

ECED 218: Planning Programs for Infants and Toddlers

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.

Course Hours: 60

Course Credits: 4

Course Prerequisites: Minimum 65% in either English 12, 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 Specialty Certificate or a Certificate in Early Childhood Education from an accredited college.

Co-requisites: None

Format

Students who register for Flexible Assessment credit must provide evidence of their competency in the form of a portfolio and submit this evidence online to the designated ECE Faculty Assessor two weeks before the end of the semester.

The portfolio submission must include the following information:

1. A table of contents with page numbers that follows the learning outcomes of the course, in the order the learning outcomes are listed on the *Flexible Assessment Documentation Form* below;
2. A labeled heading between each learning outcome and course activity;
3. Concrete evidence (i.e., photos, letters, logbook, video recording, observations) of each learning outcome in the order listed below along with brief explanations of the relevance of each piece of evidence;
4. A completed copy of the recording form below with the type and page number of each piece of evidence in the portfolio submission.

What You Need To Do

Document your knowledge and implementation of each learning outcome for ECED 218 (below) by providing a minimum of four examples for each outcome, with the exception of the learning outcomes that are met by the Additional Flexible Assessment Criteria (AFAC). The examples for the learning outcomes can include a combination of written examples, photos, observations, course/workshop certificates, log-books, video recordings, evaluations and practical applications. Each example must include a written component that clearly explains how the evidence has informed your professional practice.

Additional Flexible Assessment Criteria

AFAC 1. Describe adult guided activities you have implemented for each developmental domain (Physical, Social/Emotional, and Cognitive) within the birth to three age groups. Provide four examples for each developmental domain.

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Learning Outcomes and Additional Flexible Assessment Criteria

| Learning Outcomes | Types of Evidence | Page Number(s) | Value <i>(for office use only)</i> | Faculty Assessor's Comments <i>(for office use only)</i> |
|--|-------------------|----------------|---------------------------------------|---|
| 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. | | | | |

| Learning Outcomes | Types of Evidence | Page Number(s) | Value <i>(for office use only)</i> | Faculty Assessor's Comments <i>(for office use only)</i> |
|--|-------------------|----------------|---------------------------------------|---|
| 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. | AFAC 1 | | | |
| Identify your individual philosophy of Early Childhood Education as it relates to the care and guidance of infants and toddlers. | | | | |
| Discuss the link between the Early Learning Framework and infant toddler experiences. | | | | |