

CDE 202: TEACHING IN A DIVERSE SOCIETY

Date Submitted: Fri, 01 Mar 2019 16:19:59 GMT

Formerly known as:

ECE 045 (or if cross-listed - inactivated courses associated with this course)

Originator

wsanders

Co-Contributor(s)**Name(s)**

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Justification / Rationale

We have chosen to change the discipline to Child Development and Education to reflect the addition of elementary education courses in our program. We have also made a faculty decision to make the courses numerically consecutive to make it easier for students to understand required vs. electives, the recommended order of courses and make wiser selections for electives that will lead to certificates, such as the Master Teacher Certificate for Language & Literacy. Finally, we have updated SLO's objectives and course content to meet the California Community Colleges Curriculum Alignment Project (CAP) agreement for required ECE courses.

Effective Term

Fall 2020

Credit Status

Credit - Degree Applicable

Subject

CDE - Child Development & Education

Course Number

202

Full Course Title

Teaching in a Diverse Society

Short Title

DIVERSITY

Discipline**Disciplines List**

Child Development/Early Childhood Education

Modality

Face-to-Face

100% Online

Hybrid

Catalog Description

Examination of the development of social identities in diverse societies including theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms and teaching. Various classroom strategies are explored emphasizing culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. Course includes self-examination and reflection on issues related to social identity, stereotypes and bias, social and educational access, media and schooling.

Schedule Description

This course is designed to help students explore and address diversity in ways that enhance the development of children in early childhood settings. Prerequisite: CDE 104

Lecture Units

3

Lecture Semester Hours

54

Lab Units

0

In-class Hours

54

Out-of-class Hours

108

Total Course Units

3

Total Semester Hours

162

Prerequisite Course(s)

CDE 104

Required Text and Other Instructional Materials**Resource Type**

Book

Author

Derman-Sparks, Louise and Julie Olsen Edwards

Title

Anti-Bias Education for Young Children and Ourselves

Edition

current

City

Washington, D.C.

Publisher

NAEYC

Year

2020

College Level

Yes

Flesch-Kincaid Level

12

ISBN #

978-1938113574

Resource Type

Book

Author

Gonzalez-Mena, Janet

Title

Diversity in Early Care and Education: Honoring Differences

Edition

current

City

NJ

Publisher

McGraw Hill

Year

2007

College Level

Yes

Flesch-Kincaid Level

12

ISBN #

0073525863

Resource Type

Web/Other

Description

Course Reader as Provided by Instructor

Class Size Maximum

35

Entrance Skills

Students must be able to design learning experiences that support children's learning and development across all domains. They need to understand the process of planning, implementing and assessing activity plans to ensure that children are progressing in all domains.

Requisite Course Objectives

CDE 104-Examine ways curriculum is integrated across all developmental domains and content areas.

CDE 104-Document observations of children's developmental stages in various early childhood settings for planning curriculum and environments.

CDE 104-Design appropriate experiences in multiple content areas to support children's learning

CDE 104-Plan and record the curriculum development process using various forms of documentation.

Course Content

1. Historical and current perspectives on diversity and inclusion
2. Defining forms of diversity including Terminology, Trends and Misconceptions
3. Stereotypes: How stereotypes and prejudice develop; Challenging stereotypes
4. Privilege and oppression: History, impact, institutional policies that perpetuate unequal access, overt and covert social messages, recognition of dominant cultures;
5. Issues of inequity and access: impacts of silence; influence of the media;
6. Diverse and inclusive learning environments: books and media, materials, curriculum, interactions, assessment methods, holidays, family involvement;
7. The influence of teachers in children's lives: Impact of personal history; Recognition of personal bias, communication patterns, conflict resolution strategies, modeling respectful and inclusive behaviors and partnerships with families.

Course Objectives

Objectives	
Objective 1	Compare historical and current perspectives on diversity and inclusion
Objective 2	Identify various forms of diversity
Objective 3	Explore the influences of stereotypes and bigotry
Objective 4	Summarize the history and influence of systemic, internalized privilege and oppression
Objective 5	Evaluate the relationship between one's own experiences and the development of personal bias
Objective 6	Identify the influences on the development of social identity
Objective 7	Identify ways to effectively negotiate and resolve conflict related to issues of diversity
Objective 8	Evaluate classroom environments, materials, and approaches for developmental, cultural, and linguistic appropriateness
Objective 9	Identify issues of social injustice and bias that occur in classrooms.
Objective 10	Evaluate strategies used to build collaborative relationships with families related to issues of diversity.

Student Learning Outcomes

Upon satisfactory completion of this course, students will be able to:	
Outcome 1	Examine the impact of various societal influences on the development of children's social identity
Outcome 2	Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development
Outcome 3	Evaluate the influence of teachers' experiences on teaching approaches and interactions with children and families

Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Collaborative/Team	Anti-bias curriculum development; culture study including ethnography, artists and research;
Self-exploration	Students will reflect weekly in a journal and/or discussion about their own culture and experiences; students will write their own family's cultural story;
Role Playing	Simulation activities, culture, stereotypes, bias, prejudice, discrimination, subtractive schooling, xenophobia;
Observation	Observe and assess diversity in early childhood classrooms;
Lecture	Experiential, video, film, survey, research all in combination with overarching framework of understanding ourselves, understanding others, understanding anti-bias teaching practices;
Experiential	Students will have optional field trips exploring local cultural centers (such as the Indian Canyons, the Tolerance Museum, the Living Desert geography) to analyze and frame culture; students will also assess children's books, musical instruments, cultural icons to assess cultural components of social, economic, political and belief systems.

Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
College level or pre-collegiate essays	Essays on family cultural history	Out of Class Only
Group activity participation/observation	Develop an anti-bias curriculum plan for one week with a group of 3 students. Student will develop out of class and present in class.	In and Out of Class
Presentations/student demonstration observations	Write a paper on an artist of a different culture and present an electronic presentation to the full class	Out of Class Only
Term or research papers	Interview a person from another culture	Out of Class Only
Critiques	Read and critique two current journal articles on diversity in ECE	Out of Class Only

Assignments

Other In-class Assignments

- Self-reflection
- Role play, video and analyze, simulation of cultural bias
- Observation and assessment of an ECE classroom diversity and bias/anti-bias
- Discussions are required and may include, but are not limited to: Debate over the role and type of bi-lingual education in the preschool classroom, including social, political and educational components.

Other Out-of-class Assignments

- Write a summary of two articles on an approved subject related to diversity and child development.
- Write a two-to-three page report detailing three generations of your family's cultural and historical roots and assimilation into the larger culture.
- Compile an ethnography of a person from a culture or people group different from the student.
- Create an anti-bias, culturally relevant teaching tool to use in a classroom for young children age three-to-five.
- Create an anti-bias, culturally relevant activity for children age three-to-five.
- Present a cultural study, as a team, of one culture that is not your own, and present it in the framework of social, economic, political and belief systems to the rest of the class for formation of basic cultural understandings for curriculum and working with families

Grade Methods

Letter Grade Only

Distance Education Checklist

Include the percentage of online and on-campus instruction you anticipate.

Online %

30

On-campus %

70

Instructional Materials and Resources

Effective Student/Faculty Contact

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

Within Course Management System:

- Timely feedback and return of student work as specified in the syllabus
- Discussion forums with substantive instructor participation
- Chat room/instant messaging
- Regular virtual office hours
- Private messages
- Online quizzes and examinations
- Video or audio feedback
- Weekly announcements

External to Course Management System:

- Direct e-mail
- E-portfolios/blogs/wikis
- Listserves
- Posted audio/video (including YouTube, 3cm mediasolutions, etc.)
- Synchronous audio/video
- Teleconferencing
- Telephone contact/voicemail
- USPS mail

For hybrid courses:

- Scheduled Face-to-Face group or individual meetings
- Field trips
- Library workshops

Orientation, study, and/or review sessions
Supplemental seminar or study sessions

Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.

Faculty will respond in a timely manner both through grading and encouraging student participation. Faculty have utilized such techniques as initial Zoom conferences to build cohesion and commitment and then partnered that with a field trip (optional) to enhance student connections. Faculty respond to homework grading in a timely manner—usually in 48 hours but always before the next assignment is due so students have feedback to help them succeed.

If interacting with students outside the LMS, explain how additional interactions with students outside the LMS will enhance student learning.

Opportunities to observe and reflect on children in early childhood settings will expand students' experiential view and enable instructors to correlate further the learning activities and SLO's. These events will not be evaluated in such a way as to preclude students from out of the district to participate effectively. Field trips, particularly, such as to the Indian Canyons with a lecture on Cahuillan culture from the Rangers will be exceptional opportunities for students to expand their understanding and recognize local resources for their own teaching.

Other Information

Comparable Transfer Course Information

University System

CSU

Campus

CSU San Bernardino

Course Number

HD 205

Course Title

Diversity in Child Development

Catalog Year

1011-12

MIS Course Data

CIP Code

13.1210 - Early Childhood Education and Teaching.

TOP Code

130500 - Child Development/Early Care and Education

SAM Code

C - Clearly Occupational

Basic Skills Status

Not Basic Skills

Prior College Level

Not applicable

Cooperative Work Experience

Not a Coop Course

Course Classification Status

Credit Course

Approved Special Class

Not special class

Noncredit Category

Not Applicable, Credit Course

Funding Agency Category

Not Applicable

Program Status

Program Applicable

Transfer Status

Transferable to both UC and CSU

C-ID

ECE 230

Allow Audit

No

Repeatability

No

Materials Fee

No

Additional Fees?

No

Approvals**Curriculum Committee Approval Date**

10/01/2019

Academic Senate Approval Date

10/10/2019

Board of Trustees Approval Date

11/13/2019

Chancellor's Office Approval Date

12/09/2019

Course Control Number

CCC000609655

Programs referencing this course

Early Childhood Education Master Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=129/>)

ECE Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=130/>)

Early Childhood Education Site Supervisor Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=131/>)

Early Childhood Education AS-T Degree (<http://catalog.collegeofthedesert.eduundefined?key=36/>)

Early Childhood Education AS Degree (<http://catalog.collegeofthedesert.eduundefined?key=62/>)

Early Childhood Education Master Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=129/>)

ECE Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=130/>)

Early Childhood Education Site Supervisor Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=131/>)

Early Childhood Education AS-T Degree (<http://catalog.collegeofthedesert.eduundefined?key=36/>)

Early Childhood Education AS Degree (<http://catalog.collegeofthedesert.eduundefined?key=62/>)