

CLASS SYLLABUS



COURSE TITLE: ELC 220 – Inclusive Child Care
 CLASS SECTION: DX05
 TERM: F2023
 COURSE CREDITS: 3
 DELIVERY METHOD(S): Synchronous/Asynchronous

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. Learn more about Camosun's [Territorial Acknowledgement](#).

<https://camosun.ca/about/covid-19-updates>

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Annette Annicchiarico
 EMAIL: annicchiaricoa@camosun.ca
 OFFICE: By appointment
 HOURS: Email your instructor to schedule an appointment

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

Students will critically examine all aspects of creating an inclusive, caring and learning environment for children with diverse abilities. Students explore working collaboratively with diverse families and interdisciplinary teams. Indigenous and culturally diverse approaches, including the impact of residential schools, on-going colonization and the skills of reconciliation are explored. Advanced skills in observation and program planning using a strengths-based perspective are emphasized.

PREREQUISITE(S): All of: C+ in ELC 216; C+ in ELC 212; C+ in ELC 214; C+ n ELC 221; COM in ELC 240
 CO-REQUISITE(S): N/A
 PRE/CO-REQUISITE(S): All of: C+ in ELC 231

COURSE DELIVERY

ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
Online synchronous and asynchronous	3	14	
	TOTAL HOURS		42

COURSE LEARNING OUTCOMES / OBJECTIVES

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

- identify historical perspectives, personal attitudes, values and biases towards people with diverse abilities and inclusive child care.
- use strengths and interests to plan inclusive opportunities that meet children's individual needs within the early learning and care settings.
- demonstrate how the inclusive, caring and learning environment supports and promotes the growth and development of all young children.
- work with diverse families to identify priorities and culturally respectful approaches with children.
- reflectively critique own learning.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

All readings and resources are posted on D2L (Content section)

Additional resources will be offered depending on the needs and interests of the class.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor. Additional resources will be offered depending on the needs and interests of the class.

WEEK or DATE RANGE	TOPICS AND REQUIRED RESOURCES	ASSIGNMENTS
Week 1 (Labour Day) September 4-8 No Class	No Class – Labour Day Introduction to ELC 220 <i>Video: Indigeneity and Disability in our Schools</i> Early years spaces are inclusive	
Week 2 Sept 11-15	Exploring personal beliefs, values, attitudes <i>Video: Isn't it a pity? The real problem with special needs</i> Identity First or Person First language: Where do you stand?	Journal # 1 Due Sept 11
Week 3 Sept 18-22	Inclusion: Historical perspectives. Neurodiversity The heart step and beyond: The beginning of inclusive care in Canada 2 <i>Videos</i> : In my language; Neurodiversity	Journal # 2 Due Sept 18

WEEK or DATE RANGE	TOPICS AND REQUIRED RESOURCES	ASSIGNMENTS
Week 4 Sept 25-29	<p>Focusing on strengths and interests to support inclusion. Universal design for learning</p> <p>Excerpt from the book: The boy who would be a helicopter. Seeing and supporting children’s active bodies (and minds) <i>Video:</i> Shelley Moore: Under the table: Presuming competence</p>	Journal # 3 Due Sept 26 Discuss assignment A in class
Week 5 (National Day of Truth and Reconciliation) Oct 2-6 No Class	<p>No Class - Holiday in Lieu of National Day of Truth and Reconciliation Work on Assignment A at home. Asynchronous experience – Attend an Orange Shirt Day event, Write in a discussion post about an Orange Shirt Day event.</p>	Assignment A due on October 9 (Attend an Orange Shirt Day event)
Week 6 (Thanksgiving) Oct 9-13 No Class	<p>No Class – Thanksgiving Holiday Supporting sensory needs. Creating inclusive learning environments Every child has a story. Positive strategies for children with sensory integration challenges</p>	Experience # 1 Due Oct. 16 Share in the discussion post about Orange Shirt Day
Week 7 Oct 16-20	<p>Structural inequity and barriers Accessing Jordan’s Principle Handbook <i>Video:</i> Bridging the Cultural Gap Through Collaborative Dialogue : Romona Baxter , Nzen’man’ Child and Family</p>	Journal # 4 is Due Oct 16
Week 8 Oct 23-27	<p>Working collaboratively with diverse families and interdisciplinary teams <i>Podcast:</i> The Indigenous Cultural Competency Podcast with Monique Gray Smith : Episode 5 with Diana Elliott Prioritizing relationships and relational practices with families experiencing social marginalization</p>	Journal # 5 Due Oct 23
Week 9 Oct. 30 – Nov 3	<p>Work on Assignment B. Come prepared to share assignment in class</p>	Assignment B Due November 6
Week 10 Nov 6-10	<p>Representation of disability in children’s literature <i>Video:</i> Disability in picture books How to critically select children's books with representations of disability experiences</p>	Journal # 6 is Due Nov. 6
Week 11 (Remembrance Day) No Class Nov 13-17	<p>No Class – Remembrance Day. Advocacy. Exploring community resources and connections All belong <i>Video:</i> Dan Habib –Disabling Segregation</p>	Experience # 2 TBD Share in the discussion post Due Nov. 20th
Week 12 Nov 20-24	<p>Work on Assignment C. Come prepared to share assignment in class</p>	
Week 13 Nov 27-Dec 1	<p>Class topics will be planned based on your interests, curiosities and requests. There will be a post to share interests and topics throughout the term. Last synchronous class on December 4th</p>	Assignment C due Nov 27
Week 14 Dec. 4-8	<p>Looking back: Course Review Review course content, catch up on missed content, save links and resources for future use</p>	

STUDENT EVALUATION

DESCRIPTION – Some experiences and journals will be due on the same day. Please discuss with me if you have any questions.	WEIGHTING
Journal 6 journal entries 5% each Due Sept 11, 18, 26 Oct 16, 23, Nov 6	30% total
Assignment A (choose Option 1 or Option 2) due October 9	20%
Assignment B (choose Option 1 or Option 2) due November 6	20%
Assignment C (choose Option 1 or Option 2) due November 27	20%
2 A synchronous experiences 5 % each Due Oct 16 th and Nov 20	10 %
If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the Grade Review and Appeals policy for more information.	
TOTAL	100%

CLASS GUIDELINES & EXPECTATIONS

Assignment Expectations:

1. Please submit all assignments on the due date.
2. Submission after the due date will result in a loss of 3% of the assignment marks per day.
3. To request an extension for an assignment, contact me at least 24 hours ahead of the due date, provide an explanation/rationale for requesting an extension and negotiate a revised due date. Extensions are not granted on the due date. Request for an extension will be granted at my discretion.
4. Follow APA writing guidelines for all written work. This includes formatting, spelling, grammar, in-text citations and references. Please remember to proof read for spelling and grammar to present a professional looking assignment.
5. It is the responsibility of each student to save a copy of all assignments until a grade is received.
6. You will need to complete work in all areas to be eligible for a final grade for the semester. Assignments will not be accepted after the last day of class at the end of term unless an extension has been granted prior to the due date. Assignments not received by this time will receive a zero.
7. Last day to withdraw from courses without a failing grade is **December 9**. If you withdraw by the posted withdrawal date, you will not be penalized. Withdrawal or incompleteness of work after the posted withdrawal date will result in an 'F' grade being assigned.

NOTE: It is the responsibility of the student to understand assignments and assignment expectations before submitting by the due date.

Should students receive a mark of less than 50% on an assignment, they may request to rewrite and resubmit the assignment.

Permission to resubmit an assignment is at the discretion of the instructor, rewritten assignments can receive a maximum grade of C+ (65%).

This course must be passed with a 'C+' (65%) average to continue in the ELC Program.

Attendance

Due to the short and intense nature of the ELC program, classes are planned as a continuum for building the skill and knowledge required.

Classroom experiences and participation are a major part of competency development; therefore, **consistent attendance in the synchronous classes is expected.**

Students are required to contact the instructor in advance if they are unable to attend class.

Students who miss class are responsible for the material and assignments covered in class.

Repeated absence from class will affect a final grade.

SCHOOL OR DEPARTMENTAL INFORMATION

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

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Support Service	Website
Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid

Support Service	Website
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the “Attendance” section under “Registration Policies and Procedures” (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun’s Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student’s right to choose what is right for them. For more information see Camosun’s Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College’s Student Misconduct Policy at

<http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Changes to this Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.