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

BACKGROUND ON TODAY'S TRAINING

- November 2020 all-faculty meeting
  - Recording of that session available on SharePoint
  - On the agenda for the 12:50 session

- August 2021 Academy presentation
  - Recording of that session, available on SharePoint

- August 2021 curriculum committee

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?

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 - CDE 110

~~of infertility and Assisted reproduction~~

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==

~~3. Cognitive development from infant/toddlers to adolescence~~

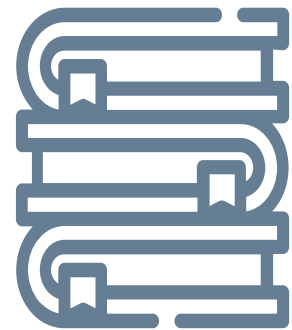# WHAT TO LOOK FOR WITH TEXTBOOKS AND MATERIALS/FEES

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
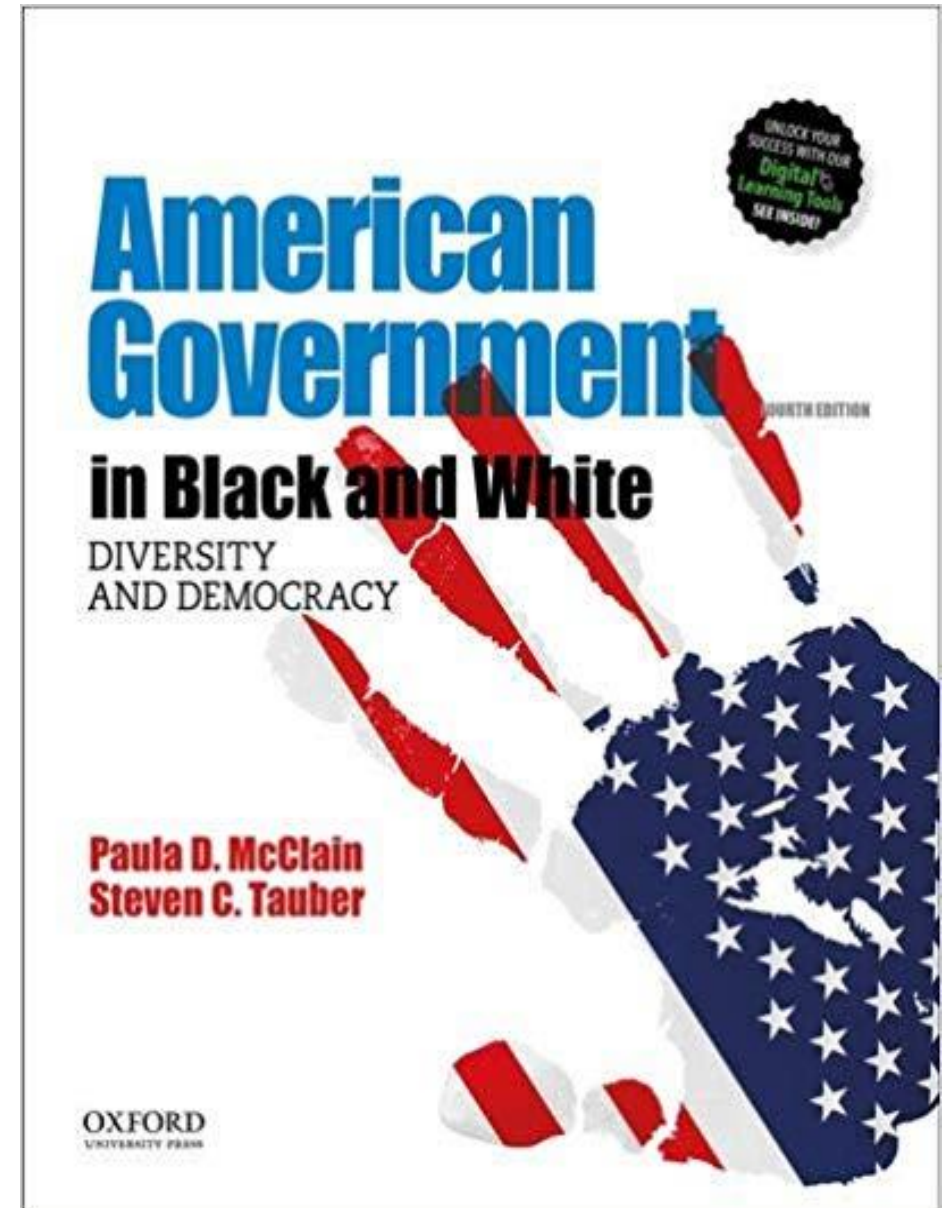- Be mindful of cost and other barriers

POLITICAL SCIENCE

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

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

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.
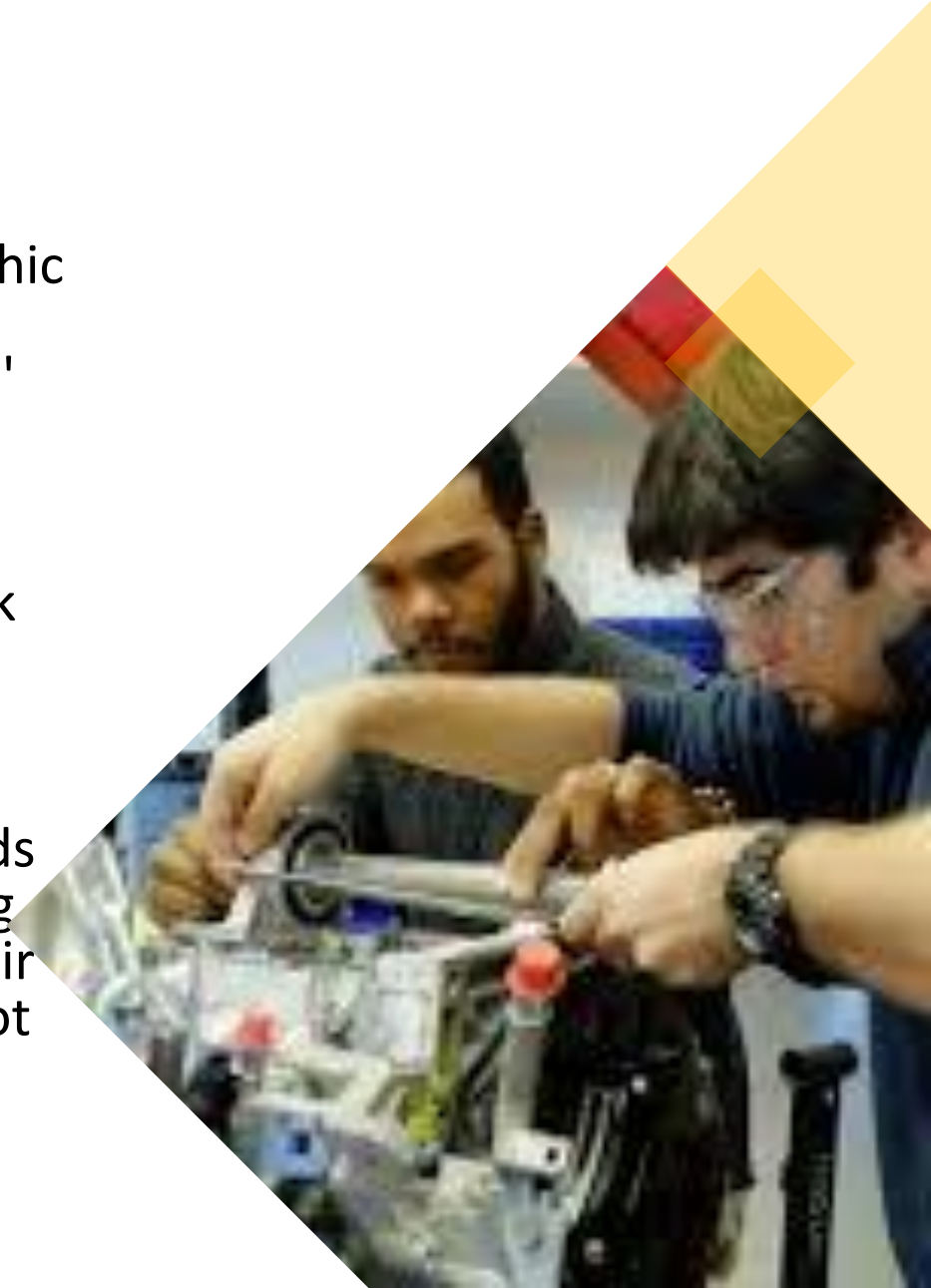
COMPUTER SCIENCE/ROBOTICS

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?

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

INTRODUCTION TO COURSELEAF

CAT = Catalog

CIM = Curriculum Management

A FEW DISCLAIMERS

- Expect some formatting issues with courses until courses are revised
  - This means we won't be able to use CourseLeaf to access CORs for now

- Workflows will be different from approvals in CurricUNET
  - Forward movement
  - Roll back often starts the process all over
  - Tech review won't "approve" – just provide feedback
  - Chairs and deans are sequential

TYPES OF COURSELEAF WORKFLOWS

- COURSES: new, revised, reactivated, deactivated

- CONCEPT (replaces A9/A10)

- STREAMLINED: 2-year review, DE only, C-ID/CSU-GE/IGETC

- PROGRAMS: new, revised, reactivated, deactivated

- MISCELLANEOUS: mnemonic, program name, PLOs, minor map change, high school articulation

SOME CHANGES WITH COURSELEAF

- Distance Education and Honors will be integrated into COR

- Program's narrative will come from the areas completed in CourseLeaf

- Some new codes:
  - CIP = Classification of Instructional Programs
  - SAM = Apprenticeship, Advanced Occupational, Clearly Occupational, Possibly Occupational, Non-Occupational

- No "submit" button or "approvals" – instead, submit to workflow

- Not icon-driven

ASSIGNMENTS IN COURSELEAF

Assignments

Assignment Type	Select... ▾
In-class and/or outside of class	☐ In-class
	☐ Outside of class
Formative or Summative	Select... ▾
Assignment	
How assignment will be adapted in online format	

Save   **Cancel**

Tech reviewers verify this area is complete with the following:
- At least one in-class AND one outside of class
- At least one formative AND one summative
- At least one reading AND one writing

INTERACTIONS IN COURSELEAF

Interactions

Explain how the course will incorporate student-to-student interaction.

Explain how the course will incorporate instructor-to-student interaction.

Explain how the course will incorporate student-to-content interaction.

Explain how the course will incorporate student-to-self interaction (metacognitive).

We expect to see some specificity to the course content – not generic answers

Answers should reflect both Distance Education and in-person (provided the course has DE)

Reviewers also need to compare what is discussed here to be sure it is also explicitly referred to in the areas of the COR.

EXAMPLES OF INTERACTIONS – LIT 106

Explain how the course will incorporate student-to-student interaction.

Students will engage in a variety of collaborative activities such as break-out rooms or small groups so that students will have frequent opportunities to engage in peer-to-peer discussions designed to foster community and encourage students to experience variant interpretations of the literature under analysis. In addition, students may be asked to engage in peer writing workshops and/or metacognitive assessments of their writing processes to foster student collaboration and engagement. Students might also work in small groups online or in-class to create presentations on diverse authors, critical literary approaches, and/or socio-historical contexts of literature to draw connections between literature and larger societal concerns; engage in role-play activities such as performing scenes from a play through video-conferencing software or in-class to critically analyze texts through close-reading, and to investigate uncertainty, ambiguity, and variant interpretations. Using the course LMS discussion forums, breakout rooms in video-conferencing software, and/or in-class, students will collaborate on group quizzes covering literary terms, critical approaches, and/or the application of literary concepts as formative activities to build understanding and fluency and to form community.

EXAMPLES OF INTERACTIONS – LIT 106

Explain how the course will incorporate instructor-to-student interaction.

Using the course LMS discussion forums, breakout rooms in video-conferencing software, and/or in-class, the instructor will participate in class discussions asking students to apply literary analysis and/or theoretical lenses, clarify concepts, pose questions, and or/encourage students to make connections between course concepts and larger societal concerns, and examine texts through an intersectional lens; will design activities, such as peer review workshops, gallery walks/showcases, or experiential learning activities to help students compose thesis driven literary analysis essays, compare literary themes, explore socio-historical contexts, encourage students to make connections between course concepts and larger societal concerns, and examine texts through an intersectional lens; will offer lectures on course concepts, critical approaches, variant interpretations, socio-historical contexts, and composition strategies.

EXAMPLES OF INTERACTIONS – LIT 106

Explain how the course will incorporate student-to-content interaction.

To learn literary terms and concepts, theoretical approaches, and writing strategies, students will reference accessible and ADA compliant materials such as assigned readings (textbooks, articles, primary sources, etc), written lecture materials or transcripts of lectures, illustrative images, charts and graphs, video or audio lectures, narrated PowerPoint presentations, embedded or linked multimedia content (such as films, YouTube videos, podcasts, etc), and student created or curated content.

In addition, students will be asked to annotate and perform close readings of primary and secondary sources to develop foundational skills in literary analysis.

EXAMPLES OF INTERACTIONS – LIT 106

Explain how the course will incorporate student-to-self interaction (metacognitive).

The course emphasizes thinking flexibly, considering variant interpretations, and learning how to navigate ambiguity by engaging in discussions, activities, assessments, and writing activities that stem from diverse and mutli-cultural perspectives of literature. Through discussions and assignments, we ask students to pose questions about literature as well as how they approach their assignments and analysis. We ask them to reflect on where they're struggling and succeeding with analysis and interpretation, and we ask students to assess what kind of peer and instructor feedback to apply in the essay writing and revision process. Through readings, lectures, activities, and discussions, we encourage students to explore connections between literature and societal concerns to demonstrate how literature can be a vehicle for analyzing the contemporary socio-historical context. We also emphasize that the analytical and critical thinking skills they hone by analyzing literature in context have broad applications beyond the classroom.

DIVERSITY AND EQUITY IN COURSELEAF

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

We expect to see specific references to the course outline of record. These should not be generic answers.

Reviewers also need to compare what is discussed here to be sure it is also explicitly referred to in the areas of the COR.

DIVERSITY AND INCLUSION - CDE 110

EXPLAIN HOW DIVERSITY AND INCLUSION (E.G., GENDER, CULTURE/RACE, SEXUALITY, ETC.,) IS INFUSED INTO THE COURSE:

The learning objectives were revised to include studying the impact of diversity dimensions on children. This reframe supports the California Teacher Performance Expectations for all educators to be prepared to support the learning of **all children**. The course now moves beyond the "normative white middle class male child". For example, the role of ethnicity, race, gender and culture on development is focused on in reviewing research methods, theories and child outcomes for each period of development. Topics where targeted populations were focused on included but are not limited to access to medical care, exposures to teratogens, health safety and nutrition, poverty, parenting styles, puberty, and school.

DIVERSE LEARNERS - CDE 110

DESCRIBE HOW ASSIGNMENTS, INSTRUCTION, EVALUATION, COURSE CONTENT, AND INTERACTIONS ARE CONTEXTUALIZED FOR DIVERSE LEARNERS PROMOTING AN EQUITABLE COURSE:

Content wise, readings were added from diverse authors building alternative voices to the materials. The course will use videos and case studies reflecting diverse developmental experience which will allow students to see themselves in the material. Assignments have been re-formatted to allow students to reflect on their cultural frame of reference. The goal is to support students in connecting their experiences with the terms and concepts presented in the course (see #3 Cultural artifact assignment) and to validate the student's life experience by seeing themselves in the material and research. Students are allowed to present this assignment written or orally depending on their preference. Students are also presenting information critical to the learning objectives which again provides a diverse perspective to the instructional material.