

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 3/24/25
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. Asset-based teaching and validation of student identities.
2. Theories of identity formation and social identity development.
3. Cultural influences on cognitive processes and learning.
4. Systemic trauma and its impact on student development and learning.
5. Culturally responsive strategies to address systemic trauma.
6. Understanding and addressing prejudice, discrimination, and racism.
7. Reflecting on educator biases and intersecting social identities.
8. Disrupting oppressive systems in teaching practices.
9. Culturally affirming and reciprocal communication with families.
10. Questioning conventional teaching practices and beliefs about diverse students.
11. Theories of race, ethnicity, and processes like racialization and intersectionality.
12. Differences between prejudice, discrimination, bias, and racism.
13. Impact of ethnocentrism, eurocentrism, and deficit-based teaching on equity.
14. Family and community engagement in education, respecting their goals and structures.
15. Minnesota-based Indigenous histories, languages, and perspectives.

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
1. Develop an asset-based teaching mindset that recognizes and affirms the diverse cultural, social, and individual identities of students.	C	7
2. Apply culturally responsive strategies to foster inclusive learning environments and address the impacts of systemic trauma on student development.	D	

3. Critically analyze personal biases and systemic inequities to implement equitable teaching practices that disrupt oppressive systems.	C	4
4. Establish collaborative and culturally affirming communication with families to support student learning and development.	B	
5. Demonstrate knowledge of race, ethnicity, and cultural influences on education to promote pedagogical equity and empower diverse student identities.	A	1

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

Minnesota Professional Educators Standards and Licensing Board- MN PELSB

SEP: 8710.2000 Standards of Effective Practice for Teachers (2023)

1A. The teacher understands that students bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values, and approaches their work and students with this asset-based mindset, affirming the validity of students' backgrounds and identities.

1B. The teacher understands multiple theories of identity formation and knows how to help students develop positive social identities based on their membership in multiple groups in society.

1F. The teacher understands how culture influences cognitive processes and how these processes can be stimulated in a cultural frame.

1L. The teacher understands the diverse impacts of individual and systemic trauma, such as experiencing homelessness, foster care, incarceration, migration, medical fragility, racism, and micro and macro aggressions, on learning and development and knows how to support students using culturally responsive strategies and resources to address these impacts.

6D. The teacher understands how prejudice, discrimination, and racism operates at the interpersonal, intergroup, and institutional levels.

6E. The teacher explores their own intersecting social identities and how they impact daily experience as an educator.

6F. The teacher assesses how their biases, perceptions, and academic training may affect their teaching practice and perpetuate oppressive systems and utilizes tools to mitigate their own behavior to disrupt oppressive systems.

7A. The teacher understands the importance of engaging in culturally affirming, reciprocal communication with families about student development, learning, and performance.

7E. The teacher recognizes the responsibility to question normative school knowledge, conventional teaching and other professional practices, and beliefs and assumptions about diverse students, their families, and communities that adversely impact learning.

8A. The teacher understands multiple theories of race and ethnicity, including but not limited to racial formation, processes of racialization, and intersectionality.

8B. The teacher understands the definitions of and difference between prejudice, discrimination, bias, and racism.

8C. The teacher understands how ethnocentrism, eurocentrism, deficit-based teaching, and white supremacy undermine pedagogical equity.

8D. The teacher understands that knowledge creation, ways of knowing, and teaching are social and cultural practices shaped by race and ethnicity, often resulting in racially disparate advantages and disadvantages.

8E. The teacher understands the histories and social struggles of historically defined racialized groups, including but not limited to Indigenous people, Black Americans, Latinx Americans, and Asian Americans.

8F. The teacher understands the cultural content, world view, concepts, and perspectives of Minnesota-based American Indian Tribal Nations and communities, including Indigenous histories and languages.

8G. The teacher understands the impact of the intersection of race and ethnicity with other forms of difference, including class, gender, sexuality, religion, national origin, immigration status, language, ability, and age.

8710.3100 TEACHERS OF EARLY CHILDHOOD EDUCATION

A teacher of infant or toddler-aged, preprimary-aged, and primary-aged children must understand child development and learning, including: the concepts of "belonging" and "family connectedness" as crucial to the development of young children. that children are best understood in the contexts of family, culture, and society (TECE 3.A.5, 3.A.6)

A teacher of young children establishes and maintains positive, collaborative relationships with families. The teacher must understand: the need to respect families' choices and goals for their children and the need to communicate with families about curriculum and their children's progress; the need to be sensitive to differences in family structures and social and cultural backgrounds; theories of families and dynamics, roles, and relationships within families and between families and communities; how to support families in assessing educational options and in making decisions related to child development and parenting; and how to link families with a range of family-oriented services based on identified resources, priorities, and concerns. (TECE 3.J.1, 3.J.2, 3.J.3, 3.J.4, 3.J.5)

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