

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Multicultural Perspectives in Child Care Settings
MODIFIED CODE: ED-026 **SEMESTER:** 3
PROGRAM: Early Childhood Education
AUTHOR: Kathy Nielsen
INSTRUCTOR: Andrea Welz
MODIFIED BY: Sara Trotter – C.I.C.E. Program
DATE: Aug/2003 **PREVIOUS OUTLINE DATED:** Aug/2002
APPROVED:

	DEAN	DATE
--	-------------	-------------

TOTAL CREDITS: 2
PREREQUISITE(S): None
HOURS/WEEK: 2

Copyright © 2003 The Sault College of Applied Arts & Technology
Reproduction of this document by any means, in whole or in part, without prior written permission of Sault College of Applied Arts & Technology is prohibited.
For additional information, please contact the Dean
School of Health and Human Services
(705) 759-2554, Ext. 603/689

I. COURSE DESCRIPTION

Using the humanistic and anti-bias approach, this course explores the role of multiculturalism within the educational process. Emphasis will be placed on an awareness of the cultural components of Canadian groups and the diversity within. In order to increase knowledge, teachers must be aware of resources, services and materials appropriate for multicultural education.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of an Educational Assistant will demonstrate a basic ability to:

1. Act in a manner consistent with principles of fairness, equity, and diversity to support the development and learning of individuals

Potential Elements of the performance:

- recognize and express the value of diversity and commonality that exists among individual
- promote an environment of mutual respect
- plan curriculum and develop programs that are responsive to the social and cultural needs of individual children and groups of children
- suggest intervention methods for promoting sensitivity to cultural and anti bias issues
- develop the knowledge and skills necessary to appreciate and adjust to cultural differences.

2. Develop the knowledge and skills necessary to appreciate and adjust to cultural differences

Potential Elements of the performance:

- reflect on personal biases
- complete readings and assignments
- discuss and analyse issues of bias and diversity
- participate in and critique the simulation of another culture

3. **Acquire an awareness of geographical, cultural, social and political aspects of many different societies**

Potential Elements of the performance:

- using relevant resources, research and present a particular culture and present findings to class
- examine various educational approaches through multi-media

III. TOPICS:

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below.

- Definitions and Issues
- Anti-bias Curriculum
- Educator's Role
- Government Services, Programmes, Materials and Resources

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Text:

1. The Affective Curriculum - Teaching the Anti-Bias Approach to Young Children- Nadia Saderman Hall/Valerie Rhomberg/ 1995 Nelson Canada

V. EVALUATION PROCESS/GRADING SYSTEM

The student will be responsible for completing and submitting modified versions of each of the following:

Projects (3)	30%
Assignments	15%
In Class Assignments and Tests	35%
Cultural Simulation Experience and Report	10%
Assessment	10%

This is a process course, and class participation is crucial.

Projects and assignments must be handed in during class hours ONLY. Late projects/assignments must be handed in during the following class and are subject to a 20% deduction. Projects/assignments will only be accepted one week (or one class) after the due date.

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
F (Fail)	59% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office so that support services can be arranged for you.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

Plagiarism:

Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Note yet available.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

CICE Modifications:

Preparation and Participation

1. An Integrative Educational Assistant will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

CICE Modifications:

A. Tests may be modified in the following ways:

1. Tests which require essay answers may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests which use fill in the blank format may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in the Learning Assistance Centre with assistance from an Integrative Educational Assistant.

The Integrative Educational Assistant may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.