COLLEGE OF
THE ROCKIES

Planning Programs for Infants and Toddlers - ECED 218
Child, Youth and Family Studies Program
Early Childhood Education Diploma Program

Course Outline

COURSE IMPLEMENTATION DATE:	**Pre 1998**
OUTLINE EFFECTIVE DATE:	**January 2024**
COURSE OUTLINE REVIEW DATE:	**September 2029**

GENERAL COURSE DESCRIPTION:

In this course, the students examine a variety of approaches for planning and implementing safe, nurturing environments for infants and toddlers to promote physical, cognitive, and social development.

Program Information: This course is a required course for the Early Childhood Education Diploma: Infant Toddler Specialty

Delivery: This course is delivered online.

COTR Credits: 4

Hours for this course: 60 hours

Typical Structure of Instructional Hours:

Instructional Activity	Duration
Lecture Hours	60
Seminars / Tutorials	
Laboratory / Studio Hours	
Practicum / Field Experience Hours	
Other Contact Hours	
Total	60

Practicum Hours (if applicable):

Type of Practicum	Duration
On-the-job Experience	N/A
Formal Work Experience	N/A
Other	N/A
Total	

Course Outline Author or Contact:
Kathryn Nelson, ECE Dip, Inst. Dip, BA

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Signature

APPROVAL SIGNATURES:

Department Head
Sandi Hill
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Department Head Signature

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Dean Signature

EDCO

Valid from: January 2024 – September 2029

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Education Council Approval Date

COURSE PREREQUISITES AND TRANSFER CREDIT

Prerequisites: Minimum 65% in either English Studies 12, English First Peoples 12, ENGL 090, or equivalent (refer to Course Equivalency Information on the College website)

Child, Youth and Family Studies Program: Early Childhood Education Certificate or a Certificate in Early Childhood Education from an accredited college.

Corequisites: None

Flexible Assessment (FA):

Credit can be awarded for this course through FA   ☑ Yes   ☐ No

Learners may request formal recognition for flexible assessment at the College of the Rockies through one or more of the following processes: External Evaluation, Worksite Assessment, Demonstration, Standardized Test, Self-assessment, Interview, Products/Portfolio, Challenge Exam. Contact an Education Advisor for more information.

Transfer Credit: For transfer information within British Columbia, Alberta and other institutions, please visit http://www.cotr.bc.ca/Transfer

Students should also contact an academic advisor at the institution where they want transfer credit.

Prior Course Number: N/A

Textbooks and Required Resources:

Textbook selection varies by instructor and may change from year to year. At the Course Outline Effective Date the following textbooks were in use:

Daly, L., & Beloglovsky, M. (2016). *Loose parts 2 inspiring play with infants and toddlers.* Red Leaf Press.

Wittmer, D.S., & Petersen, S.H. (2018). *Infant and toddler development and responsive program planning: A relationship-based approach* (4th ed). Pearson.

Bonell, K. (2016). Observing and recording across the lifespan (2nd ed: T. Ramdin, ed). Cranbrook, BC: College of the Rockies. (Original work published in 2009)

Haig, J., & Sutherland, V. (2021). *Cites and sources: A student guide to APA style.* (6th ed). Toronto Ontario: Nelson Education Ltd.

Please see the instructor's syllabus or check COTR's online text calculator https://textbook.cotr.bc.ca/ *for a complete list of the currently required textbooks.*

LEARNING OUTCOMES:

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

- develop program plans that include all of the developmental areas in a flexible yet relatively consistent daily routine for infants and toddlers;
- discuss ways and strategies for promoting safe, inclusive and nurturing environments for infants and toddlers;
- develop responsive and relation based plans for Infants and toddlers;
- consider how the physical environment including resources, toys, equipment, and facility layout can be used to create nurturing spaces for children;
- articulate a variety of positive guiding strategies that support infants and toddlers in their explorations and experiences;
- develop stimulating, age appropriate activities which promote growth in all of the developmental domains;
- identify your individual philosophy of Early Childhood Education as it relates to the care and guidance of infants and toddlers; and
- discuss the link between the Early Learning Framework and infant toddler experiences.

COURSE TOPICS:

- Responsive Relationship Based Environments
- Caring and guiding practices
- Building Partnerships with Families
- Infants and Toddler routines
- Language, Literacy, Music and Movement
- Art, and Sensory Experiences
- Going Outdoors
- Loose Parts
- Pedagogical Narrations

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- Observation Skills

See instructor's syllabus for the detailed outline of weekly readings, activities and assignments.

EVALUATION AND ASSESSMENT:

Assignments	% Of Total Grade
Online discussions	30%
Responsive relationship-based plan	30%
Age-appropriate activities assignment	20%
Quiz	20%
Total	100%

Please see the instructor's syllabus for specific classroom policies related to this course, such as details of evaluation, penalties for late assignments, and use of electronic aids.

Note: Students who miss deadline dates when posting in weekly online topic discussions receive "0" for that topic.

EXAM POLICY:

Students must attend all required scheduled exams that make up a final grade at the appointed time and place.

Individual instructors may accommodate for illness or personal crisis. Additional accommodation will not be made unless a written request is sent to and approved by the appropriate Department Head prior to the scheduled exam.

Any student who misses a scheduled exam without approval will be given a grade of "0" for the exam.

COURSE GRADE:

Course grades are assigned as follows:

Grade	A+	A	A-	B+	B	B-	C+	C	F
Mark (Percent)	≥ 90	89-85	84-80	79-76	75-72	71-68	67-64	63-60	< 60

ACADEMIC POLICIES:

Late Policy: Assignments received up to one week past their due date will receive a penalty of 10%. Assignments received after the first week late will not be marked and the student will receive a zero for that assignment. Weekly discussion forums must be completed in the designated week and late postings will not be marked. Note that no assignments will be accepted after the last day of the semester.

See www.cotr.bc.ca/policies for general college policies related to course activities, including grade appeals, cheating and plagiarism.

COURSE CHANGES:

Information contained in course outlines is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational, employment and marketing needs. The instructor endeavours to provide notice of changes to students as soon as possible. The instructor reserves the right to add or delete material from courses.