

CULTURALLY RESPONSIVE CURRICULUM MODIFICATIONS

COURSE NAME: PD 100 – Career Exploration			
FACULTY NAME: Christina Wright-Morgan		DATE SUBMITTED: 2/13/24	
COURSE COMPONENT	PREVIOUS VERSION DESCRIPTION	CULTURALLY REPOSNSIVE CHANGES DESCRIPTION(S)	CULTURES or LEARNING STYLES ADDRESSED THROUGH THESE REVISIONS
Syllabus	No use of affirmed pronouns	Identified my affirmed pronouns Included more clarification surrounding attendance requirements given extenuating circumstances.	LBGTQ+ First Generation, single parents, or other educationally disadvantaged students.
RESOURCES USED and where to find more information:			
Course Units	3 units		
RESOURCES USED and where to find more information:			
Reading Assigned/Textbook	Online Text “Blueprint for Success in College and Career.” Multiple articles and videos.	I feel that the online text is still a good choice as a primary text as it is inclusive in addressing the topics with a variety of materials to accommodate different learning styles and cultures. I have adjusted some of my articles and videos to be more representative of diversity.	All cultures and identities
RESOURCES USED and where to find more information: https://press.rebus.community/blueprint2/front-matter/license/ , https://everydayfeminism.com/2014/09/what-is-privilege/ , https://research.com/education/study-motivation-tips			
Instructional Methods	PowerPoint Lecture, in-class discussions, small group/paired discussions, in-class activities, videos	I still use all these types of instruction, but expanded on my in-class activities and discussion. Reduced some of my PP lecture to allow for more “hands-on” and critical thinking learning opportunities (adapted to accommodate more learning styles). Altered several PP presentations to include more images of diverse student populations.	All cultures and identities
RESOURCES USED and where to find more information: https://creditsforteachers.com/how-culture-affects-learning/ , https://ceoworld.biz/2021/03/31/the-influence-of-culture-on-learning-styles/ , https://www.earlylearningventures.org/family-and-cultural-influence-on-the-learning-environment/ , https://thinkculturalhealth.hhs.gov/assets/pdfs/resource-library/communication-styles.pdf			
Assignments	Research assignments, career assessments, campus resources exploration, and assignments surrounding values, interests, and learning styles/multiple intelligence, informational interview and presentation, Gathering the Facts Midterm to explore career interests and facts.	Added new assignments to explore gender roles, privilege, and social identities. Included new discussion board about validity of MBTI assessment for different cultures and ethical considerations for use in job recruitment. MBTI discussion board: By now you should have completed the Myers-Briggs Type Indicator (MBTI) assessment and received your results. This assessment, originally created in 1943, has drawn controversy for decades regarding its validity and effectiveness. As with most things, there are multiple perspectives to consider. For this discussion board, please read the following article, consider your own personal results to the assessment and how you feel about them, then respond with your thoughts. You may choose to consider the following questions or simply discuss your own insight however you feel is relevant. Remember to please post an	All cultures and identities

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		<p>initial post, then two responses to classmates (all of which must be a minimum of 100 words).</p> <p>https://www.theguardian.com/lifeandstyle/2021/aug/30/myers-briggs-test-history-personality-typesLinks to an external site.</p> <ol style="list-style-type: none"> 1. After completing this assessment, how do you feel? 2. Do you feel that having this knowledge about your preferences could be beneficial in your personal and professional life? If so, how? If not, why not? 3. Do you think this assessment is still valid/helpful in understanding aspects of our personality/preferences? Why or why not? 4. Should employers be allowed to use this (or other similar personality assessments) during the hiring process? Why or why not? 5. Consider our discussions surrounding social identities, cultural diversity, and privilege. Do you feel that this assessment is effective in identifying personality preferences in a culturally sensitive way? 	
<p>RESOURCES USED and where to find more information: https://sidwellhorizon.org/981/past-editions-of-features/myers-briggs-test-raises-ethical-and-moral-concerns/, https://eu.themyersbriggs.com/-/media/Files/PDFs/Book-Previews/MB6128e_preview.pdf, https://www.theguardian.com/lifeandstyle/2021/aug/30/myers-briggs-test-history-personality-types, (See below under Activities for several resources also used for social justice and non-traditional careers assignments).</p>			
Activities	In-class discussions, campus tour, individual reflection/writing assignments.	Added in-class activities that explore gender roles, privilege, and social identities. Added group discussion around cultural considerations for learning styles.	All cultures and identities
<p>RESOURCES USED and where to find more information: Social justice activities and assignments: https://www.collegesuccess1.com/DiversityM.htm, http://www.edchange.org/multicultural/activityarch.html. Non-traditional careers: https://www.fldoe.org/core/fileparse.php/7531/urlt/nontraditional-job-opportunities.pdf, https://napequity.org/wp-content/uploads/Startling-Statements-Nontraditional-With-Answers-06-10-2022_ml.pdf.</p>			
Instructional Methods	See above “instructional methods”		
<p>RESOURCES USED and where to find more information:</p>			
Classroom Environment	Development and use of classroom “ground rules” for sensitive topics. Encouragement of respect and remaining open-minded to opposing ideas.	On first day, instead of calling role, walk around to each student individually and confirm affirmed pronoun and name, adding any changes to original roster for future use.	Gender non-conforming/non-binary,
<p>RESOURCES USED and where to find more information:</p>			
Grading Policies			
<p>RESOURCES USED and where to find more information:</p>			
Learning Goals			

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RESOURCES USED and where to find more information:
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***Things to keep at the forefront of your mind while modifying curriculum to be culturally responsive and humanizing:
<ul style="list-style-type: none">• Seek-out, recognize, and address bias within the curriculum components.• Highlight representations from the cultures that reflect the students we serve.• Seek insights from students to assist in the designing of curriculum and accuracy of portrayals.• Bring real-world and community issues into the curriculum and seek ideas from students regarding actions.• Highlight power dynamics, privilege, and historical oppression.• Utilize multiple perspectives from different cultural groups.• Seek to reach multiple learning styles / intelligences.