



CAMOSUN COLLEGE
School of Health & Human Services
Department of Community, Family & Child Studies

ELC 230
Infant and Toddler Care
Winter 2017

COURSE OUTLINE

Course Description

Utilizing knowledge of the growth of children under age 3, students apply the principles of responsive care to nurturing relationships, program planning and designing environments. Working collaboratively with families to support children's cultural identities is examined.

n 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.

1. Instructor Information

Instructor: Enid Elliot
Office Hours: by appointment
Location: WT 220
Phone: 250-370-3237
Email: elliot@camosun.bc.ca

2. Intended Learning Outcomes

Upon completion of this course, the student will be able to:

1. Examine the history and the philosophical approaches of caring for children under age three.
2. Apply the principles and practices of respectful and responsive care to relationships with infants/toddlers and their families.
 - Apply theoretical perspectives to develop trusting relationships with infants /toddlers and their families.
3. Develop and analyze caring and learning environments that support infants/toddlers and their families.
 - Promote and maintain healthy and safe environments for infants and toddlers.
4. Apply communication strategies that promote alliances with families and communities.

3. Required Materials

Infants, toddlers and caregivers: A curriculum of respectful, responsive care and education.
Janet Gonzalez-Mena and Dianne Widmeyer Eyer

Course Pack for ELC 230

New Brunswick ECE Curriculum

<https://www.gnb.ca/0000/ECHDPE/pdf/OurYoungestChildrenLearningandCaringWithInfantsandToddlers.pdf>

The Early Learning Framework (online or hardcopy available from the Camosun Bookstore or the Queen's Printer) http://www.bced.gov.bc.ca/early_learning/pdfs/early_learning_framework.pdf

Understanding the Early Learning Framework: From Theory to Practice
http://www.bced.gov.bc.ca/early_learning/pdfs/early_learning_framework.pdf

4. Course Content and Schedule

(Attached.)

LEARNING EXPERIENCES:

- Lectures
- Class discussion
- Videos/DVDs
- Observation
- Assigned readings
- Guest speakers

ATTENDANCE:

Classroom experience and participation are a major part of competency development and demonstration. Repeated absences from class will be discussed with the student, and may affect a final grade.

NOTE: Students must complete work in all areas to be eligible for a grade of "A+", "A", "A-", "B+", "B", "B-", "C+", "C", or "D", or "F". This course must be passed with a "C+" 65% average or it must be repeated to complete the program.

5. Basis of Student Assessment (Weighting)

(should be directly linked to Learning Outcomes)

ASSIGNMENTS

- Reading Journal—4 Reaction papers to journal articles
- Pedagogical Narrative
- Narration through the lens of your group's exploration
- Class Presentation
- In class participation

A detailed explanation of assignments, their due dates and percentage values will be handed out and discussed in class. Assignments can also be modified or changed in discussion with the instructor.

Assignments are to be handed in on the due date, unless advance arrangements have been made with the instructor.

6. Grading System

- 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)

Percentage	Grade	Description	Grade Point Equivalency
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.

7. 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>

The Department of Community, Family & Child Studies is committed to promoting competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of Academic Honesty Guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty. Before you begin your assignments, review the Academic Policies on the Camosun College website: <http://camosun.ca/learn/becoming/policies.html>