

# CULTURALLY RESPONSIVE CURRICULUM MODIFICATIONS

**COURSE NAME:** Identity, Culture & Chicana/o/x and Latina/o/x Student Success (Personal Development 103)

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**DATE SUBMITTED:** 4/11/24

COURSE COMPONENT	PREVIOUS VERSION DESCRIPTION	CULTURALLY REPOSNSIVE CHANGES DESCRIPTION(S)	CULTURES or LEARNING STYLES ADDRESSED THROUGH THESE REVISIONS
<b>Syllabus/Course Outline</b>	Faculty submitted new course to Allan Hancock College's Academic Policy and Planning Committee (AP&P) in Spring 2024.	<p>This is a <b>new course</b> which is 100% centered on the experiences of a historically underrepresented and marginalized communities within the U.S.</p> <p><b>Catalog Description</b> An intersectional and interdisciplinary approach to understanding success in college for Chicana/o/x and Latina/o/x students. This course will explore factors which contribute to a successful experience in higher education for Chicana/o/x and Latina/o/x students. An examination of the cultural and educational experiences of the Chicana/o/x and Latina/o/x communities in the United States. Emphasis on understanding the historical background of Chicana/o/x and Latina/o/x students in relation to current educational conditions and trends which impact student success.</p>	Chicana/o/x and Latina/o/x communities and students
<p><b>RESOURCES USED</b> and where to find more information:                      This course was conceptually supported by my educational background in Chicana and Chicano Studies from UCSB and my recent participation in the <b>Xicanx Institute for Teaching &amp; Organizing (XITO)</b> at Santa Barbara City College in February 2024 <a href="https://www.xicanxinstitute.org/">https://www.xicanxinstitute.org/</a></p>			
<b>Course Units/Objectives</b>		<p><b>Course Objectives</b></p> <ol style="list-style-type: none"> <li>1. demonstrate an understanding of the relationship of Chicana/o/x and Latina/o/x cultural experiences to education.</li> <li>2. demonstrate an awareness and sensitivity of the Chicana/o/x and Latina/o/x condition as it applies to their life experiences.</li> <li>3. develop a critical and applied understanding on the impact of the Chicana/o/x and Latina/o/x condition in relation to academia.</li> <li>4. identify and comprehend factors of success involved in Chicana/o/x and Latina/o/x narratives regarding experiences in higher education.</li> </ol>	<p>The objectives of this course were informed by two existing (approved) California Community College' <i>Course Outlines of Records</i>: (1) Orange Coast College's Chicana/o Latina/o Experience and Success in Higher Education (COUN A107H) and (2) Hartnell College's <i>Chicana/o/x Leadership</i> (ETH 2)</p> <p>PD 103 objectives position the discussion of cultural and educational experiences of the Chicana/o/x and Latina/o/x communities in the United States within the context of student success, specifically the historical background which has framed current educational conditions.</p>

# CULTURALLY RESPONSIVE CURRICULUM MODIFICATIONS

		<ol style="list-style-type: none"> <li>5. demonstrate an understanding of the importance of peer/group relationships and the campus community to academic success.</li> <li>6. employ a sense of equity and relationship with groups and individuals within and outside the Chicana/o/x and Latina/o/x experience.</li> <li>7. identify diverse forms of Chicana/o/x and Latina/o/x leadership and develop an individualized, purpose statement.</li> <li>8. develop a comprehensive ability to identify and evaluate available campus student services and programs.</li> <li>9. recognize the process and application of skills involved in the transition from higher education to that of a career.</li> <li>10. define and discuss personal and educational goals and develop a student educational plan.</li> </ol>	
RESOURCES USED and where to find more information:			
<p><b>Reading Assigned/Textbook</b></p>	<p><b>Adopted Textbooks (Representative)</b></p> <ol style="list-style-type: none"> <li>1. Gonzalez, Juan. <i>Harvest of Empire: A History of Latinos in America</i> 2022</li> <li>2. Felten, Peter, Leo M. Lambert, Isis Artze-Vega and Oscar R. Miranda Tapia <i>Connections Are Everything: A College Student's Guide to Relationship-Rich Education</i> 2023 <a href="https://muse.jhu.edu/book/111986">https://muse.jhu.edu/book/111986</a></li> </ol> <p><b>Supplemental Texts:</b></p> <ol style="list-style-type: none"> <li>1. Moraga, Cherríe and Gloria Anzaldúa. <i>This Bridge Called My Back: Writings by Radical Women of Color</i> 2015</li> <li>2. Valenzuela, Angela. <i>Subtractive Schooling</i> 2017</li> <li>3. Delgado Bernal, Dolores, C. Alejandra Elenes, Francisca E.</li> </ol>	<p>This course is predominantly shaped by the educational research and scholarship of Chicana/o/x and Latina/o/x academics and/or those who write to center the experiences of historically underrepresented and marginalized communities within education, including Women, BIPOC, LGBTQIA2S+ histories and cultures.</p>	

## CULTURALLY RESPONSIVE CURRICULUM MODIFICATIONS

		<p>Godinez, and Sofia Villenas. <i>Chicana/Latina Education in Everyday Life: Feminista Perspectives on Pedagogy And Epistemology</i> 2006</p> <p>4. Works by seminal Chicana/o and Latina/o Contributors: Pat Mora, Anita Tijerina Revilla, Alicia Gaspar de Alba, Maylei Blackwell, Aída Hurtado and Tara Yosso</p> <p>5. Other relevant academic articles, and credible media to support course content.</p>	
RESOURCES USED and where to find more information:			
<b>Assignments</b>		<p><b>Sample Assignments:</b></p> <p><b>Example #1</b> Students will identify factors of success involved in Chicana/o/x and Latina/o/x experiences in higher education and then reflect on their own current academic journeys. They will provide an individual presentation sharing student support services and/or programs that are needed for them to meet their educational and career goals.</p> <p><b>Example #2</b> Students will participate in a group project where they will interview a community leader, and/or conduct online internet research of a community leader. The presentation will require students to make connections with course concepts, content and/or personal, lived experiences.</p>	<p>Both examples provide students opportunities to understand and reflect on the diverse and positive contributions of Chicana/o/x and Latina/o/x community members.</p> <p>They will then take that information and either:</p> <p><b>Intended Outcome for Example #1:</b> Have an opportunity to reflect on their own educational journeys and articulate their own academic and personal goals.</p> <p><b>Intended Outcome for Example #2:</b> Learn to work and communicate with class peers and present their findings collectively.</p>
RESOURCES USED and where to find more information:			
<b>Activities</b>			
RESOURCES USED and where to find more information:			

# CULTURALLY RESPONSIVE CURRICULUM MODIFICATIONS

<b>Instructional Methods</b>			
RESOURCES USED and where to find more information:			
<b>Classroom Environment</b>		<p><b>Welcome &amp; Teaching Philosophy</b> [Excerpts from Syllabus]</p> <p>It is my honor to facilitate a teaching and learning environment in which your identities, life experiences, and diversity can contribute to the overall learning in this course. This class is not about me proving to you how much I know, this class is <i>ABOUT YOU</i> and <i>our learning community!</i></p> <p><b>Respect and Care</b> [Excerpts from Syllabus]</p> <p>Respect is central to this course: My instruction, your learning and our collective interactions with one another. It is my goal to provide a safe and supportive learning environment where each of us will feel confident in actively participating and learning from one another. Please be prepared to treat all your colleagues and me (Your Instructor) with the utmost respect.</p> <p>This course is about you demonstrating to me and to your class colleagues your willingness to grow and learn from course materials and one another. We are all in this together and yes, we will all be at different “places” in our journey with one another. Please be patient with others, kind to yourself and as the saying goes, “Be kind to everyone you meet, for everyone is fighting a great battle.” Please extend collegial respect to all members of our classroom community, this includes me!</p> <p><b>“Life Happens” Clause</b> [Excerpts from Syllabus]</p> <p>Your active participation is a crucial component to your success in this course. That said, I also recognize that “life happens.” While participating in this course, should “life happen,” do not hesitate to connect with me at your soonest convenience so that you and I</p>	<p>In the excerpts from my course syllabus, and in my approach to teaching, I am intentional with humanizing myself as a Professor of our course. I explicitly share opportunities to connect my background with our course curriculum. I unabashedly use humor and my own experiences as a first-generation, high school student as bridges to connect with my students’ educational journeys. I do all of the above with the hope to support my students with a caring and nurturing environment in support of their academic success.</p>

# CULTURALLY RESPONSIVE CURRICULUM MODIFICATIONS

		can make arrangements to support your academic success.	
RESOURCES USED and where to find more information:			
<b>Grading Policies</b>			
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<b>Learning Goals</b>		<b>Student Learning Outcomes</b> <ol style="list-style-type: none"> <li>1. demonstrate broad familiarity with Chicana/o/x and Latina/o/x histories and with the ways in which such histories have shaped and are shaping contemporary experiences within education.</li> <li>2. recognize the relationships between gendered, classed, sexualized and racialized institutional forces and Chicana/o/x and Latina/o/x academic success.</li> <li>3. demonstrate general knowledge of the diversity among Chicana/o/x and Latina/o/x in relation to their geographic and social locations within the nation, at the borders, throughout this hemisphere and across continents.</li> <li>4. describe how gendered, classed, sexualized and racialized forms of identity intersect to shape how groups and individuals within and outside the Chicana/o/x and Latina/o/x communities experience past and present cultural orders.</li> <li>5. demonstrate general knowledge of diverse forms of Chicana/o/x and Latina/o/x leadership and the impact on self, community and society.</li> <li>6. use the library's online catalog, academic databases, and the internet to identify and locate sources to understand the Chicana/o/x and Latina/o/x condition regarding academia.</li> <li>7. plan, organize and articulate ideas and information of Chicana/o/x and Latina/o/x cultural experiences to</li> </ol>	The student learning outcomes of this course were informed by UC Santa Barbara's B.A. in Chicana and Chicano Studies' <i>Learning Outcomes</i> <a href="https://my.sa.ucsb.edu/catalog/Current/Documents/PLO/UGrad/LSSS/Chicana-o%20Studies%20BA.pdf">https://my.sa.ucsb.edu/catalog/Current/Documents/PLO/UGrad/LSSS/Chicana-o%20Studies%20BA.pdf</a>

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		<p>education and communicate them orally both individually and as part of a team.</p> <p>8. make effective use of the Counseling Department, student support services and programs to support individualized educational goals, including the development of a student educational plan.</p>
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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>
• 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.