

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Multicultural Perspectives in Child Care Settings
CODE NO. : ED264 **SEMESTER:** Three
PROGRAM: Early Childhood Education
AUTHOR: Kathy Nielsen
INSTRUCTOR: Andrea Welz 759-2554 ext. 563
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DATE: Sept. 2004 **PREVIOUS OUTLINE DATED:** Sept. 2003
APPROVED:

	_____	_____
	DEAN	DATE
TOTAL CREDITS:	2	
PREREQUISITE(S):	none	
HOURS/WEEK:	2	

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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 student will demonstrate the 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 individuals
- promote an environment of mutual respect
- examine personal attitudes which may interfere with the formation of an anti-bias way of thinking
- demonstrate skills for combating bias, prejudice and discrimination

2. **Extend understanding of the diversity within Canadian society**

Potential Elements of the Performance:

- recognize and understand the areas of bias
- develop list of resources and agencies that promote diversity
- participate in and critique the simulation of another culture

3. **Develop anti-bias programming**

Potential Elements of the Performance:

- plan curriculum and develop programs that are responsive to the diverse needs of individual children and groups of children, using developmentally appropriate practices
- suggest intervention methods for promoting sensitivity to diversity issues
- foster children's positive self –concept and acceptance of diversity
- increase knowledge of resources, services and materials appropriate for anti-bias programming

III. TOPICS:

1. Definitions and Issues
2. Anti-bias programming
3. Educator's Role
4. Government Services, Programs, Materials and Resources

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

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

V. EVALUATION PROCESS/GRADING SYSTEM:

Resource Sharing Project	15%
Diversity Assignment	15%
Assignments and Activities	40%
Tests (2)	30%

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%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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.

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. Visit Room E1101 or call Extension 703 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:

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.

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.