

# ACE CREDIT®

## Course Data Form

**NOTE: Please complete a separate form for each course to be reviewed**

**Organization Name:**

**Corporation for National and Community Service – AmeriCorps NCCC**

*\*If this is other than the organization applying for a review, our 'Third Party Authorization Form' must accompany this form.*

**Course Title:**

Diversity in Service

**Course Number:**

CNCS-0002

**Location(s) course offered:**

Sacramento, CA; Denver, CO; Vinton, IA; Baltimore, MD; Vicksburg, MS

**Length of course in hours & weeks (e.g., 30 hours for 15 weeks):**

49 hours for 16 weeks:

Corps Training Institute (CTI): 10 hours

Project I: 13 hours

Project II: 13 hours

Project III: 13 hours

**Course schedule (e.g., week-by-week schedule of objectives, assignments, and tests):**

- Initial training (CTI): 8am - 5pm with 1 hour Lunch Break, and 2 hours of Diversity film and discussion.
- Diversity Practicum and Final Reflections over 10 months of service at 13 hours per project round times 3 rounds.

**Implementation date of presented/current curricula (e.g., May 2010):**

October 2009 to Present

**Prerequisite(s):**

Acceptance into the AmeriCorps NCCC Program

**Course Objective:** *The course objective is to...*

The course objective is to provide members with both course work and service experience to gain awareness of the diversity of cultures and human behaviors and to enhance the members' skills in navigating and adapting effectively to new cultural contexts in communities.

**Learning Outcomes:** *Upon completion of the course, the student will be able to:*

Upon completion of the course, the student will be able to:

- Understand core diversity issues including cultural assumptions about race, sex, gender, sexual orientations, religion, disability, cross-cultural communication and other issues.
- Increase awareness of personal culture and identity, including self, NCCC participants and the people in communities in which they serve.
- Learn to apply conflict resolution strategies and tools for effectively managing conflict in interpersonal settings that promote mutual understanding and the peaceful resolution of differences.

- Comprehend the importance of and challenges that exist with communication in a diverse cultural climate, including the impact of stereotypes.
- Enhance skills in speaking up against stereotypes without blame or guilt.
- Explore the multicultural implications of local, national, and international events on individuals and our collective community.

**Instructional Strategies:**

**A) The general course topics include:**

- Building the Learning Community
- Exploring Culture
- Understanding Difference: How Society Shapes Identity Groups
- Understanding Difference: Systems of Power and Privilege
- Being an Effective Ally: Communication Across Differences
- Exploring Conflict

**B) Methods of instruction used in the course:**

- |  |   |  |
|--|---|--|
| <input checked="" type="checkbox"/> Audio Visual Materials | <input checked="" type="checkbox"/> Practical Exercises | <input checked="" type="checkbox"/> Discussion         |
| <input checked="" type="checkbox"/> Case Studies           | <input type="checkbox"/> Learner Presentations          | <input checked="" type="checkbox"/> Classroom Exercise |
| <input type="checkbox"/> Laboratory                        | <input checked="" type="checkbox"/> Lecture             | <input type="checkbox"/> Computer-Based Training       |

**C) Methods of assessment used in the course:**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Quizzes                 | <input checked="" type="checkbox"/> Examinations | <input type="checkbox"/> Written Papers                                     |
| <input checked="" type="checkbox"/> Case Studies | <input type="checkbox"/> Presentations           | <input checked="" type="checkbox"/> Performance Rubrics <i>(checklists)</i> |
| <input checked="" type="checkbox"/> Other*       |  |   |

\*Please list: Module Reflections

**D) The method of delivery used in the course:**

- |  |                                 |                                 |
|--|---------------------------------|---------------------------------|
| <input checked="" type="checkbox"/> Face to Face | <input type="checkbox"/> Online | <input type="checkbox"/> Hybrid |
| <input checked="" type="checkbox"/> Self-Paced   | <input type="checkbox"/> MOOC   |                                 |

**Delivery Definitions:**

A **face-to-face** course is one in which instruction is delivered fully on-site with face-to-face interaction between the instructor and student. A face-to-face course may make use of computers, the internet or other electronic media in the classroom. Students may be directed to online materials provided by publishers, or to other internet accessible sources as part of their course work. A face-to-face course does not use the institution's chosen Learning Management System (Blackboard)

An **online** course is a course that is provided entirely through the institution's chosen Learning Management System. No on-site class meetings are required. Although it is preferred that all assessments occur within an online course, a proctored in-person exam may be required.

A **hybrid** course has fewer in person course meetings than a face-to-face or web-enhanced course. A portion of the course is delivered online and a portion is delivered on-site face-to-face. Blended courses use the institution's chosen Learning Management System for the online portion of the course.

A **self-paced** course allows for enrollment at any time during the semester. They require a contract between the student and instructor. Some courses may take up to one year to complete.

A **MOOC** is a massive open online course which has large-scale interactive participation and open access via the web.



**Assignments necessary to pass the course:**

Corps Members will demonstrate their learning through a score of 70% or higher on the final exam and completion of one of the following methods (campuses can decide to have all Corps Members use the same approach or allow various options):

- An individual reflection journal
- A team based reflection journal
- A personal reflection essay
- A team (or small group) synthesis project
- A Closed Book Final Exam (must pass at 70% or higher)

All of the assignments above except the final exam are assessed using a standardized rubric.

**Minimum Passing Score:**

70%

**Complete list of textbooks & instructional materials to be used (including authors & publication dates for each):**

Text

- Birdsall, Jeff, and Lo, Francesca. (2015). NCCC Diversity in Service: Corps Member Training Curriculum.

Readings

- Blumenfeld, Warren J. (2006). Christian privilege and the promotion of “secular” and not-so “secular” mainline Christianity in public schooling and in the larger society. *Equity & Excellence in Education*, 39, 195-210.
- Illich, Ivan (1968). *To Hell with Good Intentions*. Service Learning Reader: Reflections and Perspectives on Service, National Society for Experiential Education.
- McIntosh, Peggy (1989). *White Privilege: Unpacking the Invisible Knapsack*. *Peace and Freedom*, July/August, 10-12.
- Obama, Barack (2008, March 18). *Speech on Race*. *The New York Times*. Retrieved July 20, 2009, from <http://www.nytimes.com>
- Tatum, Beverly D. (1997). *The complexity of identity. Why are all the Black Kids Sitting Together in the Cafeteria?* (pp. 18-28). New York, NY: Basic Books.
- Williams, Mark A. (2001). *The 10 Lenses: Your Guide to Living & Working in a Multicultural World*. Sterling, VA: Capital Books, Inc.

Films

- *Color of Fear*: Eight North American men (two African American, two Latinos, two Asian American and two Caucasian) were gathered by director Lee Mun Wah, for a dialogue about the state of race relations in America as seen through their eyes (1994). 90 minutes.
- *Crash*: 2005 film about racial and social tensions in Los Angeles. 107 minutes.
- *Eye of the Storm*: This film documents a blue eyed/brown eyed experiment a third grade teacher conducted in her classroom to teach her students about prejudice (1970). 26 minutes.
- *It's Elementary – Talking about Gay Issues in School*: Film shot in 1st-8th grade classrooms across the U.S. about teachers leading class discussions that address homophobia (1999). 78 minutes.
- *Journey to a Hate Free Millennium*: The video features three examples of hate crimes: the murder of Matthew Shepard in Wyoming, the dragging death of James Byrd Jr. in Texas, and a shooting spree by high school students in Colorado (1999). 75 minutes.

- Killing Us Softly III: Jean Kilbourne critiques advertising's image of women. This version summarizes 20 years of research to alert women and men to advertising's techniques to get us to buy into gender stereotypes (1999). 34 minutes.
- Not in Our Town: Documentary film about how the residents of Billings, Montana, joined together to speak out against hate crimes when their neighbors were threatened by white supremacists (1995). 27 minutes.
- Tough Guise: This film analyzes masculinity as a social construction, a performance and a role. Jackson Katz links violence to an American society he accuses of constructing masculinity around domination and violence (1999). 82 minutes.
- Trail of Tears: Explores President Andrew Jackson's Indian Removal Act of 1830 and the forced removal of the Cherokee Nation to Oklahoma in 1838.

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**DO NOT WRITE BELOW THIS LINE – ACE REVIEW TEAM USE ONLY**

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**Credit Recommendation:**

In the vocational certificate category:

In the lower-division baccalaureate/associate degree category:

In the upper-division baccalaureate degree category:

In the graduate degree category:

**Reviewer Notes:**

**Reviewer Names:**