

Course Outline of Record

1. Course Code: ECE-045
2.
  - a. Long Course Title: Teaching In A Diverse Society
  - b. Short Course Title: DIVERSITY
3.
  - a. Catalog Course 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 will be 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.
  - b. Class Schedule Course Description:  
 This course is designed to help students explore and address diversity in ways that enhance the development of children in early childhood settings.
  - c. Semester Cycle (if applicable): Each semester
  - d. Name of Approved Program(s):
    - EARLY CHILDHOOD EDUCATION
    - EARLY CHILDHOOD EDUCATION MASTER TEACHER
    - EARLY CHILDHOOD EDUCATION TEACHER
    - ECE SITE SUPERVISOR
4. Total Units: 3.00      Total Semester Hrs: 54.00  
 Lecture Units: 3      Semester Lecture Hrs: 54.00  
 Lab Units: 0      Semester Lab Hrs: 0  
 Class Size Maximum: 30      Allow Audit: No  
 Repeatability No Repeats Allowed  
 Justification 0
5. Prerequisite or Corequisite Courses or Advisories:  
*Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm1-A)*  
 Prerequisite: ECE 010
6. Textbooks, Required Reading or Software: (List in APA or MLA format.)
  - a. Derman-Sparks, Louise and the A.B.C. Task Force (2011). *Anti-Bias Curriculum: Tools for Empowering Young Children* (current/e). Washington, D.C. NAEYC.  
 College Level: Yes  
 Flesch-Kincaid reading level: 12
  - b. Gonzalez-Mena, Janet (2007). *Diversity in Early Care and Education: Honoring Differences* (current/e). NJ McGraw Hill. ISBN: 0073525863  
 College Level: Yes  
 Flesch-Kincaid reading level: 12
  - c. Course Reader as Provided by Instructor
7. Entrance Skills: *Before entering the course students must be able:*
  - a. Describe basic understanding of Western European perspectives on child development
    - ECE 010 - Examine and discuss major theories of child development.
    - ECE 010 - Examine ways in which developmental domains are continuous, sequential and interrelated.
    - ECE 010 - Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
    - ECE 010 - Investigate and explain sources of developmental change and reasons for disturbances in the developmental

process.

- ECE 010 - Demonstrate knowledge of current research findings as they apply to child development.
- ECE 010 - Examine and explain how bias can influence the research process.
- ECE 010 - Identify and describe risk factors that impact families and child at each major developmental stage.
- ECE 010 - Investigate and explain the process of bilingual development in children at various stages.
- ECE 010 - Describe and explain biological and environmental factors influencing the development of identity and self-esteem in children of all ages.

## b. Describe how theories are used in planning appropriate curriculum for children, including environments, daily routines and learning activities.

- ECE 010 - Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers.
- ECE 010 - Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.
- ECE 010 - Examine and evaluate the role of family in facilitating children's development.
- ECE 010 - Examine and evaluate the role of teachers and other professionals in facilitating children's development.
- ECE 010 - Examine and evaluate the role of play and its relationship to development at various stages.
- ECE 010 - Investigate and explain the process of bilingual development in children at various stages.

## c. Complete observations on young children.

- ECE 010 - Examine and discuss major theories of child development.
- ECE 010 - Examine ways in which developmental domains are continuous, sequential and interrelated.
- ECE 010 - Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
- ECE 010 - Investigate and explain sources of developmental change and reasons for disturbances in the developmental process.
- ECE 010 - Demonstrate knowledge of current research findings as they apply to child development.
- ECE 010 - Examine and explain how bias can influence the research process.
- ECE 010 - Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers.
- ECE 010 - Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.

## 8. Course Content and Scope:

### Lecture:

1. The highly diverse world in which children now live
2. Issues of inequity and access as they relate to young children in a world of diversity.
3. The nature of systemic and internalized oppression and privilege and the subsequent impacts on children's identity development and learning
4. How children think: pre-prejudice, impacts of silence, overt and covert social messages, stereotypes, isms, bias, prejudice, fear, hatred
5. Impact of privilege and oppression
6. Differences between individual prejudice and the systems within a society that maintain unequal access based on race, gender, economic class, ability, sexual orientation, religious beliefs, culture, language and all isms
7. Clarification of terms: Sex, gender, gender role, sexual orientation; racial, ethnic, cultural, national identity; nuclear family, blended family, single-parent family; transracial family, gay-lesbian family, extended family, adoptive family, foster family; etc.
8. Identification of stereotypes and biased messages in the media and in the classroom and exploration of educational approaches that teach children how to challenge such messages and develop alternative behaviors
9. Culturally and developmentally appropriate classrooms: curriculum, environment, human relationships
10. Anti-bias approaches to all curriculum arenas, materials, activities, goals, assessment
11. Environments and curriculums that reflect children's cultures and experiences and that expose children to the larger communities in which they live
12. Environments and curriculum that challenge children's biases and support the acquisition of authentic information about human differences
13. Effects of dominant culture holiday curriculums; examination of culturally and class embedded traditions of

diverse groups

14. Children's books and media to support identity development and anti-bias thinking and represent home language, culture and traditions, stories and songs

15. Personal histories and experiences; internalized privilege and oppression; impacts on teaching identity, choices and teaching roles with children and families

16. The teacher as model: self knowledge; recognition and respect for differences; responsive behaviors; acknowledgement and struggle with bias; change agent for and with children, families and colleagues

17. Teachers and families: teacher responsibility to assess power dynamics; and commitment to co-creation of anti-bias approaches

Lab: *(if the "Lab Hours" is greater than zero this is required)*

9. Course Student Learning Outcomes:

1.

Analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.

2.

Critique theories and review the multiple impacts on young children's social identity.

3.

Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimal learning and development.

4.

Evaluate the impact of personal experiences and social identity on teaching effectiveness.

5.

Recognize that student variability exist in many ways including cultural, ethnic, intellectual, linguistic, racial, social, and special needs.

10. Course Objectives: *Upon completion of this course, students will be able to:*

a. Understand the nature and processes of systemic and internalized privilege and oppression and their impacts on children's identity development and learning.

b. Identify and assess the overt and covert ways in which stereotypes and prejudice are learned.

c. Explore the unique and overlapping issues in racism, sexism, classism, heterosexism, ableism, and ethnocentrism as they relate to children and to early childhood settings.

d. Explore and define issues of cultural identity including such factors as language, ethnicity, religion, immigration and economic class in relationship to children, families and early childhood settings.

e. Define and assess the impacts of factors such as language, ethnicity, religion, immigration and economic class-- in relationship to children, families and early childhood settings.

f. Plan classroom environments, materials and approaches to effectively promote pride in one's own identity and delight and respect for social diversity.

g. Demonstrate strategies for helping children negotiate and resolve conflicts caused by culture, class and gender differences with a focus on using anti-bias approaches in the classroom.

h. Evaluate inclusive classroom environments, materials and approaches that are developmentally, culturally and linguistically appropriate to specific groups of children.

i. Describe a variety of strategies for creating partnerships with parents through building mutual, collaborative relationships, and to challenge bias and injustice in the lives of their children.

j. Review professional ethics and responsibilities and legal implications of bias, prejudice and/or exclusion.

k. Identify teacher's roles and responsibilities in creating a more just world for every child.

# ECE 045-Teaching In A Diverse Society

## 11. Methods of Instruction: (*Integration: Elements should validate parallel course outline elements*)

- a. Activity
- b. Collaborative/Team
- c. Distance Education
- d. Experiential
- e. Journal
- f. Lecture
- g. Observation
- h. Role Playing
- i. Self-exploration
- j. Technology-based instruction

Other Methods:

Guest speakers

## 12. Assignments: (*List samples of specific activities/assignments students are expected to complete both in and outside of class.*)

In Class Hours: 54.00

Outside Class Hours: 108.00

### a. In-class Assignments

-Participation in culture and bias simulation activities

### b. Out-of-class Assignments

a. Writing assignments are required and may include (but are not limited to) the following: i. Write a summary of two articles on an approved subject related to diversity and child development. ii. Write a two-to-three page report detailing three generations of your family's cultural and historical roots and assimilation into the larger culture. iii. Compile an ethnography of a person from a culture or racial people group different from the student. b. Critical thinking assignments are required and may include (but are not limited to) the following: i. Evaluate and collect ten articles for multilingual/multicultural teaching methods and compile them in a notebook. ii. Create an anti-bias, culturally relevant teaching tool to use in a classroom for young children age three-to-five. iii. Create an anti-bias, culturally relevant activity for children age three-to-five. c. Discussion assignments are required and may include, but are not limited to: i. Debate over the role and type of bi-lingual education in the preschool classroom, including social, political and educational components.

## 13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

- College level or pre-collegiate essays  
Essays on family cultural history
- Critiques  
Read and critique two current journal articles
- Term or research papers  
Interview a person from another culture
- Presentations/student demonstration observations  
Write a paper on an artist of a different culture and present an electronic presentation to the full class
- Group activity participation/observation  
Develop an anti-bias curriculum plan for one week with a group of 3 students

## 14. Methods of Evaluating: Additional Assesment Information:

## 15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

PO - Career and Technical Education

Apply critical thinking skills to execute daily duties in their area of employment.

Apply critical thinking skills to research, evaluate, analyze, and synthesize information.

IO - Critical Thinking and Communication

# ECE 045-Teaching In A Diverse Society

Appreciate diversity as it is expressed in multiple disciplines and across various cultures through reading, speaking and writing.

Summarize, analyze, and interpret oral and written texts, with the ability to identify assumptions and differentiate fact from opinion.

Utilizing various communication modalities, display creative expression, original thinking, and symbolic discourse.

## 16. Comparable Transfer Course

University System	Campus	Course Number	Course Title	Catalog Year
CSU	CSU San Bernardino	HD 205	Diversity in Child Development	1011-12

## 17. Special Materials and/or Equipment Required of Students:

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18. Materials Fees: NO  Required Material?

Material or Item	Cost Per Unit	Total Cost
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## 19. Provide Reasons for the Substantial Modifications or New Course:

Periodic review

20. a. Cross-Listed Course (Enter Course Code): *N/A*  
b. Replacement Course (Enter original Course Code): *N/A*

21. Grading Method (choose one): Letter Grade Only

## 22. MIS Course Data Elements

- a. Course Control Number [CB00]: CCC000268160  
b. T.O.P. Code [CB03]: 130500.00 - Child Development/Early C  
c. Credit Status [CB04]: D - Credit - Degree Applicable  
d. Course Transfer Status [CB05]: A = Transfer to UC & CSU  
e. Basic Skills Status [CB08]: 2N = Not basic skills course  
f. Vocational Status [CB09]: Clearly Occupational  
g. Course Classification [CB11]: Y - Credit Course  
h. Special Class Status [CB13]: N - Not Special  
i. Course CAN Code [CB14]: *N/A*  
j. Course Prior to College Level [CB21]: Y = Not Applicable  
k. Course Noncredit Category [CB22]: Y - Not Applicable  
l. Funding Agency Category [CB23]: Y = Not Applicable  
m. Program Status [CB24]: 1 = Program Applicable

Name of Approved Program (if program-applicable): EARLY CHILDHOOD EDUCATION,EARLY CHILDHOOD EDUCATION MASTER TEACHER,EARLY CHILDHOOD EDUCATION TEACHER,ECE SITE SUPERVISOR  
*Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)*

## 23. Enrollment - Estimate Enrollment

First Year: 70  
Third Year: 70

## 24. Resources - Faculty - Discipline and Other Qualifications:

- a. Sufficient Faculty Resources: Yes  
b. If No, list number of FTE needed to offer this course: *N/A*

## 25. Additional Equipment and/or Supplies Needed and Source of Funding.

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## ECE 045-Teaching In A Diverse Society

N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. (*Explain:*)

N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

28. Originator Wendy Jane Hinrichs Sanders Origination Date 02/11/15