

Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

03/19/19

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 11/27/23
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 for Transcripts (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.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses
Prerequisite(s): None
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.)

Upon completion of this course, the student will be able to:

Learning Outcomes	Competencies (CAC)	Cultural Standards
Compare and contrast learning styles.	A	
Compare and contrast learning environments.	A	
Analyze cultural expectations/views in videos such as “Ruby Bridges”	A	
Use the ECIPs to design lesson plans for preschool children.	A	
Use the ECIPs to determine developmentally appropriate expectations for preschool children.	A	
Compare and contrast view of teaching strategies in a multicultural care/education setting.	B	
Analyze cultural conflicts found in films such as “Real Women Have Curves”.	B	
Design and implement strategies to build caregiver-family relationships within the caregiving setting.	C	
Recognize when conflicts between caregivers and parents or other caregivers may be a result of differences in cultural values or expectations.	C	
Design resolutions to conflicts based on cultural routines.	D	
Explain culturally sensitive program policies and practices.	D	
Identify strategies to create emotionally safe environments that recognize cultural diversity among staff members.	D	
Describe the importance of cultural identity and empowerment in developing children’s	D	

confidence, competence, connections to family and community.		
Demonstrate professional oral and written communication skills.	B	
Demonstrate professional technical skills.	A	

WINHEC Cultural Standards:

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s): _____

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

_____ Yes _____ No

Provide the required documentation to show course meets required licensing/certification standards.

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