



# CAMOSUN COLLEGE

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



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

## ELC 230 Infant and Toddler Care Fall 2020

### COURSE OUTLINE

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The course description is available on the web:  
<http://camosun.ca/learn/calendar/current/web/elc.html#elc230>

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.*

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#### 1. Instructor Information

- (a) **Instructor**      Enid Elliot  
(b) **Office hours**    By appointment  
(c) **Location**        CHW 312 or zoom  
(d) **Phone**            250-888-7301                          **Alternative:** n/a  
(e) **E-mail**            ElliotE@camosun.bc.ca  
(f) **Website**

#### 2. Course Description & Intended Learning Outcomes

Students will apply the principles of responsive and respectful relationship-based care to nurturing children and their families by planning rich environments, developing program plans based on children's growing interests and abilities and establishing sensitive routines. Students use a critical lens to demonstrate their understanding of young children's emerging, multiple identities. Students apply their understanding of indigenous approaches and cultural respect and sensitivity, the impact of residential schools, on-going colonization and the skills of reconciliation through appreciation of the growing identity of young families.

Upon successful completion of this course a student will be able to:

- a) examine the history and the philosophical approaches of caring for children under age three.

- b) articulate and apply the principles and practices of respectful and responsive care relationships with infants, toddlers and their families.
- c) analyze and implement culturally sensitive caring and learning environments that reflect an understanding of the impacts of colonization and the skills of reconciliation and that support infants/toddlers and their families.
- d) apply communication strategies that promote connections and communication 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

New Brunswick ECE Curriculum

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

The Early Learning Framework

[http://www.bced.gov.bc.ca/early\\_learning/pdfs/early\\_learning\\_framework.pdf](http://www.bced.gov.bc.ca/early_learning/pdfs/early_learning_framework.pdf)

### 4. Course Content and Schedule

See weekly schedule.

### 5. Basis of Student Assessment (Weighting)

Based on assignments and participation.

### 6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

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

Writing centre and other academic support services.

### 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	<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.
CW	<i>Compulsory Withdrawal:</i> 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.