

University of North Carolina at Pembroke Teacher Education Program

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North Carolina Department of Public Instruction (NCDPI)



ECE 2050-800 Children and Families in a Diverse World

CRN 11162, Fall 2022

Time & Location: Online with virtual synchronous meetings

Course Instructor:

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Office Hours: Wednesday 3:00 - 5:00 pm, Thursday 10:30 am - 12:30 pm, Friday 10:30 – 11:30 am and by appointment. *Due to meetings, workshops and conferences, the schedule might change and therefore students are advised to email or call before coming to the office.*

WebEx online course meetings: Virtual class meetings on **8/18, 9/20, 10/25, and 11/22, from 6:00 pm to 7:30 pm.** These meetings are **mandatory** and carry **30 points each.**

NOTE:

1. For the assignment requirements and available resources, please carefully read the information provided in the ECE 2050 Canvas course site. For any technical/computing questions, please call/email DoIT for assistance.
2. Email is the best way to contact me outside of office hours. Please email your questions, concerns, and any other messages to chiuchu.chuang@uncp.edu with a brief subject of your message and your course # so that I can promptly and correctly respond to you soon.

Course Description (*From the catalogue*):

This course is designed to offer students the opportunity to examine the critical importance of values and beliefs related to culture, ethnicity and language traditions. The course will increase participants' cultural competency and prepare them to provide culturally sensitive educational experiences for *all* children, as well as to identify and support the individual needs of their diverse families. Focus on the practice of culturally sensitive interventions and effective communication and interaction among family, school, and other professionals will allow students to develop the skills to become culturally competent early childhood educators. There is a required field

experience in this course. Credit: 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

Additionally, ECE 2050 is designated as a Writing Enriched (WE) course and meets the guidelines for the Writing Intensive Program at UNC-Pembroke, an initiative of the UNC Pembroke Quality Enhancement Plan. The goal of the program is to enhance the ability of students to write effectively and appropriately in both general writing and professional writing in their disciplines. The Writing Intensive Program consists of Writing Enriched (WE) courses and Writing in the Discipline (WD) courses. WE courses are 2000- and 3000-level courses in which writing supplements the coverage of course content. They include extensive and intensive instruction in writing. WD courses are 3000- and 4000-level courses that are designed to teach students about the roles and uses of writing in their fields of study. As a requirement for graduation, students must complete nine semester credit hours of WE and WD courses, with at least one WD course.

The personal responsibility and civic mandate of education professionals is to provide a holistic instructional approach that meets the academic, cultural, and emotional needs of diverse learners at their developmental level. Accordingly, this course's content emphasizes personal, professional, and social accountability to quality education and social justice.

The primary purpose is to support in-service and pre-service early learning educators in the development of cultural awareness and responsiveness, in addition to a holistic approach to effectively teaching diverse populations of learners. This is an outcomes-based course. You will explore the concept of multicultural education; reflect on individual, collective, and institutional biases, prejudices, and systematic oppression; and critically apply culturally responsive instructional practices in a manner that promotes academic achievement, emotional wellness, and healthy identity development within young children. You will also engage in experiential learning activities in which you will review, reflect, and respond to matters of culture, equity, and race in early learning settings.

UNCP Teacher Education Conceptual Framework:

Theme: Preparing professional educators who are committed, collaborative, and competent.

The UNCP Teacher Education Program is committed to the public school mission of preparing P-12 learners for full participation in a democratic society. We believe that all P-12 learners are entitled to the highest quality instruction, services, resources, and facilities that society can provide. UNCP's primary responsibility in that noble effort is to prepare competent and collaborative professional educators committed to the mission of public education.

Relationship of Course to the Conceptual Framework:

This course is one of the courses that comprise the professional studies component of the UNCP Teacher Education Program. In this course, content knowledge is developed and refined in light of theories of child development. The course relates to the conceptual framework in the areas of developing competent educational professionals who have a sound base of knowledge of child development in order to make good instructional decisions in the classroom. The teacher education program is structured around five standards that teacher candidates are expected to meet by the time their program of study is completed. All related standards are listed at the end of this syllabus.

Course Goals and Objectives:

The underlying assumption upon completion of this course is you will be equipped with the foundational attitude, knowledge, self-awareness, understanding, and skillsets needed to routinely integrate multicultural education principles into practice, provide proficient culturally responsive instruction to a diverse population of students, and engage in effective cross-cultural interactions with families, colleagues, and community members.

Students will:

1. Enhance their understandings and knowledge about cultural diversity, multicultural education, oppression, and social justice
2. Reflect on instructional practices and make culturally responsive modifications
3. Critically examine, self-reflect and discover your own ways to practice self-care
4. Engage constructively in cross-cultural relationships
5. Critically analyze current events related to the educational equity for all students.
6. Explore and apply evidence-based strategies for student-centered pedagogy and differentiate teaching.
7. Execute developmentally appropriate, equity-driven approaches in their attitude, curriculum, and environment while undoing institutionalized racism.

In support of the course objectives, students will read about, discuss, and use grounding conceptual frameworks, including:

- Multicultural Education
- Culturally Responsive Teaching
- Experiential Learning
- Reflective Practice
- Affective Teaching

Course topics of study include, but are not limited to:

- Human development
- Developmentally Appropriate Practices
- Culture and diversity
- Culturally Responsive Pedagogy
- Inclusion and Anti-bias Education
- Learning environments
- Multicultural Education
- Power and privilege
- Race and social justice
- Reflective Practice

Instructional Strategies and Course Administration:

This course will be delivered in an online format with monthly synchronous WebEx sessions. This course employs a variety of teaching and learning strategies to create significant learning experiences including diverse techniques and methods that can be applicable in education settings.

- Discussions forums in large and small groups
- Small group projects
- Classroom videos and scenarios
- Professional readings and literature review
- Technology and media presentations
- Quizzes and self-assessments
- Reflective Practice
- Current Events Scrapbook
- Storybooks creation

Assignment Preparation – You are expected to complete all assignments by the due date. I suggest that you anticipate technical difficulties and not wait until the last minute to submit your assignment.

Discussion board questions will be posted periodically and meaningful participation is expected and will be used as a portion of the participation grade.

There are **Grading Rubrics** for each type of assignment, and these are posted in Canvas. Please read the grading rubric before and while writing your assignment since this is as important as the assignment instructions.

Paper Writing and APA Style

1. **Research Guide for Students** <https://www.aresearchguide.com/styleguides.html>
2. **Turnitin:** <https://help.turnitin.com/integrity/student/canvas/assignments/submitting-an-assignment.htm>
3. Get familiar with **American Psychological Association (APA) publication standards**
 - https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
 - **In-text Citations**
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html
 - **Citation Machine** <http://citationmachine.net/index2.php?reqstyleid=2>
 - online help with APA citations <http://www.citationmachine.net/apa/cite-a-book>
 - <https://owl.english.purdue.edu/owl/resource/560/01/>
 - <http://www.apastyle.org/learn/faqs/index.aspx>

Mechanics (spelling, grammar, and syntax) will be considered in reviewing all written work. Please proofread carefully your work before submitting it.

Canvas & Class Communication: A Canvas site has been established for this course which is totally online with monthly synchronous online meetings. The instructor will periodically post course documents, information and announcements on the Canvas site of the course, which will automatically appear in your Bravemail also. You are responsible for checking the course site daily and your Bravemail account for the most recent updates. As a student enrolled in this course, you are required to participate in all assignments and activities posted by the instructor by the due dates. Students are expected to submit assignments and respond to discussion board forums (initial and responses to peer) by the indicated due dates. These due dates are included within each Learning Unit/Module. The instructor will retain exemplary student work submissions and discussion board posts as student samples for future classes. The selected students will be notified and grant permission for such purpose. The Canvas course site will be available only during the semester term.

Textbook: Follari, L. (2015). *Valuing Diversity in Early Childhood Education*. Pearson. Other readings are available in the Canvas course site.

Evaluation, Assessment, and grading policies (Grading per assignment rubric):

A (94%)	B (84%)	C (74%)	D (64%)
A-(90%)	B- (80%)	C- (70%)	D- (60%)
B+(87%)	C+ (77%)	D+ (67%)	F (below 60%)

Letter grades are used. It is expected that students enrolled demonstrate breadth and depth of understanding.

A grade of "A" designates that the student's performance has been superior, going above and beyond what is normally expected.

A grade of "B" designates that the student's performance has been satisfactory and that the student has demonstrated the level of understanding normally expected in an expected level.

A grade of "C" designates that the student's performance has been poor and that the student has demonstrated significantly less understanding than what is normally expected in class.

A grade of "F" designates failure of the course.

A grade of "I" (incomplete) is given when a student is unable to complete required work because of an unavoidable circumstance such as illness. It is not to be given to enable a student to do additional work to improve a grade. Assigning the "I" grade is at the discretion of the individual instructor. It is the student's responsibility to request the "I" grade. Generally, the student will have completed most of the work required for the course before the grade of "I" is requested. An incomplete must be removed within one semester (excluding summer term), or it will automatically be converted to a grade of "F." In determining quality hours and quality point averages, an "I" is counted as an "F" until it is removed. An "I" grade does not fulfill prerequisite requirements.

The "P" grade is earned in designated courses and carries semester-hours credit. Credits earned are not counted in quality hours for quality point averages.

A grade of "T" indicates grade pending and may be assigned for thesis research and capstone courses.

A grade of "W" indicates that a student officially withdrew from a course (see "Withdrawals" section below)

Assignments and Explanations:

- **Participation/Professionalism (30%):** You are expected to come to class prepared to discuss any assigned readings and to actively engage during classroom activities and discussions. You are also expected to contribute to online discussion boards and Community of Reflective Practice (CORP) group feedback. CORP assignments posted in the GoReact external link require you video recording classroom interactions, review video footage, and edit several small clips for the instructor and peers to view. CORP guidance and trainings for video recording and editing are posted in the initial module of Canvas course site.
- **Weekly Literature Review Assignments (10%):** Each week you are expected to choose an article that reflects the topics of study and write a 400-500-word response.
- **Current Events Scrapbook (10%):** You are expected to collect 1-2 current events weekly from a variety of sources and write a short description about how the event(s) influence(s) your perspective as a multicultural educator. You will collect your current events in a scrapbook and turn it in at the end of the course, at which point you should have a minimum of 12 current events.
- **Multicultural Education A.C.E. Self-Assessments & Reflective Practice (15%):** You will complete a self-assessment of your Attitude, Curriculum, and early learning Environment, then use this information to engage in reflective practice. At the end of the course, you will reflect on how your attitude, curriculum, and environment has evolved over time.
- **Group Projects (15%):** You will complete 2 group projects throughout the duration of the course: A Multicultural Education Storybook, Resource Box, and Improvement Plan. Each

session has dedicated time at the end to work on the project, and each project itself spans 6 sessions.

- ***Remaining Assignments (20%):*** You will complete a variety of other assignments throughout the course, including but not limited to developing culturally responsive lesson plans/activities and video recording yourself implementing them in the classroom, writing your own sociocultural autobiography, and composing a social justice statement for your early learning classroom and/or program.

Course Requirements:

All course requirements must be completed during the UNCP semester. Students should make themselves aware of calendar deadlines to complete assignments in a timely manner.

Assignment	NCPTS Standards & Indicator	InTASC Standard Alignment	edTPA Alignment	Assessment method
Content Learning Units	2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8	Task 1	Reflective journals, Commentary, discussion board topics and quizzes
Field Experience	2, 3, 4, 5a	1, 2, 3, 4, 5, 6, 7, 8	Task 1	Student observation, comparison and Reflection Paper
Critical Assignment	2, 3, 4g, 5a, 5c	1, 2, 3, 4, 5, 6, 7, 8	Task 1	Final examination essay
Warm-up and End of Semester Reflective	5a, 5b	4, 5, 9	N/A	Self-evaluation current professional competence and improvement plan

Clinical Practice (Field Experience) Requirements: You may participate in Service Learning and Clinical Practice outside of class time. The philosophy of the Teacher Education program is that these experiences enrich and deepen your knowledge and experience to empower you to become effective professionals in the field of education. Your instructor will provide additional information regarding Clinical Experience Assignments. Contact Ms. Kimberly McMillian for clinical practice information and placements 910-521-6379 kimberly.mcmillian@uncp.edu

Liability Insurance Requirements: The University of North Carolina at Pembroke assumes no financial responsibility or liability for its teacher interns. The UNCP Teacher Education Program requires professional liability coverage for all candidates enrolled in the teaching internship. Candidates are required to provide proof of liability protection before final approval for the teaching internship is granted and will not be allowed to report to the assigned school without such proof has been submitted.

Brave Educator Dashboard: In January 2022, the Educator Preparation Program launched the Brave Educator Dashboard. The Dashboard is used for candidates, faculty and staff for advisement, monitoring progression through the EPP Checkpoints and program completion.

edTPA Statement: All candidates for initial licensure in North Carolina must submit qualifying scores on the appropriate edTPA performance-based, subject-specific assessment. More information is available online www.uncp.edu/edtpa.

*****Work outside of class statement:** The estimated time commitment, by default, is 3 hours for each credit hour course. That is, a 3-credit course requires about 9 hours dedicating in it per week. This is an estimate; some sessions may include assignments that require more hours out of class (e.g., completing the planning, video, reflecting, and feedback cycles) while others may take less. Additionally, some participants may complete assignments quicker than others. Some participants may review readings and videos multiple times and spend more time on their assignments. You are encouraged to communicate with your instructor for any questions or concerns.

Attendance policy:

ECE 2050 is a synchronous online class with monthly virtual class sessions. You are required to attend all 4 synchronous class meetings which carry 30 points credit each for a total of 120 points. Please check the Canvas course site and bravemail daily to stay informed of any course changes. Students are

The instructor has the discretion to determine how the attendance policy will be implemented, the circumstances under which make-up work may be allowed, and whether attendance will be used as a criterion in determining the final grade. Excessive absences may result in failing this course. It is suggested that you enroll this course IF ONLY you have determination, commitment, time and effort to complete it well.

UNCP Class Attendance Policy

Students are expected to attend class, be prepared for engaged learning, and be aware of the policies outlined in course syllabus. The instructor clearly communicate expectations regarding attendance, participation, and make-up of any missed exams and assignments in the written course syllabus and explained during the first day of the semester. Faculty teaching an online course should require completion of an assignment of the faculty member's choosing that requires active student participation within the roster verification period.

Overview of Attendance Policy for University Sanctioned Events

If a student is representing the University in an official capacity (e.g.: academic conference, student government, course field trips, ROTC events, athletics, band) at an official University-sanctioned event, that absence shall be excused. Teacher candidates are responsible for all coursework missed and must make up the work within three university business days after the student returns to campus. Any student who anticipates missing more than 15% of the course should not enroll in the course without prior approval from the instructor.

It is the responsibility of the student to communicate with the professor or instructor about classes missed for any reason, including University sanctioned events. Teacher candidates must provide official documentation of proposed University-sanctioned events that will result in excused absences during the first week of each semester. Prior written documentation must be provided for each excused absence.

ADA Syllabus Access Statement: Americans with Disabilities Act (ADA) Statement Federal laws require UNCP to accommodate students with documented learning, physical, chronic health, and psychological, visual or hearing disabilities. In post-secondary school settings, academic

accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify must contact the Accessibility Resource Center (ARC) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain confidential. Accommodations cannot be provided retroactively. More information for students about the services provided by ARC and the accommodation process may be found at the following link: [UNCP ARC](#)

Religious Holiday Policy Statement: Students are allowed two excused absences each semester from class or other scheduled academic activity to observe a religious holy day of their faith. Students must submit written notification of the absences to their instructors within two weeks of the beginning of the semester. Students should not be penalized for these absences, and shall be permitted a reasonable amount of time to make up tests or other work missed due to an excused absence for a religious observance. A student who is to be excused from class for a religious observance is not required to provide a second-party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

The Honor Code: Students have the responsibility to know and observe the UNCP Academic Honor Code. This code forbids cheating, plagiarism, abuse of academic materials, fabrication or falsification of information, and complicity in academic dishonesty. Any special requirements or permission regarding academic honesty in this course will be provided to students in writing at the beginning of the course, and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate this code can be dismissed from the University. The normal penalty for a first offense is an F in the course. Standards of academic honor will be enforced in this course. Students are expected to report cases of academic dishonesty to the instructor. In general, faculty members should, and will, take preventative measures to avoid cases of academic dishonesty (for example, examinations should be carefully proctored). However, a faculty member's failure to take such measures is no excuse for academic dishonesty. Academic honesty and integrity, in the final analysis, are matters of personal honesty and individual integrity on the part of every student. More information on the academic honor code can be found at

Student Support Services: Provides free tutoring for undergraduate students enrolled in general education courses and select upper level math and biology courses during the academic year. Other supportive services include counseling, academic advising, career development, study skills assistance, cultural enrichment activities, financial literacy, and assistance with completing financial aid paperwork – [Center for Student Success](#)

Alternative Format Statement: This publication is available in alternative formats upon request. Please contact the Accessibility Resource Center, D.F. Lowry Building, Room 107, or call 910.521.6695

Diversity Statement: As part of the mission of UNCP in providing the setting and environment for the University experience, and to graduate students prepared for global citizenship and our

multi-ethnic regional society, the Teacher Education Program at UNCP is committed to the development of educators who embrace the diversity of ideas, learning styles, racial, ethnic, and gender differences, and who possess the knowledge, skills and dispositions necessary to promote living and learning in a global society. In order to accomplish this, the Teacher Education Program

1. Recruits students from among diverse backgrounds, cultures, and races;
2. Recruits faculty members from among diverse populations who possess a knowledge base for teaching diverse populations;
3. Develops, teaches, and assesses a curriculum that embraces learning and teaching for diverse populations; and
4. Provides (field) experiences and clinical settings which enable students to test, adapt, and adopt paradigms of learning for diverse populations.

The instructor reserves the right to make changes or revisions in the course, course syllabus, course requirements, and class schedule as they deem appropriate. Exam dates and due dates for assignments are tentative and subject to change at the discretion of the instructor. All changes will be posted on Canvas.

Teacher Education Standards addressed by ECE 2050: *North Carolina Professional Teaching Standards* (undergraduate & MAT: for initial licensure candidates)

Standard I: Teachers demonstrate leadership.

- a. Teachers lead in their classrooms.
- b. Teachers demonstrate leadership in the school.
- c. Teachers lead in the teaching profession.
- d. Teachers advocate for schools and students.
- e. Teachers demonstrate high ethical standards.

Standard II: Teachers establish a respectful environment for a diverse population of students.

- a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
- b. Teachers embrace diversity in the school community and in the world.
- c. Teachers treat students as individuals.
- d. Teachers adapt their teaching for the benefit of students with special needs.
- e. Teachers work collaboratively with the families and significant adults in the lives of their students.

Standard V: Teachers reflect on their practice.

- a. Teachers analyze student learning.
- b. Teachers link professional growth to their professional goals.
- c. Teachers function effectively in a complex, dynamic environment.

InTASC Model Core Teaching Standards and Learning Progressions for Teachers
Learner and Learning

Standard 1: Learner Development -- *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

Standard 2: Learning Differences -- *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

Standard 3: Learning Environments -- *The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Instructional Practice

Standard 7: Planning for Instruction -- *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

Standard 8: Instructional Strategies -- *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

Professional Responsibility

Standard 9: Professional Learning and Ethical Practice -- *The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

Standard 10: Leadership and Collaboration -- *The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

NC Digital Learning Competencies <https://www.dpi.nc.gov/media/15/open> & <https://www.dpi.nc.gov/districts-schools/districts-schools-support/digital-teaching-and-learning/digital-teaching-learning-standards>

Educator Disposition Assessment (EDA) -- all teacher candidates will be assessed on the dispositions below at various points in their program.

Classroom Teacher EDA

- Oral Communication
- Written Communication
- Professionalism
- Positive Attitude
- Prepared
- Appreciation of and value for cultural and academic diversity
- Collaboration
- Self-Regulation
- Social Emotional Learning

Educational Leadership EL-EDA

- Confidence
- Determined/Perseverance
- Vision
- Driven to Learn
- Conflict Resolution
- Embraces Diversity and Equity
- Relationship Skills
- High Expectations for All
- Positive Attitude
- Effective Communication
- Integrity
- Creates a Positive Culture
- Possesses Professional Beliefs, Commitment, and Work Ethic

- Adaptable in Working with Staff and Stakeholders
- Self-Aware of Strengths and Weaknesses

Dispositions of the Online Learner DOL-EDA

- Digital Citizen
- Self-Regulated
- Technology Confidence
- Self-Starter and Active Learner
- Resilience
- Openness
- Self-Motivated Learner
- Advocate for Self