

CD M05: TEACHING IN A DIVERSE SOCIETY

Originator

scoulter

College

Moorpark College

Attach Support Documentation (as needed)

teaching-in-a-diverse-society-worksheet-8-2021.docx

Discipline (CB01A)

CD - Child Development

Course Number (CB01B)

M05

Course Title (CB02)

Teaching in a Diverse Society

Banner/Short Title

Teaching in a Diverse Society

Credit Type

Credit

Start Term

Fall 2023

Formerly

CD M36 - Equity Issues in ECE

Catalog Course Description

Examines the historical and current perspectives on diversity and inclusion and the impact of systemic societal influences on children's development, learning, and school experiences. Explores strategies for developmentally, culturally, and linguistically appropriate anti-bias curriculum as well as approaches to promote inclusive and anti-racist classroom communities. Includes self-reflection on the influence of teachers' own culture and life experiences on teaching and interactions with children and families.

Taxonomy of Programs (TOP) Code (CB03)

1305.00 - *Child Development/Early Care and Education

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

C - Clearly Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will be required

Faculty notes on field trips; include possible destinations or other pertinent information

Early childhood programs in the community pre-school; Resource and referral program in the County

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity**Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|--|
| 1 | examine the impact of various societal influences on the development of children's personal and social identity. |
| 2 | describe the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development. |
| 3 | identify the influence of teachers' own culture and life experiences on teaching approaches and interactions with children and families. |
| 4 | develop an environment that honors the diversity of the learning community through empowerment, equity, respect, and dignity. |

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|---|
| 1 | describe historical and current perspectives on diversity and inclusion. |
| 2 | identify and differentiate between various forms and types of diversity. |
| 3 | discuss how stereotypes, bias, discrimination, systemic oppression, and internalized privilege impact children's learning, development, and school experiences. |

- 4 reflect on your own values and implicit and explicit biases and the ways in which these may positively and negatively affect teaching and learning.
- 5 evaluate classroom environments, materials, and approaches for developmental, cultural, and linguistic appropriateness for infants and toddlers through the early primary years.
- 6 describe appropriate teaching strategies and potential curriculum and pedagogical modifications to help all young children access the curriculum.
- 7 describe strategies to promote an inclusive and anti-racist classroom community.
- 8 identify approaches to help children negotiate and resolve conflict related to social injustice and bias.
- 9 describe strategies to build collaborative, respectful partnerships with families.

Course Content

Lecture/Course Content

- **50% - Foundational Understandings for Teaching in a Diverse Society**
 - Defining and clarifying dimensions of diversity including:
 - Sex and gender roles, sexual orientation
 - National identity, culture, race/ethnicity
 - Language and literacy
 - Religion and belief systems
 - Family structure and function
 - Ability
 - Age
 - Socioeconomic status
 - Trends and current issues of equity and access as they relate to young children's learning and development
 - Equity and access
 - Institutional policies that perpetuate inequitable access
 - Bias, stereotypes, and prejudice
 - Implicit and explicit bias
 - How stereotypes and prejudice develop and are challenged
 - Recognizing internalized oppression and microaggressions
 - Stereotypes and biases in the media
 - Overt and covert social messages
 - Effects of the dominant culture on holidays and traditions, family roles, religion, values, and beliefs
 - Addressing Misconceptions
- **50% - Classroom Curriculum and Environments**
 - The influence of teachers in children's and families' lives
 - Recognition of teacher's personal bias and its impact on teaching
 - Supportive communication and interactions
 - Modeling of respectful and inclusive behaviors
 - Collaborative partnerships with families
 - Culturally responsive, inclusive, anti-racist teaching
 - Defining the terminology
 - Curriculum and learning experiences
 - Equity and access for all children
 - Culture
 - Ability
 - Immigration status
 - Homelife and family characteristics and needs
 - Teaching strategies and modifications
 - Culturally responsive approaches for infants, toddlers, and preschool-age children
 - Talking to children about diversity
 - Helping children respond to social injustice and bias
 - Appropriate strategies for supporting dual language learners in developing English language and literacy skills
 - Pedagogical modifications to meet individual needs
 - Environments and materials

- Elements of an anti-bias environment
- Tools for evaluation
- Selection of appropriate books and materials

Laboratory or Activity Content

N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression
Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Group projects
Individual projects
Objective exams
Oral analysis/critiques
Oral presentations
Problem-solving exams
Quizzes
Reports/papers
Research papers
Role playing
Skills demonstrations
Other (specify)
Classroom Discussion
Projects
Participation
Reports/Papers/Journals

Other

Oral presentations designed to measure the student's ability to help foster children's cultural awareness and reduce bias in children's classrooms and schools

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Case studies
Class activities
Class discussions
Collaborative group work
Computer-aided presentations
Demonstrations
Distance Education
Field trips
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Internet research
Lecture
Observation
Readings
Role-playing
Small group activities
Other (specify)

Specify other method of instruction

Social service project

Describe specific examples of the methods the instructor will use:

Instructor will use PowerPoint presentation, short videos, group activity, and classroom demonstration to explain course content. Instructor will bring students into the Child Development Center to conduct observations.

Representative Course Assignments**Writing Assignments**

- Write reflections on weekly readings from journal articles, class discussions, observations, interviews, student and guest speaker presentations.
- Reflective writing/journal assignments that are reactions to class discussions, proverbs, such as an analysis of the covert, overt, systematic, and internalized oppression affecting children's identity and learning
- Write a Social Service Project report in which students describe service learning participation and its outcomes.
- Write a summary and analysis of guest lecture or other outside-of-class presentation.

Critical Thinking Assignments

- Analyze case studies of classroom situations involving anti-bias and multicultural education approaches.
- Write a statement of personal philosophy on topics pertaining to the course, such as the promotion of positive identity in young children or approaches to developmentally, culturally, and linguistically appropriate practices.
- Complete a classroom environment assessment for anti-bias materials, activities, and displays.

Reading Assignments

- Read articles on anti-bias and multicultural education approaches in early childhood education.
- Read children's literature which promotes positive developmental, cultural, and linguistic identity in young children

Skills Demonstrations

- Role-play a conversation between a teacher and a child's caregiver(s).
- Role-play a conversation between a teacher and an administrator.
- Present analysis of a current news article on a course topic to the class.
- Present analysis of a current Child Development journal article on a course topic to the class.

Outside Assignments**Representative Outside Assignments**

- Assigned readings from text and other sources such as *Young Children* and *Early Childhood Education Journal* that explore equity and social injustice in child development and early education.
- Social Service Project report in which students describe service learning participation and its outcomes.
- Cooperative group planning for oral presentations on topics related to equity, diversity, and social justice.

Articulation**C-ID Descriptor Number**

ECE 230

Status

Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU San Bernardino	CD 2205	Diversity in Child Development	3
Cal Poly Pomona	ECS 2300	Early Childhood Teaching in a Diverse Society	3
CSU Bakersfield	CAFS 1250	Teaching in a Diverse Society	3

Comparable Courses within the VCCCD

CD V05 - Teaching in a Diverse Society

ECE R107 - Teaching in a Diverse Society

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

B2. Social and Behavioral Sciences

Approved

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F1996

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

D Social Sciences

Approved

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA

Approved

IGETC**Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

Description

Alanís, Iliana, and Iheoma Iruka, eds. *Advancing Equity and Embracing Diversity in Early Childhood Education: Elevating Voices and Actions*. National Association for the Education of Young Children, 2021.

Resource Type

Textbook

Description

Derman-Sparks, Louise, and Julie Olsen Edwards. *Anti-Bias Education for Young Children and Ourselves*. 2nd ed., National Association for the Education of Young Children, 2020.

Resource Type

Textbook

Classic Textbook

No

Description

Friedman, Susan and Alissa Mwenelupembe. *Each and Every Child: Teaching Preschool with an Equity Lens*. National Association for the Education of Young Children, 2020.

Library Resources**Assignments requiring library resources**

Research using the library's print and online resources.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Research, using the Library's print and online resources, relative to writing reflective papers on journal articles on such topics as culture, abilities, family life, gender, socioeconomic status, and the relationship between one's own experiences and the development of personal bias.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (1%–50% online)

Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructor will post a question or an erroneous code or an erroneous answer to a question or a problem, students will respond to the question or attempt to analyze the erroneous code or problem and suggest how to debug the code or fix the problem solution. The instructor may use pre-recorded lectures for students to watch and study.
E-mail	Instructor will email students with announcements about the course or an upcoming event. Students in turn may email the instructor with their questions or concerns. Students will email their assignments, programs, projects to the instructor.
Face to Face (by student request; cannot be required)	Students will have the option to meet the instructor and work in the computer lab or in the engineering lab in the presence of the instructor to get one-on-one help from the instructor.
Other DE (e.g., recorded lectures)	Instructor may record the lectures and post them for students to view within a specified timeframe to be ready for the accompanying assignments. Students will upload their assignments, programs or projects to the course webpage.
Synchronous Dialog (e.g., online chat)	Instructor may be available on a certain day or days of the week within a certain time frame to help students and answer their questions via an online chat. Instructor will conduct live lectures on the designated class time.
Telephone	Instructor may provide a phone number for the students where they can leave a voicemail and expect a call back within 24 hours.
Video Conferencing	Instructor may be available on a certain day or days of the week within a certain time frame to help students and answer their questions via live video conferencing.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructor will post a question or an erroneous code or an erroneous answer to a question or a problem, students will respond to the question or attempt to analyze the erroneous code or problem and suggest how to debug the code or fix the problem solution. The instructor may use pre-recorded lectures for students to watch and study.
E-mail	Instructor will email students with announcements about the course or an upcoming event. Students in turn may email the instructor with their questions or concerns. Students will email their assignments, programs, projects to the instructor.

Face to Face (by student request; cannot be required)	Students will have the option to meet the instructor and work in the computer lab or in the engineering lab in the presence of the instructor to get one-on-one help from the instructor.
Other DE (e.g., recorded lectures)	Instructor may record the lectures and post them for students to view within a specified timeframe to be ready for the accompanying assignments. Students will upload their assignments, programs or projects to the course webpage.
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Telephone	Instructor may provide a phone number for the students where they can leave a voicemail and expect a call back within 24 hours.
Video Conferencing	Instructor may be available on a certain day or days of the week within a certain time frame to help students and answer their questions via live video conferencing.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructor will post a question or an erroneous code or an erroneous answer to a question or a problem, students will respond to the question or attempt to analyze the erroneous code or problem and suggest how to debug the code or fix the problem solution. The instructor may use pre-recorded lectures for students to watch and study.
E-mail	Instructor will email students with announcements about the course or an upcoming event. Students in turn may email the instructor with their questions or concerns. Students will email their assignments, programs, projects to the instructor.
Face to Face (by student request; cannot be required)	Students will have the option to meet the instructor and work in the computer lab or in the engineering lab in the presence of the instructor to get one-on-one help from the instructor.
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Telephone	Instructor may provide a phone number for the students where they can leave a voicemail and expect a call back within 24 hours.
Video Conferencing	Instructor may be available on a certain day or days of the week within a certain time frame to help students and answer their questions via live video conferencing.

Examinations**Hybrid (1%–50% online) Modality**

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

CHILD DEV/ECE

Review and Approval Dates

Department Chair

09/01/2022

Dean

09/06/2022

Technical Review

09/29/2022

Curriculum Committee

10/04/2022

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000429877

DOE/accreditation approval date

MM/DD/YYYY