



**CAMOSUN COLLEGE**  
**School of Health & Human Services**  
**Department of Community, Family & Child Studies**

**ELC 220**  
**Inclusive Child Care**  
**Winter 2018**

**COURSE OUTLINE**

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**Course Description**

This course critically examines all aspects of creating an inclusive caring and learning environment for children with diverse abilities. Students explore working collaboratively with families and interdisciplinary teams. Advanced skills in observation and program planning using a strengths-based perspective are emphasized.

□ *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**

**Instructor:** Joan Astren and Erin Mirau De Vera  
**Office Hours:** by appointment  
**Instructors:** Erin Mirau De Vera, *tel:370-3154, Office: WT 220, email: miraue@camosun.bc.ca*  
Joan Astren, *tel: 370-3205 ext 1, email: astrenj@camosun.bc.ca*  
**Class Time:** Tuesday 2:30-5:20  
**Class Location:** Ewing building, Room 344

**2. Intended Learning Outcomes**

Upon completion of this course, the student will be able to:

1. Identify historical perspectives, personal attitudes, values and biases towards people with diverse abilities and inclusive child care.
2. Apply developmental theory and the principles of practice of inclusive care to meet children's individual needs within the early learning and care settings.
3. Demonstrate how the inclusive, caring and learning environment supports and promotes the growth and development of all young children.
4. Reflectively critique own learning

**3. Required Materials**

Will be discussed in the course.

## 4. Course Content and Assignments

### Learning Experiences:

- Lectures and classroom discussion
- Individual Reflection
- Small group work
- Possible Community guest speakers
- Videos

### Assignments

A detailed explanation of assignments, their due dates and percentage value of your final grade will be provided and discussed in class.

#### *Late Assignment Policy*

1. Written assignments are expected on the due date.
2. To request an extension for an assignment, contact the instructor **at least 24 hours ahead of the due date.**
  - a. Provide an explanation/rationale for requesting an extension
  - b. Negotiate a revised due date
3. Request for an extension may be granted at the instructor's discretion.
4. Without contacting the instructor, submission after the due date will result in a loss of 3% of the assignment marks **per day.**
5. Students must complete work in all areas to be eligible for a final grade for the semester.

### Attendance

Due to the short and intense nature of the ELC Diploma course, classes are planned at a continuum for building the skills and knowledge required. Classroom experiences and participation are a major part of competency development; therefore, consistent attendance is expected. I would appreciate if you would let me know in advance, if you are unable to make it to class. Students who miss class are responsible for material and assignments *covered in class*. Repeated absence from class will be discussed with the student and it will affect the final grade.

There will be an additional document regarding assignments, due dates, and grade value.

## 5. Grading System

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

**GRADING SYSTEMS** <http://www.camosun.bc.ca/policies/policies.php>

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.

## 6. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at <http://www.camosun.bc.ca>

### 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 web site in the Policy Section.  
<http://www.camosun.bc.ca/policies/policies.html>

*The Department of Community, Family & Child Studies is committed to promoting competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of Academic Honesty Guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty. Before you begin your assignments, review the Academic Policies on the Camosun College website: <http://camosun.ca/learn/becoming/policies.html>*