

# WORKNC-41B: CULTURALLY RESPONSIVE PEDAGOGY LEVEL 2

**Effective Term**

Fall 2025

**CC Approval**

03/07/2025

**AS Approval**

03/13/2025

**BOT Approval**

03/20/2025

**COCI Approval**

05/22/2025

## SECTION A - Course Data Elements

**CB04 Credit Status**

Noncredit

**CB22 Noncredit Category**

Workforce Preparation

**Discipline**

| Minimum Qualifications   | And/Or |
|--|--------|
| Vocational (short-term): Noncredit (Specific Degree and Professional Experience) |        |

**Subject Code**

WORKNC - Work Experience Noncredit

**Course Number**

41B

**Department**

Work Skills Noncredit (WORKNC)

**Division**

Career Education and Workforce Development (CEWD)

**Full Course Title**

Culturally Responsive Pedagogy Level 2

**Short Title**

Cultural Responsive Pedagogy 2

**CB03 TOP Code**

0899.00 - \*Other Education

**CB08 Basic Skills Status**

NBS - Not Basic Skills

**CB09 SAM Code**

D - Possibly Occupational

**Rationale**

Course updated due to renumbering.

## SECTION B - Course Description

### Catalog Course Description

This course is designed to help instructors develop culturally responsive pedagogy, with a focus on practices that promote an equity-minded classroom. Topics include anti-racism pedagogy, decolonizing pedagogies, and cultural competence, teaching to transgress.

## SECTION C - Conditions on Enrollment

### Open Entry/Open Exit

Yes

### Repeatability

Unlimited - Noncredit OR Work Experience Education

### Grading Options

Pass/No Pass Only

### Allow Audit

No

## Requisites

## SECTION D - Course Standards

### Is this course variable hour?

No

### Total Instructional Hours

36

## Distance Education Approval

### Is this course offered through Distance Education?

Yes

### Online Delivery Methods

| DE Modalities   | Permanent or Emergency Only? |
|-----------------|------------------------------|
| Entirely Online | Permanent                    |
| Hybrid          | Permanent                    |

## SECTION E - Course Content

### Student Learning Outcomes

**Upon satisfactory completion of the course, students will be able to:**

1. Create lesson plans that apply Culturally Responsive Pedagogy strategies
2. Apply theories and methods to infuse equity-minded practices in classroom activities, assignments, and assessments
3. Apply strategies that create a sense of belonging for disproportionately impacted students

### Course Objectives

**Upon satisfactory completion of the course, students will be able to:**

1. Examine why race matters in education
2. Examine Colonial processes that are reproduced in the culture of academia
3. Analyze systems of oppression and how they are reproduced within society, institutions, socially, and interpersonally
4. Identify racist acts and microaggressions
5. Apply culturally responsive pedagogy to current classes
6. Apply practices that decolonize the classroom

**Course Content**

- Building community
- Teaching to transgress
- Teaching to the whole student
- Colonial practices in higher education
- Recognizing acts of racism and microaggressions
- Anti-Racism Pedagogy
- Examination of implicit Bias
- White privilege and White Fragility
- Culturally Responsive Pedagogy
- Equity minded practices
- Decolonizing practices
- Building trust in the classroom

**Methods of Instruction**

**Methods of Instruction**

| Types                         | Examples of learning activities   |
|-------------------------------|---|
| Lecture                       | Lecture combined with multimedia. Lectures combined with multi-media, including Canvas Studio and video conferencing tools such as Zoom.  |
| Discussion                    | Discussions of major topics. Discussions of major topics through Canvas Discussion boards, video conferencing, and Canvas Peer Review   |
| Observation and Demonstration | Video project demonstrations  |
| Other                         | Other methods included but are not limited to: presentations of sample content, collaborative learning and other demonstrations of the application of concepts in the course for classroom use, Canvas groups, and other LMS tools. |
| Activity                      | Video projects demonstrating concepts applied to lesson plans, Projects that demonstrate changes in classroom practices, such as lectures, assignments, and assessments, or other tools of engagement.                              |

**Instructor-Initiated Online Contact Types**

- Announcements/Bulletin Boards
- Chat Rooms
- Discussion Boards
- E-mail Communication
- Video or Teleconferencing

**Student-Initiated Online Contact Types**

- Chat Rooms
- Discussions
- Group Work

**Course design is accessible**

Yes

**Methods of Evaluation**

**Methods of Evaluation**

| Types               | Examples of classroom assessments                |
|---------------------|--|
| Class Participation | Students will participate in Canvas discussions. |
| Other               | Students will design Canvas pages.               |
| Homework            | Students will write in response to readings.     |
| Projects            | Students will create video projects.             |

**Assignments**

**Reading Assignments**

Students will read textbook and other supplemental readings on culturally responsive teaching, implicit bias, anti-racism etc.

### **Writing Assignments**

Students will write reflections on reading assigned readings. They will write lesson plans that apply the concepts to the classes they are currently teaching and write assessments of how those lessons planned worked in their classes.

### **Other Assignments**

Intellectual Autobiography that includes race and gender in the discussion.

## **SECTION F - Textbooks and Instructional Materials**

### **Material Type**

Textbook

### **Author**

Bell Hooks

### **Title**

Teaching to Transgress

### **Publisher**

Routledge

### **Year**

1994

### **Rationale**

Canonical texts for providing a framework for culturally responsive pedagogy

### **ISBN #**

978-0415908085

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### **Material Type**

Textbook

### **Author**

Robin DiAngelo

### **Title**

White Fragility: Why It's So Hard for White People to Talk About Racism

### **Edition/Version**

Reprint

### **Publisher**

Beacon Press

### **Year**

2018

### **ISBN #**

978-0807047415

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### **Material Type**

Textbook

### **Author**

Carol Anderson

### **Title**

White Rage

**Edition/Version**

Unabridged edition

**Publisher**

Audible Studios on Brilliance Audio

**Year**

2017

**Rationale**

Important text in examining the historical flashpoints that influenced the education system of today

**ISBN #**

978-1536667479

**Material Type**

Textbook

**Author**

Asha Bandele &amp; Patrisse Khan-Cullors

**Title**

When They Call You a Terrorist: A Black Lives Matter Memoir

**Edition/Version**

Reprint edition

**Publisher**

St. Martin's Press

**Year**

2018

**ISBN #**

978-1250171085

**Course Codes (Admin Only)****ASSIST Update**

No

**CB00 State ID**

CCC000639380

**CB10 Cooperative Work Experience Status**

N - Is Not Part of a Cooperative Work Experience Education Program

**CB11 Course Classification Status**

J - Workforce Preparation Enhanced Funding

**CB13 Special Class Status**

N - The Course is Not an Approved Special Class

**CB23 Funding Agency Category**

Y - Not Applicable (Funding Not Used)

**CB24 Program Course Status**

Not Program Applicable

**Allow Pass/No Pass**

Yes

**Only Pass/No Pass**

No