

COURSE IMPLEMENTATION DATE: September 1993  
 COURSE REVISED IMPLEMENTATION DATE: January 2015  
 COURSE TO BE REVIEWED: March 2020  
*(six years after UEC approval)* *(month, year)*

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

Students are advised to keep course outlines in personal files for future use.  
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

<u>ECE 269</u>	<u>Professional Studies / ECE/CYC</u>	<u>3</u>
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
<u>Foundations of Infant Caregiving</u>		
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

This course provides an examination of methods of infant caregiving. Historical practices are considered, and their influence on current practice. An overview of the development of philosophies of infant care is discussed. The context of the family-centered care model and contemporary pressures on families are reviewed.

PREREQUISITES: Admission to the Early Childhood Education diploma, or department head's permission.  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

- (a) Replaces: \_\_\_\_\_
- (b) Cross-listed with: \_\_\_\_\_
- (c) Cannot take: \_\_\_\_\_ for further credit.

**SERVICE COURSE TO:** *(department/program)*

**TOTAL HOURS PER TERM:** 45  
**STRUCTURE OF HOURS:**

Lectures: 25 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: 10 Hrs  
 Student directed learning: 10 Hrs  
 Other (specify): \_\_\_\_\_ Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course: \_\_\_\_\_  
 Hours per day: \_\_\_\_\_

**OTHER:**

Maximum enrolment: 36  
 Expected frequency of course offerings: Annually  
*(every semester, annually, every other year, etc.)*

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**  Yes  No  
**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**  Yes  No  
**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**  Yes  No

Course designer(s): <u>Lou Schroeder</u>	Date approved: <u>November 2013</u>
Department Head: <u>Maple Melder Crozier</u>	Date of meeting: <u>n/a</u>
Campus-Wide Consultation (CWC)	Date approved: <u>December 13, 2013</u>
Curriculum Committee chair: <u>Maple Melder Crozier</u>	Date approved: <u>December 13, 2013</u>
Dean/Associate VP: <u>Rosetta Khalideen</u>	Date of meeting: <u>March 28, 2014</u>
Undergraduate Education Committee (UEC) approval	

**LEARNING OUTCOMES:**

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

- Develop an awareness of their own attitudes and feelings towards infants and toddlers;
- Demonstrate familiarity with recent research and the historical evolution of services and programs for the under-three-year-old child;
- Identify the critical issues confronting professionals working with infant or toddlers;
- Demonstrate knowledge of current program strategies and a philosophy for the care of infants and toddlers as a foundational principle;
- Articulate an infant/ toddler philosophy;
- Identify the key ingredients in developing effective advocacy/ partnership role vis-à-vis infants and toddlers and their families; and
- Demonstrate knowledge of community resources available in their caregiving environment.

**METHODS:** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Methods include lectures, student discussion, videos, on-line materials, centre visits.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

Examination(s)                       Portfolio assessment                       Interview(s)

Other (specify):

PLAR cannot be awarded for this course for the following reason(s):

**TEXTBOOKS, REFERENCES, MATERIALS:**

*[Textbook selection varies by instructor. An example of texts for this course might be:]*

Wittmer, D.S., & Petersen, S., (2013). Infant and Toddler Development and Responsive Program Planning: A Relationship-Based Approach. 3<sup>rd</sup> Ed., Toronto, ON: Pearson.

**SUPPLIES / MATERIALS:**

A vehicle for center visits.

**STUDENT EVALUATION:**

*[An example of student evaluation for this course might be:]*

Annotated bibliography of current research and theory	30%
Personal philosophy statement	10%
Review of the provincial framework	30%
Three centre visits	30%

**COURSE CONTENT:**

*[Course content varies by instructor. An example of course content might be:]*

- An overview of the historical theories that guide infant/ toddler care.
- Review of current practices.
- A look at contemporary pressures on infant and toddler care.
- A review of infant/ toddler development.
- An introduction to the family-centered care model.