



El Camino College  
COURSE OUTLINE OF RECORD – Official

<b>Subject:</b>	PAR
<b>Course Number:</b>	501
<b>Descriptive Title:</b>	Culturally Responsive Parenting/Caregiving
<b>Division:</b>	Behavioral and Social Sciences
<b>Department:</b>	Childhood Education
<b>Course Disciplines:</b>	Child Development, Early Childhood Education
<b>Catalog Description:</b>	This open entry/open exit noncredit course will provide parents/caregivers with support and resources to be culturally aware/responsive and intentional advocates for young children. Topics include personal cultural identity, belonging, setting up culturally responsive environments, maintenance of home language, bias, advocacy and intentional culturally relevant interactions.
<b>Prerequisite:</b>	None
<b>Co-requisite:</b>	
<b>Recommended Preparation:</b>	
<b>Enrollment Limitation:</b>	
<b>Hours Lecture (per week):</b>	1.33
<b>Hours Laboratory (per week):</b>	0
<b>Outside Study Hours:</b>	2.66
<b>Total Course Hours:</b>	24
<b>Course Units:</b>	0
<b>Grading Method:</b>	Pass/No Pass/SP
<b>Credit Status:</b>	Non Credit
<b>Transfer CSU:</b>	No
<b>Effective Date:</b>	
<b>Transfer UC:</b>	No
<b>Effective Date:</b>	
<b>General Education ECC:</b>	
<b>Term:</b>	
<b>Other:</b>	
<b>CSU GE:</b>	
<b>Term:</b>	
<b>Other:</b>	
<b>IGETC:</b>	
<b>Term:</b>	
<b>Other:</b>	

<p><b>Student Learning Outcomes:</b></p>	<p><b>SLO #1 Embracing Cultural Identity</b></p> <p>Students will explain how to support children’s cultural identities.</p> <p><b>SLO #2 Culturally Responsive Environments</b></p> <p>Students will describe how to maintain culturally responsive environments for children.</p> <p><b>SLO #3 Culturally Responsive Interactions</b></p> <p>Students will describe how to engage in culturally responsive interactions with children.</p>
<p><b>Course Objectives:</b></p>	<ol style="list-style-type: none"> <li>1. Explain the development of cultural identity in children.</li> <li>2. Describe the effects of media on cultural identity.</li> <li>3. Understand the role of culture in parenting/caregiving.</li> <li>4. Identify culturally relevant books, materials and images with children.</li> <li>5. Understand the relationship between play and social justice.</li> <li>6. Explain the importance of home language maintenance.</li> <li>7. Explain the differences between independence and interdependence.</li> <li>8. Reflect on one’s own cultural identity and sense of belonging</li> <li>9. Explain the role of advocate for parents of children of color.</li> <li>10. Describe how to explain differences with children.</li> </ol>
<p><b>Major Topics:</b></p>	<ol style="list-style-type: none"> <li>I. <b>Cultural Identity (5 hours, lecture)</b> <ol style="list-style-type: none"> <li>A. Defining culture           <ol style="list-style-type: none"> <li>1. Interdependence</li> <li>2. Independence</li> </ol> </li> <li>B. Child development</li> <li>C. Self-reflection</li> </ol> </li> <li>II. <b>Culturally Responsive Environments (5 hours, lecture)</b> <ol style="list-style-type: none"> <li>A. Books</li> <li>B. Materials (Toys)</li> <li>C. Media (television, phone, tablets, etc.)</li> </ol> </li> <li>III. <b>Home Language Maintenance (5 hours, lecture)</b> <ol style="list-style-type: none"> <li>A. Importance of home language</li> <li>B. Ways to maintain home language</li> </ol> </li> <li>IV. <b>Culturally Responsive Interactions (5 hours, lecture)</b> <ol style="list-style-type: none"> <li>A. Discussing physical differences between people, starting at birth</li> <li>B. Acknowledging children’s comments and questions</li> <li>C. Promoting interactions among children who are culturally different</li> <li>D. Self-checking our interactions with people who are culturally different</li> </ol> </li> <li>V. <b>Parents as advocates for social justice (4 hours, lecture)</b></li> </ol>

	<ul style="list-style-type: none"> <li>A. Identification of injustices</li> <li>B. Advocating for play</li> <li>C. Equity in parenting spaces</li> </ul>
<b>Total Lecture Hours:</b>	24
<b>Total Laboratory Hours:</b>	0
<b>Total Hours:</b>	24
<b>Primary Method of Evaluation:</b>	1) Substantial writing assignments
<b>Typical Assignment Using Primary Method of Evaluation:</b>	Students will create a written inventory of the books and television shows their children view. Then, they will make a list of the characters that resemble the racial characteristics of their children, followed by their thoughts on the exercise.
<b>Critical Thinking Assignment 1:</b>	During class time, students will write a one- to two-page ungraded reflection on the messages that U.S. society provides on speaking more than one language.
<b>Critical Thinking Assignment 2:</b>	In small groups, students will role play different situations where young children question cultural differences in others. Then, the students will role play some culturally responsive feedback.
<b>Other Evaluation Methods:</b>	Class Performance, Journal kept throughout course, Presentation, True/False
<b>If Other:</b>	
<b>Instructional Methods:</b>	Discussion, Group Activities, Guest Speakers, Lecture, Multimedia presentations, Role play/simulation
<b>If other:</b>	
<b>Work Outside of Class:</b>	Journal (done on a continuing basis throughout the semester), Observation of or participation in an activity related to course content (such as theatre event, museum, concert, debate, meeting), Study
<b>If Other:</b>	
<b>Up-To-Date Representative Textbooks:</b>	Lang, Diana. Parenting and Family Diversity Issues, Iowa State University Digital Press, 2020. (OER)
<b>Alternative Textbooks:</b>	
<b>Required Supplementary Readings:</b>	
<b>Other Required Materials:</b>	
<b>Requisite</b>	
<b>Category</b>	
<b>Requisite course:</b>	
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	
<b>Requisite Skill:</b>	

<b>Requisite Skill and Matching skill(s): Bold the requisite skill(s). if applicable</b>	
<b>Requisite course:</b>	
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	
<b>Requisite Skill:</b>	
<b>Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). if applicable</b>	
<b>Enrollment Limitations and Category:</b>	
<b>Enrollment Limitations Impact:</b>	
<b>Course Created by:</b>	Cynthia Cervantes
<b>Date:</b>	10/24/2022
<b>Original Board Approval Date:</b>	12/18/2023 effective SP 2024