



CDE 241: ECE GLOBAL DIPLOMACY PRACTICUM

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Formerly known as:

ECE 039 (or if cross-listed - inactivated courses associated with this course)

Originator

wsanders

Co-Contributor(s)

Name(s)

Greene, Donna

Avalos, Maria

Justification / Rationale

Changing course numbers to make it easier for students to understand

Effective Term

Fall 2020

Credit Status

Credit - Degree Applicable

Subject

CDE - Child Development & Education

Course Number

241

Full Course Title

ECE Global Diplomacy Practicum

Short Title

GLOBAL PRACTICUM

Discipline

Disciplines List

Child Development/Early Childhood Education

Modality

Face-to-Face 100% Online Hybrid

Catalog Description

This course is designed to develop the practical skills needed to work in a global education environment by placing students in an integrated, service-learning study abroad experience. Critical thinking skills and application will be developed by examining communication, culture, history, values and lifestyles in the context of childhood.

Schedule Description

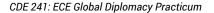
This course is designed to develop the practical skills needed to work in a global education environment by placing students in an integrated, service-learning study abroad experience. The cost of airfare, lodging and meals must be provided, sought or raised in order to participate in this course. Prerequisite: CDE 204

Lecture Units

1

Lecture Semester Hours

18





Lab Units

2

Lab Semester Hours

108

In-class Hours

126

Out-of-class Hours

36

Total Course Units

3

Total Semester Hours

162

Prerequisite Course(s)

CDE 204

Required Text and Other Instructional Materials

Resource Type

Book

Author

Slimbach, Richard

Title

Becoming World Wise: Guide to Global Learning

Edition

1

City

Sterling, VA

Publisher

Stylus

Year

2010

College Level

Yes

Flesch-Kincaid Level

12

ISBN#

978-1579223472

Resource Type

Book

Author

Arnold, Johann Christoph

Title

Their Name Is Today: Reclaiming Childhood in a Hostile World

CDE 241: ECE Global Diplomacy Practicum



Edition

1

City

Walden, NY

Publisher

Plough

Year

2014

College Level

Yes

Flesch-Kincaid Level

10.6

ISBN#

9780874866308

Class Size Maximum

16

Entrance Skills

Students must be able to apply research and developmental theories to planning, implementing and assessing curriculum for young children.

Students must be able to analyze classroom environment and routines and their impacts to adjust their teaching to meet children's expectations and needs

Requisite Course Objectives

CDE 204-Demonstrate developmentally appropriate practices in supervised early childhood classrooms

CDE 204-Perform teaching and non-teaching responsibilities.

CDE 204-Analyze student teaching experiences to inform and guide future teaching and collaborative practices

Course Content

- 1. Introduction to the culture
- 2. Introduction to global education and global diplomacy
- 3. Benefits and liabilities of international service learning
- 4. Seizing the learning opportunity
- 5. Global perspectives on child development and childhood
- 6. Global perspectives on human rights and opportunity
- 7. Perspectives on poverty and wealth
- 8. Global diplomacy activities and strategies
- 9. Creating activity plans that are developmentally appropriate and culturally relevant

Lab Content

- 1. Ethical American citizen behavior
- 2. Cultivating meaningful international relationships
- 3. Living with paradox of benefit and cost
- 4. Getting oriented to a new country and culture: safety and opportunity
- 5. Analysis of education in the USA and abroad
- 6. Implementing developmentally and culturally appropriate activities.
- 7. Reflecting and assessing the results of teaching activities
- 8. Analyzing ways to improve best teaching practices



Course Objectives

	Objectives
Objective 1	Lecture: Describe the social, economic, political, environmental elements of the culture in which they will teach.
Objective 2	Lecture: Analyze and discuss global education diplomacy issues in relation to children, families and best teaching practices.
Objective 3	Lecture and Lab: Analyze critically their experiences before, during and after the international service learning experience.
Objective 4	Lab: Create activity plans that are developmentally and culturally appropriate in an international early childhood education setting.
Objective 5	Lab: Critically assess their capacity to match student needs with their teaching practice.
Objective 6	Lab: Create and implement an activity to engage families in an international, early childhood setting that is culturally relevant.

Student Learning Outcomes

	Upon satisfactory completion of this course, students will be able to:
Outcome 1	Students will compare and contrast educational policies and practices in California and another country so they can adapt to changing demographics of students within the United States.
Outcome 2	Students will demonstrate their ability to adapt teaching practice to flow with the foreign classroom while maintaining integrity to early childhood education principles.

Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Demonstration, Repetition/Practice	Students will develop and implement a 3- hour teaching activity plan 3-5 times during the service-learning in country.
Collaborative/Team	Students will work in teams of 3 to develop cultural preparations and teaching activity plans.
Activity	Students will engage in cultural simulation activities to prepare for experiences out of their predictable context.
Observation	Students will observe children in their native setting prior to teaching to determine needs and interests.
Lecture	Lectures will be developed on how to maximize the learning opportunity from international travel, including how to learn culture and develop activity plans.
Laboratory	Students will practice teach in a service-learning approach in a foreign country.
Journal	Students will maintain an on-line blog OR portfolio of their teaching experience reflections

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	Write essays on a weekly discussion board that will be at college-level reflection.	In and Out of Class
Self/peer assessment and portfolio evaluation	Student self-assessment is one aspect of their lesson/activity design and evaluation.	In and Out of Class
Presentations/student demonstration observations	Present their cultural element findings prior to travel.	In and Out of Class
Field/physical activity observations	Complete 3 observations on the teaching practices of the schools to be visited.	In and Out of Class
Laboratory projects	Design and implement developmental and cultural appropriateness of five ECE activity plans developed, implemented and self-assessed.	In and Out of Class
Portfolios	Analyze a portfolio of their teaching activities and self-assessment.	In and Out of Class



Guided/unguided journals	Self-Reflect through a guided journal on teaching practice and cultural adaptation.	In and Out of Class
Written homework	Detail their learning through a presentation on one aspect of the culture of the country to be visited for other COD students, the Board, faculty and broader ECE community.	In and Out of Class

Assignments

Other In-class Assignments

- 1. Students will participate in DISCUSSION BOARD on-line to prepare and reflect upon the travel and learning opportunity.
- 2. Students will teach 5 3-hour blocks of activities with children ages 3-5 in an international setting.
- 3. Students will conduct 3-5 observations of teaching practice in the classroom to which they will visit.
- 4. Students will work in collaborative teams to develop a cultural and educational analysis of the country to be visited for the service learning.

Other Out-of-class Assignments

- 1. Students will work in teams to develop 5 activity plans covering 3 hours each to implement in the foreign country for 3-5 year old children.
- 2. Students will complete a self-reflective journal or blog before, during and after the service learning in response to critical thinking related questions of analysis and comparison.

Grade Methods

Letter Grade Only

Distance Education Checklist

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

Online %

50

On-campus %

50

Lab Courses

How will the lab component of your course be differentiated from the lecture component of the course?

The lab portion will be in a different country and students will spend the hours volunteering in an early childhood education classroom.

From the COR list, what activities are specified as lab, and how will those be monitored by the instructor?

The instructor will be onsite in country to assist and observe the students.

How will you assess the online delivery of lab activities?

Students will complete some self-reflection of their student teaching on-line as an option for presentation to the instructor.

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
Listservs
Posted audio/video (including YouTube, 3cmediasolutions, etc.)
Synchronous audio/video
Teleconferencing
Telephone contact/voicemail
USPS mail

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

Instructors will communicate with students 3-5 times per week through these tools in an array of configurations. If the course is an intensive, that communication will increase respectively. Faculty grade student work with rubrics and individualized feedback in a timely manner, often no more than 48 hours after submission.

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

Students will need to be physically present in the lab opportunity arranged by College of the Desert, such as in a preschool in Costa Rica. College of the Desert will structure the dates, locations, flights and lodging and the instructor will be physically present with students during that, typically two week, timeframe.

Other Information

Comparable Transfer Course Information

University System

CSU

Campus

CSU San Bernardino

Rationale

No transfer courses available

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

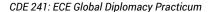
Credit Course

Approved Special Class

Not special class

Noncredit Category

Not Applicable, Credit Course





Funding Agency Category

Not Applicable

Program Status

Program Applicable

Transfer Status

Not transferable

Allow Audit

No

Repeatability

No

Materials Fee

No

Additional Fees?

No

Files Uploaded

Attach relevant documents (example: Advisory Committee or Department Minutes)

ECE_CommitteeMinutes March 14 2018.pdf

Approvals

Curriculum Committee Approval Date

11/05/2019

Academic Senate Approval Date

11/14/2019

Board of Trustees Approval Date

12/19/2019

Chancellor's Office Approval Date

1/05/2020

Course Control Number

CCC000611418

Programs referencing this course

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