for (re)articulation: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>															
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>40</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours: Student Directed Learning</td> <td>5</td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar hours	40	Tutorials/workshops		Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities		Other contact hours: Student Directed Learning	5	Total hours	45	Grading System <input type="checkbox"/> Letter Grades <input checked="" type="checkbox"/> Credit/No Credit	
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Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Maximum enrolment (for information only): 18 Expected Frequency of Course Offerings: Annually <i>(Every semester, Fall only, annually, etc.)</i>															
Department / Program Head or Director: Christine Slavik		Date approved: January 26, 2021															
Faculty Council approval		Date approved: March 12, 2021															
Undergraduate Education Committee (UEC) approval		Date of meeting: October 1, 2021															

Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Plan and create a respectful, responsive, and inclusive environment for infants and toddlers.
2. Implement respectful and responsive routines and transitions for infants and toddlers.
3. Plan developmentally appropriate play experiences which enhance the infant or toddler's growth and development in the major domains.
4. Articulate age-appropriate guidance and caring techniques.
5. Define policies which ensure the health, safety, and nutrition of infants and toddlers in a group setting.
6. Demonstrate knowledge of the importance of appropriate first aid for infants and toddlers.
7. Identify how to evaluate the infant or toddler program.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

Methods include lecture, small group discussions, videos, working with infants and toddlers, on-line materials.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (*If more space is required, download Supplemental Texts and Resource Materials form.*)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Gonzalez-Mena, J., Widmeyer Eyer, D.	Infants, Toddlers and Caregivers: A Curriculum of Respectful, Responsives, Relationship-Based Care and Education	<input checked="" type="checkbox"/>	McGraw-Hill, Boston, MA	2021
2.		<input type="checkbox"/>		
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

Required Additional Supplies and Materials (*Software, hardware, tools, specialized clothing, etc.*)

Materials for age-appropriate experiences for each major domain.

Typical Evaluation Methods and Weighting

Assignments: Planning age appropriate experiences for I/T	60%	Portfolio: Policies for an I/T Centre	15%
Project: Designing appropriate Health, Safety & Nutrition	15%	Seminar:	10%

Details (if necessary):**Typical Course Content and Topics**

- Quality care in a respectful, responsive, and reciprocal relationship
- The role of routines, transitions, and attachment within responsive infant-toddler environment
- Promoting optimal and individualized development in the following domains: speech and language, fine and gross motor, socio-emotional, and cognition
- Promoting health, safety, and nutrition in the infant-toddler environment