

CHLDV156 : Teaching In A Diverse Society

General Information

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Course Code (CB01) :	CHLDV156
Course Title (CB02) :	Teaching In A Diverse Society
Department:	CHLDV
Proposal Start:	Spring 2025
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
CIP Code:	(19.0709) Child Care Provider/Assistant.
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000142877
Curriculum Committee Approval Date:	05/22/2024
Board of Trustees Approval Date:	07/16/2024
Last Cyclical Review Date:	05/22/2024
Course Description and Course Note:	CHLDV 156 examines 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. We explore various classroom strategies emphasizing culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. Course also includes self-examination and reflection on issues related to social identity, stereotypes and bias, social and educational access, media and schooling. Note: Verification of current tuberculosis (TB) clearance required.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none">Credit
Mode of Delivery:	
Author:	Owens, Deborah
Course Family:	

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none">Child Development/Early Childhood Education
Alternate Discipline:	No value
Alternate Discipline:	No value

Course Development

Basic Skill Status (CB08)

Course is not a basic skills course.

 Allow Students to Gain Credit by Exam/Challenge**Course Special Class Status (CB13)**

Course is not a special class.

Pre-Collegiate Level (CB21)

Not applicable.

Grading Basis

- Grade with Pass / No-Pass Option

Course Support Course Status (CB26)

Course is not a support course

General Education and C-ID**General Education Status (CB25)**

Not Applicable

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

C-ID	Area	Status	Approval Date	Comparable Course
ECE	Early Childhood Education	Approved	08/25/2014	ECE 230 - Teaching in a Diverse Society

Units and Hours**Summary**

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162

Credit / Non-Credit Options**Course Type (CB04)**

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

 Variable Credit Course**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience

 Education Status (CB10)**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	54

Laboratory	0
Studio	0
Total	54

Course Out-of-Class Hours

Lecture	108
Laboratory	0
Studio	0
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

CHLDV140 - Principles And Practices Of Teaching

Objectives

- Interpret best and promising teaching and care practices as defined within the field of early care and education’s history (including developmentally appropriate practices and developmentally, culturally and linguistically appropriate practices).
- Identify the underlying theoretical perspective in forming a professional philosophy.
- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
- Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.
- Use reflective practice as a strategy for analyzing the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development contexts.
- Examine the range of delivery systems, program types and philosophies and ethical standards.

Entry Standards

Entry Standards

Course Limitations

Cross Listed or Equivalent Course

Specifications

Methods of Instruction

Methods of Instruction Lecture

Methods of Instruction Discussion

Methods of Instruction Multimedia

Methods of Instruction Collaborative Learning

Methods of Instruction Presentations

Out of Class Assignments

- Reflective writing assignments (e.g., weekly journal entry – a response to the previous week's reading assignment)
- Controversial topic debate (e.g., develop an argument for or against Gay parenting, or segregated schools or another topic related to the coursework)
- Group project (e.g., create a "Persona Doll" story)
- Annotated bibliography of antibias children's literature
- Research paper: how and why culturally relevant anti-bias education is important

Methods of Evaluation

Rationale

Exam/Quiz/Test

Final examination

Presentation (group or individual)

Evaluation of oral presentations

In-Class Activity (answering journal prompt, group activity)

Evaluation of small group work

Exam/Quiz/Test

Midterm examination

Textbook Rationale

Textbooks are the most recent editions, written by well-known and well-respected voices in the field.

Textbooks

Author	Title	Publisher	Date	ISBN
Bisson, Julie	Celebrate!: Anti-Bias Guide to Including Holidays in Early Childhood Programs	Redleaf Press	2017	978-1605544533
Derman Sparks, Louise	Antibias Curriculum and Ourselves	National Association for the Education of Young Children	2020	978-1938113574

Other Instructional Materials (i.e. OER, handouts)

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

Explain how children differ in their approaches to learning, critique theories regarding the development of social identity and review the multiple impacts on identity development.

Acknowledge the importance of meeting families in the context of their cultural and family values.

Identify and explain diverse cultural customs, beliefs, values, traditions, or lifestyles.

Analyze and contrast the experience of a historically under-represented group with that of the dominant culture.

Critically assess the components of linguistically and culturally relevant, inclusive, age appropriate, anti-bias approaches in promoting optimum learning and development to create instructional opportunities that are adapted to diverse learners.

Model and teach behaviors appropriate in a diverse society by creating a safe, secure, learning environment for all, showing appreciation of and respect for the individual differences and unique needs of each member of the learning community.

Practice self-evaluation, reflection, and continually evaluate the effects of their choices and actions on others (children, families, and other professionals in the learning community).

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

SLOs

Examine the impact of various societal influences on the development of children's social identity.

Expected Outcome Performance: 70.0

ILOs Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.
Core
ILOs

Analyze the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.

Expected Outcome Performance: 70.0

ILOs Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.
Core
ILOs

Evaluate the influence of teachers' experiences on teaching approaches and interactions with children and families.

Expected Outcome Performance: 70.0

ILOs Practice ethical and responsible behavior within personal, academic, professional, social, and societal contexts; recognize and welcome diverse lifestyle choices that promote physical, intellectual, psychological, and social well-being.
Core
ILOs

Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.

Additional SLO Information

Does this proposal include revisions that might improve student attainment of course learning outcomes?

No

Is this proposal submitted in response to learning outcomes assessment data?

No

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

SLO Evidence

No Value

Course Content

Lecture Content

Rationale for Diversity Education (10 hours)

- Current community demographics
- Cultural diversity in the classroom
- Identity development in children
- Basic assumptions about stereotypes
- Personal histories and experiences
- Internalized privilege and oppression
- Impact on teaching identity

Concepts in Diversity Education (8 hours)

- Defining the dominant culture
- Aspects of ethnicity
- The “isms” and the need for curriculum reform
- Professional ethics, responsibilities and legal implications of bias, prejudice and/or exclusion for educators.

Exploration of Ethnic Backgrounds (6 hours)

- Hispanic
- Asian Pacific
- Native American
- Black
- Middle Eastern

The Early Childhood Education Environment (8 hours)

- Self-esteem and academic performance
- Culturally and developmentally appropriate classrooms
- Anti-bias approaches to all curriculum arenas, materials, activities, goals, assessment
- Environments and curriculums that reflect children's cultures and experiences
- Environments and curriculum that challenge children's biases and support the acquisition of authentic information about human differences
- Strategies for helping children negotiate and resolve conflicts
- Anti-bias approaches in the classroom

Stereotypes and Expectations (6 hours)

- Ethnic and gender discrimination in the environment and materials
- Identification of stereotypes and biased messages in the media and in the classroom
- Educational approaches that teach children how to challenge such messages and develop alternative behaviors

Integrating Diversity Education into Reading and Language Arts (6 hours)

- Ethnocentric curriculum
- Literature based language arts instruction
- Customs
- Bilingualism
- Support of ESL students as English learners

Diversity Teaching Year-Round (10 hours)

- Monthly calendar
- Holiday celebrations
- Effects of dominant culture holiday curriculums
- Examination of culturally and class embedded traditions of diverse groups
- Examination of strengths-based models
- Identify cultural wealth, authenticity, and pride in self and culture

Total hours: 54**Additional Information**

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

Yes

GCC Major Requirements

Cultural Diversity

GCC General Education Graduation Requirements

No Value

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Resources

Did you contact your departmental library liaison?

No

If yes, who is your departmental library liason?

No Value

Did you contact the DEIA liaison?

No

Were there any DEIA changes made to this outline?

No

If yes, in what areas were these changes made:

No Value

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value