INSTRUCTIONAL PACKAGE

ECD 252

Diversity Issues in Early Care & Education

Spring 2019

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Spring 2019

COURSE PREFIX: ECD 252   COURSE TITLE: Diversity Issues in ECE
CONTACT HOURS: 45   CREDIT HOURS: 3.0

RATIONALE FOR THE COURSE:
In this course, we focus on providing knowledge of how to appreciate and show respect for diverse children and their families. We offer strategies that will assist you in providing classrooms that support all diversity and help you set up anti-bias environments for young children.

COURSE DESCRIPTION:
This course meets the growing need for students in Early Care and Education to learn how to interact with people who are different from them themselves. It also allows students to examine and appreciate the differences that exist because of diversity of race, language, ethnicity, age and socio-economic levels.

PREREQUISITES/CO-REQUISITES:
(Credit level ECD 102 Minimum Grade of C or Credit level ECD 102 Minimum Grade of TC) and (Credit level ECD 105 Minimum Grade of C or Credit level ECD 105Minimum Grade of TC) and Background Check Form 1

REQUIRED MATERIALS:
Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.
BOOKSTORE.

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

Text: Anti-Bias Education, Louise Derman-Sparks and Julie Olsen Edwards
1 ½" – 2" three ring binder and 8 tab dividers
Microsoft Office-Word, Printer or access to printer
Portable storage device for computer documents

ADDITIONAL REQUIREMENTS:
This class requires observations outside of class in approved child care centers. You are expected to provide your own transportation and any expenses associated with transportation to and from required field work. **All observation arrangements must be made prior to the observation and approved by the professor.**

TECHNICAL REQUIREMENTS:
Access to Desire2Learn (D2L), HGTC's student portal for course materials.
WaveNet and D2L email access.

The majority of course requirements including submitting assignments, receiving notifications and feedback will occur through the course in D2L. The student will be required to access, download, and/or print material from "My Courses" through his(her) WaveNet account. Please be advised that technology issues or problems are _**not**_ an acceptable excuse for _**not**_ participating as _**required**_ for attendance or failing to submit an assignment on the due date.

When having technology problems find another computer to complete the required work. Computers are open to students at numerous locations on all three campuses including open computer labs and the libraries. There are computers available for use in other public locations including the public libraries. A final option would be to contact a friend or relative to borrow a computer. When technology issues are related to the system (i.e., D2L and WaveNet), and not the result of a broken computer, you should contact student online support OIT Help Desk at (843) 349-5340 or through their link on the WaveNet homepage. Although, technology issues or problems are _**not**_ an acceptable excuse for _**not**_ participating as required, it is a good idea to notify your professor about the problem or difficulty.

Student Responsibility and Course Academic Misconduct
Students must complete their own work whether online or in a traditional classroom. Under Section III - Proscribed Conduct - of the Student Code for the South Carolina Technical College System (3-2-106.1) as published in the Horry-Georgetown Technical College (HGTC) Catalog and Student Handbook (2010-2011), "Academic Misconduct *[is]* all forms of academic misconduct including, but not limited to, cheating on tests, plagiarism, collusion and falsification of information *[and]* will call for discipline. Alleged violations will be handled according to the procedures presented in Section IV" of the catalog (pp. 47–49). The disciplinary procedures and possible consequences for an act of academic misconduct are detailed under Sections IV and V of the HGTC Catalog and Student Handbook (2010-2011) (pp. 49-54).

Therefore, students _must_ complete their _own_ work whether online or in a traditional classroom. Any student who does _not_ complete his(her) own work, completes his(her) work through significant assistance of another person(s) or completes work for another student, whether for compensation or not, has violated the Student Code (HGTC Catalog & Student Handbook, 2010-2011, p. 47-54) and has committed academic misconduct. The act of misconduct includes plagiarism, or the act of using or presenting another person's work as your own.

To avoid the question of plagiarism, all information and material used as reference for any paper or project must have a parenthetical citation in the text identify the source of that knowledge and also listed on the reference page as required by the Publication Manual of the American Psychological Association (2010).

Any incident of suspected academic misconduct will be investigated, and should the evidence find that student is in violation of the student code, the incident will be formally reported to the Chief Instructional Officer or her designate.

The possible disciplinary actions, which a professor may take for a substantiated incident of misconduct, are set forth in the Horry-Georgetown Technical College Catalog and Student Handbook (2010-2011) on page 52. The student with questions and/or concerns should consult the Student Code for the South Carolina Technical College System (3-2-106.1) published in the HGTC College Catalog and Student Handbook (2010-2011) and/or course professor of record.

Part II: Student Learning Outcomes

Module 1: Diversity and Bias
Material covered: types of diversity in children and families, early signs of bias in young children
Assessments: Journals, Discussion Questions and Scenarios
Learning Outcomes:
1. Identify defining characteristics of multicultural and anti-bias curricula. *(NAEYC Standard 4: Using Developmentally Effective Approaches, Key Elements A and B)*
2. Demonstrate an understanding of family and community characteristics and needs. *(NAEYC Standard 2: Building Family and Community Relationships, Key Element A)(NAEYC Standard 6: Becoming a Professional, Key Element E)*
3. Reflect on and evaluate beliefs and biases to improve capacity to build relationships with families and communities. *(NAEYC Standard 4: Using Developmentally Effective Approaches, Key Element D, Supportive Skill 1)*

Module 2: Diversity and Bias in the Community and Early Childhood Classrooms
Material covered: observation, documentation, bias in the community and anti-bias early childhood environments
Assessments: Evaluation of Diversity in a Retail Establishment and Evaluation of Classrooms for Diversity and Bias
Learning Outcomes:
1. *Evaluate learning materials and environments for diversity and bias. (NAEYC Standard 1: Promoting Child Development and Learning, Key Element C; Supportive Skill 5: Using Professional Resources)*
2. *Reflect on and evaluate beliefs and biases to improve capacity to build relationships with families and communities. (NAEYC Standard 4: Using Developmentally Effective Approaches, Key Element D, Supportive Skill 1)*

Module 3: Strategies and Advocacy
Material covered: activities and strategies for anti-bias classrooms, ways to advocate for young children and their families
Assessments: Picture File with Discussion Starters, Annotated Bibliography, Advocacy Research Paper and Community Panel on Diversity and Bias
Learning Outcomes:

1. Identify defining characteristics of multicultural and anti-bias curricula. *(NAEYC Standard 4: Using Developmentally Effective Approaches, Key Elements A and B)*
2. Design activities to involve families and communities in children's development and learning. *(NAEYC Standard 2: Building Family and Community Relationships, Key Elements B and C)*
3. Reflect on and evaluate beliefs and biases to improve capacity to build relationships with families and communities. *(NAEYC Standard 4: Using Developmentally Effective Approaches, Key Element D, Supportive Skill 1)*

Students – please refer to the Instructor's Course Information sheet for specific information on assessments and due dates.

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Chapter Notes	100 points	10%
Discussion Questions and Scenarios	100 points	10%
Picture File with Discussion Starters	100 points	10%
Children's Book Assignment	100 points	10%
Community Panel on Diversity and Bias	100 points	10%
Evaluation of Diversity in a Retail Establishment	100 points	10%
Evaluation of Classroom for Diversity and Bias	100 points	10%
Advocacy Research Paper	100 points	10%
Professionalism	100 points	10%
Exam	100 points	10%
Total Points	**1000 points**	**100%**

GRADING SYSTEM:
A = 900-1000 B = 800-899 C = 700-799 D = 600-699 F = 500-599

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop (ACADEMIC CALENDAR). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the

College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources

The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:
1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills.**
2. **On-line student success and academic support resources.**

Visit the SSTC website: Student Success & Tutoring Center and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.

Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:
1. **Getting around HGTC**: General information and guidance for enrollment!
2. Use the **Online Resource Center (ORC)** for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: Wavenet Central. Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

Student Testing: (If course is offered in multiple format include this section, delete if only F2F sections are offered.)

Testing in an **online/hybrid** course may be accomplished in a variety of ways:
- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNow, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Jocelyn Williams, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement
Horry Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and/or activities.

Title IX Requirements
Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College's Title IX Coordinators.

> *Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

Inquiries regarding the non-discrimination policies:	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Associate Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Associate Vice President for Human Resources.
Dr. Melissa Batten, AVP Student Affairs *Title IX Coordinator* Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu	**Jacquelyne Snyder, AVP Human Resources** *Section 504, Title II, and Title IX Coordinator* Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu