Cerro Coso College
Course Outline of Record Report
01/10/2023

CHDVC125 : Diversity in Education

General Information

Author:	• Elisabeth Fuller • Baker, Vivian • Ledford, Tyrone
Course Code (CB01) :	CHDVC125
Course Title (CB02) :	Diversity in Education
Department:	Child Development
Proposal Start:	Fall 2022
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000178322
Curriculum Committee Approval Date:	12/02/2016
Board of Trustees Approval Date:	03/09/2017
External Review Approval Date:	09/27/2010
Course Description:	This course examines the impact of various societal influences on the development of children's social identity, covering developmentally appropriate, inclusive, culturally relevant, and anti-bias approaches. Self-examination and reflection on issues related to social identity, stereotypes, and bias are explored. Students are required to observe children and environments where children are in a group setting.
Submission Type:	Change to Content
	This is a CAP aligned course. CAP updated the course information and, as part of the pilot project, CHDV is revising the course to continue to be in line with CAP.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	• Child Development/Early Childhood Education
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)	**Course Special Class Status (CB13)**	**Grade Options**
Course is not a basic skills course.	Course is not a special class.	• Letter Grade Methods
☐ Allow Students to Gain Credit by Exam/Challenge	**Allowed Number of Retakes** 0	**Course Prior To College Level (CB21)** Not applicable.
Rationale For Credit By Exam/Challenge	**Retake Policy Description**	

No value	Type:|Non-Repeatable Credit	☐ Allow Students To Audit Course

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
CC Child Development Teacher	Certificate of Achievement	Summer 2018
CC Child Development Master Teacher-	Certificate of Achievement	Summer 2018 to Fall 2022
Child Development Master Teacher Certificate of Achievement	Certificate of Achievement	Fall 2022
CC Associate in Science in Early Childhood Education for Transfer Degree	A.S. Degree for Transfer	Spring 2018

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)	**Transferability Status**
Transferable to CSU only	Approved

Cerro Coso General Education Requirements	Categories	Status	Approval Date	Comparable Course
Area 6	Diversity	Approved	No value	C-ID: ECE230

C-ID	Categories	Status	Approval Date	Comparable Course
Early Childhood Education	C-ID discipline	Approved	No value	No Comparable Course defined.

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
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)	**Course Non Credit Category (CB22)**	**Non-Credit Characteristic**
Credit - Degree Applicable	Credit Course.	No Value

Course Classification Status (CB11)	**Funding Agency Category (CB23)**	☐ Cooperative Work Experience Education Status (CB10)
Credit Course.	Not Applicable.	
☐ Variable Credit Course		

Weekly Student Hours

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

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Activity	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Activity	0
Total	108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0   **Faculty Load:** 0

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

ENGLC101 - Freshman Composition

In CHDV C125 students are expected to write summaries of text chapters, journal articles, observations, and assigned readings as well as to make connections between their observations of young children with theory and program best practices. ENGL C101 skills prepare students to succeed in CHDV C125 by ensuring they are able to write short essays that synthesize observations, lectures, and assigned readings that are free of major spelling and grammatical errors. ENGL C101 ensures that students are able to compose a formal research paper from multiple sources including finding, evaluating, organizing, and synthesizing college-level reading materials and to construct a detailed outline and annotated bibliography that projects the structure of the research paper and reflects the extent of their literature search and the relevance of the sources chosen. ENGL C101 prepares students to use the corrected proof of their outline to draft a research paper that is properly formatted and written in clear, grammatically correct prose.

Outcomes
- Read, analyze, and evaluate a variety of university-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized academic essays with arguable theses and persuasive support, using complex ideas presented in university-level sources.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, interpret, and see the relations among primary and secondary sources, incorporating them into written essays using accurate MLA documentation and formatting.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

AND

Advisory

LIBRC100 - Introduction to Library Research and Bibliography

Students are expected to use print and internet sources to conduct research and compose a formal research paper. Child Development is a Social Science; students must use APA format in their writing. LIBR C100 skills ensure the student will be able to successfully find and evaluate reference material, and be able to formulate proper citation.

Outcomes
- Strategically locate a variety of relevant information sources in multiple formats applicable for college-level research, differentiating between various research tools and paid subscription databases.
- Critically evaluate information by applying standard criteria.
- Recognize and use correct documentation style in parenthetical and bibliographic citations and in formatting written work to avoid plagiarism.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Case Study
Rationale	Students reflect on individualized stories of families and children related to different aspects of diversity in the classroom. For example, what would students do if they had a physically handicapped child in the classroom?

Methods of Instruction	Discussion
Rationale	Students participate in discussions related to diversity topics. For example, how to celebrate the seasonal changes without including specific holidays.

Methods of Instruction	Informational Interviews
Rationale	Students interview early education professionals who are currently working in the field to ask about their training and experiences related to anti-bias curriculum.

Methods of Instruction	Lecture
Rationale	Lectures are provided on a variety of topics related to incorporating various aspects of diversity in the early education classroom in inclusive, anti-bias ways.

Methods of Instruction	Written work
Rationale	Students complete assignments related to their own experiences of working with young children in early education programs as well as reflect on their own beliefs and experiences related to diversity.

Assignments

Reading assignments.
Handouts and text readings that expand and enhance lecture topics.
Classic and contemporary research studies that relate to specific topics.
Guided observation of the physical environment for children in a group setting.
Writing assignments that relate observations in child development to current theory.
Guided, written reflections of text assignments.
Research paper using APA style.

Methods of Evaluation	Rationale
Analysis of Primary Sources	Analysis of popular writings in the field of diversity, oppression, etc. Example: Students will read and respond to the 2016 Yale University Child Study Center Study Brief, "Do Early Educators' Implicit Biases Regarding Sex and Race Relate to Behavior Expectations and Recommendations of Preschool Expulsions and Suspension?"
Research Paper	Example: Students will select an anti-bias topic appropriate to the preschool classroom. For example,"Are Gender Segregated Toys Harmful to Children's Identity?" Students will research the topic and write a research paper using APA style. Students are expected to cite sources effectively.
Project	Analysis of observations and interviews of adults, children, and environments. Example: Students will observe a preschool classroom for indications of anti-bias, linguisticatlly and culturally relevant, inclusive, and developmentally appropriate curriculum and materials.
Distance Education Description: how outcomes are evaluated	The outcomes for this course, both traditional and distance education, will be evaluated and assessed using a project, scored with a rubric, towards the end of the semester.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Esquivel, K., Elam, E., Paris, J., & Tafoya, M.	The Role of Equity and Diversity in Early Childhood Education	An Open Educational Resource Publication by College of the Canyons	2020	

Other Instructional Materials

Description	Other: Professional journal articles as assigned.
Author	
Citation	Diversity in Education

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

Compare historical and current perspectives on diversity and inclusion.

Identify various forms of diversity, including the demographics and cultural background, and perspectives of the children and their families.

Explore the influences of stereotypes, bias, and discrimination.

Discuss the history and influence of systemic oppression and internalized privilege.

Evaluate the relationship between one's own experiences and the development of personal bias.

Identify the influences on the the social-emotional growth and development of one's identity and create an environment where each child is treated fairly and respectfully.

Identify approaches to help children negotiate and resolve conflict related to social injustice and bias.

Evaluate classroom environments, materials, and approaches for developmental, cultural, and linguistic appropriateness.

Describe strategies to build collaborative, respectful relationships with families.

CSLOs

Name	Expected SLO Performance
Examine the impact of various societal influences on the development of children's personal social identity.	70.0
Describe the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.	70.0
Identify the influence of teachers' own culture and life experiences on teaching approaches and interactions with children and families.	70.0

Outline

Course Outline

CAP Content and Topics

1. Historical and Current Perspectives on Diversity and Inclusion
    1. United Nations (1989) Declaration of the Rights of the Child
    2. Bias is built into the system
2. Dimensions of Diversity
    1. Forms and types
        1. Sex and gender roles, sexual orientation
        2. National identity, culture, race/ethnicity
        3. Language and literacy
        4. Religion and belief systems
        5. Family structure and function
        6. Ability
        7. Age
        8. Socioeconomic status
    2. Trends and current issues as it relates to inequity and access
    3. Misconceptions
3. Bias, Stereotypes, and Prejudice
    1. How stereotypes and prejudice develop
        1. Influences on the development of children' pre-prejudice
        2. Identifying stereotypes and biases in the media and classroom
        3. Adult interactions
    2. Challenging stereotypes and bias
        1. Educational strategies and classroom environment
        2. Talking to children about diversity
4. History and Impact of Immigration
    1. Legal definitions
        1. Undocumented
        2. Temporary Protected Status
        3. Refugee Status
        4. Asylum Status
    2. Loss and trauma of immigration
    3. Cultural, language, and practical barriers
    4. Family and community supports
    5. Cultural considerations
    6. Family engagement
5. Privilege and Oppression
    1. Definition
    2. Issues of inequity and access
        1. Institutional policies that perpetuate inequitable access
        2. Overt and covert social messages
    3. Effects of the dominant culture on
        1. Holidays and traditions
        2. Family roles
        3. Religion, values, and beliefs
    4. Recognizing internalized oppression and microaggressions
6. Education and School
    1. Diverse and inclusive learning environments
        1. Selection and availability of materials
        2. Family engagement and communication
        3. Assessment
        4. Culture and language
        5. Curriculum and learning experiences
        6. Culturally responsive teaching
    2. The influence of teachers in children's lives
        1. Impact of teacher's personal history
        2. Recognition of personal bias
        3. Communication and interactions
        4. Conflict resolution strategies
        5. Modeling respectful and inclusive behaviors

Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

All assignments in distance education courses (online, hybrid, and iTV) of CHDV C125 are of the same rigor as those in the on-ground course, except that students in purely online sections will submit all of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the onground course, except that evaluation of student work in online is presented virtually. Instead of onsite lectures, hybrid and online courses use a variety of methods including, but not limited to, videos and written lecture notes. The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course, both traditional and distance education, will be evaluated and assessed using a project towards the end of the semester, scored with a rubric. Students will be required to observe children in programs in their communities.

Instructor-student contact may occur through announcements, discussions, and feedback to student submissions, including assignments. Student -student contact will primarily occur through discussions, but may also include group work, and open forums (i.e. Q&A).

Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail - Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Discussion Forums
- E-mail

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

At a minimum, students need a PC or Mac compatible computer with a 56k dial-up internet connection. There should be a modern browser like Firefox or Internet Explorer 8.0 installed. Technical support is provided by The Online Support Center (http://support.kccd.edu) that provides "24/7" IT support. Students may call the Help Desk service at 877-382-3508. Students can request 1:1, online support as well as general tips for succeeding in an online class at the Cerro Coso Student Success Center.

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

- Learning management system

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

no

Emergency Distance Education Options The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.

- Online including all labs/activity hours