

CLASS SYLLABUS



COURSE TITLE: ELC 242 – Inclusive Practice
CLASS SECTION: X01
TERM: W2022
COURSE CREDITS: 4
DELIVERY METHOD(S): Synchronous

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: Samantha Wylie
EMAIL: wylies@camosun.bc.ca

*Meetings and office hours by 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 consolidate theory and practice and demonstrate inclusive early childhood practices with children with diverse abilities and their families in this specialty practicum. Students will use critical thinking skills in the ongoing, dynamic creation of inclusive early learning and care environments. This practicum allows students to be eligible to apply for their credential as a Special Needs Educator (SNE).

PREREQUISITE(S): All of: COM in ELC 240
CO-REQUISITE(S): [Click or tap here to enter text.](#)
PRE/CO-REQUISITE(S): All of: C+ in ELC 220; C+ in ELC 230; C+ in ELC 231; C+ in PSYC 256

COURSE DELIVERY

ACTIVITY	HOURS / WEEK	# OF WEEKS	ACTIVITY HOURS
Lecture			
Seminar	2*	14	
Lab / Collaborative Learning			

Supervised Field Practice	14	198
Workplace Integrated Learning		
Online		

TOTAL HOURS

*Seminar hours are 2 hrs/wk from week 1 to week 14. Field Practice hours are 18 hrs/wk from week 3 to week 14.

IMPORTANT NOTE

Seminar hours are mandatory for completion of practicum 241. As we continue to navigate Covid-19 and the precariousness of the pandemic, **students are reminded to NOT come to class or practicum sites if they are experiencing any Covid-19 symptoms, or any other illness symptoms.** Students are required to contact their instructor and mentor if there are unwell, and unable to attend practicum seminar, or their practicum site.

COURSE LEARNING OUTCOMES

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

- a) inform relationships and practice using a social justice perspective and concepts of democratic practice that include children's voices.
- b) plan and evaluate components of early learning, caring and inclusive programs that support children's well-being and holistic learning in the context of family and community.
- c) establish and maintain inclusive, safe and healthy environments which exceed the requirements of current legislation, regulatory bodies and program policies.
- d) demonstrate culturally appropriate interpersonal communication skills including indigenous approaches, reflecting an awareness of on-going colonization and the skills of reconciliation , that contribute to caring, nurturing, and responsive relationships with children, families, colleagues and other professionals in the community.
- e) develop caring relationships with young children and families.
- f) demonstrate professional responsibility and accountability as an early childhood educator.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Resources will be provided through D2L

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.

Reflections are to be completed weekly. It is between the instructor and their group of students to determine the most generative and effective way of completing reflections (via D2L, orally, et cetera)

*Students must connect with their instructor if they are not able to meet an assignment due date.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 1 January 10-16	Beginning together in seminar, reviewing syllabus and assignments, reaching out to your centres, introductory poster	Assignment 1 Due January 14 on D2L
Week 2 January 17-23	Pedagogical narrations, reflections, and assignments	Assignment 3 Intro Poster Due January 19 on D2L
Week 3 January 24-30	Reflections	Assignment 4: Pedagogical Narration 1-Due January 28 On D2L
Week 4 January 31- February 6	Reflections	Meeting Summary 1 Due: January 24st on D2L
Week 5 February 7-13	Reflections	
Week 6 February 14-20	Reflections	
Week 7 February 21-27	Reading Break	
Week 8 February 28-March 6	Reflections	Meeting Summary 2 Due: February 23rd on D2L
Week 9 March 7-13	Reflections	Last day to withdrawal without academic penalty: March 13
Week 10 March 14-20	Reflections	
Week 11 March 21-27	Reflections	Meeting Summary 3 Due: March 21st on D2L
Week 12 March 28-April 3	Reflections	Assignment 4 Due April 1 on D2L
Week 13 April 4-10	Reflections, make up hours	Assignment 6 Narrative of Practice Due April 10 on D2L
Week 14 April 11-17	Reflections, make up hours	Meeting Summary 4 Due: April 11th on D2L

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 scan be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

ASSIGNMENTS

ASSIGNMENT 1: Orientation Information Meeting

Due: Week 1 (January 14th) prior to practicum start or within the first day of practicum

***Purpose:** to meet with the mentor and have a 'conversation' to express interests, goals, and share philosophies of early learning and care.*

Introduce yourself as a Camosun College Early Learning and Care second year, Practicum 4 student. Arrange the time of your visit and introductory meeting. If you are leaving a message for a return call, be sure to speak very clearly and say your telephone number slowly, perhaps give a time that you can be reached...just to ensure your message is understood.

Perhaps you might ask about:

- Parking or bus stop location
- Any special directions on how to find the centre, some centres are part of bigger facilities
- Entry to the building
- Person to report to that day
- Confirm mentor's name
- Dress codes

Take with you:

Copies of:

Criminal Record Check Letter

First Aid Information Card (index card with your emergency contact information)

Introductory Poster

Resume

When you are there:

Negotiate your schedule, the start and end times of your practicum sessions.

Please keep in mind that mentors are very busy with children and parents. If you have not heard from your mentor by the visit date, notify your college practicum instructor.

Find a place for your weekly schedule and hours sheet.

ASSIGNMENT 2: Weekly Reflections (On-going)

***Purpose:** The practicum reflection assignment is a journal of reflection on your practicum experience. This Practicum requires ongoing self-evaluation with reflections on your personal and professional growth. To record relevant connections between theories learned in courses and your practice. You may include pictures, anecdotes, and poems – anything that helps you understand yourself and your practice. We do enjoy reading your thoughts, your questions and reflections! If you have another idea let's hear it. We like to feel we can connect with each of you each week.*

Reflections need to include at least one concept from A and B, each week.

- A. To assist you to frame your reflections, following are themes, or concepts of practice. Choose at least one of these topics to reflect on each week.
- **Belonging**- How have you demonstrated respectful acknowledgment of the child? How have you assisted the child to feel that they 'belong' here? In what ways did you embody the understanding of the importance of family?
 - **Well-being**- How have you interacted with others in ways that symbolize trust in that relationship? How did you use 'sensitivity' when alongside a child or group of children?
 - **Exploration** – In what ways have you encouraged risk taking in children? When have you noticed a child persevering at an activity or interest and how did you respond to those efforts? Discuss an example of a time when you communicated with a child in a way that supported risk taking and perseverance.
 - **Communication**- How did you facilitate communication among others (this can be child(ren), adults or both)? How did you support/ensure the child's voice was heard?
 - **Contribution**- In what ways did you facilitate a child's attempts to be part of the wider group? How did you notice the child's attempts at portraying the importance of fairness?
- B. In addition to choosing one of the above, think about your practice as a professional, then write **about at least one aspect of your professional growth each week**. This may include an interaction, a belief, a system that you are being challenged with. To be challenged is looked at in a positive way, as it invites an active, reflective engagement of that process or interaction which can assist you in your growth as professional. For example: You may choose to write about a risk you took in an interaction with a child or adult that demonstrated willingness to implement ideas and build skills. It can also mean acknowledging your competencies as an evolving early childhood educator.

***Your **first reflection** will be focused on your **first impressions of the program** and your own **feelings** as you begin this practicum. This reflection should be a little longer than the usual weekly reflections.

Reflections are required for each week of the Practicum and are to be submitted to your College Instructor on D2L by Friday.

ASSIGNMENT 3: Introductory Sheet
(Due: January 19th or sooner if finished)

Purpose: to introduce yourself to the centre, parents, and staff.

Complete an introductory sheet and take it to your setting. Ask the mentor for an appropriate location to post it while you are at the setting. Include your photograph and experience working with children and families.

ASSIGNMENT 4: CHOOSE EITHER A OR B
(Due April 1st)

Choose one of the assignments below to focus on during your practicum. You should start thinking about this **early in your practicum**. Consult with your mentor about whether you will do the professional leadership assignment or the family involvement assignment. By the mid-term point you should have decided which assignment you will do, and why.

A: Professional Leadership

Purpose: to develop a small project in collaboration with the mentor and the staff that addresses professional development at this centre.

First, analyze professional development opportunities in the centre (find out what already happens and how). In collaboration with the mentor develop a plan that addresses professional development for educators at this centre. Examples will be discussed in seminar.

This assignment should be typed, double-spaced with a title page.

For this project:

- Complete a written outline of your idea. Include the reasons why you decided on this project and your mentor's responses and recommendations (confer with the mentor). You will share this with your instructor after you have talked with your mentor. Please do this in the **first half of your practicum**.
- Develop a plan of action describing what you will do and explain how you will accomplish the project.
- Implement your plan.
- Evaluate the process for how well the project met with your intentions and addressed professionalism in the centre. Describe your role, the challenges, and the feelings you experienced.

B: Family Involvement:

Purpose: to assess family involvement at the centre and to provide suggestions for family involvement initiatives and to implement one idea.

This assignment should be typed, double-spaced with a title page.

The written report will include:

- Your assessment of family involvement currently in place at the centre. Explain what this program does to support/involve/include families.
- Provide three suggestions of how educators can involve families in a meaningful way, explaining why you have chosen these specific ones.
- Confer with the mentor and choose one suggestion to implement. **Explain why you and your mentor felt this was the appropriate choice by mid-term.**
- Implement the family involvement activity.
- Evaluate the family involvement activity by stating what worked well and how the activity supported family involvement. Describe what you learned and what you might do differently next time.

Assignment 5: Pedagogical Narrations and Inclusive Practice

(Due January 28th on D2L)

In practicum, you will meet with your mentor to identify a child requiring extra support. Through the use of pedagogical narrations, you will focus on the strengths and building a relationship with this child and family. You will consider how inclusive practices might support all children in the program, and how the educators work collectively to support the program. The additional support needed can be for any reason including, but not limited to:

new to the centre/city/country; English language is new or not first language (in an English speaking centre); recent injury or illness for the child or family member; new sibling; experiencing difficulty with peers; recent change in family structure; difficulty with separation from family/saying good-bye; impulsive or unexplained behaviors; difficulty engaging in activities.

Share with your mentor your enthusiasm to form a relationship with this child and the pedagogical narrations assignment. Your mentor will be aware of any issues, barriers or other elements in the child's life that may detract you from pursuing this assignment with the child.

- Your mentor can ensure the child will not be leaving on vacation nor has chronic health issues which may prevent her/him from attending the center. Ask your mentor about this.
- A. Complete two Pedagogical Narrations over the course of the Child Study Process
 - B. Through this process, you will begin to gain a sense of the child's disposition and what interests her/him during the day. You will gain a sense of this child's strengths and abilities overall, how they like to spend their day, experience their social, and convey and manage their emotions.

Pedagogical Narration 1 **Due January 28:** Complete *an introductory pedagogical narration* that is focused how the child is included/supported in the program. This narration has a focus on inclusion, within the context of the domain of social emotional development or any significant area that would relate specifically to this child's emerging skills. The goal is to discover how you can help scaffold this child's learning, so they can be included in or have the choice of being included in some aspect of their experience during the early learning and care program.

- Your narration will reflect this child's unique way of participating in the program, including physical exploration, communication, being social, conversing with others and their means of having emotional experiences. Keep in mind you are trying to capture the child's authentic self.
- This first narration will provide information that you will use to plan environments, provocations and materials that you will implement in the child's day to enhance and/or support the child's positive experience at the child care facility.

Over the next five weeks: Complete one additional narration that is a collection of documentation you have gathered since the first narration. This documentation can include, but is not limited to: photos, audio recordings, materials, video recordings, notes/reflections and any other 'traces' (BC Early Learning Framework, p. 54-56) that explain how you are thinking over the process of planning and implementing opportunities for your focus child. Notice a time when the child did not do what you expected with the planning that you implemented. What did you learn from this experience and how did it impact developing further opportunities for this child?

Build on your experiences in developing narrations from last semester and refer to the Early Learning Framework by thinking with the *Pathways* and the *Critically Reflective Questions*.

Each week we will discuss our noticings and 'traces' that are collected will classmates in seminar in order to provide a variety of perspectives in the process of understanding the child and interpreting the significance and effectiveness of the opportunities you are planning and implementing. We are also looking for ways to extend experiences and children's curiosities. How could you build on what children are doing with provocations that you have set up? What *Critically Reflective Questions* are you thinking with in your practice?

Through pedagogical narrations we can wonder at the tremendous learning children are doing all the time. These narratives can help us understand behaviors that may seem puzzling to us, and how we respond to the dynamics of the classroom in inclusive and ethical ways. These narratives can be a vehicle for discussion with a child's family, demonstrating a child's abilities and interests, but more importantly, narrations are an opening in conversations with other educators, and thinking about our own practice and our pedagogical choices that are made in the classroom. A child's family often adds information that assists us in knowing the child better. Sharing photos with children and discussing what we have seen and experienced with the children can illuminate the narration in a further light and invites the child into the narration to understand their perspective and ideas. **The second narration is due March 18th.**

Use the following questions as guidelines in being curious about this child's experience--

What is the child exploring?

What seems particularly interesting to the child?

Do you see excitement in the child? How does the child display excitement, puzzlement/curiosity?

What theories, explanations and connections is the child developing or discovering?

Is the child exploring or forming relationships?

What is he/she learning about friendships/sharing? Is the child exploring language? (Adapted from BC ELF: Theory to Practice)

Is the child trying to communicate and if so, with whom? In what ways is this child communicating their needs/ wants?

Is this child responding to others in a way that demonstrates distrust or trust? Why do you think that?

Is this child trying to be included with their peers? If so, what strategies are they using? Are they effective? Why do you think so?

What is the child's intent in that experience?

Is the child showing responsibility, perseverance?

Do you see demonstrations of confidence and positive self-esteem?

Is the child forming or exploring relationships and friendships? Is this effective with peers?

Is this child able to recompose after a negative event or are they struggling to maintain composure?

Is the child playful in their disposition?

Can this child shift positively from one activity or event to another?

Could there be something absent in the environment that is hindering this child's ability to do so?

What are we not seeing?

Assignment 6: Narrative of Practice

(Due: April 10th)

The 'Narrative of Practice' is the story of your practice during this practicum; your thinking and responses to the children and educators. Gather examples of how you have extended children's thinking, enriched their play, and thought **with** them about an idea. This is a description of your interactions with children, your responses to their thinking, and your engagement with their wondering.

Create a pedagogical narration that tells your practicum story and how you have become part of the team and the program. As soon as you are comfortable with the routine and children you will start to offer children opportunities and invitations for explorations. As you engage with the children, program and staff you will be reflecting on your experience. Document this journey through photos, description and interpretation in the same way that you have been creating narrations of the children's experiences and learning. Document the way you have had conversations with groups of children and how these conversations have oriented you to their ideas and interests. Describe how you have extended these ideas or interests. Include your contributions to the program that have deepened children's thinking and ideas and how you learned together with the children.

The narrative of practice is not about an activity you presented, rather more about your dialogue with the children and how you have listened to each other and responded to their intent. It is also about your dialogue with yourself, what did you learn about yourself and your beliefs about young children? This should include your *Philosophy...* as it has evolved since you began this practicum.

*****For A Missed Practicum Seminar Class*****

Purpose: Practicum class times have important content to assist and support you to be successful in Practicum. Part of this class also provides you with the opportunity to offer supportive feedback to your peer group, share ideas and receive peer support. Both class time and seminar discussions are important. Students who miss a Practicum Seminar class, regardless of the reason, will be required to complete the following assignment.

What to do: **Complete a 500-word essay incorporating information from the following sources:**

1. A discussion (in person or on the phone) with four student members of your supervision group to hear each student's perspective on the important aspects of the missed class content and seminar discussion. (This will give you the opportunity to offer peer/team support which is one of the intended outcomes for seminars.)
2. Comment on information from all handouts distributed at the *missed Practicum class*. Ensure that you identify which students' input you have referenced by using her/his name in your essay. (e.g. "Cindy said that she appreciated hearing about other students" responses to her challenges as it demonstrated how different viewpoints and perspectives can help one see many more aspects and solutions to the challenges.")

Students are to hand this essay in to the Practicum Instructor (in person or by email) **within the week of the missed Practicum class**, otherwise it will just be counted as missing.

STUDENT EVALUATION

This course does not have graded assignments. Final marks are either complete or incomplete. All assignments, hours and learning outcomes must be successfully fulfilled and approved by instructors to complete this practicum.

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>

COURSE GUIDELINES & EXPECTATIONS

Assignment Policy

- Please submit your assignments on the due date.
- Submission of assignments after their due date will result in a loss of 3% of the assignment marks per day
- Extensions: A request for an extension for any assignment is granted at the instructor's discretion. To request an extension for an assignment, please contact me at least 24 hours prior to the due date, and provide an explanation/rationale for requesting an extension. If granted, a revised due date will be negotiated.
- You will need to complete all assignments 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.
- Last day to withdraw from courses without a failing grade is March 13. 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.

Attendance

- Students are required to complete 198 hours to complete Practicum 242
- Students are required to complete all 14 weeks of practicum. If students complete the hours before the 14th week, students are required to continue to go to their practicum sites.

Students are required to continue to attend their practicum placement, regardless of when hours are completed. It is suggested to “bank” hours at the beginning and throughout practicum in case of illness, or other reasons that practicum might be missed.

Please see link for further dates at the college this winter

[Important Dates & Fee Deadlines 2021/22 | Camosun College](#)

SCHOOL OR DEPARTMENTAL INFORMATION

In the Early Learning and Care (ELC) program, you'll be provided with cutting edge knowledge and skills to work collaboratively with children, families, professionals and communities. You'll learn to create responsive environments that support each child to reach their potential in every area.

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	<u>http://camosun.ca/advising</u>
Accessible Learning	<u>http://camosun.ca/accessible-learning</u>
Counselling	<u>http://camosun.ca/counselling</u>
Career Services	<u>http://camosun.ca/coop</u>
Financial Aid and Awards	<u>http://camosun.ca/financialaid</u>
Help Centres (Math/English/Science)	<u>http://camosun.ca/help-centres</u>

Support Service	Website
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.