



**DEPARTMENT HUMAN SERVICES
COURSE OUTLINE – WINTER 2019
CD2070 A3 Infant Toddler Care – 2 (3-0-0) 30**

INSTRUCTOR: Cassandra Kostuk **PHONE:** O:780-539-2047 C:780-832-5892
OFFICE: H134 **E-MAIL:** ckostuk@gprc.ab.ca

OFFICE HOURS: 10:30 a.m.-12:30 p.m. Tuesdays/Thursdays or by appointment

LOCATION/ TIME: Tuesdays / Thursdays 8:30- 9:50 a.m. B206

CALENDAR DESCRIPTION: A practical course which examines the characteristics of quality programs for infants and toddlers and explores programming techniques which respond to the individual and group needs of children up to 36 months of age. The focus of this course is on developing an awareness of the critical importance of care and interaction in the lives of infants and toddlers.

PREREQUISITE(S)/COREQUISITE: None

REQUIRED TEXT/RESOURCE MATERIALS:

J. Gonzalez-Mena, D. Widmeyer Eyer. (2015). *Infants, Toddlers, and Caregivers: A Curriculum of Respectful, Responsive, Relationship-Based care and Education* 11th Ed. New York, NY: McGraw Hill

Additional costs may be incurred by students for purchase of materials for class assignments.

DELIVERY MODE(S): Classroom instruction will include a combination of lectures, discussions, hands on small and large group work. Audio-visual materials and other resources will also be used.

COURSE OBJECTIVES:

This course intends to provide students with an understanding of:

- The critical importance of care and interaction in the lives of infants & toddlers
- what quality programs for infants and toddlers look like
- the developmental abilities of infants and toddlers
- how to support both the individual and group care needs of infants & toddlers

LEARNING OUTCOMES:

Upon completion of the course learners will effectively be able to:

- Describe the characteristics of a high quality infant and toddler childcare setting
- Identify the developmental abilities of infants/toddlers in the following areas: physical, social, emotional, cognitive and play skills
- Select and provide materials and experiences that support and enhance all aspects of infant/toddler development
- Describe quality caregiving practices including: styles of interaction and behavior guidance methods
- Demonstrate an understanding of how to assist parents in their role as caregivers

“Flight: Alberta’s Early Learning and Care Framework”, is a leading curriculum for the early learning and child care profession. Each course in GPRC’s Early Learning and Child Care program will encompass at least one of the areas from the framework such as: the vision, values, purpose and guiding principles of the framework, the curriculum core concepts from the framework: (The Image of the Child: A Mighty Learner and Citizen, A Practice of Relationships: Your Role as an Early Learning and Child Care Educator which includes curriculum meaning making as co-learners, co-researchers and co-imaginer of possibilities, Mighty Learners: Nurturing Children’s Dispositions to Learn, Co-inquiry, Responsive Environments: Time, Space, Materials and Participation, Transitions and Continuities: Supporting Children and Families through Change), discussion of Holistic Play-Based Goals for Children’s Responsive Care, Play, Learning and Development and Children’s Dispositions to Learn, Reflection and Planning Guides as well as Curriculum Learning Stories.

The concepts will be covered in a variety of different ways depending on the course and may include discussion, readings, and assignments.

COURSE SCHEDULE/TENTATIVE TIMELINE:

Date	Topic
1. January 3	Intro – Outline- Assignments
2. January 8	Focus on the Caregiver – Quality Care/ The 3 Rs
3. January 10	Focus on the Caregiver - Quality Care/ The 3 Rs
4. January 15	Focus on the Caregiver - Quality Care/ The 3 Rs
5. January 17	Focus on the Caregiver - Quality Care/ The 3 Rs
6. January 22	Focus on the Caregiver - Quality Care/ The 3 Rs
7. January 24	Focus on the Caregiver - Quality Care/ The 3 Rs
8. January 29	Focus on the Child – Developmental Skills
9. January 31	Focus on the Child – Developmental Skills
10. February 5	Focus on the Child – Developmental Skills
11. February 7	Focus on the Child – Developmental Skills
12. February 12	Focus on the Child – Developmental Skills
13. February 14	Focus on the Child – Developmental Skills
14. February 19	No Class Reading Week
15. February 21	No Class Reading Week
16. February 26	Focus on the Program – Environment/Interactions
17. February 28	Focus on the Program – Environment/Interactions
18. March 5	Focus on the Program – Environment/Interactions
19. March 7	Focus on the Program – Environment/Interactions
20. March 12	Focus on the Program – Environment/Interactions
21. March 14	Focus on the Program – Environment/Interactions
22. March 19	Focus on the Program – Environment/Interactions
23. March 21	Focus on the Program – Environment/Interactions

EVALUATIONS:

In Class Experiences: 15%

Take Home Quizzes: 15%

Assignments: 60%

This course involves a lot of experiential hands on work. Students must be physically present and actively participating during class time in order to receive the 15% in class experience mark.

GRADING CRITERIA: (The following criteria may be changed to suit the particular course/instructor)

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

TRANSFERABILITY:

A list of institutions to which this course transfers (For example: UA, UC, UL, AU, GMU, CU, CUC, KUC. Please note that this is a sample and it must be replaced by your specific course transfer)

***Warning:** Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.** Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at Alberta Transfer Guide main page <http://www.transferalberta.ca> or, if you do not want to navigate through few links, at <http://alis.alberta.ca/ps/tsp/ta/tbi/onlineSearch.html?SearchMode=S&step=2>

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

STUDENT RESPONSIBILITIES:

The College expects student conduct to be in accordance with basic rights and responsibilities.. For more precise information please refer to the Student Conduct section of the College Calendar at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Responsibilities at <https://www.gprc.ab.ca/about/administration/policies>

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Calendar at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.gprc.ab.ca/about/administration/policies>

****Note:** all Academic and Administrative policies are available on the same page.