

# CLASS SYLLABUS



COURSE TITLE:	ELC 220 – Inclusive Child Care
CLASS SECTION:	X08
TERM:	S2024
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](#).

<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:	Saza Rose (formerly, Lindsay Lichty)
EMAIL:	<a href="mailto:LichtyL@camosun.ca">LichtyL@camosun.ca</a>
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

Readings and resources will be posted on D2L (My Tools/Content)

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

Weekly course content and a detailed schedule will be handed out in class and posted on D2L. The schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK	WEEK TOPICS AND RESOURCES ASSIGNMENTS	ASSIGNMENTS
Class 1 May 6	Orientation	
Class 2 May 13	<b>Introduction to ELC 220</b> <u>Video</u> : Indigeneity and Disability in our Schools Early years spaces are inclusive( ELF)	
Class 3 May 20	No class – Statutory holiday	Reflective Essay due Sunday, May 26 by midnight (10%)

Class 4 May 27	<p><b>Exploring personal beliefs, values, attitudes</b></p> <p><u>Video:</u> Isn't it a pity? The real problem with special needs Identity First or Person First language: Where do you stand?</p>	Unpacking the Reading (5%)
Class 5 June 3	<p><b>Historical Perspectives and Neurodiversity</b></p> <p><u>Video:</u> What is Neurodiversity? <u>Video:</u> The Evolution of Inclusion – The past and future of education <u>Video:</u> In my language The heart step and beyond: The beginning of inclusive care in Canada</p>	Unpacking the Reading (5%)
Class 6 June 10	<p><b>Universal Design for Learning: Focusing on strengths and interests to support inclusion</b></p> <p>Creating an inclusion policy</p> <p><u>Video:</u> Shelley Moore: Under the table: Presuming competence Seeing and supporting children's active bodies (and minds)</p>	Unpacking the Reading (5%)
Class 7 June 17	<p><b>Supporting Sensory Needs: Creating inclusive learning environments</b></p> <p><u>Video:</u> Importance of sensory integration Every child has a story Positive strategies for children with sensory integration challenges</p>	Unpacking the Reading (5%)
Class 8 June 24	<p><b>Structural Inequity and Barriers</b></p> <p><u>Video:</u> Bridging the Cultural Gap Through Collaborative Dialogue: Nzen'man' Child and Family Development Jordan's Principle Handbook</p>	Unpacking the Reading (5%)
Class 9 July 1	No Class – Statutory Holiday	Pedagogical Narration (25%) Due June 30 by midnight

Class 9 July 8	<b>Representation of Disability in Children’s Literature</b> <u>Video:</u> Disability in picture books How to critically select children's books with representations of disability	Unpacking the Reading (5%)
Class 10 July 15	<b>Working Collaboratively with Diverse Families and Interdisciplinary Teams</b> <u>Podcast:</u> The Indigenous Cultural Competency Episode 5 with Diana Elliott Prioritizing relationships and relational practices with families experiencing social marginalization	Unpacking the Reading (5%)  Inquiry Presentations (25%)
Class 11 July 22	<b>Advocacy: Exploring Community Resources and Connections</b> <u>Video:</u> Dan Habib – Disabling Segregation <u>Explore</u> Inclusion BC website: Advocacy Resources, and Inclusive Childcare Toolkit	Unpacking the Reading (5%)  Inquiry Presentations (25%)
Class 12 July 29	Final class	
Class 13 August 4	No Class – Statutory Holiday	

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## STUDENT EVALUATION

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Assignment description will be handed out in class and posted on D2L.

DESCRIPTION	WEIGHTING
Weekly Unpacking the Readings (5% per week. 8 weeks)	40%
Reflecting on an article	10%
Inquiry Project	25%
Narration: Creating more inclusive worlds	25%

DESCRIPTION	WEIGHTING
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](#) policy for more information.

## 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 *July 29*. 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.
8. We are living in a constantly advancing world of artificial intelligence (A.I.). I think that we can explore how A.I. can be a tool to support us as learners—while demonstrating integrity. Using a tool means that it supports you in steps of a process. Submitting the work of A.I. and claiming that it is your own work is not educational—and that is why we are here, meeting in this way. I want this to be a classroom discussion where we determine community agreements around the use of A.I. for your written submissions. I do not have all of the answers, and I will depend on the group to come up with agreements around the use of A.I. in the classroom. Once these community agreements are established, they will be posted on D2L.

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 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

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

## STUDENT RESPONSIBILITY

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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

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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	<a href="http://camosun.ca/advising">http://camosun.ca/advising</a>
Accessible Learning	<a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a>
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>
Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>
Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>

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

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### 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](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto: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.