CDE 202: TEACHING IN A DIVERSE SOCIETY

Formerly known as:

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

Originator

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Co-Contributor(s)

Name(s)
Sanders, Wendy

Justification / Rationale

We have a CA Community College Early Childhood Education open educational resource text that meets the course objectives and content newly available to students. We have updated the required reading to include the Spanish translation of the OER textbook that is now available.

Effective Term

Fall 2023

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

Open Educational Resource

Yes

Formatting Style

APA

Author

Esquivel, Krischa, Emily Elam, Jennifer Paris, and Maricela Tafoya

Title

The Role of Equity and Diversity in Early Childhood Education

Edition

1

City

Sacramento

Publisher

CA Community College Chancellors Office College of the Canyons

Year

2020

College Level

Yes

Flesch-Kincaid Level

12

ISBN #

n/a

Resource Type

Book

Open Educational Resource

Yes

Formatting Style

APA

Author

Producido por Krischa Esquivel, Emily Elam, Jennifer Paris, y Maricela Tafoya Revisado por Cindy Stephens y Antoinette Ricardo Editores: Alexa Johnson, Trudi Radtke, y Alex Gavilan

Title

El Rol de la Equidad y la Diversidad en la Educación de la Primera Infancia

Edition

1

City

Sacramento

Publisher

College of the Canyons - California Community College Chancellors Office

Year

2020

College Level

Yes

Flesch-Kincaid Level

12

Class Size Maximum

35

Entrance Skills

Students must be able to design developmentally appropriate learning experiences (CDE 104) that support children's learning and development across all domains (CDE 101). They need to understand the process of planning, implementing and assessing activity plans (CDE 104) to ensure that children are progressing in all domains and that families are active partners in the learning process (CDE 102).

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	Weekly in a journal and/or discussion about their own culture and experiences; students will record and analyze teaching practices application from their own family's cultural story;
Role Playing	Anti-bias response to simulation activities, culture, stereotypes, bias, prejudice, discrimination, subtractive schooling, xenophobia;
Observation	Observe and assess diversity in early childhood classrooms;
Lecture	Analyze and evaluate 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	Students will record their own family cultural history and analyze how they can apply their experiences to anti-bias teaching practices.	Out of Class Only
Group activity participation/observation	Create 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 that analyzes cultural contributions of art and how that can be applied to the preschool classroom	Out of Class Only

Term or research papers	Interview a person from another culture and synthesize how they can apply lessons learned from this to their own anti-bias teaching practice.	Out of Class Only
Critiques	Read and critique two current journal articles on diversity in ECE and apply concepts to their own anti-bias teaching practice.	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:

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

For hybrid courses:

Field trips
Library workshops
Orientation, study, and/or review sessions
Scheduled Face-to-Face group or individual meetings
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
CD2205

Course Title
Diversity in Child Development

Catalog Year
2022-23

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

Files Uploaded

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

CDE_Mail In Vote on Course Modifications Spring 2022.pdf

Approvals

Curriculum Committee Approval Date

10/20/2022

Academic Senate Approval Date

10/27/2022

Board of Trustees Approval Date

12/16/2022

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)
Early Childhood Education Teacher Certificate of Achievement (http://catalog.collegeofthedesert.eduundefined/?key=130)
Early Childhood Education Site Supervisor Certificate of Achievement (http://catalog.collegeofthedesert.eduundefined/?key=131)
Ethnic Studies AA Degree (http://catalog.collegeofthedesert.eduundefined/?key=357)
Early Childhood Education AS-T Degree (http://catalog.collegeofthedesert.eduundefined/?key=36)
Early Childhood Education AS Degree (http://catalog.collegeofthedesert.eduundefined/?key=62)