

**GRANDE PRAIRIE REGIONAL COLLEGE
EARLY CHILDHOOD DEVELOPMENT**

**CD2070
INFANT/TODDLER CARE**

SEMESTER: Winter 2010

INSTRUCTOR: Jane Howes

MED., BED-Spec. Ed, BA. ECD Diploma

CREDITS: 2

Hours: 30

DATES: January 5 –February 26

E-MAIL: jhowes@gprc.ab.ca

TIMES: Section A3 Mon. 12:30 to 2:20

Phone: 780 539 2045

Wed. 1:00 -2:50

Section B3 Tues. /Thurs. 12:30 to 2:20 **Location: Portable C**

COURSE DESCRIPTION: Infant/Toddler Care is 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.

TEXT: Prime Times, 2nd Edition, J.Greenman, A.Stonehouse & G.Schweikert

OBJECTIVES: Upon successful completion of the course, you will be able to:

- describe the characteristics of high quality infant and toddler care settings
- describe the developmental physical, social, emotional, cognitive, and play abilities of infants and toddlers
- select and provide materials and experiences that support and enhance all aspects of infants' and toddlers' development
- describe appropriate care giving practices including styles of interacting and methods of guiding behavior
- assist parents in their role

TEACHING METHODS: Lectures will include A.V. materials, discussion based on handout and text readings, and in- and out-of class activities and assignments.

CLASS POLICIES:

It is your responsibility to become familiar with the basic student rights and responsibilities found in the College calendar and the following policies for this class.

- Demonstrate your commitment to learning by attending all classes, arriving on time and leaving when the class is dismissed.
- Use class time to its best by being prepared for each class, contributing thoughtfully to discussion, and participating actively and appropriately in class.

- Keep your discussion related to the topic or activity. Side conversations are very distracting. Whether the instructor or a classmate “has the floor”, please respect others by refraining from conversing with your neighbors.
- Regular attendance and active class participation help you understand the content and be a successful student. Absence from 20% and over of the class hours will result in a grade of 0 for attendance/participation.
- You do not need to ask for permission to be absent. If it is necessary for you to miss a class, I will assume that you have made the best decision for the circumstances and that you accept the consequences of your decision. Arrange to obtain copies of handouts, lecture notes, and other information you may need from a fellow student.
- Submit your assignments on time. On time means at the end of class or, at the latest, 4:30 on the due date.
- Late assignments will be penalized :
 - 1) An initial 5% a week for late assignments and after two weeks the student cannot hand in his/her assignment.
 - 2) Should a student be allowed to resubmit an assignment a grade of 60 % is the highest grade the student can receive.
 - 3) Any assignment turned in and considered not to be your own work will result in the assignment being graded “0” and no opportunity to make up the assignment or missed points.
- Graded assignments will normally be returned within 2 weeks
- Cell phones and other electronic devices
Cell phones are not permitted in the class, If you are expecting an urgent call, please let me know at the beginning of the class, and put your phone on vibrate.
Please turn off all cell phones, blackberries and PDA’s prior to the start of class. Cell phones and other electronics are not to be brought into exams. Texting is NOT allowed during class. You will be marked down as absent if found using your cell phones during class.

GRADING POLICY: A final grade of D (50%) must be obtained in order to pass this course. The final grade is based on: Learning activities (55 %), Assignments (35%) Attendance/Participation (5%).

Final grades will be based on the following Alpha grading system:

Alpha Grade	4-point Equivalence Percentage Conversion	Descriptor
A+	4.0 (90- 100)	Excellent
A	4.0 (85-89)	
A-	3.7(84-80)	
B+	3.3 (79-75)	Good
B	3.0 (74- 71)	
B-	2.7(70-66)	
C+	2.3 (67-69)	Satisfactory
C	2.0(64-66)	

C-	1.7(60-63)	
D+	1.3 (55 59)	Minimal Pass
D	1.0 (50 -54)	
F	0.0 (49 – 0)	Fail

Assignments:

- Assignment # 1 – 50% (In class work)**
Assignment # 2 – 45% (Class presentation)
Attendance: 5%
Total 100%

TOPICS: The following topics, not necessarily in the order described, will be covered in this course.

I. Issues in Infant/Toddler Care

- A. The need for infant/toddler care
 What does research say about the effects of group care on infants and toddlers?
 Factors that influence the effects of group care on infants and toddlers
 Characteristics of quality infant and toddler settings
 High quality care: Ratio and group size
 High quality care: Primary care giving and staff turnover
 High quality care: The environment and curriculum
 High quality care: Partnerships with parents
 The role of the caregiver

II. Promoting development through respectful, responsive caregiving during routines

- A. Caring routines : Arrivals and Departures
 Helping parents cope with separation
 Easing separation for infants and toddlers
 Diapering Routines....
 Toileting Routines....
 Dressing and grooming routines
 Mealtime routine
 Feeding infants
 Toddler mealtimes
 Sleeping Routines
 Relationships with parents

III. Play and Development

- A. Developmental abilities
 B. Materials
 The play environment for infants: Play materials
 The play environment for toddlers: Play materials
 C. Experiences

D. Environments

What issues must be considered in designing an environment for infants and toddlers?

Space in an Infant-Toddler program

Spaces for Routines: Arrival and Departure areas

Spaces for Routines: Sleeping areas

Spaces for Routines: Personal care areas

Spaces for Routines: Eating areas

Spaces for Routines: Personal care areas

Play environment for infants: Play spaces

Play environments for toddlers: Play spaces

Designing outdoor play spaces for infants and toddlers

Outdoor play spaces for infants

Outdoor play spaces for toddlers

IV. Promoting Social and Emotional Development

A. Developmental abilities

B Supportive caregiver strategies