

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: ECE 269		Number of Credits: 3 Course credit policy (105)															
Course Full Title: Responsive Infant Caregiving Course Short Title: Responsive Infant Caregiving <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
Faculty: Faculty of Professional Studies		Department (or program if no department): Child, Youth & Family Studies															
Calendar Description: <p>Examines methods of infant and toddler caregiving and the interconnectedness between culture and development, including an overview of the development of philosophies of infant and toddler care. Historical practices and their influence on current practice will be considered. The context of the family-centered care model and contemporary pressures on families will also be reviewed.</p> <p>Note: Field trips to various centres provide an opportunity to observe and reflect on the principles of respectful caregiving.</p>																	
Prerequisites (or NONE):		Admission to the Early Childhood Education diploma.															
Corequisites (if applicable, or NONE):																	
Pre/corequisites (if applicable, or NONE):																	
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Special Topics <i>(Double-click on boxes to select.)</i> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>															
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>25</td> </tr> <tr> <td>Tutorials/workshops</td> <td></td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td>10</td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours: student directed learning</td> <td>10</td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table> <p>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</p>		Lecture/seminar hours	25	Tutorials/workshops		Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)	10	Supervised online activities		Other contact hours: student directed learning	10	Total hours	45	Independent Study If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit	
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Transfer Credit Transfer credit already exists: <i>(See bctransferguide.ca.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Submit outline for (re)articulation: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>																	
Grading System <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit																	
Maximum enrolment (for information only): 18 Expected Frequency of Course Offerings: annually																	
Department / Program Head or Director: Christine Slavik		Date approved: January 26, 2021															
Faculty Council approval		Date approved: February 19, 2021															
Dean/Associate VP: Tracy Ryder Glass		Date approved: February 19, 2021															
Campus-Wide Consultation (CWC)		Date of posting: n/a															
Undergraduate Education Committee (UEC) approval		Date of meeting: November 26, 2021															

Learning Outcomes:

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

1. Develop an awareness of their own attitudes and feelings towards infants and toddlers.
2. Identify culture as a key factor in development of self-concept in infants and toddlers.
3. Demonstrate familiarity with recent research and the historical evolution of services and programs for the under-three-year-old child.
4. Identify the critical issues confronting professionals working with infants and toddlers.
5. Demonstrate knowledge of current program strategies and a philosophy for the care of infants and toddlers as a foundational principle.
6. Articulate an infant/ toddler philosophy.
7. Identify the key ingredients in developing effective advocacy/ partnership role vis-à-vis infants and toddlers and their families.
8. Demonstrate knowledge of community resources available in their caregiving environment.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

Methods include lectures, student discussion, videos, on-line materials, centre visits.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (*If more space is required, download Supplemental Texts and Resource Materials form.*)

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1.	Gonzalez-Mena, J. & Wildmeyer Eyer, D.	Infants, Toddlers and Caregivers: A Curriculum of Respectful, Responsive, Relationship-Based Care and Education.	<input type="checkbox"/>	Boston, MA: McGraw-Hill	2021
2.			<input type="checkbox"/>		
3.			<input type="checkbox"/>		
4.			<input type="checkbox"/>		

Required Additional Supplies and Materials (*Software, hardware, tools, specialized clothing, etc.*)

Students are required to have clothing suitable for all weather and full days outdoors. Additional costs for transportation to sites within the Fraser Valley and Greater Vancouver region.

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	30%	Field experience:	30%	Portfolio:	20%
Midterm exam:	%			Practicum:	%	Other:	%
Quizzes/tests:	20%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):

Assignments: Annotated bibliography of current research and theory

Field experience: Three centre visits and journal/pedagogical narration

Portfolio: Personal philosophy statement

Students will develop a Floorbook (pedagogical journal) with specific examples, direct quotes, images, and reflections on the ten principles of respectful caregiving based on their observations of the various site visits to centres, including an Indigenous Early Learning Centre.

Typical Course Content and Topics

- An overview of the historical theories that guide infant/ toddler care.
- Review of current practices.
- A look at contemporary pressures on infant and toddler care.
- A review of infant/ toddler development.
- An introduction to the family-centered care model.
- The principles of respectful caregiving.
- Equity in identity formation in infant-toddler programs (representation, diversity, culture, gender).