



**I. COURSE DESCRIPTION:**

Using the anti-bias approach, this course explores the role of diversity within the educational process. Emphasis will be placed on an awareness of the diverse components of Canadian society. In order to increase knowledge, educators must be aware of resources, services and materials which are appropriate when developing programs which reflect diversity.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the CICE student, with assistance from a Learning Specialist, will demonstrate a basic ability to:

1. **act in a manner consistent with principles of fairness, equity, and diversity to assist in supporting the development and learning of individual children, within the context of his/her family, culture and society**

Potential Elements of the Performance:

- recognize and express the value of diversity and commonality that exists among individuals
- promote an environment of mutual respect
- examine personal attitudes which may interfere with the formation of an anti-bias way of thinking
- use skills required to combat bias, prejudice and discrimination

2. **identify the elements of diversity within Canadian society (*Reflection of CSAC General Education #3 and #5*)**

Potential Elements of the Performance:

- define areas of bias
- research resources and agencies that promote diversity

3. **Assist in the development of programming that promotes the diversity of children, staff, families and their communities in a respectful, accepting manner**

Potential Elements of the Performance:

- research resources, services and materials appropriate for programming that promotes diversity in a respectful, accepting manner.
- evaluate programs that are responsive to the diverse needs of individual children and groups of children
- use developmentally appropriate intervention methods for promoting sensitivity to diversity issues
- foster children's positive self –concept and acceptance of diversity

### III. TOPICS:

1. Definitions and descriptions
2. Diversity issues
3. Examining personal biases
4. Programming
5. Educator's Role
6. Diversity resources

### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- York, S., (2003). ***Roots and Wings: Affirming Culture in Early Childhood Programs.*** (Revised). MN: Redleaf Press.
- Janmohamed, Z., (n.d.). ***Building Bridges: Lesbian, Gay, Bisexual, Transsexual, Transgender and Queer Families in Early Childhood Education.*** Not available in the bookstore.  
Can be downloaded from [www.childcareontario.org](http://www.childcareontario.org). (will be discussed in class)

### TEXTS PURCHASED IN OTHER COURSES BUT USED IN THIS COURSE

- Claudia Eliason and Loa Jenkins. (2003). ***A Practical Guide to Early Childhood Curriculum.*** New Jersey: Pearson Education Inc. (previously purchased)
- Haig,, J., Raikes, G., Sutherland, V. (2003). ***Cites and Sources.*** Canada: Thomson Canada. (previously purchased)
- Kostelnik, M., Soderman, A., and Whiren, A. (2004) ***Developmentally Appropriate Curriculum. Best Practices in Early Childhood Education.*** N.J.: Pearson Education. (previously purchased)

**V. EVALUATION PROCESS/GRADING SYSTEM:**

**ASSIGNMENTS 45%**

- Bias Reflections 15%
- Resource Presentation 20%
- Diversity Scenarios 10%

**\*\*\*Proposed modifications to assignments and tests will be discussed as assignments are presented. Approved modified assignments outlines will be typed by the Learning Specialist and a copy provided to the Professor**

**TESTS (2) 30%**

**IN-CLASS/WEEKLY ACTIVITIES 25%**

Various in-class/weekly assignments will be handed in and/or reported on in class.

- This is a “process” course, and class participation is **crucial**

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	
A	80 – 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% 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.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

## VII. 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. Visit Room E1101 or call Extension 2703 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 Code of Conduct*. 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.

### Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

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

Specific Class Information

**Assignments:**

- Major assignments (5% or more) must be submitted on the due date, at the beginning of class, unless otherwise specified by the instructor. If major assignments are late, both the following steps must be taken in order for the assignment to be evaluated;
  1. Major assignments that are late are to be handed in to Room E3209 (slip under the door).
  2. The instructor will be notified, through WebCT, that the assignment has been handed in. An attachment (in Microsoft Word format) of the completed assignment must be included. A reply will be sent back to you indicating that the material has been received.
- Late, major assignments **will be deducted 5% per day** (20% maximum deduction). Major assignments **more than one week late will not be accepted**.
- All assignments are to be typed unless otherwise stated. All ideas and direct quotations must be documented using APA style. Please refer to the section above about Plagiarism.
- In-class or weekly assignments are due on the assigned date. These assignments will not be accepted after that date, as they are a part of class work and discussions.
- Students are responsible for retaining a file of all drafts and returned assignments. We suggest students keep their computer file of assignments until the end of semester. In the event of a grade dispute, students must produce the graded assignment, so it can be recorded
- Students must adhere to dates set for oral presentations unless the professor has approved prior arrangements. Students who do not present on their presentation date will forfeit the mark for that assignment.

**Tests/Quizzes:**

- Tests/Quizzes must be completed on the date scheduled. If unable to attend ***due to illness or extenuating circumstances***, contact the professor prior to the start of the test. An alternative date must be arranged before the next class.

**Learning Environment:**

In the interest of providing an optimal learning environment, students are to follow these expectations;

- Students should be aware that the expectations for their conduct in class are outlined in the *Student Code of Conduct*.
- Late students are expected to quietly enter the classroom and sit in the nearest seat available. Have your notes and writing material ready before you enter class. If assignments and activities have begun, please wait until they are completed. Wait until after class to speak to classmates about missed material. Make sure you have made arrangements with someone in the class to pick up handouts and take notes for you.
- Students are to keep private conversations out of the classroom.

**Missed Classes**

- If a student misses a class, it is their responsibility to ask a classmate to take notes and pick up assignments and handouts.

**VIII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**IX. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Chair'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. A Learning Specialist 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 Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**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 CICE office with assistance from a Learning Specialist.**

***The Learning Specialist 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.

**C. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**D. Evaluation:**

Is reflective of modified learning outcomes.