

COURSE SYLLABUS

LEE 271 DIVERSITY AND INCLUSION IN EARLY CHILDHOOD EDUCATION

INTRODUCTION TO COURSE AND INSTRUCTOR

| SYLLABUS FOR DIVERSITY AND INCLUSION IN EARLY CHILDHOOD EDUCATION (LEE 271) | |
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| Semester Spring 2020 | Early Childhood Education Graduate Program/ Department of Literacy, Early, Bilingual, and Special Education California State University, Fresno |
| Course Name Diversity and Inclusion in Early Childhood Education | Instructor Name Pei-Ying Wu |
| Units: 3 | Office Location: ED25A |
| Time: Wednesday 7:00-9:50pm | E-Mail: peiwu@mail.fresnostate.edu |
| Location: ED181 | Telephone: 559-278-0052 |
| Office Hours: Fridays 11am-1pm, and by appointment. | |
| Website: To access the course login to <u>Canvas</u> (https://fresnostate.instructure.com) using your Fresno State username and password. For help with Canvas, contact the Academic Technology Resource Center at 278-7373 or send an email to canvas@mail.fresnostate.edu . | |

Health Screening: Students who come to campus for face-to-face classes will be required to complete a daily health screening which will include temperature checks. If you have experienced COVID-19 symptoms and/or have tested positive within the past 10 days; or if you have had close contact (less than 6 feet for longer than 15 minutes while unmasked) with a suspected or confirmed COVID-19 patient within the past 14 days; you are not allowed to come to campus. Please complete the campus [online reporting form](#). A campus official will reply to provide guidance and information.

Safety Measures: Consistent with the Governor's order and updated state public-health guidelines, face masks or cloth face coverings are required to be worn in public spaces on-campus and during in-person classes to reduce possible exposure to COVID-19 and prevent the spread of the virus. Physical distancing must be practiced by maintaining 6 feet of distance between individuals. Good hygiene of hand washing for a minimum of 20 seconds or using hand sanitizer is required. Please avoid touching your face with unclean hands. Disposable face masks will be provided to anyone who arrives to campus without one. Please see university website for the most updated information: www.fresnostate.edu/coronavirus

Course description: Understanding and responding to cultural, ethnic and linguistic diversity and the ways they affect personality, language, cognitive development and socialization. Creating inclusive learning environments and curriculum in early childhood

education. *It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 3-unit class, you should expect to study an average of 6 hours outside of class each week.*

Prerequisites for the course: There are not prerequisites for this course.

REQUIRED COURSE MATERIALS

Required Reading:

1. LEE 271: Diversity and Assessment Reading Material (on Canvas).

Recommended Books:

1. Brillante, P. & Nemeth, K. (2018). *Universal design for learning in the early childhood classroom*. New York: Routledge.
2. Bisson, J. (2016). *Celebrate! : An anti-bias guide to including holidays in early childhood programs*. St Paul, MN: Redleaf Press.
3. Stacey, Y. (2016). *Roots and wings: Affirming culture and preventing bias in early childhood*. St Paul, MN: Redleaf Press.
4. Follari, L. (2015). *Valuing diversity in early childhood education*. Boston: Pearson.
5. Espinosa, L. (2015). *Getting it RIGHT for young children from diverse backgrounds: Applying research to improve practice with a focus on dual language learners* (Second ed.). Boston: Pearson.
6. Gonzalez-Mena, J. (2014). *50 Strategies for communicating and working with diverse families*. Boston: Pearson.
7. Souto-Manning, M. (2013). *Multicultural teaching in the early childhood classroom: Approaches, strategies, and tools, preschool-2nd grade*. New York : Teachers College Press.
8. Derman-Sparks, L. and Olsen Edwards. J. (2010). *Anti-bias education for young children and ourselves*. Washington, DC: National Association for the Education of Young Children.

Required equipment:

This is a web- & technology-enhanced course that incorporates the use of technology both in and out of class to promote active learning. You are expected to use your technological devices (e.g. laptop, tablet, digital camera) for course related activities, including reading, note-taking, group discussions, quizzes, presentations, observations, or other classroom activities. All students are required to have a student e-mail account and internet access. We will be using Canvas, Google Apps (Google Classroom, Google Site, Google Drive, Google Sheets/Docs/Slides), and other interactive online platforms (Lucidchart, Kahoot, Quizizz, Socrative, etc.)

COURSE SPECIFICS

Course Summary: The major topics that are to be covered in the course include: cultural differences in early care and early childhood education, Anti-Bias education regarding race, gender, socioeconomic status, abilities/disabilities, family structures, holiday and dual language learners, and curriculum and instructional practices that will promote fairness and inclusion.

Course Goals: The Early Childhood graduate student will study and implement specific strategies, resources, and utilization of content to develop a multicultural education program for young children in a variety of settings.

Student Learning Outcomes:

1. Students will analyze childrearing patterns in various cultures. [NAEYC 1a, 1b, 2a, 4a, 4b; CTC 2.1, 2.3, 2.3, 2.5, 2.6.6]
2. Students will examine and compare family roles and responsibilities in various cultures. [NAEYC 1b, 2a, 4a; CTC 2.6.1, 2.6.6, 2.6.8]
3. Students will compare and contrast early childhood programs in various countries. [NAEYC 2, 3a, 4c, 5a; CTC 2.2, 2.3, 2.6.6]
4. Students will analyze the implications of cultural background for education. [NAEYC 1b, 2, 4c, 5a, 6c; CTC 2.3, 2.6.5, 2.6.6]
5. Students will become aware of teachers' and children's biases in relation to race, socioeconomic status, culture, religion, family structure, dis/ability, sexual orientation, gender, and other aspects of human difference. [NAEYC 1a, 1b, 2, 4; CTC 2.3.10, 2.6.7, 2.7.2]
6. Students will appreciate significance of language and delineate stages of first and second language acquisition. [NAEYC 1, 2, 3, 4, 5, 6d, 6e; CTC 2.6.6]
7. Students will understand and discuss the role of families in early childhood education. [NAEYC 1, 2, 4, 5; CTC 2.6.1, 2.6.5, 2.6.8]
8. Students will devise plans for incorporating multicultural experiences into early childhood curriculum. [NAEYC 1c, 2c, 3d, 4, 5, 6d; CTC 2.3]
9. Students will describe multicultural curriculum models and programs for early childhood education. [NAEYC 1, 2, 3, 4, 5; CTC 2.3.10]

Course Requirements/Assignments

Required Work:

The required work that makes up the total grade for this course include:

1. In-Class Tasks/Assignments

2. Co-Inquiries on Reading

2.1 Reflective Summary and Facilitating Online Discussion: Team-based work*

2.2 Individual Questions and Responses

3. Group Snapshot*

4. Report and Presentation on a Cultural Group's Early Care and Educational Practices
5. Midterm Exam
6. Lab Activity: Small Group Anti-Bias Curriculum Project Report and Presentation*

*For independent work, students have to work independently; for team-based work, students are encouraged to collaborate in a group of three or four.

Instruction for Significant Assignments:

1. In-Class Tasks/Assignments

In each class, the instructor will engage students in different types of tasks/activities (e.g. reading review activities, children's book sharing, oral storytelling, etc.). In most cases, the instructor will assign grades to these tasks/activities.

[Points]

All In-Class Tasks/Assignments are graded as full credit (completed and submitted by the designated time), half credit (late or make-up assignments), or no credit (not completed and submitted). Total=10 points.

[NAEYC 1a, 1b, 2a, 4a, 4b; CTC 2.1, 2.2.1, 2.23]

2. Collaborative Inquiry on Reading

2.1 Reflective Summary and Facilitating Online Discussions: The class will engage in co-inquiry dialogues each week by reflecting on assigned reading, discussing questions, and examining related practices. Prior to class, read course materials posted on **Canvas**.

Each week, one group will develop a written summary of the assigned reading and make it available for all class members (see detailed instruction below) on Google Classroom by the designated time. The rest of the students will respond to the summary-writing group's post individually with at least 1 question regarding the reading by the designated time. The summary-writing group will then select provocative questions and facilitate online discussion. The co-inquiry discussion is expected to help the class delve deeper on problems and issues regarding diversity and inclusion in early childhood education or particular aspects of anti-bias education.

The reflective summary needs to include:

- 1) 8 key points that stood out to your group in the reading assigned for the week
AND
- 2) Reflection on how the key points connect to:
 - a) Your own experience in schools/growing up **AND/OR**

- b) Aspects of your current teaching (books, environment, teaching practices, classroom rituals, things required of you by your administrator, etc.) AND/OR
- c) Reflections on the prior class activities/discussions AND/OR
- d) Insights about particular children you teach AND/OR
- e) Changes you would like to make in your teaching AND/OR
- f) Observations about bias (covert and overt messages) that you see in the media, in children's book, in teacher-child or child-child interactions AND/OR
- g) Questions you have with your initial thoughts/answers.

Not all of these topics need to be covered in each entry. The summary is expected to be an opportunity for you to integrate course material, reflect on your own bias, and explore questions. It is also expected that the summaries will be rigorous in the sense that you will explicitly reference course activities/reading and use specific examples from your personal history as well as your current teaching.

2.2 Individual Questions and Responses: The summary-writing group will facilitate an online discussion on the Google Classroom. The rest of the students are expected to ask at least 1 question and make 2 comments on others' post.

[Points]

2.1 All reflective summaries and online discussion facilitation are graded as full credit (completed and submitted on time) or no credit (not completed or not submitted on time). 1 point each submission, Total=10 points.

2.2 Individual questions and responses are also graded as full credit (completed and submitted on time) or no credit. Total=5 points.

[NAEYC 1a, 1b, 2a, 3a, 3d, 4a, 4b, 5a; CTC2.2.1, 2.2.2, 2.3.6, 2.6.8, 2.7.2]

3. Group Snapshot*

Throughout the semester, we will be examining overt/covert messages about people from various identity groups in children's books, in the classroom, and in the media. While much of this will happen in class, previous students have found that throughout the week they often see images in the world that:

- a) positively depict an underrepresented non-dominant group
- b) are problematic in terms of who is or is not represented
- c) send negative overt or covert messages about a particular identity group

Each week, one group is responsible for making a new post with 2 different examples of covert/overt messages on Google Classroom and present them in class (no more than 10 minutes).

[Points]

Each Group Snapshot post is graded as full credit (completed and submitted on time) or no credit (not completed or not submitted on time). Total=10 points.

[NAEYC 1a, 1b, 2, 4; CTC 2.6.1, 2.6.6, 2.6.8]

4. Report and Presentation on a Cultural Group's Early Care and Educational Practices

4.1 Interview: Conduct an interview with a person from a cultural or ethnic group that is not your own (e.g. a parent, a colleague, a neighbor). A list of possible interview questions will be created in class, but you are encouraged to modify the questions or ask additional questions.

4.2 Literature Review: Review literature on early care and education practices of the culture of your interviewee. Please use at least 3 articles from scholarly periodicals. The articles you select need instructor approval.

4.3 Written Report: Prepare a 4-6 page report that incorporates your interview results and research summary. In your report, please include the following components:

- (1) Introduce the person;
- (2) Tell the story in the words of the person focusing on child rearing practices, parenting style and schooling experiences from his/her own childhood, for his/her children, and within his/her culture;
- (3) Summarize the literature to highlight the following aspects: (i) child rearing practices; (ii) family structures and responsibilities; (iii) interpretations of children's play and early education; and (v) an overview of and approaches dealing with diversity issues in their early care and education practices.
- (4) Analysis – provide a commentary about what you learned by using concepts from the literature to understand your interviewee's experience of his/her identity and his/her experience in school;
- (5) Conclusion: your “ah-ha!” – what did you learn and implications for early childhood teachers (integrate comments from the course reading)

APA style is required. You are recommended to use APA-format subheadings in your paper for clarity.

4.4 Prepare a 10-minute presentation (PowerPoint or similar program) to share the key points in your written report. Please include some photos of the selected cultural or ethnic group in the presentation.

[Points] 10 points for the written report; 5 points for the presentation. Total = 15 points.

[NAEYC 1, 2, 4, 5; CTC 2.2.1, 2.6.6, 2.6.8]

5. Midterm Exam

The midterm exam has 3 short essay questions. It is a take-home exam that is open book, open note, open web, and closed collaboration with others. You are expected to write at least three paragraphs for each question. In order to receive full credit, you need to include an in-depth and correct response that reflects your understanding of and familiarity with the assigned reading, online discussions, and exemplary practices. When writing your short essay answers, you are encouraged to include a definition/foundation, example, contrast/compare analysis, and conclusion. APA style is required. You can use APA-format subheadings in your paper for clarity.

[Points] Total = 20 points.

[NAEYC 6c, 6d, 6e; CTC 2.1, 2.2, 2.2.1, 2.7.2]

6. Lab Activity: Small Group Anti-Bias Curriculum Project Presentation and Report*

In a small group (2-4 people), you will design and implement an anti-bias curriculum project that is based on exemplary multicultural/anti-bias curriculum practices related to the selected specialty area. This is a six-week long project. Some parts of this project will be completed during our class, but some fieldwork outside of class will also be required. As a group, you need to provide a 20-25 minute presentation and write a final report for this assignment.

6.1 Pick a specialty area of this project. It can focus on a racial/ethnic/socioeconomic group, people with a specific disability, LGBTQ, or other identity groups (need instructor approval). Conduct library research and submit a bibliography of 5 articles on your specialty area (must be from scholarly periodicals or approved by the instructor) AND 5 or more relevant children's books which you feel positively depict people from the identity group and will be used for your project. APA style is required.

6.2 Anti-Bias Curriculum project planning, implementation, and presentation: Each group will provide a 20-25 minute presentation.

- (1) Select a target group: Children (select an age group) or parents of young children.
- (2) Project planning: Choose a topic, undertake observations, design learning experience/activities, and develop teaching strategies.
- (3) Project implementation: Implement the project in a site of interest.
- (4) Documentation: Collect organized records of observations, photos, video, student work, etc. to demonstrate the learning progress of your target group.

6.3 Final Project Report: Each group will submit a 7-10 page report which includes the follow components:

- (1) Descriptions of a variety of sources (e.g. your own schooling or working experience, reading materials from this course, Assignments #3-5, etc.) that prompt you to select your specialty area;
- (2) Literature review on your specialty area: Summarize each work and discuss the relationship of each work to the others in the context of their contribution to caregivers/teachers' work with children/ families from the specific identity group. For example, how the recommended practices from the literature support the selected group's language, education (cognitive development), socialization, and disabilities/inclusion. You also have to describe your ways to interpret and apply prior research to this curriculum project.
- (3) Reflections on the process (what worked, what did not work, challenges) and outcomes of the anti-bias curriculum project and what you have learned;
- (4) End the report with recommendations that would support best Anti-Bias practices in early childhood settings.
- (5) APA style bibliography is required. You are recommended to use APA-format subheadings in your paper for clarity.

[points] 10 points for the presentation and 15 points for the final paper will be graded by the instructor based on the content and quality of the project. Additional 5 points will be based on the peer evaluation. Total= 30 points.

[NAEYC 1c, 2c, 3d, 4, 5, 6d; CTC 2.3, 2.3.6, 2.3.9, 2.3.10, 2.4, 2.5, 2.5.1, 2.5.2, 2.6.2]

Grading Policy

Assignments will be graded according to criteria discussed in class. All grades are determined by the instructor based on quantity and quality of work. Qualitative assessment of written reports will be based on rubrics which will be share in class. See the grade composition in below.

Assignment/Schedule/Learning Outcomes/Points

| Due Date | Assignment | Points | NAEYC | CTC |
|----------------------------------------------------------------|---------------------------------------------------------------------------------------|------------|--------------------------------|----------------------------------------------------------|
| Wednesday in class | 1. In-Class tasks/assignments | 10 | 1a, 1b, 2a, 4a, 4b | 2.1, 2.2.1, 2.2.3 |
| Sunday by noon | 2. Reflective summary* | 15 | 1a, 1b, 2a, 3a, 3d, 4a, 4b, 5a | 2.2.1, 2.2.2, 2.3.6, 2.6.8, 2.7.2 |
| From Sunday to Wednesday | 2. Discussion facilitation* & Individual question and responses to online discussions | | 1a, 1b, 2a, 3a, 3d, 4a, 4b, 5a | |
| Wednesday in class | 3. Group Snapshot* | 10 | 1a, 1b, 2, 4 | 2.6.1, 2.6.6, 2.6.8 |
| Feb. 19 th by 4pm | 4. Report and presentation on a cultural group's early care and educational practices | 15 | 1, 2, 4, 5 | 2.2.1, 2.6.6, 2.6.8 |
| Wed., Mar 11 th | 5. Midterm exam | 20 | 6c, 6d, 6e | 2.1, 2.2, 2.2.1, 2.7.2 |
| May 6 th by 4pm | 6. Small Group Anti-Bias Curriculum Project Presentation* | 10 | 1c, 2c, 3d, 4, 5, 6d | 2.3, 2.3.6, 2.3.9, 2.3.10, 2.4, 2.5, 2.5.1, 2.5.2, 2.6.2 |
| May 13 th by midnight | 6. Final Anti-Bias Curriculum Project Report* | 20 | 1c, 2c, 3d, 4, 5, 6d | |
| Total Score | | 100 points | | |
| 90-100% is A; 80-89% is B; 70-79% is C; 60-69% is D; <59% is F | | | | |

Note: Students can earn extra points by participating professional development events that are recommended by the instructor.

COURSE POLICIES & SAFETY ISSUES

Attendance

Attendance is mandatory. Attend all class sessions unless ill. If you are absent from class, it is your responsibility to find out what was covered in your absence. Please speak to two

of your classmates to find out what you missed and then come to the instructor's office hours if you need additional information. Due to discussions of reading and other in class activity requirements, more than 1 unexcused absence OR more than 2 excused absences will result in a lower grade.

Student Conduct

In accordance with university policies and California state law, students are expected to be responsible, civil and respect others and their property. Audio and video recordings of class lectures are prohibited unless I give you explicit permission to do it. Students with an official letter from the Services for Students with Disabilities office may record the class if SSD has approved that service. Examples of unacceptable behaviors include: destruction, damage or misuse of university property; dishonesty, falsifying information or misrepresentation; lewd or obscene behavior; disruption of a university-related activity; conduct that threatens or endangers the health or safety of any person within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct; and unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose (For more information and additional prohibitions see: California 8 Code of Regulations, TITLE 5 Education, Division 5. Board of Trustees of the California State Universities, Subchapter 4. Student Affairs, Article 2. Student Conduct § 41301).

Cell Phones

Out of respect for everyone's learning experience, cell phones should be silenced during class except when an emergency call is expected, during breaks, or for in-classroom activities approved by the instructor. Cell phones should be stowed at all times, and not visible on the desk, clothing, lap, etc. Cell phones may not be used to record, transmit, photograph or video without prior arrangement and permission of the instructor.

Plagiarism Detection

The campus subscribes to Turnitin plagiarism prevention service through Canvas. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin Reports will be available for your viewing.

UNIVERSITY POLICIES AND SERVICES

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning

and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

The following University polices can be found at:

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Students with Disabilities](#)
- [Title IX](#)

UNIVERSITY SERVICES

The following University services can be found at:

- [Associated Students, Inc.](#)
- [Dream Success Center](#)
- [Learning Center Information](#)
- [Student Health and Counseling Center](#)
- [Writing Center](#)

SUBJECT TO CHANGE STATEMENT

This syllabus and schedule are subject to change in the event of extenuating circumstances.

COURSE CALENDAR

[Check Canvas for changes]

Spring 2019

| | Date | Topic | Assignments Due |
|---|--------------|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Wed., Jan 22 | Introduction & Course Overview | “Getting to know you” Survey Form Groups |
| 2 | Wed., Jan 29 | The Cultural Nature of Childrearing and Early Childhood Care | Self-Introduction Post <ul style="list-style-type: none"> • Co-inquiry reading summary 1 due on 1/26 by noon • Online discussion and individual responses due on 1/29 • Group snapshot #1 due on 1/29 |
| 3 | Wed., Feb 5 | Interpretation of Early Education in Diverse Cultural Settings | <ul style="list-style-type: none"> • Co-inquiry reading summary 2 due on 2/2 by noon • Online discussion and individual responses due on 2/5 • Group snapshot #2 due on 2/5 |

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| 4 | Wed., Feb 12 | Becoming a Culturally Responsive Early Educator | <ul style="list-style-type: none"> • <u>Co-inquiry reading summary 3</u> due on 2/9 by noon • Online discussion and individual responses due on 2/12 • Group snapshot #3 due on 2/12 |
| 5 | Wed., Feb 19 | Creating an Anti-Bias Program/Community Cultural Group Presentation | Report and presentation on a cultural group's early care and educational practices due on 2/19 by 4pm |
| 6 | Wed., Feb 26 | Universal Design for Learning | <ul style="list-style-type: none"> • <u>Co-inquiry reading summary 4</u> due on 2/23 by noon • Online discussion and individual responses due on 2/26 • Group snapshot #4 due on 2/26 |
| 7 | Wed., Mar 4 | Dual Language Learners | <ul style="list-style-type: none"> • <u>Co-inquiry reading summary 5</u> due on 3/1 by noon • Online discussion and individual responses due on 3/4 • Group snapshot #5 due on 3/4 |
| 8 | Wed., Mar 11 | Midterm Exam | |
| 9 | Wed., Mar 18 | Race and Ethnicity Small Group Anti-Bias Curriculum Project Begins – Working Station #1. | <ul style="list-style-type: none"> • <u>Co-inquiry reading summary 6</u> due on 3/15 by noon • Online discussion and individual responses due on 3/18 • Group snapshot #6 due on 3/18 Picture book sharing: culture, race, language |
| 10 | Wed., Mar 25 | Gender Identity and Family Structure Anti-Bias Curriculum Project Working Station #2. | <ul style="list-style-type: none"> • <u>Co-inquiry reading summary 7</u> due on 3/22 by noon • Online discussion and individual responses due on 3/25 • Group snapshot #7 due on 3/25 Picture book sharing: gender and family structure |
| 11 | Wed., Apr 1 | Children with Special Rights/Needs (Visible) Anti-Bias Curriculum Project Working Station #3. | Picture book sharing: children with special right/needs (visible) |
| 12 | Wed., Apr 8 | Spring Break | |
| 13 | Wed., Apr 15 | Children with Special Rights/Needs (Invisible) Anti-Bias Curriculum Project Working Station #4. | <ul style="list-style-type: none"> • <u>Co-inquiry reading summary 8</u> due on 4/12 by noon • Online discussion and individual responses due on 4/15 • Group snapshot #8 due on 4/15 Picture book sharing: children with special right/needs (invisible) |
| 14 | Wed., Apr 22 | Economic Class Anti-Bias Curriculum Project Working Station #5. | <ul style="list-style-type: none"> • <u>Co-inquiry reading summary 9</u> due on 4/19 by noon • Online discussion and individual responses due on 4/22 • Group snapshot #9 due on 4/22 Picture book sharing: economic class |
| 15 | Wed., April 29 | Holiday Anti-Bias Curriculum Project Working Station #6. | <ul style="list-style-type: none"> • <u>Co-inquiry reading summary 10</u> due on 4/26 by noon • Online discussion and individual responses due on 4/29 • Group snapshot #10 due on 4/29 Picture book sharing: holiday |

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|-----------------------------------------------------------------|-------------|-------------------------------------------|--------------------------------------------------------------------------------|
| 16 | Wed., May 6 | Anti-Bias Curriculum Project Presentation | Small group anti-bias curriculum project presentation slides due on 5/6 by 4pm |
| Finals week | | | |
| Final Exam Preparation & Faculty Consultation Days | | | |
| Final Exam for this Course: Anti-Bias Curriculum Project Report | | | Due on May 13 th by 11:59pm. |