

2023
ALLAN HANCOCK COLLEGE
CULTURALLY RESPONSIVE CURRICULUM MODIFICATIONS

Submitted By: Dr. Sherman Vernon

Date: 9/1/23

Pg 1

Color of Text

Course Process Before →

(Course Name, Section, Department:
Strength & Flexibility, PE 146, Kinesiology)

(Resources for information on courses:
CurricuNet, Syllabus, & Current Instructor of Record)

Modifications by Dr. Vernon After →

Syllabus

Dr. Vernon took over the course in 2012, at the time there was no syllabus given to Dr. Vernon.

Dr. Vernon developed a syllabus that has been maintained in the course up through the Spring 2023 semester. (See [attached course syllabus](#)).

Course Units

3

3

Textbooks
Reading / Assigned

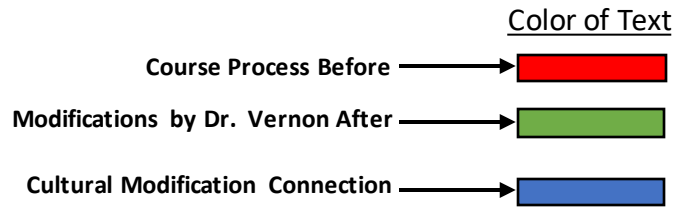
None

Review YouTube Fitness Sessions and read fitness articles on Strength & Flexibility techniques taught in class by instructor (Purpose: short essay for missed attendance)

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Instruction Method

Type: Lab

Instructor Process:
Lecture, Demonstration of Skills, & Guided
Student participation.

Type: Lecture & Lab

Instructor Process:

Transformative Learning: is when an individual takes previous experiences and beliefs, combine them with new information to create an adjusted understanding and internal transformation (change) for future use and action in current situations. (see attachment A)

DEED: A teaching process that Defines, Explains, Examples, & Demonstrates, info and concepts for students to own for personal understanding and application. (see attachment B)

Balancing Integrated and Individualized Cultural Frameworks: Teaching and learning models that place individualized instruction at the end of one spectrum and integrated learning on the other. A “culturally integrated framework” encompasses teaching and learning that are interconnected, mutual, and reflective.

Assignments

Student will be required to develop a stretch and strength workout routine

Students are required to attend class every day for the purpose of listening, comprehending, learning, and executing specific stretching / flexibility, strength building, & cardio enhancing fitness techniques.

This process is used to enhance workouts that student may have prior to attending this course. It is also used to support the development of a workout for a student if they don't have one.

Student are required to know the techniques being taught so they can help others who may be in need.

Students are required to write (2) essays for credit
Midterm- MLA Style : Final – APA Style

Curriculum and the Connection to Culture Why it matters: The course curriculum instructor process connects the student to the fitness culture, a key aspect of life.

Activities

None

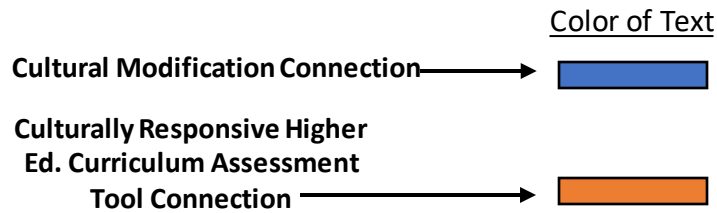
A.) Students are required to attend class every day for the purpose of exercising each day.

B.) Each Student is required to establish a cardio and endurance baseline and show progression throughout semester. Students are required to work with a partner. They are to talk to them, understand them and most important support them throughout the semester course in the areas of execution of fitness techniques, essay writing and course attendance.

Appreciative Inquiry: Give focus and attention to the positive aspects and motivate learning through enhance and nurturing to positive. (see attachment C)

Enhancing Motivation to Learn

The Motivational Framework: The activities above engage the students & motivate learning & effect living.



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Instruction Method

Balancing Integrated and Individualized Cultural Frameworks: Teaching and learning models that place individualized instruction at the end of one spectrum and integrated learning on the other. A “culturally integrated framework” encompasses teaching and learning that are interconnected, mutual, and reflective.

Power, Privilege, and Multiple Perspectives

1. Highlights non-dominant populations, their strengths, and assets.
3. Does not communicate negativity or hostility toward people of marginalized backgrounds, including women, indigenous people, 2nd language learners/speakers, or people of color.
4. Presents alternate points of view on the same controversial issue or topic, including viewpoints produced by minoritized people/communities.

Assignments

Curriculum and the Connection to Culture

Why it matters: The course curriculum instructor process connects the student to the fitness culture, a key aspect of life.

Diversity Portal

2. Contains culturally-affirming references to different ethnic and cultural traditions, languages, beliefs, names, and dress.
3. Portrays diverse cultures, ethnicities, histories, and nationalities without stereotypes, generalizations, and assumptions.
6. Contains multi-generational viewpoints and perspectives that bridge generational divides and lead to greater understanding between age groups.

Activities

Enhancing Motivation to Learn

The Motivational Framework: The activities above engage the students & motivate learning & effect living.

Accuracy of Portrayals

12. Illustrates that problems faced by people of color or women are not resolved through the benevolent intervention of a white person or male.

Culturally Responsive Higher
Education Curriculum
Assessment Tool Connection

Color of Text



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Continued

Instruction Method

Power, Privilege, and Multiple Perspectives

1. Highlights non-dominant populations, their strengths, and assets. [The students are required to learn certain fitness techniques and practices. In addition they are instructed to identify positive attributes of their lives and use to apply the techniques & practices.] Example: use of time management, discipline, & organization. These are positive attributes that can enhance the effect of the fitness techniques & practices. This is a form of Appreciative Inquiry

3. Does not communicate negativity or hostility toward people of marginalized backgrounds, including women, indigenous people 2nd language learners/speakers, or people of color. [A key component of this class is in the introduction, the professor expresses and give high priority to “NO JUDDGING!!” In a fitness class some participants can be apprehensive to participation, due to being body shamed. This is a zero tolerance issue.

Instruction Method and Assignments
Continued on next page 2-bb

Assignments

Diversity Portal

2. Contains culturally-affirming references to different ethnic and cultural traditions, languages, beliefs, names, and dress. [In this class we have different cultures that come to this class to learn, understand, and activate personal physical fitness. Students are required to wear fitness clothing, but they have the choice(In accord. To fitness) to wear what ever they feel comfortable in and represent their culture, society, and background.]

3. Portrays diverse cultures, ethnicities, histories, and nationalities without stereotypes, generalizations, and assumptions. [The students are required to write two essays. The first one is “Why did they take this class”. The second one is “Reaching the goal & how it has this course affected their lives”. The expression in this assignment allows the student to gain personal relevance that fits with their culture and background to the main subject of fitness.]

Activities

Accuracy of Portrayals

12. Illustrates that problems faced by people of color or women are not resolved through the benevolent intervention of a white person or male. Non-Hispanic Black adults (49.9%) had the highest age-adjusted prevalence of obesity, followed by Hispanic adults (45.6%), non-Hispanic White adults (41.4%) : CDC report 2022.

<https://www.cdc.gov/obesity/data/adult.html>

[This information is visible in this course. The students are taught to identify, connect, and execute the positive things of their own plan for changing the uncomfortable feeling they have due to being overweight. They are taught the tools that are needed to operate their plan and have the help of the class partner to achieve their goals. The do not have to wait on the system or white man to fix their issue. Due to the fitness tools, instructor / partner interaction, and personal effort, the goals can be met on their schedule and what works for them.]

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Continued

Instruction Method

Power, Privilege, & Multiple Perspectives (cont.)

4. Presents alternate points of view on the same controversial issue or topic, including viewpoints produced by minoritized people/communities. [In this class, the interaction between students, their fitness partners, and input from the instructor allows each student to voice and express their contribution from the lens that each student has acquired through their history and experiences. Example: Nutrition]

Nutrition is a subject that has a positive focus of eating, drinking, and taking vitamins / supplements. There are some practices of nutrition that will work for some and not others. This course provides the student an arena to express their views of nutrition (and not feel threatened or ashamed) which could be different, but of benefit to other students.

Assignments

Diversity Portal (cont.)

6. Contains multi-generational viewpoints and perspectives that bridge generational divides and lead to greater understanding between age groups. [In this course the students age range is 18-50. They are paired up with another student (most of the time unknown). They are required to learn, understand, and operate the exercises together. In operating this way it allows the older students to speak to previous experience that will give some insight to the younger and vice-versa].

This course requires writing assignments: a mid-term & final. The student gets to express why they have come to this course and the things that have helped them reach their goals. This helps to reinforce the goal and own / respect the work that has to be put in for their personal success.

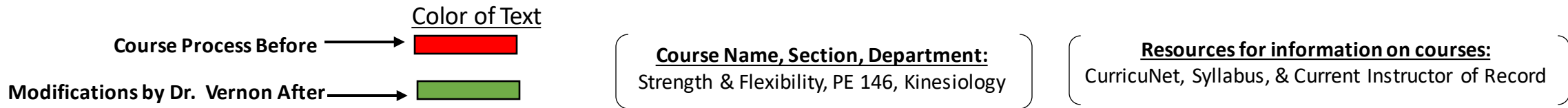
Activities

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Classroom Environment

Not Aware of / Not able to secure previous documentation

This class will utilize various types of equipment in conjunction with your body being the main source of equipment through movement. Additional equipment used will be body balls, jump ropes, cardio machines, free weights and other physical fitness equipment as needed. The class will consist of warm-up, muscle strengthening using your body and other equipment, core strengthening, (abs & back) flexibility, and cool down. Support and instruction will be provided throughout the semester.

No use of phone, tablet, or electronic devices (unless approved by instructor in advance), No use of Foul Language, No fighting, No eating or drinking (except for water or sports drinks) in gym or fitness room while class is in session. Additional rules and requirements for positive class efficiency and effectiveness may be added by instructor as needed. You are required to be Respectful, Attentive, Collaborative, & Responsive.

Grading Policies

Not Aware of / Not able to secure previous documentation

Attendance / Participation = 20 pts per class session:

Essay = 50pts per essay

Letter grades will be established on a % scale.

100-90=A;

89-80=B;

79-70=C;

69-60=D;

59- lower=F

Outcomes / Learning Goals

Not Aware of / Not able to secure previous documentation

Initial

1. Provide certified training & instruction
2. Enrolled Students learn the environment of organized and structured exercise.
3. Positive fellowship & physical participation.

Intermediate

1. Learn / maintain how to use personal abilities for successful participation in diverse arena.
2. Gain new or maintain positive understanding & working knowledge of organized exercise.

Long Term

1. Combine personal abilities with learned or enhanced knowledge of strength and flexibility exercise.
2. Then apply transformative learning for positive use in future fitness participation.

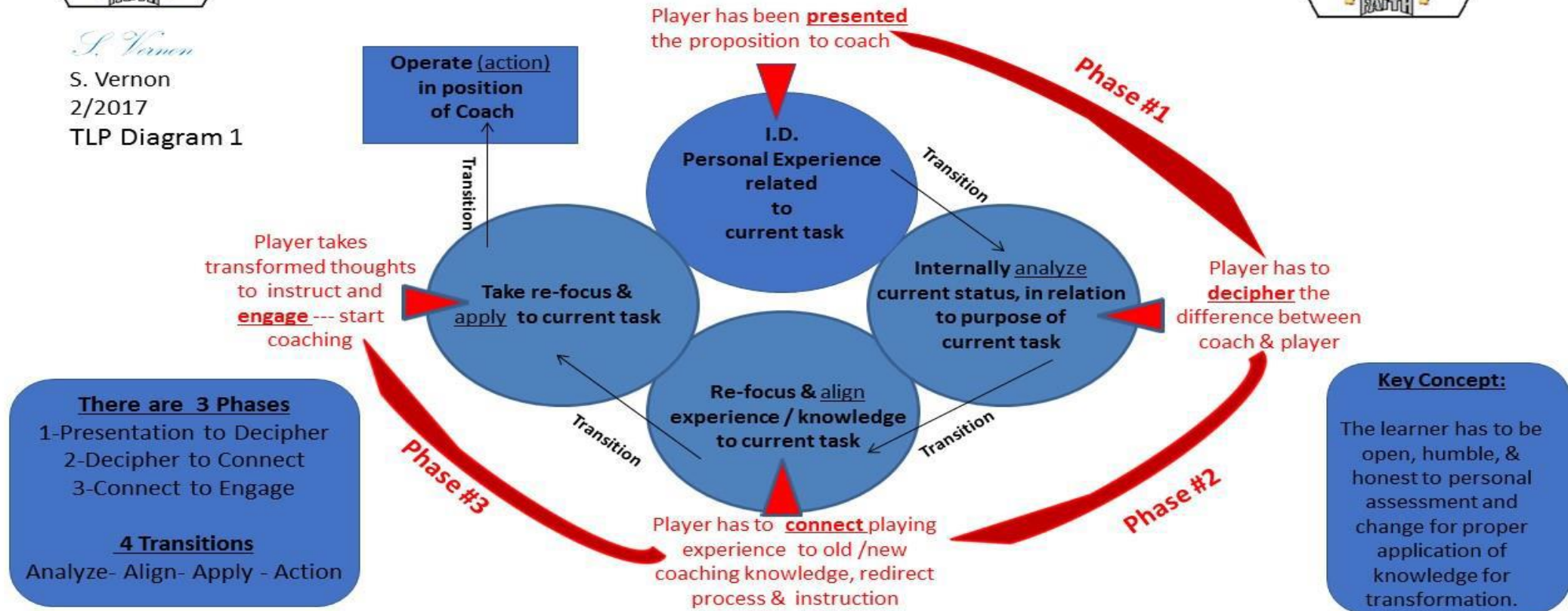
Transformative Learning



S. Vernon

S. Vernon
2/2017
TLP Diagram 1

Transformative Learning Process An athletic player learning to become an athletic coach



There are 3 Phases
 1-Presentation to Decipher
 2-Decipher to Connect
 3-Connect to Engage

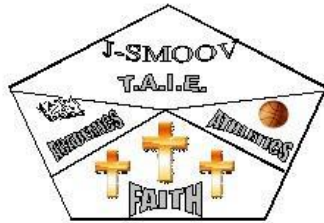
4 Transitions
 Analyze- Align- Apply - Action

Key Concept:
 The learner has to be open, humble, & honest to personal assessment and change for proper application of knowledge for transformation.

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D.E.E.D. Process



J-SMOOV™
DEED
“A Process for Teaching”



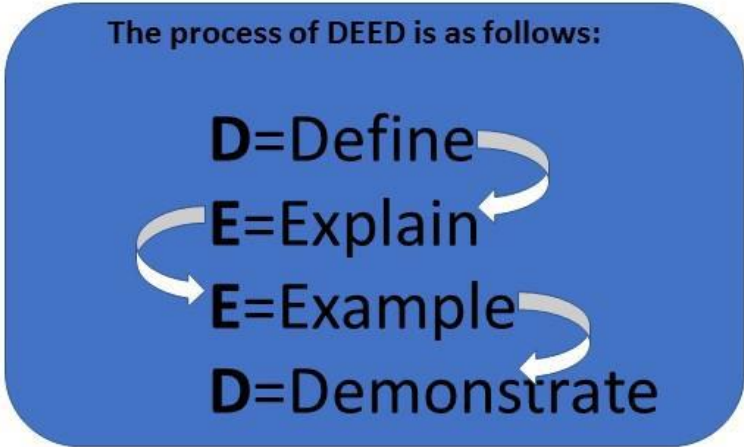
Deed

(n) A legal document that transfers property giving ownership (Webster, 2002)

In teaching we **DEED** information and concepts to students, to own for their personal use throughout their life. When ownership takes place from the student there is a manifestation of care, respect, maintenance, & growth. Now that ownership is in place participation, energy, and effort increase.



S. Vernon
S. Vernon
2/2000
DTP Diagram 1



Key Objectives:
DEEDing will create understanding, connection, and ownership

Appreciative Learning



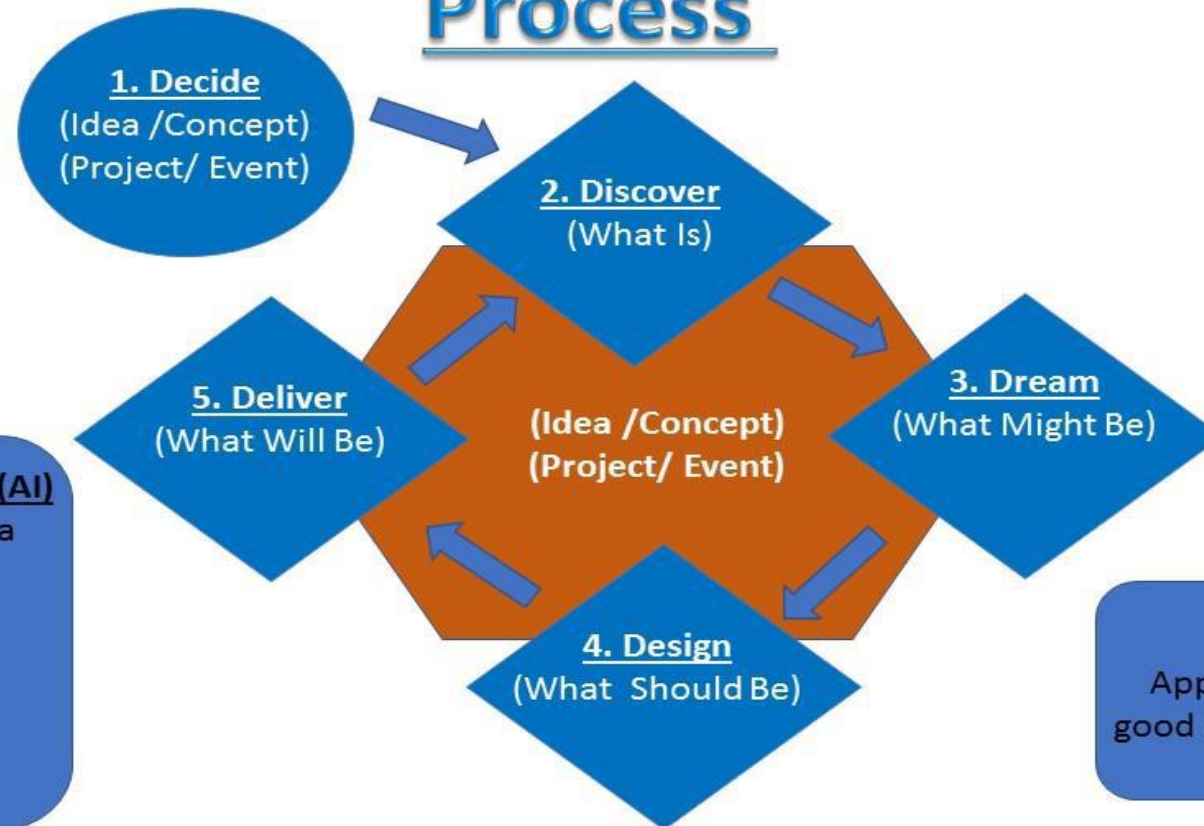
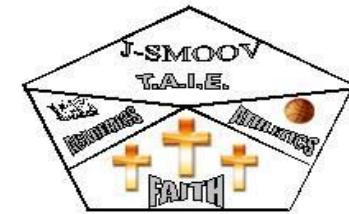
S. Vernon

S. Vernon
2/2017

Diagram AIP- 1

J-SMOOV™

Appreciative Inquiry Process



Appreciative Inquiry (AI)
Is accomplished in a 5 step process

1. Decide
2. Discover
3. Dream
4. Design
5. Deliver

Key Concept:
Appreciate / Focus on the good & positive then re-affirm