

**New Course Proposal**  
Submit completed form electronically

- 1. Course prefix and course number:** ECE 370
- 2. Course title:** Valuing Diversity in Early Childhood Education
- 3. Abbreviated title for class schedule** (30 characters or less): Valuing Diversity in ECE
- 4. Credit hours:** 4  
*(note: if credits are variable, list range of credits (e.g. 1-8 credits))*

**5. Catalog description:**

This course will emphasize the importance of becoming a culturally competent educator able to teach to diverse learning styles, culturally and linguistically diverse learners, children with diverse abilities and from vastly different family backgrounds. Students will reflect on their personal biases and deepen their understanding of cultural, ethnic, gender, sexual orientation, language, and learning differences in order to create inclusive learning environments, build stronger relationships with students and families, and to adapt their teaching practices to meet the needs of each learner. Aspects of diversity will be explored including economic/social class, sex, gender identity, race/ethnicity/nationality, religion, ability, body appearance, language, learning style, family composition. Students will learn to employ multicultural, developmentally appropriate practices as a means of developing classroom environments that support the concepts of culture, diversity, equity, social justice, and democracy in early childhood settings and in collaboration with families.

- 6. Prerequisites** *(to add each additional prerequisite, start a new line):* None  
*(See attached Note for samples)*

A. (course prefix, (space) and number)	or	or	or
B. (course prefix, (space) and number)	or	or	or
C. (course prefix, (space) and number)	or	or	or

- 7. Co-requisites (including labs, if any):** None

A. (course prefix, (space) and number)	or	or	or
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- 8. Major/Class restrictions:** Please indicate any class or major restrictions: Junior status or above.

- 9. Is course repeatable?** No                      **If Yes, list maximum credits:**

- 10. Labs requirements:** If course includes a lab: # of hours lecture:                      ; # of hours lab:  
No Lab

- 11. Fees:** List any course fees: None

**12. Grade Mode:** Graded Only

**13. CIP Code: Six-digit CIP code** (check with your Division Director):

**14. Special qualifications; Is course proposed for (yes/no):**

A. **University Studies?** No                      **If yes, list Strand(s)** NA

B. **Honors?** No

**15. Cross-listing: List any cross-listing:** None    and                      and                      and                      and

**16. Strategic justification for proposed course:**

**A. Rationale: What is the overall strategic rationale for offering this course?**

The Developmentally Appropriate Practice statement from the NAEYC emphasizes the value of supporting inclusive settings for children of varying backgrounds and ability levels based on three core values in early childhood practice, utilizing knowledge of child development and learning, each child as an individual, and the social and cultural contexts in which children live. This course will align with these goals in early child education for an increasingly diverse classroom population.

**B. Alignment:**

**1. How does this course align with the unit's mission plan?**

This class will be an opportunity for early childhood educators to be engaged in critical inquiry and to expand their understanding of the dynamics of educational change. Students will be prepared to engage in public discussion and advocacy issues that require analyzing the effects of differences within and between cultural groups. In effect, they will be able to describe the impact of cultural circumstances in local early childhood and community settings and bring larger perspectives on child development (including exceptionalities), child rearing practices, parenting education, to classroom settings or elsewhere.

**2. How does the course fit into the rest of the unit's curriculum?**

By integrating insights in child development and diversity, we will foster in our students: cultural awareness, understanding of child development and growth, issues of social justice, access to resources, cultural context of beliefs and values, and developmentally appropriate practices. Students will prepare to support individual learners in a diverse classroom, with the foundational understanding that every early child setting is diverse. This course is explicitly included as part of the ECD program coursework to reflect the changes and challenges we are facing in recent diverse contemporary society.

**C. Enrollment: What is the new course's estimated enrollment each time it is offered over a three-year period?**

**Year 1:** 20 students; **Year 2:** 20 students ; **Year 3:** 20 Students

**D. Resource evaluation: What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?**

**1. Faculty:**

- a. **Who will teach the course?** Cathy Lemble
- b. **Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations.** Adjunct Instructor
- c. **If additional faculty members are needed, how will that need be met?**  
No additional faculty members are needed. This instructor is highly qualified to teach the curriculum designated for this course.

**2. Facilities: Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met.** Moodle and online support from IT Helpdesk and Moodle support team as needed.

**3. Other:**

- a. **Are Hannon Library resources sufficient to meet the needs of this course?** Yes
- b. **Are any other resources needed to support this course?** Active student accounts and Moodle access.

**If so, please explain how they will be obtained.** Students will need internet access to support the needs of this course.

**E. External impact:**

**1. What is the expected effect of this course on existing programs elsewhere in the university?** No impacts are anticipated.

**NOTE:** Please document your contact with other academic programs which may be affected by this new course and the response you received.

**2. Will any of your prerequisites affect other academic programs?** No

**NOTE:** Please document your contact with other academic programs which may be affected by this new course and the response you received.

**17. Syllabus (condensed)**

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

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Signature of Division Director

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Date

4/29/16

**Southern Oregon University  
School of Education  
Early Childhood Development Program**

**ECE 370 CRN XXXX  
Valuing Diversity in Early Childhood Education  
Term/Year**

<b>Instructor</b>	Cathy Lemble
<b>Contact Information</b>	<a href="mailto:lemblec@sou.edu">lemblec@sou.edu</a> <i>Email will be responded to within 24 to 48 hours</i>
<b>Office Hours</b>	To be determined Phone conference, email, or online meetings available by appointment
<b>Credits</b>	4 credits

**Course Description**

This course will emphasize the importance of becoming a culturally competent educator; able to teach to diverse learning styles, dual language learners, children with diverse abilities and from vastly different family backgrounds. You will reflect on your personal biases and deepen your understanding of cultural, ethnic, gender, sexual orientation, language, and learning differences in order to create inclusive learning environments, build stronger relationships with children and families, and to adapt your teaching practices to meet the needs of each learner. Aspects of diversity will be explored including economic/social class, sex, gender identity, race/ethnicity/nationality, religion, ability, body appearance, language, learning style, family composition. You will learn to employ multicultural education as a means of developing classroom environments that support the concepts of culture, diversity, equity, social justice, and democracy.

You will be prepared to engage in public discussion and advocacy issues that require analyzing the effects of differences within and between cultural groups, to be able to describe the impact of cultural circumstances in local community settings, and to bring larger perspectives on child development, including exceptionalities, to classroom settings or elsewhere.

**Course Goals or Outcomes**

By integrating insights in child development and diversity, you will cultivate cultural awareness, an understanding of child development and growth, explore issues of social justice and access to resources, examine the cultural context of beliefs and values, and gain a deeper understanding of developmentally appropriate practices. You will prepare to support individual learners in a diverse classroom, with the foundational understanding that every classroom is diverse.

In this course, you will:

1. develop an understanding of your own beliefs, values, and attitudes regarding diversity and child development through reflection of your own early childhood experiences and biases
2. recognize the issues and needs around cultural diversity and differing abilities through readings and dialogues
3. display sensitivity to cultural and individual differences
4. examine societal and cultural structures and understand your relationship to child rearing and early childhood practices
5. demonstrate why and how curriculum should be modified to maximize potentials and abilities of young learners
6. prepare for action, intervention, and advocacy in education

### **NAEYC Standards for Early Childhood Professionals Preparation Programs**

1. Promoting Child Development and Learning
2. Building Family and Community Relationships
3. Observing, Documenting, and Assessing to Support Young Children and Families
4. Using Developmentally Effective Approaches to Connect with Children and Families
5. Using content Knowledge to Build Meaningful Curriculum
6. Becoming a Professional

### **SOU Early Childhood Development Course Outcomes for Becoming a Professional**

1. Communicate effectively in writing, speech, and technology.
2. Access and evaluate information resources to become critical thinkers of developmentally effective practices in early childhood education.
3. Engage in the community through service projects and fieldwork in early childhood, schools, and other community settings.
4. Examine personal attitudes, values and beliefs, and develop advocacy and leadership skills and professionalism to apply in diverse settings.

### **Required Course Materials**

Follari, L. (2015). *Valuing Diversity in Early Childhood Education*. (1<sup>st</sup> ed.). New Jersey: Pearson.

ISBN 978-0-13-268721-8

### **Attendance Policy**

This is an online course using SOU Moodle as a platform for weekly class attendance, participation, and discussions. Students are expected to actively participate regularly and practice professional communication and leadership skills in all Moodle forums and complete each week's assignments following the guidelines included in the syllabus and posted on Moodle.

### **Assignments and Expectations**

Textbook readings, articles, and short videos with regular reflections and in-class discussions; participation in whole class discussion forums; feedback to other learners; research and presentation; practical, applied assignments. All communication and work should reflect professionalism throughout the course.

### **Class Outline**

**Weekly Forums:** In-depth responses to the topics explored in each week's readings. Responses will include self-reflection, connecting topics with observation and/or research, developing classroom philosophy, policy, and planning.

### **Weekly Topics and Textbook Readings:**

<b>Week One:</b> Chapter One: The What, Why, and How of Exploring Diversity
<b>Week Two:</b> Chapter Two: The Development of Cultural Identity Chapter Three: The Spectrum of Responses to Diversity
<b>Week Three:</b> Chapter Four: Race and Ethnicity
<b>Week Four:</b> Chapter Five: Language and Nationality
<b>Week Five:</b> Chapter Six: Socioeconomic Factors
<b>Week Six:</b> Chapter Seven: Religion
<b>Week Seven:</b> Chapter Eight: Families
<b>Week Eight:</b> Chapter Nine: Abilities
<b>Week Nine:</b> Chapter Ten: Supporting Individual Learners
<b>Week Ten:</b> Chapter Eleven: Teaching in a Diverse World

### **Diversity History (Due Week Two):**

Students will reflect on aspects of their personal background and share their own individual history and develop an understanding of the way each individual brings diversity into the classroom. Students will reflect on family traditions in their home, the way holidays were celebrated in their home, which family members were part of their daily life, where their parents, grandparents, and great-grandparents were born and raised, the places they have lived and traveled to, the language that was spoken at home, whether they have ever received aid or assistance, and which attributes and qualities they would use to describe themselves (race, ethnicity, appearance, personality, family background, strengths, skills, hobbies).

### **Children's Book Reviews (Week Four-Eight):**

Students will select an outstanding children's book to review that supports inclusion and honoring diversity for each of the following topics: Race and Ethnicity, Language and Nationality, Socioeconomic Factors, Religion, Families, and Abilities. Students will choose books that are suitable to be read aloud for three to five year old children.

### **Teaching Tools Resource Binder (Ongoing—final copy will be posted Week Ten):**

Students will create a binder (submitted online as a folder of documents) of teaching tools as a go-to resource to utilize in their future classroom teaching. Students will include practical strategies for applying instructional practices that are culturally relevant. The Curricular Connections portions of the textbook will provide a platform for further research and development of strategies to implement. Students will also include specific methods of working in partnership with families. Students will develop detailed, specific methods of connecting with families using the Family Partnerships portions of the textbook as a guide.

### **Diversity Philosophy Statement Paper (Due Finals Week):**

Students will develop a paper utilizing the worksheet provided on page 290 of our textbook. Students will expand on this worksheet by reflecting on their own beliefs and teaching style, developing their classroom philosophy, describing what their values look like in practice using specific examples, and explaining the relationship between their teaching strategies and advocating for equity and social justice.

### **Grading Policy**

#### **Grade Scale:**

A: 96-100	A-: 90-95	B+: 87-89	B: 84-86	B-: 80-83		
C+: 77-79	C: 74-76	C-: 70-73	D+: 67-69	D: 64-66	D-: 60-63	F: <60

### **Disclaimer**

This schedule may be amended from time to time depending on the pace of the class.

### **SOU Cares**



SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at <https://inside.sou.edu/ssi/index.html>. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

### **Academic Honesty Statement and Code of Student Conduct**

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited".

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's Code of Student Conduct:

<https://inside.sou.edu/assets/policies/CodeofStudentConduct.pdf>

In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

### **Emergency Notifications**

SOU is committed to a safe community. Student, faculty and staff emails are automatically enrolled in SOU Alert, the campus emergency communication system. In the event of emergency, closure, or other significant disruption to campus operations, such as inclement weather, messages are delivered via SOU Alert. To ensure timely notification, students, faculty, staff are **strongly** encouraged to visit InsideSOU to register their cell phone numbers and/or add family members to the system. Campus Public Safety is available 24 hours/day by dialling 541-552-6911. CPS responds to safety concerns, incidents, and emergencies and can provide safety escorts to on-campus locations. CPS works in collaboration with Ashland Police and Fire.

### **Statement on Title IX and Mandatory Reporting**

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please use the confidential advising available at

<https://inside.sou.edu/ssi/confidential-advisors.html>, or use Southern Oregon University's Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form: [https://jfe.qualtrics.com/form/SV\\_7R7CCBciGNL473L](https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L)

### **SOU Academic Support/Disability Resources:**

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include information regarding Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies comply with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. See the Disability Resources webpage at <https://inside.sou.edu/dr/index.html> for more information or to schedule an appointment. If you are already working with Disability Resources, make sure to request your accommodations for this course as quickly as possible to ensure that you have the best possible access.