



CAMOSUN COLLEGE

School of Health and Human Services (HHS)
Department: Community, Family & Child Studies
Early Learning & Care

ELC 212 Guiding Relationships 2 Fall 2020

COURSE OUTLINE

The course description is available on the web:
<http://camosun.ca/learn/calendar/current/web/elc.html#elc212>

Camosun College will continue to follow the guidance of the Provincial Health Officer, the B.C. Government and WorkSafeBC, and as such may revise the delivery of courses. Courses with an approved face-to-face component may need to move to online or remote delivery if necessary.

The COVID-19 pandemic has presented many challenges, and Camosun College is committed to helping you safely complete your education. Following guidelines from the Provincial Health Officer, WorkSafeBC and the BC Government to ensure the health and wellbeing of students and employees, Camosun College is providing you with every possible protection to keep you safe including COVID Training for students and employees, health checks, infection control protocols including sanitization of spaces, PPE and ensuring physical distancing. Please refer to: <http://camosun.ca/covid19/faq/covid-faqs-students.html>

However, if you're at all uncomfortable being on campus, please share your concerns with your Instructor and if needed, alternatives will be discussed.

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** Anastasia Butcher
- (b) **Office hours** By appointment
- (c) **Location** Arranged via email
- (d) **Phone** TBD **Alternative:** N/A
- (e) **E-mail** butchera@camosun.bc.ca
- (f) **Website** <http://camosun.ca/learn/programs/early-learning-and-care/>

2. Course Description & Intended Learning Outcomes

Students continue to explore positive guidance strategies with individual children and groups of children in the context of supportive relationships and respect for cultural and social diversity. Students use a variety of documentation techniques and interpret children's behaviours/patterns to plan, implement and evaluate strategies that support children's social interactions. Students incorporate knowledge of Indigenous practices, including the impact of residential schools, ongoing colonization and the skills of reconciliation to support Indigenous children, families and communities. Inclusive and culturally appropriate practices will be included in planning, implementation and evaluation processes to support children's social interactions. Students examine the role of the educator in supporting children in the context of their families and communities.

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

- a) interpret children's social interactions using a variety of documentation techniques.
- b) apply diverse, inclusive and strength-based approaches with children, that reflect social, cultural and linguistic perspectives to support individual children, groups of children and families.
- c) identify community resources that offer support to children and families.

3. Required Materials

ELC 212 Guiding Relationships 2 Course Pack

4. Course Content and Schedule

Weekly course content and a detailed schedule will be handed out in class.

5. Basis of Student Assessment (Weighting)

A detailed description of assignments and their due dates will be handed out and discussed in class.

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 **Nov 12th**. 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.

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.

6. Grading System

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

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

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
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.