



CAMOSUN COLLEGE

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



[Camosun.ca/hhs-handbook](http://camosun.ca/hhs-handbook)

ELC 110 Perspectives on Child Growth & Development 1 Winter 2021

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, WorkSafe BC and the B.C. 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** Mary Burgaretta, Emily Coon
- (b) **Office hours** [Click or tap here to enter text.](#)
- (c) **Location** online
- (d) **Phone** [Click or tap here to enter text.](#) **Alternative:** [Click or tap here to enter text.](#)
- (e) **E-mail** [Click or tap here to enter text.](#)
- (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)

Assignment	Due Date	%
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%

Test and Examination Procedures

There are policies regarding written test and examination procedures including late arrivals and missed tests. Please see the Health and Human Services Student Handbook item 5.4 for Test and Examination Procedures at <http://camosun.ca/learn/school/health-human-services/student-info/index.html>

Written Assignments

Assignments are due before 2400 hours (midnight) on the assigned day unless otherwise specified. Assignments about patients, residents or clients must be completed using the individual's initials only. Unless otherwise directed by individual course outlines, assignments must be: word processed, double spaced, font meeting APA 7th edition guidelines, with a title page and a reference list. Students requiring an extension for the due date of an assignment must negotiate with the instructor, at least 48 hours before the due date. Assignments submitted late without an approved extension will result in a 5% deduction in mark for each day late.

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.

Review the School of Health and Human Services [Student Handbook](#) and the specific section for the ELC program.

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		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	<i>Incomplete</i> : 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	<i>In progress</i> : 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.