

# CDE 241: ECE GLOBAL DIPLOMACY PRACTICUM

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**Formerly known as:**

ECE 039 (or if cross-listed - inactivated courses associated with this course)

**Originator**

wsanders

**Co-Contributor(s)****Name(s)**

Avalos, Maria

**Justification / Rationale**

Periodic Review: As a CTE program we must review every course every two years.

**Effective Term**

Fall 2023

**Credit Status**

Credit - Degree Applicable

**Subject**

CDE - Child Development & Education

**Course Number**

241

**Full Course Title**

ECE Global Diplomacy Practicum

**Short Title**

GLOBAL PRACTICUM

**Discipline****Disciplines List**

Child Development/Early Childhood Education

**Modality**

Face-to-Face

100% Online

Hybrid

**Catalog Description**

This course is designed to develop the practical skills needed to work in a global education environment by placing students in an integrated, service-learning study abroad experience. Critical thinking skills and application will be developed by examining communication, culture, history, values and lifestyles in the context of childhood.

**Schedule Description**

This course is designed to develop the practical skills needed to work in a global education environment by placing students in an integrated, service-learning study abroad experience. The cost of airfare, lodging and meals must be provided, sought or raised in order to participate in this course. Prerequisite: CDE 204

**Lecture Units**

1

**Lecture Semester Hours**

18

**Lab Units**

2

**Lab Semester Hours**

108

**In-class Hours**

126

**Out-of-class Hours**

36

**Total Course Units**

3

**Total Semester Hours**

162

**Prerequisite Course(s)**

CDE 204

**Required Text and Other Instructional Materials****Resource Type**

Book

**Author**

Slimbach, Richard

**Title**

Becoming World Wise: Guide to Global Learning

**Edition**

1

**City**

Sterling, VA

**Publisher**

Stylus

**Year**

2010

**College Level**

Yes

**Flesch-Kincaid Level**

12

**ISBN #**

978-1579223472

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**Resource Type**

Book

**Author**

Arnold, Johann Christoph

**Title**

Their Name Is Today: Reclaiming Childhood in a Hostile World

**Edition**

1

**City**

Walden, NY

**Publisher**

Plough

**Year**

2014

**College Level**

Yes

**Flesch-Kincaid Level**

10.6

**ISBN #**

9780874866308

**Resource Type**

Book

**Open Educational Resource**

No

**Formatting Style**

APA

**Author**

Slimbach, Richard

**Title**

The Art of World Learning

**Edition**

2

**City**

Herndon, VA

**Publisher**

Stylus

**Year**

2020

**College Level**

Yes

**Flesch-Kincaid Level**

28.3 level; 13.9 grade level

**ISBN #**

978-1579229658

**For Text greater than five years old, list rationale:**

The first two texts are very old BUT they still give a valuable, timeless framework to pursuing international learning experiences and particularly in education. The newest addition speaks to current global issues and may be challenging for students to read and goes beyond education but would frame a more current global context.

**Class Size Maximum**

16

**Entrance Skills**

Students must be able to apply research and developmental theories to planning, implementing and assessing curriculum for young children.

Students must be able to analyze classroom environment and routines and their impacts to adjust their teaching to meet children's expectations and needs

**Requisite Course Objectives**

CDE 204-Demonstrate developmentally appropriate practices in supervised early childhood classrooms

CDE 204-Perform teaching and non-teaching responsibilities.

CDE 204-Analyze student teaching experiences to inform and guide future teaching and collaborative practices

**Course Content**

1. Introduction to the culture
2. Introduction to global education and global diplomacy
3. Benefits and liabilities of international service learning
4. Seizing the learning opportunity
5. Global perspectives on child development and childhood
6. Global perspectives on human rights and opportunity
7. Perspectives on poverty and wealth
8. Global diplomacy activities and strategies
9. Creating activity plans that are developmentally appropriate and culturally relevant

**Lab Content**

1. Ethical American citizen behavior
2. Cultivating meaningful international relationships
3. Living with paradox of benefit and cost
4. Getting oriented to a new country and culture: safety and opportunity
5. Analysis of education in the USA and abroad
6. Implementing developmentally and culturally appropriate activities.
7. Reflecting and assessing the results of teaching activities
8. Analyzing ways to improve best teaching practices

**Course Objectives**

	<b>Objectives</b>
Objective 1	Lecture: Describe the social, economic, political, environmental elements of the culture in which they will teach.
Objective 2	Lecture: Analyze and discuss global education diplomacy issues in relation to children, families and best teaching practices.
Objective 3	Lecture and Lab: Analyze critically their experiences before, during and after the international service learning experience.
Objective 4	Lab: Create activity plans that are developmentally and culturally appropriate in an international early childhood education setting.
Objective 5	Lab: Critically assess their capacity to match student needs with their teaching practice.
Objective 6	Lab: Create and implement an activity to engage families in an international, early childhood setting that is culturally relevant.

**Student Learning Outcomes**

	<b>Upon satisfactory completion of this course, students will be able to:</b>
Outcome 1	Students will compare and contrast educational policies and practices in California and another country so they can adapt to changing demographics of students within the United States.
Outcome 2	Students will demonstrate their ability to adapt teaching practice to flow with the foreign classroom while maintaining integrity to early childhood education principles.

**Methods of Instruction**

Method	Please provide a description or examples of how each instructional method will be used in this course.
Demonstration, Repetition/Practice	Students will develop and implement a 3- hour teaching activity plan 3-5 times during the service-learning in country.
Collaborative/Team Activity	Students will work in teams of 3 to develop cultural preparations and teaching activity plans.
Observation	Students will engage in cultural simulation activities to prepare for experiences out of their predictable context.
Lecture	Students will observe children in their native setting prior to teaching to determine needs and interests.
Laboratory	Lectures will be developed on how to maximize the learning opportunity from international travel, including how to learn culture and develop activity plans.
Journal	Students will practice teach in a service-learning approach in a foreign country.
	Students will maintain an on-line blog OR portfolio of their teaching experience reflections

**Methods of Evaluation**

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
College level or pre-collegiate essays	Write essays on a weekly discussion board that will be at college-level reflection.	In and Out of Class
Self/peer assessment and portfolio evaluation	Student self-assessment is one aspect of their lesson/activity design and evaluation.	In and Out of Class
Presentations/student demonstration observations	Present their cultural element findings prior to travel.	In and Out of Class
Field/physical activity observations	Complete 3 observations on the teaching practices of the schools to be visited.	In and Out of Class
Laboratory projects	Design and implement developmental and cultural appropriateness of five ECE activity plans developed, implemented and self-assessed.	In and Out of Class
Portfolios	Analyze a portfolio of their teaching activities and self-assessment.	In and Out of Class
Guided/unguided journals	Self-Reflect through a guided journal on teaching practice and cultural adaptation.	In and Out of Class
Written homework	Detail their learning through a presentation on one aspect of the culture of the country to be visited for other COD students, the Board, faculty and broader ECE community.	In and Out of Class

**Assignments**
**Other In-class Assignments**

1. Students will participate in DISCUSSION BOARD on-line to prepare and reflect upon the travel and learning opportunity.
2. Students will teach 5 3-hour blocks of activities with children ages 3-5 in an international setting.
3. Students will conduct 3-5 observations of teaching practice in the classroom to which they will visit.
4. Students will work in collaborative teams to develop a cultural and educational analysis of the country to be visited for the service learning.

**Other Out-of-class Assignments**

1. Students will work in teams to develop 5 activity plans covering 3 hours each to implement in the foreign country for 3-5 year old children.
2. Students will complete a self-reflective journal or blog before, during and after the service learning in response to critical thinking related questions of analysis and comparison.

**Grade Methods**

Letter Grade Only

**Distance Education Checklist**

**Include the percentage of online and on-campus instruction you anticipate.**

**Online %**

50

**On-campus %**

50

**Lab Courses****How will the lab component of your course be differentiated from the lecture component of the course?**

The lab portion will be in a different country and students will spend the hours volunteering in an early childhood education classroom.

**From the COR list, what activities are specified as lab, and how will those be monitored by the instructor?**

The instructor will be onsite in country to assist and observe the students.

**How will you assess the online delivery of lab activities?**

Students will complete some self-reflection of their student teaching on-line as an option for presentation to the instructor.

**Instructional Materials and Resources****Effective Student/Faculty Contact**

**Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?**

**Within Course Management System:**

Chat room/instant messaging  
Discussion forums with substantive instructor participation  
Online quizzes and examinations  
Private messages  
Regular virtual office hours  
Timely feedback and return of student work as specified in the syllabus  
Video or audio feedback  
Weekly announcements

**External to Course Management System:**

Direct e-mail  
E-portfolios/blogs/wikis  
Listservs  
Posted audio/video (including YouTube, 3cm mediasolutions, etc.)  
Synchronous audio/video  
Teleconferencing  
Telephone contact/voicemail  
USPS mail

**Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.**

Instructors will communicate with students 3-5 times per week through these tools in an array of configurations. If the course is an intensive, that communication will increase respectively. Faculty grade student work with rubrics and individualized feedback in a timely manner, often no more than 48 hours after submission.

**If interacting with students outside the LMS, explain how additional interactions with students outside the LMS will enhance student learning.**

Students will need to be physically present in the lab opportunity arranged by College of the Desert, such as in a preschool in Costa Rica. College of the Desert will structure the dates, locations, flights and lodging and the instructor will be physically present with students during that, typically two week, timeframe.

## Other Information

### Comparable Transfer Course Information

**University System**

CSU

**Campus**

CSU San Bernardino

**Catalog Year**

2022-23

**Rationale**

The course is listed on ASSIST as transferable to lower division credit at CSU's but is not listed as a direct course transfer.

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### MIS Course Data

**CIP Code**

13.1210 - Early Childhood Education and Teaching.

**TOP Code**

130500 - Child Development/Early Care and Education

**SAM Code**

C - Clearly Occupational

**Basic Skills Status**

Not Basic Skills

**Prior College Level**

Not applicable

**Cooperative Work Experience**

Not a Coop Course

**Course Classification Status**

Credit Course

**Approved Special Class**

Not special class

**Noncredit Category**

Not Applicable, Credit Course

**Funding Agency Category**

Not Applicable

**Program Status**

Program Applicable

**Transfer Status**

Not transferable

**General Education Status**

Y = Not applicable

**Support Course Status**

N = Course is not a support course

**Allow Audit**

Yes

**Repeatability**

No

**Materials Fee**

No

**Additional Fees?**

No

**Files Uploaded****Attach relevant documents (example: Advisory Committee or Department Minutes)**

2022 October MINUTES CDE Advisory Committee Agenda with supporting documents.docx

**Approvals****Curriculum Committee Approval Date**

11/17/2022

**Academic Senate Approval Date**

12/08/2022

**Board of Trustees Approval Date**

01/20/2023

**Chancellor's Office Approval Date**

1/05/2020

**Course Control Number**

CCC000611418

**Programs referencing this course**Early Childhood Education Master Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined/?key=129>)Early Childhood Education AS Degree (<http://catalog.collegeofthedesert.eduundefined/?key=62>)