

**Fond du Lac Tribal and Community College  
COURSE OUTLINE FORM**

**Updated 11/25/14**

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

**1. Prepared by:** \_\_\_\_\_

**2. Date submitted:** \_\_\_\_\_

3. Date approved: \_\_\_\_\_ Date revised 12/8/15

**4. Department/discipline:** Early Childhood Development

**5. Department(s) endorsement(s):** \_\_\_\_\_

**(Signatures of the person(s) providing the endorsement are required.)**

6. Course Title: Working with Diverse Families and Children

Abbreviated course title (25 characters or less): \_\_\_\_\_

7. Course Designator: CDEV 8. Course Level: 1240

9. Number of Credits: Lecture 2 Lab 1

10. Control Number (on site) 24 Control Number (online) \_\_\_\_\_

11. Catalog/Course description:

This course is designed to provide an overview of Culturally Sensitive Caregiving by assisting students to identify the influence of culture on childcare practices. Identifying and negotiating conflicts based on cultural values can help caregivers form partnerships with families that lead to more culturally consistent care for children and help strengthen the child's feelings of security and developing identity. This course requires students to spend a minimum of 30 hours at a licensed child care/education setting. (Prerequisite: Reading score on the Accuplacer of 78 or completion of RDG 0095 and a Sentence Skills score of 61 or completion of ENGL 0092 or consent of instructor).

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): Reading score on the Accuplacer of 78 or completion of RDG 0095 Efficient Reading II and a Sentence Skills score of 61 or completion of ENGL 0092 College Prep I or consent of instructor.

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Infant/Toddler Caregiving: A Guide to Culturally Sensitive Care. Sheila Bruton, ed., California Department of Education, 1995. (ISBN 0-8011-1057-2)

Infant/Toddler Caregiving: Creating Partnerships with Parents. Faye Ong, ed., California Department of Education, 1990. (ISBN 0-8011-0878-0)

York, Stacy. Roots and Wings. 2003. Redleaf Press (ISBN 1-929610-32-7)

Videos: “*Essential Connections: Ten Keys to Culturally Sensitive Child Care*”  
“*Protective Urges: Working with the Feelings of Parents and Caregivers*”

Guest Speakers will be invited to share the childcare experiences of themselves and their children as it relates to culturally sensitive care. ***Students will be required to observe/participate in group child care settings.***

**14. Course Content** (Provide an outline of major topics covered in course)

1. successful caregiver-parent relationships
2. caregiver-parent communication
3. parent involvement opportunities
4. strategies to encourage family participation in caregiving
5. family needs in the caregiving setting
6. business policies and practices
7. active listening
8. cultural identity
9. child care beliefs
10. parent/child separation issues
11. Cultural values
12. Cultural laws
13. Cultural “ways of being”
14. Own cultural identity and beliefs
15. Cultural “enrichment”
16. Relationship of cultural sensitivity to children’s confidence
17. Relationship of cultural sensitivity to children’s competence
18. Relationship of cultural sensitivity to children’s connections to family and community
19. Use of child’s home language in the child care setting
20. Culturally relevant environments
21. Culturally sensitive program policies
22. Cultural conflict resolution
23. Family culture
24. Cultural learning
25. Cultural empowerment
26. Culturally relevant routines and interactions
27. Conflicts based on cultural routines
28. Strategies to discover cultural values and beliefs
29. Strategies to create emotionally safe environments that recognize cultural diversity among staff

**15. Learning Goals, Outcomes, and Assessment**

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)

- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

*Course learning outcomes will fulfill the identified competencies.*

*Course Learning Outcomes:*

Upon completion of this course, students will be able to:

1. Compare and contrast learning styles. (A)
2. Compare and contrast learning environments. (A)
3. Analyze cultural expectations/views in videos such as "Ruby Bridges" (A)
4. Use the ECIPs to design lesson plans for preschool children (A)
5. Use the ECIPs to determine developmentally appropriate expectations for preschool children. (A)
6. Compare and contrast view of teaching strategies in a multicultural care/education setting. (B)
7. Analyze cultural conflicts found in films such as "Real Women Have Curves" (B)
8. Design and implement strategies to build caregiver-family relationships within the caregiving setting. (C)
9. Recognize when conflicts between caregivers and parents or other caregivers may be a result of differences in cultural values or expectations. (C)
10. Design resolutions to conflicts based on cultural routines. (D)
11. Explain culturally sensitive program policies and practices. (D)
12. Identify strategies to create emotionally safe environments that recognize cultural diversity among staff members. (D)
13. Describe the importance of cultural identity and empowerment in developing children's confidence, competence, connections to family and community. (D)
14. Demonstrate professional oral and written communication skills. (B)
15. Demonstrate professional technical skills (A)

16. **Minnesota Transfer Curriculum (MnTC):** If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): \_\_\_\_\_