

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by:	CSU AREA F APPROVAL	Date:	12/13/2018
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Department	Subject	Course Number	Title
Child Development & Education	Child Development & Education CDE	118	Teaching in a Diverse Society (formerly Diversity and Equity in Early Childhood)
Ethnic Studies	Ethnic Studies ETHS	118	Teaching in a Diverse Society

Units/Hours

- Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
- Each laboratory unit requires 3 hours per week of class time.
- Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Lecture Units	Total Units
3.00	3.00
Lecture Contact Hours	Total Contact Hours
48.00 - 54.00	48.00 - 54.00
Lecture Homework Hours	
96.00 - 108.00	

Stand Alone:

Program Applicable

AA/AS Degree General Ed Breadth Area(s):

B2 SOCIAL & BEHAVIORAL SCIENCES F DIVERSITY
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General Education Justification:

B2 GELO1: This course examines the complex issue of equity within societal institutions and requires students to make connections between inequity and socialization outcomes. GELO4: This course requires students to examine personal biases and beliefs and how these may effect their relationships while working with children and families of diverse cultures. GELO5: This course requires students to examine field specific ethical guidelines when working with children and families. F GELO1: This course requires students to analyze the role of diversity and equity in the areas of child development, family developmental and societal institutions. GELO2: This course requires students to examine 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'. GELO3: This course requires students to develop culturally relevant and developmentally appropriate curriculum to support the acquisition of authentic information about human differences.
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Maximum Enrollment:	35
Maximum Enrollment Justification:	Justification:
Grading Method:	Letter Grade or P/NP
TOP code:	1305.00*

Can be Taken	1	time(s) for credit (max 4)
		- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
		- Intercollegiate athletics course
		- Academic/vocational competition course

Catalog Description:
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(75 words or less in gray box below).

This course will examine the development of social identities in diverse societies through the examination of the five equity filters of culture, gender, ability, socioeconomic status, and family structure. Self-reflection of one's own understanding of educational principles will be used to integrate the anti-bias approach within educational practices and/or program development. Students will be required to observe children or licensed care settings. Some settings may require TB and Criminal Record Clearances.

Schedule Description:
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(25 words or less in gray box below).

This course familiarizes students with the diverse backgrounds and needs of young children as well as the practical implications for educators.

Need for the course:

This course satisfies requirements for the Child Development Permit, MSJC Child Development and Education Degree and Certificate as well as the AS-T in Early Childhood Education and A-AT CHAD degree. Additionally, course is required for TEDS Teacher Certificate and is an elective for Associate in Art Social/Behavioral Science. Course also Transfers to CSU Not GE but approved for C-ID.

Prerequisite(s):
Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

-none-

Corequisite(s):
Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:
Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

- ENGL 101

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms)

Upon the completion of the course the student will be able to do the following:

1. Develop an awareness of personal culture and biases and how these may impact teaching effectiveness.
2. Recognize the societal issues and trends related to equity in young children
3. Evaluate and implement equity dimensions in curriculum development and assessment.
4. Examine the five dimensions of equity and identify appropriate resources and links for families which target the five dimensions of equity.
5. Explain and critique developmental theory as it applies to the growth and behavior of children, including effective strategies for working with children who are culturally, linguistically and socioeconomically diverse and children with differing abilities with particular focus on children's social identity.
6. Identify and describe how student variability exists in differing ways including cultural, ethnic, intellectual, linguistic, racial, social and special needs.
7. 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.
8. Assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimal learning and development.
9. Demonstrate the ability to create environments to meet the needs of all children within educational settings for young children.
10. Demonstrate an increased awareness and ability to communication with diverse populations.

Course Content:

(please number the outline of main topics and subtopics)

- I. Issues of Inequity As They Relate to Young Children
 - A. Teacher Reflections on Personal Biases
 - B. Clarification of Terms: Sex, 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.
 - C. How Children Think: Prejudice, Impacts of Silence, Overt and Covert Social Messages
 - D. Differences Between Individual Prejudice and the Systems Within A Socieity That Maintain Unequal Access Based on Race, Gender, Economic Class, Ability, Sexual Orientation, Religious Beliefs, Family Groupings, Culture, Language and all 'isms'
 - E. Impact of Privilege and Oppression
- II. Family Structures
 - A. Variations of Family Structures
 1. Changes to Family Structure Over Time
 2. State of Families in the United States
 - B. Reflections of Personal Biases
 - C. Classroom Practices to Support Various Family Structures
- III. Identification of Stereotypes and Biased Messages
 - A. Impact on Children's Understanding of Their World and Identity
 - B. Impact on Societal Understanding of Diversity and Equity
 - C. Developing Educational Strategies That Teach Children How to Challenge Such Messages and Develop Alternative Behaviors
- IV. Classroom Strategies
 - A. Using Developmental Theory to Develop Effective Strategies for Working with Diverse Populations

- 1. Cognitive
- 2. Social-Emotional
 - a. Social Identity
- 3. Typical and Atypical Development
 - a. Exceptionalities/Giftedness
 - b. Physical, Mental, Learning or Emotional Disabilities
- B. Assessment and Development of Anti-Bias Curriculum
 - 1. Culturally Relevant and Developmentally Appropriate
 - 2. Children's Books and Media
 - 3. Support Identity Development and Anti-Bias Thinking
 - 4. Represent Home Language, Culture, Traditions, Stories and Songs
- C. Environments and Curriculum
 - 1. Challenge Children's Biases
 - 2. Support the Acquisition of Authentic Information About Human Differences
 - 3. Effects of Dominant Culture
 - 4. Holiday Curriculums
 - a. Examination of Culturally and Class Embedded Traditions of Diverse Groups
- D. The Teachers As a Model
 - 1. Self Knowledge
 - 2. Recognition and Respect for Differences
 - 3. Responsive Behaviors
 - 4. Acknowledgement of Struggle with Bias
- E. Teachers and Families
 - 1. Teacher Responsibilities
 - a. Assess Power Dynamics
 - b. Commitment to Co-creation of Anti-Bias Approaches
 - 2. Developing Support Strategies for Families

Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture
Integration: Lecture presentations will be used to examine the five dimensions of the equity.
- **Method:** Film/video Viewing and Discussion
Integration: Audio visual materials will be used to stimulate large and group discussions regarding key concepts of diversity and equity in early childhood.
- **Method:** Discussion
Integration: Large and small group discussions, role playing, interviews and observations will be used examine and demonstrate appropriate methods of teaching diverse learners.
- **Method:** Activity
Integration: Individual learning activities will be used to demonstrate student ability to implement curriculum activities to meet the needs of young diverse learners

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Class Participation
Integration: Journal assignments regarding classroom observations will be evaluated on the students' ability to identify issues related to equity of care as well as individual bias and prejudice.
- **Method:** Internet Research
Integration: Internet research will be evaluated on the student's ability to find appropriate and effective

organizations and resources to meet the needs of educators and the diverse families they serve.

- **Method:** Projects
Integration: Final Project will be evaluated on the student's ability to demonstrate an understanding of diversity and curriculum development
- **Method:** Exams/Tests
Integration: Exams/Tests comprised of multiple choice, short answer or essay questions will be used to determine whether or not the student comprehends the issues of diversity and to apply their understanding of the five dimensions of equity.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

1. Using a journaling format, examine your own personal bias and prejudices and cultural identity. Explain how these might affect your interactions with children and/or families in a professional capacity.
2. Locate a Social Service Agency whose mission is to serve at least one population of the five dimensions of equity. If necessary, conduct interview of staff or clients. Compile your findings in a Powerpoint Presentation to be shown and discussed in class.
3. Select a toy, game or book that highlights one of the five dimensions of equity. Develop a lesson plan and parent take home activity kit. Lesson plan and activity kit will be discussed in class.

Textbooks:

- Derman-Sparks, L & Edwards (2013). *Anti-Bias Education for Young Children and Ourselves* NAEYC. ISBN: 9781928896678

Other Resources:

- Esquivel, Elam, Paris, and Tafoya. [The Role of Equity and Diversity in Early Childhood Education.](#) OER , 07-21-2020.

Minimum Qualification

- Child Development/Early Childhood Education (Masters Required)