

# CULTURALLY RESPONSIVE CURRICULUM MODIFICATIONS

<b>COURSE NAME: Introduction to Business (BUS 001)</b>			
<b>FACULTY NAME: DeAnna Gossett</b>		<b>DATE SUBMITTED: 9/5/2024</b>	
COURSE COMPONENT	PREVIOUS VERSION DESCRIPTION	CULTURALLY REPOSNSIVE CHANGES DESCRIPTION(S)	CULTURES or LEARNING STYLES ADDRESSED THROUGH THESE REVISIONS
<b>Syllabus</b>	Only included a Welcome Statement. All the course information was at the beginning of the syllabus and the policies were at the end.	Added My Recommendations for Success in Our Online Class, Student Communication & Regular and Substantive Interactive (RSI) Plan, Getting Help in Class, Setting Expectations for Interactions, Plan for Support of Learning, Support on Assessments, Peer-to-Peer Communications, and Regular Student Progress Monitoring sections to the beginning of the syllabus as part of the student communication plan.	By enhancing course policies and moving them to the beginning of the syllabus, these changes provide for a student-centered syllabus instead of professor-centered syllabus.
RESOURCES USED and where to find more information: I used information obtained in the FACCC Great Teachers Seminar, Foothill College's RSI training course, and Foothill College's Advancing Your Reflective Teaching Mindset training course along with the Allan Hancock College's Higher Education Curriculum Assessment Tool.			
<b>Course Units</b>			
RESOURCES USED and where to find more information:			
<b>Reading Assigned/Textbook</b>			
RESOURCES USED and where to find more information:			
<b>Instructional Methods</b>	Very few videos used in course.	Added introductory course videos as well as instructional videos in orientation modules on how to interact with the course content and modules.	These videos help visual and auditory learners as well those who learn best by reading.
RESOURCES USED and where to find more information: I used information obtained in the FACCC Great Teachers Seminar, Foothill College's RSI training course, and Foothill College's Advancing Your Reflective Teaching Mindset training course along with the Allan Hancock College's Higher Education Curriculum Assessment Tool.			
<b>Assignments</b>	5 major assignments worth 50 points, with building block assignments worth 5-10 points. No major feedback on building block assignments.	Moved to 3 major assignments worth 100 points with scaffolded 20 points building blocks assignments. Building block assignment provide feedback to be used in major assignments. Assignments can be revised and resubmitted for grading.	By scaffolding assignments and providing revision options, this allows students to self-reflect on their work provides room for improvement.
RESOURCES USED and where to find more information: I used information obtained in the FACCC Great Teachers Seminar, Foothill College's RSI training course, and Foothill College's Advancing Your Reflective Teaching Mindset training course along with the Allan Hancock College's Higher Education Curriculum Assessment Tool.			
<b>Activities</b>			
RESOURCES USED and where to find more information:			
<b>Instructional Methods</b>			
RESOURCES USED and where to find more information:			
<b>Classroom Environment</b>	Office hours were only previously by Zoom appointment.	Now students can text, call, Zoom, or email.	This gives access to students who are not comfortable using Zoom technology and gives greater access to students who may just want to text.

## CULTURALLY RESPONSIVE CURRICULUM MODIFICATIONS

RESOURCES USED and where to find more information: I used information obtained in the FACCC Great Teachers Seminar, Foothill College's RSI training course, and Foothill College's Advancing Your Reflective Teaching Mindset training course along with the Allan Hancock College's Higher Education Curriculum Assessment Tool.			
<b>Grading Policies</b>	Previously students could only submit late work if they cleared it with me. Quizzes could only be submitted once.	All assignments are opened to all students to submit until two weeks before the end semester. Additionally, students may revise assignment for higher grades. Quizzes can be submitted twice for the higher of the two scores.	This gives students maximum flexibility and adds equity and access to the class for those who have burdened schedules and difficult circumstances.
RESOURCES USED and where to find more information: I used information obtained in the FACCC Great Teachers Seminar, Foothill College's RSI training course, and Foothill College's Advancing Your Reflective Teaching Mindset training course along with the Allan Hancock College's Higher Education Curriculum Assessment Tool.			
<b>Learning Goals</b>			
RESOURCES USED and where to find more information:			

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