

The following slides are an excerpt from a faculty professional development training conducted by Mt. San Jacinto College.

# **CURRICULUM COMMITTEE EQUITY AND DIVERSITY TRAINING AND INTRODUCTION TO COURSELEAF August 30, 2021**




# TODAY'S TRAINING TOPICS

- Overview of equity and related concepts
- How equity and diversity apply to curriculum explicitly
- Examples of diversifying assignments in various disciplines
- Implementing more diversity and equity into our Course Leaf CIM
- Introduction to CourseLeaf and tech review process

# QUESTIONS TO CONSIDER AS WE CREATE, REVISE, AND REVIEW CURRICULUM

How can we make our courses  
more relevant to our student  
population?



How can we incorporate more  
diversity and equity in our  
content and assignments?

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## FOCUS

Four Domains of Course Outline of Record



**Content and  
Objectives**



**Teaching  
Practices**



**Assignments**



**Methods of  
Evaluation**

# CONTENT AND OBJECTIVES

- Balance between flexibility and specificity
- Look for additions or existing content/objectives that do the following:
  - Create space for varied perspectives and experiences with an open-mind
  - Incorporate specific content that addresses diversity and inclusion
  - Ensure content that specifies cultural contributions is accurate and not reinforcing stereotypes
- Ensure that content and objectives – especially aspects related to diversity and equity – are integrated with MOI, MOE, and assignments

# COURSE OBJECTIVES - CDE 110

## **Learning Objectives:**

(please number each objective and express in behavioral terms)

Upon the completion of the course the student will be able to do the following:

1. Describe the development of children from conception through adolescence in the physical, social, emotional, and cognitive domains.
2. Identify cultural, economic, political, and historical contexts that impact children's development.
3. Apply knowledge of development and major theoretical frameworks to child observations.
4. Discuss major theories of child development.
5. Summarize developmental stages and milestones.
6. Differentiate the characteristics of typical and atypical major developmental milestones from conception through adolescence in the areas of physical, cognitive, language, and social/emotional development.
7. Apply objective techniques and skills when observing, interviewing, describing, and evaluating behavior in children.
8. Analyze cultural, economic, political, historical and environmental contexts that affect a child's development from conception to adolescence.

**Course Content:**

# COURSE CONTENT – CDE 110

- 5. Prenatal Development
  - 1. 3 stages of prenatal development
  - 2. Prenatal assessments
  - 3. Environmental Factors/Risks of healthy development and birth
    - 1. Teratogens
    - 2. Poverty /Socioeconomic status
  - 3. Health insurance and access to medical care
  - 4. Racial, Cultural, and Ethnic variations
    - 1. Higher maternal and infant mortality rates in Black and Native American births
- 4. Birth
  - 1. Types of Delivery methods
  - 2. Potential complications
  - 3. Cultural traditions
  - 4. Adoption
  - 5. Birth assessments
  - 6. Parenting a newborn
  - 7. Growth and health
  - 8. Access to medical care
  - 9. Risk and resilience
  - 10. Protective factors
  - 11. Risk factors
    - 1. Maternal Depression
    - 2. Poverty
- 12. Theories and Models for Understanding Child Development
  - 1. Understanding the grand theories including constructivism, behaviorism, psychoanalytical theory
  - 2. Developmental Theorists including but not limited to Piaget, Erikson, Freud, Gesell, Maslow, Vygotsky, Skinner, Watson, Pavlov, and Bandura
  - 3. Education theorists including but not limited to Gardner
  - 4. Cultural theorists including but not limited to Rogoff and Apple
  - 5. Race identity theory including but not limited to Clark, Derman-Sparks and Elliot
  - 6. Environmental Models including but not limited to Bronfenbrenner
  - 7. Cognitive neuroscience approaches
- 8. Physical growth and development from infant/toddlers to adolescence
  - 1. Brain Maturation
    - 1. Individual Diversity in Brain Development
    - 2. Nutrition and eating practices
    - 3. Implications of poverty, environmental stress, lack of nutrition
  - 4. Fine and gross motor skills
    - 1. Unintentional accidents
    - 2. Norms
    - 3. Cephalocaudal and proximodistal trends
  - 4. Sleeping practices
  - 5. Puberty (culturally dependent)
  - 6. Gender and sexuality development
    - 1. Cultural practices / implications



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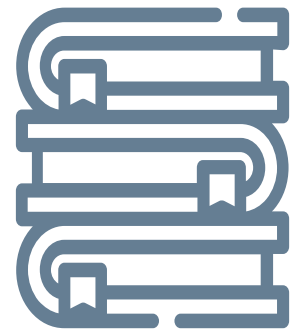
# WHAT TO LOOK FOR WITH TEXTBOOKS AND MATERIALS/FEEES

## **Textbooks**

- OER (open educational resources) or other low-cost alternatives
- Older textbooks might be more likely to have implicit bias or problematic or outdated images/examples

## **Materials or field trip fees**

- Provide equitable opportunities
- Be mindful of cost and other barriers



# POLITICAL SCIENCE

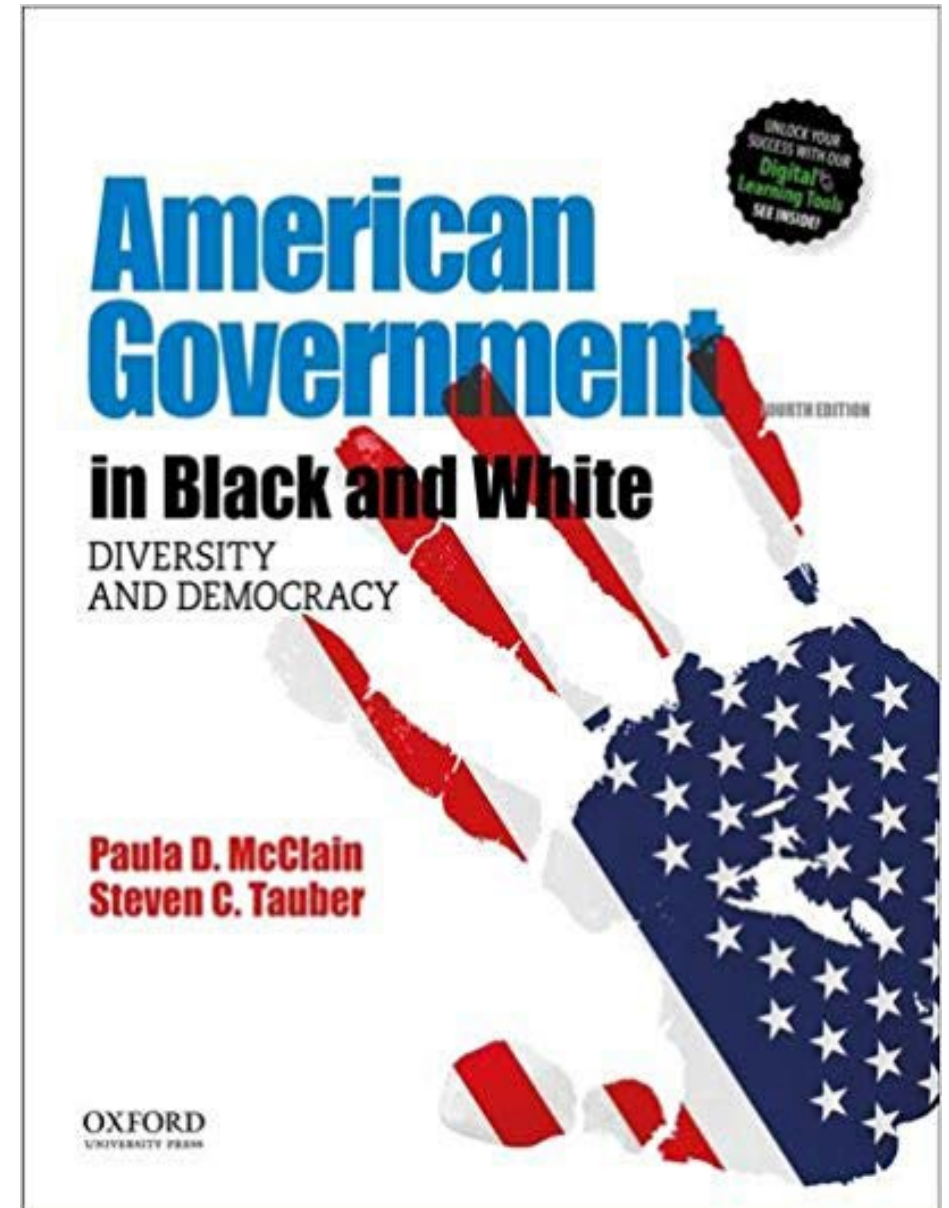
## NEW READINGS FOR POLSC 1:

Transition to a groundbreaking book, “American Government in Black and White,” that helps shed light on the sobering reality of race relations in and throughout US history.

This book has the very real potential of opening students’ eyes to the exigencies of race and ethnic justice in the United States.

McClain, Paula D. and Steven C. Tauber.  
“American Government in Black and White,”  
Fourth Edition. 2019 Oxford University Press

POLSC 1: Introduction  
to Government  
Dr. Jerome Hunt, LBCC



## WHAT TO LOOK FOR WITH METHODS OF INSTRUCTION

- Validating diverse student perspectives/experiences
- Scaffolding and providing safe spaces for students to take academic risks
- Utilizing high-impact teaching practices
- Incorporating student-centered activities: pair shares, share outs, collaborative group work, peer teaching, real-world problems, guest speakers, and culturally sensitive and inclusive readings
- Moving beyond lecture-based instruction
- Remember MOI need to be related to objectives and content

# WHAT TO LOOK FOR WITH ASSIGNMENTS

- Center students: allow them to share their voices and rich experiences
- Creative and innovative: allow students to explore and grapple with content for authentic learning
- Collaborative activities: students can learn from each other
- Connect to real life: include social, political, and/or environmental concerns
- Multiple ways to measure learning: formative; summative; low stakes; high stakes
- Language of assignments: written with students in mind (scaffold assignments, TILT assignments)
- Remember assignments need to be related to objectives and content

# EXAMPLES OF ASSIGNMENTS - CDE 110

## **Examples of Assignments:**

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

1. Using human developmental theory in the domains of physical, cognitive, and psychosocial development, students will create a sequential detailed Developmental Lifeline assignment requiring critical analysis of their development, or that of another adult from birth through adulthood. This assignment will include an extensive written paper explaining their analysis of developmental theories and each key domain within their own human development and requires a creative component. The evaluation will be based on an analysis of the overall human developmental theory.
2. Conduct observations and/or interviews with parents and children focusing on key aspects of typical and atypical child growth and prenatal development through adolescence. Type each assignment in essay format using specifics outlined in the course syllabus.
3. Students will create a video or slideshare presentation and introduce a cultural artifact, experience, or tradition during a specific stage of development, and will explain which domain of development it impacted and the connections to their personal, social and cultural identity. Discussions with other students will take place so that students will learn about diverse perspectives and experiences as they impact the development of identity.



# Assignment Revision

## Public Opinion Piece

### Assignment Details:

This particular assignment is designed to improve your writing and critical thinking skills and provides you with the opportunity to conduct a critical—i.e. abortion, legalization of marijuana, voting rights, criminal justice reform, gun control, immigration reform, student loan debt, LGBTQ+ rights, gentrification, etc. You are free to choose a topic from the list provided or select another topic not mentioned here. Your opinion piece should be factual and speak from your perspective and be a minimum of 1,000 words, but no more than 1,500 words. A minimum of 5 sources are required and they should be hyperlinked in your opinion piece.

### Revision to Assignment:

Previously this assignment called for students to select an issue that is impacting our government. The revision now calls for students to not only select an issue impacting our government, but to examine it from their background (i.e. race, ethnicity, gender, sexual orientation, age, disability, or religious group) and to speak from their perspective. This change will allow students to be able to research and write about an issue impacting them personally as well as practically apply the concepts discussed in class and the readings.




# AUTOMOTIVE

A 2015 article in *Automotive News* asks whether the automotive industry is prepared for the cultural demographic shift in the U.S., explaining, “Spanish-speaking or Hispanic culture-identifying buyers are crucial to automotive brands' success. Last year, Hispanic buyers delivered 96 percent of Ford and Chevrolet's combined year-over-year retail sales growth, 33 percent of Nissan's, 35 percent of Toyota's and 100 percent of Honda's, according to IHS Automotive's Polk market data unit.”

As a group, research this demographic to determine what they are looking for when purchasing automobiles and construct a marketing strategy aimed to address their needs with respect to hybrid/electric cars. Be sure your marketing makes a connection with the consumers, that you earn their trust by conveying that you know and understand them, not simply that you want their money.





# COMPUTER SCIENCE/ROBOTICS

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The Latino and African-American community has a growing number of elders. The community leaders could use more assistance with doing everyday things such as bringing groceries into the house or apartment. Collaborate as a group to explore solutions to this problem by building a prototype of a programmable robot that could be used to help the elders in our community.



# STRUCTURAL INTEGRITY/WEB DESIGN

Oakland is changing. There is a distribution of resources in Oakland that is unfair and prevents people from getting access to wealth. The largest number of high paying jobs are in Silicon Valley and San Francisco. Oakland residents can't access the wealth because the Bay Area's public transportation will not allow people to take public transportation to get back and forth easily and at a low cost.

Directions: in table groups, answer and discuss the following questions: (1) how can we make Oakland's public transportation more accessible and affordable? (2) what new transportation options could help people with access to jobs?

Design a website that promotes your solutions to the problem.



# MATHEMATICS/ECONOMICS



- Consider sweatshop economics and quantitative injustices built into wealth and income structure of society and world
- Consider data about Iraq War: human losses, huge budget for war, who fought war (ethnically, racially, by gender)
- Consider budgets of inner-city schools vs wealthier school districts and how many students attend schools in those districts to confront inequities in education

# BIOLOGY

When the city of Flint, Michigan, began using the Flint River as a water source to save money, the water flowing through the aging pipes caused lead, a neurotoxin that affects brain development, to leach into the water supply.

Research the Flint, Michigan crisis, considering the following:

- How was lead introduced to the water supply? Explain the chain of events
- What neurological problems are symptoms of lead poisoning? How do these affect children's abilities to learn?
- How does this incident demonstrate environmental injustice?



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# WHAT TO LOOK FOR WITH METHODS OF EVALUATION

- Provide equitable evaluation with alternate assessment tools
- Be mindful of various learning preferences
- Provide formative AND summative assessments often
- Look for a variety of ways students can demonstrate success and meeting outcomes (not just multiple-choice or 6-page essays)
- Provide safe spaces to discuss and present personal background and build on schemata
- Remember MOE need to be related to objectives and content