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

ELC 214 Leading to Build Capacity
Fall 2020

COURSE OUTLINE

The course description is available on the web:
http://camosun.ca/learn/calendar/current/web/elc.html#elc214

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**   Danielle Davis

(b) **Office hours**   Wednesdays available from 11:00 am to 1:30 pm virtually

(c) **Location**   Online

(d) **Phone**   n/a   **Alternative**   Click or tap here to enter text.

(e) **E-mail**   davisd@camosun.bc.ca

2. Course Description & Intended Learning Outcomes

Students explore the role of the early learning and care professional in leading and influencing positive change. The emphasis is on building team and community capacity through positive relationships and practices that are respectful of individuals and of cultural diversity and knowledge. Indigenous world views, the impact of ongoing colonization and the skills of reconciliation are applied to creating positive partnerships with Indigenous communities.

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

a) examine the role and responsibility of the ELC professional in leading and positively influencing teams.
b) work with and lead teams to create quality and dynamic programs that meet the needs of children and families.

c) build team capacity by emphasizing team member strengths and identifying opportunities for change.
d) use knowledge of indigenous ways of knowing and being including the impact of on-going colonization and the skills of reconciliation to develop relationships in community and strengthen team capacity.
e) model and motivate others to demonstrate inclusive, strength-based and democratic practices with children, families and community.

3. Required Materials

Reflecting in Communities of Practice
A Workbook for Early Childhood Educators
Deb Curtis, Debbie Lebo, Wendy Cividanes & Margie Carter, 2013, Redleaf Press.

 Course Pack, ELC 214 Leading To Build Capacity

4. Course Content and Schedule

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

5. Basis of Student Assessment (Weighting)

Communities of Practice 40%
Taking Action Part 1 Generosity & Reciprocity 20%
Social Change: Listening, Learning and Connecting 30%
Professional Association Research 10%
Total: 100%

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

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 November 7th. If you withdraw by the posted withdrawal date, you will not be penalized. Withdrawal or incompletion 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 the purpose of the assignments 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%).

NOTE: Students must complete all assignments to be eligible for a grade.

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 that 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 can 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

A device (laptop, tablet, smart phone) that allows you to connect with course and able to take part in online sessions.

Use the writing center when needed.

Use the library to find resources and citations.

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	*Incomplete*: 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	*In progress*: 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	*Compulsory Withdrawal*: 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.