CAMOSUN COLLEGE
School of Health & Human Services
Early Learning & Care
ELC 110-Child Growth and Development 1
Fall 2017

COURSE OUTLINE

The calendar description is available on the web @   http.//camosun.ca/learn/calendar/current/web/elc.html#ELC110

Ω *Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

Course Description

The student will examine and explore current and emerging theories and perspectives that explain human growth and development from conception to early childhood. Students will begin to reflect on their image of children and families through multiple lenses, including an introduction to Indigenous worldviews, to broaden their thinking about children and their growth. The impact of colonization and the residential school experience is explored to support decolonization and reconciliation. Theoretical knowledge will be considered in connection to relationship building with children and families and early childhood practice.

1. Instructor Information

(a)	**Instructor**	Enid Elliot		
(b)	**Office hours**	TBA		
(c)	**Location**	WT220		
(d)	**Phone**	250-370-3227	**Alternative:**	250-888-7301
(e)	**E-mail**	Elliote@camosun.ca		
(f)	**Website**	Click here to enter text.		

2. Intended Learning Outcomes
Upon completion of this course, the student will be able to:

Upon completion of this course, students will be able to:
a) describe and use various theories and perspectives on children's growth and development to explain how early influences may impact children's learning and well-being.
b) demonstrate how generations of residential schools and on-going colonization has impacted parenting, children's growth and development and dominant beliefs and perspectives on Indigenous families and communities.
c) examine their own beliefs and perspectives on children's development and how that might influence their practice.
d) develop pedagogical narrations to examine children's skills and abilities as well as their own practice.

3. Required Materials

Children: A chronological approach, Kail & Zolner

Course Pack

4. Course Content and Schedule

See assignment sheet and schedule sheet

5. Grading System

X	Standard Grading System (GPA)

	Competency Based Grading System

GRADING SYSTEMS *http://www.camosun.bc.ca/policies/policies.php*

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percent age	Gra de	Description	Grade Point Equivalen cy
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)
This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

6. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at http://www.camosun.bc.ca

STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.
http://www.camosun.bc.ca/policies/policies.html