

CLASS SYLLABUS



COURSE TITLE:	ELC 220 – Inclusive Child Care
CLASS SECTION:	X06
TERM:	F2024
COURSE CREDITS:	3
DELIVERY METHOD(S):	Synchronous

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

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:	Anastasia Butcher
EMAIL:	ButcherA@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
Lecture	3	15	
Seminar			
Lab / Collaborative Learning			
Supervised Field Practice			
Workplace Integrated Learning			
Online			
		TOTAL HOURS	45

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

IMPORTANT: Interdisciplinary Day of Learning Sunday November 17 12:00-4:00 pm

- Our class was invited to participate in the **Interdisciplinary Day of Learning** with the focus on exploring the topic of **Responding to Neurodiversity**.
- You will receive 10% for attending and actively participating in this event, joining several programs (Nursing, Education Assistant and Community Support, Dental Hygiene, Community, Family and Child Studies, Kinesiology, Certified Dental Assistant, and several other programs). You will self-evaluate your participation in the event.
- This event will deepen our understanding of this term in the context of identity, social justice, inclusive practice and culturally safe support in various fields and sectors, including clinical and community settings alike, and will enhance skills of working collaboratively with interdisciplinary teams.*

Participation in this event is mandatory. Please make arrangements early on so you can attend.

Details:

Date: **Sunday November 17**

Time: **12:00-4:00 pm**

Location: **Lansdowne Campus** (Location to be confirmed)

Please note: In lieu of the event, **we will not have our regular class on Tuesday November 19.**

The schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK	TOPICS AND RESOURCES	ASSIGNMENTS
Class 1 Sept 3	Introduction to ELC 220 <i>Video:</i> Indigeneity and Disability in our Schools Early years spaces are inclusive(ELF)	
Class 2 Sept 10	Exploring personal beliefs, values, attitudes <i>Video:</i> Isn't it a pity? The real problem with special needs Identity First or Person First language: where do you stand?	Journal 1
Class 3 Sept 17	Inclusion: Historical perspectives. Neurodiversity <i>Videos:</i> Neurodiversity; The Evolution of Inclusion: The past and future of education; In my language The heart step and beyond: The beginning of inclusive care in Canada	Journal 2
Class 4 Sept 24	Work on Assignment A. Come prepared to share assignment in class	Assignment A
Class 5 October 1	Focusing on strengths and interests to support inclusion; Universal design for learning <i>Video:</i> Shelley Moore: Under the table: Presuming competence Seeing and supporting children's active bodies(and minds)	Journal 3
Class 6 October 8	Supporting sensory needs; Creating inclusive learning environments Every child has a story <i>Video:</i> Importance of sensory integration Positive strategies for children with sensory integration challenges	Learning experience 1
Class 7 October 15	Structural inequity and barriers; Advocacy. Accessing Jordan's Principle Handbook <i>Video:</i> Bridging the Cultural Gap Through Collaborative Dialogue : Romona Baxter , Nzen'man' Child and Family Explore in Class 7 and 8: Inclusion BC website: advocacy resources, <i>Inclusive Childcare Toolkit; BC Inclusive Child Care Strategy</i>	Learning experience 2
Class 8 October 22	Working collaboratively with diverse families and interdisciplinary teams; Exploring community resources and connections <i>Podcast:</i> The Indigenous Cultural Competency Podcast: Episode 5 with Diana Elliott Prioritizing relationships and relational practices with families experiencing social marginalization Care Plans Continue exploring resources from Class 7(Inclusion BC website: advocacy resources; <i>Inclusive Childcare Toolkit, BC Inclusive Child Care Strategy</i>)	Learning experience 3
Class 9 October 29	Work on Assignment B. Come prepared to share assignment in class	Assignment B
Class 10 November 5	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	Learning experience 4

WEEK	TOPICS AND RESOURCES	ASSIGNMENTS
Class 11 Nov 12	Revisiting topics and ideas discussed in the course Adding to our repertoire of creative tools: Sharing strategies that support inclusive practice Additional resources will be offered based on students' interests and requests	Sharing in class: two strategies that support inclusion
Class 12	Class 12 will be on Sunday November 17: Interdisciplinary Day of Learning- Responding to Neurodiversity (see details on page 2 of the Course Syllabus) Important: No class on November 19.	Self-evaluate participation in the event
Class 13 Nov 26	Sharing strategies that support inclusive practice Additional class topic(s) will be planned based on students' interests and requests	Sharing in class: two strategies that support inclusion
Class 14 Dec 3	Sharing strategies that support inclusive practice Looking back: Course review	Sharing in class: two strategies that support inclusion

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines can be reviewed on the [CAL exams page](https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams).

<https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams>

STUDENT EVALUATION

DESCRIPTION	WEIGHTING
3 Journal entries 6% each due Sept 10, 17, October 1	18% total
4 Learning experiences 5% each due Oct 8, 15, 22, Nov 5	20 % total
Assignment A (choose Option 1 or 2) due Sept 24	20%
Assignment B (choose Option 1 or 2) due October 29	20%
Interdisciplinary Day of Learning-Responding to Neurodiversity Sunday November 17 10% for participation and self-evaluation	10%
Sharing in class: two strategies that support inclusion due Nov 12 <i>OR</i> Nov 26 <i>OR</i> Dec 3	12%
	TOTAL 100%

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](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information. <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

Please see <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf> for information on the Standard Grading System, and the Competency-Based Grading System!

CLASS GUIDELINES & EXPECTATIONS

Assignment Expectations

1. Please submit all assignments on the due date.
2. If you need more time, please communicate with me!

To request an extension for an assignment, email me at least 24 hours ahead of the due date, provide an explanation for requesting an extension and negotiate a revised due date.

Request for an extension will be granted at my discretion.

3. Submission after the due date without communicating with instructor will result in a loss of 3% of the assignment marks per day.
4. Follow APA writing guidelines for 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.
7. 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.
8. Last day to withdraw from courses without a failing grade is **December 7**.

I hope that these expectations acknowledge students who are completing assignments on due dates, and provides a fair method of negotiating extensions.

9. With the rapid rise of generative AI (Artificial Intelligence) tools, it is important for us as a community of learners to explore how AI can be used as a tool to support us—while upholding academic integrity.
Using a tool means that it supports you in some steps of a process.
Submitting the work of AI and claiming that it is your own work is not educational. We will discuss ways of how AI could be used as a tool to support developing critical thinking skills.

As your teacher, it is very important to me that you demonstrate responsibility for your learning, and uphold academic integrity. For more information about it, see page 7 of this Syllabus (Academic Integrity Policy)

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.

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
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 Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following **guide** is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>
Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

Academic Accommodations for Students with Disabilities

Camosun College is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging appropriate academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a documented disability and think you may need accommodations, you are strongly encouraged to contact the Centre for Accessible Learning (CAL) and register as early as possible. Please visit the CAL website for more information about the process of registering with CAL, including important deadlines: <https://camosun.ca/cal>

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.

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.

Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

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.