

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

COURSE TITLE: MULTICULTURAL PERSPECTIVES IN CHILD CARE SETTINGS

CODE NO.: ED 264 SEMESTER: THREE

PROGRAM: EARLY CHILDHOOD EDUCATION

AUTHOR: KATHY NIELSEN

DATE: SEPTEMBER 1995 PREVIOUS OUTLINE: SEPTEMBER 1994

NEW:  X  REVISED:      

APPROVED: *K. DeRosario*  
K. DeRosario, Dean  
School of Human Sciences and  
Teacher Education

Date *June 28/95*

**\*\*NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

# **Multicultural Perspectives in Child Care Settings**

**Kathy Nielsen**

**PREREQUISITE:** None

**TOTAL CREDITS:** 3

## **I. PHILOSOPHY/GOALS**

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. STUDENT LEARNING OUTCOMES**

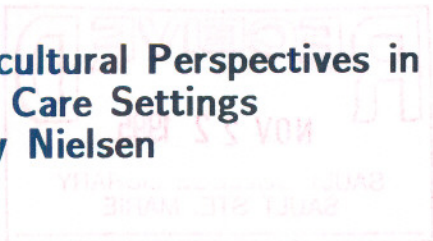
Upon successful completion of this course the student will:

1. acquire an awareness of geographical, cultural, social and political aspects of many different societies.
2. examine cultural conflicts and adaptation difficulties that are a result of misunderstood values, norms, and assumptions.
3. develop the knowledge and skills necessary to appreciate and adjust to cultural differences.
4. demonstrate skills for combating bias, prejudice and discrimination as well as being able to foster children's positive self-concept and acceptance of diversity.

## **III. TOPICS TO BE COVERED**

1. Principles of Multicultural Education
2. Canada's Multicultural History
3. Definition of Multicultural Education
4. Multiculturalism in Early Childhood Education
5. Goals for Families, Teachers and Children in E.C.E.
6. Biases and the Need for Anti-Bias Education
7. Barriers to Effective Cross-Cultural Communication
8. Race Awareness and Race Identification in Children
9. Multiracial Physical Environment
10. Curriculum: Positive Images for People of All Cultural and Racial Groups
11. Adaptation and Integration, Meeting the Needs of the Individual Child and Family
12. Role of the Teacher
13. Rural and Northern Settings
14. Government Services, Programs, Materials and Resources

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**IV. LEARNING ACTIVITIES**

**TOPIC/UNIT**

Canada's Multicultural History  
Bias, Prejudice and Discrimination  
Teacher's Role  
Adaptation and Integration  
Multiculturalism in E.C.E.  
Government Services, Programs, Materials and  
Resources

In order to develop an understanding of yourself as a teacher of young children, in-class exercises and projects will be assigned as a way of examining bias, prejudice and discrimination.

Using "Annual Editions" or current articles, choose 3 readings dealing with Multicultural issues in E.C.E. (format attached).

A cultural simulation will be experienced during class time. Each student will prepare a typed report criticizing the experience. (Students unable to attend this simulation need to see the professor for personalized alternative assignment.)

Seminar/Research presentations will be presented in class (along with class summary sheet to be handed out on assigned date.) The seminar will be a thorough research of a culture of your choice, presenting it in a preschool curriculum format. A typed copy will be given to the professor for marking.

Tests on in-class material (dates announced in class).

**V. RESOURCES**

**Textbooks:**

Multicultural Early Childhood Education  
Campus Book Store (this book is optional and  
is limited in quantity)

Handouts

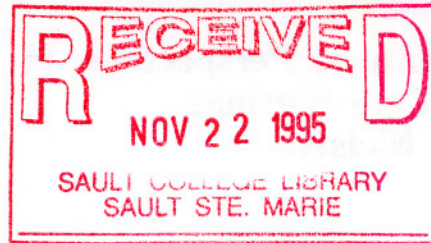
Videotape

Annual Editions ECE 93/94 or 94/95

Reference Periodicals (library)

Reference Books (ECE/College Library)

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**VI. EVALUATION**

Projects and Assignments	20%
Articles	15%
Seminar Presentation/Research Application	20%
Test(s)	15%
Cultural Simulation Experience and Report	15%
Class Participation*	15%

\*This is a "process" course, and class participation is crucial.

**VII. PRIOR LEARNING ASSESSMENT**

Not available at this time.

**VIII. REQUIRED STUDENT RESOURCES**

Multicultural Early Childhood Education (OPTIONAL) - Campus Book Shop

Annual Editions Early Childhood Education 93/94 or 94/95

Reference books (ECE/College Library)

**IX. SPECIAL NOTES**

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of the students.

**Assignments are to be handed to the teacher on the due date. NQA coupons will be honoured as per departmental policy. All assignments will be typed and stapled.**

**Students must complete all tests on the designated date.** If illness prevents a student from attending class for a test, the student must telephone prior to the test to make alternate arrangements (EXT. 546).

**FORMAT GUIDELINES**

For each Annual Editions article, you should include the following items:

1. a summary of the content including the key concepts and your examination of the strengths and weaknesses of the article.
2. suitable applications of the article's concepts to your teaching situation.
3. the title, article no., and page the article can be located on in "Annual Editions".