



CAMOSUN COLLEGE
School of Health & Human Services
Community, Family & Child Studies Department
Early Learning & Care Program
ELC 216 - Child Growth & Development 2

COURSE OUTLINE

The calendar description is available on the web:
<http://camosun.ca/learn/calendar/current/web/elc.html#ELC216>

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

Students will examine theories and perspectives that explain human growth and development from early childhood to adolescence. Emphasis is placed on using critical thinking skills in examining the different approaches to understanding children's behavior, thinking and growth. Students will continue to explore Indigenous knowledge, including the impact of residential schools and on-going colonization to expand their understanding of differing approaches and understanding of growth and development. Socio-cultural theories are looked at to understand the influences of family and community.

1. Instructor Information

- (a) **Instructor**
- (b) **Office hours**
- (c) **Location**
- (d) **Phone**
- (e) **E-mail**
- (f) **Website**

2. Intended Learning Outcomes

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

- a) describe some of the theories and perspectives that explain children's growth from early childhood to adolescence from a critical perspective.
- b) critically reflect on current and emerging theories and perspectives of children's growth and development in order to effectively plan for children and families.
- c) continue to build a theoretical foundation that includes multiple narratives of children's development.
- d) have an awareness of how theoretical perspectives and personal beliefs can influence practice.
- e) use pedagogical narrations to research children's growth in abilities and skills.
- f) deepen awareness of indigenous perspectives, the impact of residential schools and on-going colonization on children's holistic development.

3. Required Materials

4. Course Content and Schedule

5. Basis of Student Assessment (Weighting)

6. 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)

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
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
COM	The student has met 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>