

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

|                          |                                |             |
|--------------------------|--------------------------------|-------------|
| ECE 282                  | Professional Studies / ECE/CYC | 3           |
| COURSE NAME/NUMBER       | FACULTY/DEPARTMENT             | UFV CREDITS |
| Programming for Infancy  |                                |             |
| COURSE DESCRIPTIVE TITLE |                                |             |

**CALENDAR DESCRIPTION:**

This course examines the theory and practice of infant care. The roles and routines of responsive infant/toddler caregiving are explored and strategies to promote optimal development are considered.

PREREQUISITES: ECE 213, ECE 269, and 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: 40 Hrs  
 Seminar: \_\_\_\_\_ Hrs  
 Laboratory: \_\_\_\_\_ Hrs  
 Field experience: \_\_\_\_\_ Hrs  
 Student directed learning: 5 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:

- Design a responsive and supportive environment for infants and toddlers;
- Plan age-appropriate routines, transitions, and separations for infants and toddlers;
- Plan developmentally appropriate play experiences which enhance the infant or toddler's growth and development in the major domains;
- Articulate age-appropriate guidance and caring techniques;
- Define policies which ensure the health, safety, and nutrition of infants and toddlers in a group setting;
- Demonstrate knowledge of the importance of appropriate first aid for infants and toddlers; and
- Identify how to evaluate the infant or toddler program.

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

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

**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:]*

Gonzalez-Mena, J., Widmeyer Eyer, D. (2011). Infants, Toddlers and Caregivers: A Curriculum of Respectful, Responsive, Relationship-Based Care and Education, Boston, MA: McGraw-Hill.

**SUPPLIES / MATERIALS:**

Materials for age-appropriate experiences for each major domain

**STUDENT EVALUATION:**

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

**Planning age-appropriate experiences for Infants and toddlers:**

- Language 10%
- Cognitive 10%
- Play 10%
- Socialization 10%
- Sensory 10%
- Motor 10%

**Planning an indoor and outdoor environment:**

- Designing appropriate health, safety, and nutrition 15%
- Policies for an infant/ toddler center 25%

**COURSE CONTENT:**

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

- Ways in which to create a responsible environment
- Ways in which to create a supportive environment
- Strategies to plan for individual differences
- The role of routines within responsive infant-toddler caregiving
- Ways to promote skills in:
  - Speech and Language development
    - Emotional development
    - Social development
    - Cognitive development
    - Motor development
- Promoting health, safety, and nutrition in the infant-toddler environment