



**ELC 220 Inclusive Child Care
Winter 2019**

COURSE OUTLINE

**The course description is available on the web:
<http://camosun.ca/learn/calendar/current/web/elc.html#elc220>**

Ω 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.

1. Instructor Information

- (a) **Instructor** Madelaine Hittos
- (b) **Office hours** By appointment
- (c) **Location** 314F Fisher Building
- (d) **Phone** 250-370-3205 **Alternative:** n/a
- (e) **E-mail** hittosm@camosun.bc.ca
- (f) **Website** n/a

2. Course Description & Intended Learning Outcomes

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.

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

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

3. Required Materials

Readings will be assigned weekly on D2L

4. Course Content and Schedule

See weekly schedule.

Learning Experiences:

- Lectures and classroom discussion
- Individual reflection
- Small group work
- Possible community guest speakers
- videos

5. Basis of Student Assessment (Weighting)

Assignment #1: 25%

Assignment#2: 30%

Assignment#3:30%

Assignment #4: 15%

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.

6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

Writing centre and other academic support services.

8. College Supports, Services and Policies

Immediate, Urgent, or Emergency Support



If you or someone you know requires immediate, urgent, or emergency support (e.g., illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts:

<http://camosun.ca/about/mental-health/emergency.html> or
<http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, centre for accessibility, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit Student Services at

<http://camosun.ca/services/>

College Policies

Policies are available on the College website at <http://camosun.ca/about/policies/>

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies.

Education and academic policies include, but are not limited to, [Academic Progress](#), [Admission](#), [Course Withdrawals](#), [Student Appeals](#), Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, and Student Penalties and Fines.

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 website.

A. GRADING SYSTEMS

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf#page=2>

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
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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.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://www.camosun.bc.ca/policies/E-1.5.pdf#page=4> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.