MINNESOTA WEST COMMUNITY & TECHNICAL COLLEGE
COURSE OUTLINE

DEPT. EDUC   **COURSE NUMBER: 1230**

NUMBER OF CREDITS: 3   **Lecture: 3   Lab: 0   OJT 0**

Course Title:
Diverse Children and Family Relations

Catalog Description:
Diverse Children and Family Relations encompasses the relationship between the caregiver, families, and colleagues and explores strategies for relationship building. Understanding biases, addressing barriers for diverse students, utilizing appropriate curriculum, and engaging in various learning approaches are important elements of working with diverse children and families. Communication strategies are also reviewed. The course work includes lab and 15 hours of lab / field experience.

Prerequisites or Necessary Entry Skills/Knowledge:
STSK 0090 or placement by multiple measures.

FULFILLS MN TRANSFER CURRICULUM AREA(S) *(Leave blank if not applicable)*

Goal 1: Communication: _____ by meeting the following competencies:

Goal 2: Critical Thinking: _____ by meeting the following competencies:

Goal 3: Natural Sciences: _____ by meeting the following competencies:

Goal 4: Mathematics/Logical Reasoning: _____ by meeting the following competencies:

Goal 5: History and the Social and Behavioral Sciences: ___ by meeting the following competencies:

Goal 6: The Humanities and Fine Arts: _____ by meeting the following competencies:

Goal 7: Human Diversity: _____ by meeting the following competencies:

Goal 8: Global Perspective: _____ by meeting the following competencies:

Goal 9: Ethical and Civic Responsibility: _____ by meeting the following competencies:

Goal 10: People and the Environment: _____ by meeting the following competencies:

Topics to be Covered
Bias
Diverse Families (structures, cultural awareness)
Poverty
Building Relationships
Culturally Relevant Pedagogy
Culturally Appropriate Classrooms
Trauma Informed Practice
Communication styles
Volunteers

Student Learning Outcomes
Analyze bias, implications, and anti-bias strategies.
Differentiate impacts of language and culture on family relations.
Develop curriculum that is inclusive.
Determine learning approaches that are age appropriate, culturally responsive, and inclusive.
Develop strategies for understanding student and family interactions with culturally-appropriate lens.
State impacts of poverty on children and families.
State impacts of trauma on children and families.
Identify intervention strategies and resources for children and families.

Is this course part of a transfer pathway: Yes ☒   No ☐
*If yes, please list the competencies below
1. 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
2. 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)
3. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must: understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism; understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values (SEP 3.D, 3.E)

Revised Date: 3/2023