



INSTRUCTIONAL PACKAGE

ECD 252

Diversity Issues in Early Care and
Education

201920

Spring/2020

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Spring 2020.

COURSE PREFIX: ECD 252

COURSE TITLE: Diversity Issues in Early Care and Education

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 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 105](#) Minimum 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.

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.

STUDENT IDENTIFICATION VERIFICATION

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

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*

Students’ performance will be assessed and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

Chapter Notes	200 points	20%
Prop Box Assignment	200 points	20%
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	<u>100 points</u>	<u>10%</u>
Total Points	1000 points	100%

GRADING SYSTEM:

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

****Students, for the specific number and type of evaluations, please refer to the***

Instructor's Course Information Sheet.

GRADING SYSTEM:

A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below.

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 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **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

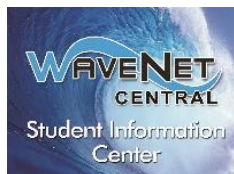


The Student Success and Tutoring Center (SSTC)

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 or go to the [Online Resource Center](#) to access on-demand resources any time.



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 Beth Havens, 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, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

Inquiries regarding the non-discrimination policies: Students 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 Vice President for Student Affairs, Dr. Melissa Batten, VP 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. Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources, Jacquelyne Snyder, VP 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.

Title IX Requirements

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college’s Chief Student Services Officer, campus law enforcement, or with the college’s Title IX Coordinator, or designee.

*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 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 Vice President for Human Resources.

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