CAMOSUN COLLEGE
School of Health and Human Services (HHS)
Community, Family & Child Studies – Early Learning & Care

ELC 110 Perspectives on Child Growth & Development 1
Fall 2020

COURSE OUTLINE

The course description is available on the web:
http://camosun.ca/learn/calendar/current/web/elc.html#elc110

Camosun College will continue to follow the guidance of the Provincial Health Officer, the B.C. Government and WorkSafeBC, and as such may revise the delivery of courses. Courses with an approved face-to-face component may need to move to online or remote delivery if necessary.

The COVID-19 pandemic has presented many challenges, and Camosun College is committed to helping you safely complete your education. Following guidelines from the Provincial Health Officer, WorkSafeBC and the BC Government to ensure the health and wellbeing of students and employees, Camosun College is providing you with every possible protection to keep you safe including COVID Training for students and employees, health checks, infection control protocols including sanitization of spaces, PPE and ensuring physical distancing. Please refer to: http://camosun.ca/covid19/faq/covid-faqs-students.html
However, if you're at all uncomfortable being on campus, please share your concerns with your Instructor and if needed, alternatives will be discussed.

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.*

1. Instructor Information

(a)	**Instructor**	Lindsay Lichty		
(b)	**Office hours**	Virtual Meetings, by appointment		
(c)	**Location**	online		
(d)	**Phone**	Email preferred	**Alternative:**	250-208-3445
(e)	**E-mail**	lichtyl@camosun.bc.ca		
(f)	**Website**	http://camosun.ca/learn/programs/early-learning-and-care/		

2. Course Description & Intended Learning Outcomes

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.

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
Textbook:
Levine, L. E., Munsch, J. (2018) *Child Development: an active learning approach, third edition.* SAGE Publications

Coursepack:
ELC 110 Perspectives on Child Growth & Development 1

4. Course Content and Schedule

Classes Mondays online from 1:00-4:00

5. Basis of Student Assessment (Weighting)

Participation and Engagement	**Every week**	30%
Paper: Image of the Child	**TBA**	20%
Narrations on relationship	**TBA**	20%
Inquiry project	**TBA**	20%
Final class reflection/self-assessment of class participation		10%

6. Grading System

☒   Standard Grading System (GPA)

☐   Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

Organization is key to your academic success. Connect with your instructor immediately to clarify any confusion. Regular virtual meetings with your cohort can hold you accountable for completing readings, and will offer you time outside of class to discuss complex materials. We are a community of learners.

8. College Supports, Services and Policies

Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g., illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts: http://camosun.ca/about/mental-health/emergency.html or http://camosun.ca/services/sexual-violence/get-support.html#urgent

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, centre for accessibility, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit Student Services at http://camosun.ca/services/

College Policies

Policies are available on the College website at http://camosun.ca/about/policies/

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies.

Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Student Appeals, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, and Student Penalties and Fines.

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 website.

A. GRADING SYSTEMS

http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf#page=2

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.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at http://www.camosun.bc.ca/policies/E-1.5.pdf#page=4 for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	*Incomplete*: A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	*In progress*: A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	*Compulsory Withdrawal*: A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.