

# CULTURALLY RESPONSIVE CURRICULUM MODIFICATIONS

<b>COURSE NAME: Physiology 001 -</b>			
<b>FACULTY NAME: Bryon Curletto</b>		<b>DATE SUBMITTED: January 28, 2024</b>	
COURSE COMPONENT	PREVIOUS VERSION DESCRIPTION	CULTURALLY REPNOSIVE CHANGES DESCRIPTION(S)	CULTURES or LEARNING STYLES ADDRESSED THROUGH THESE REVISIONS
<b>Syllabus</b>	My prior version was a little less student friendly in the language regarding late work. Further, the grade structure was different as exam “re-takes” were not available.	For now, I am only modifying my grading structure and lightening the language on late work. Mostly, this is in an effort to take baby steps in transitioning my syllabus to more of an interactive (images, graphs, comics) commentary throughout the syllabus. I want to maintain simplicity, still adhere to the College Senate Recommended Guidelines, and take into account some best practices of being clear and firm that I’ve gathered from the college Ombudsperson; but making the syllabus still firm but more “engaging” and “student friendly” is ultimately a goal.	Currently, only more equitable in the way of allowing retakes and being more flexible with due dates. This, hopefully, helps all cultures. Eventually, more learning styles will be addressed through pie charts, comic type commentary (visual).
<b>RESOURCES USED and where to find more information: See attached for last Springs Sullabus (old), still working on the new.</b>			
<b>Course Units</b>	Course units will remain relatively the same.	Course units are broken down by Chapter into Modules. Driven mostly by the COR, units cover 2-3 modules or Chapters before each exam. Modules begin with an Overview/introduction outline, Chapter Reading, An adaptive reading with practice questions (McGraw Hill Connect), Lecture Videos, Labster Simulation, Discussion, Summary.	The current course units work pretty well from an organization standpoint and appeal to multiple cultures/learning styles through the structure that has the same content spelled out and delivered in a multitude of ways.
<b>RESOURCES USED and where to find more information: See attached Screen Shot entitled “Units” for an example of a two chapter “Unit”</b>			
<b>Reading Assigned/Textbook</b>	Reading assignments will remain relatively the same.	My reading assignments are spelled out in a module overview, as special sections (Ch reading and Smart Book Option) under each module. And above my lecture videos with a short preview	Readings can be accessed in multiple ways both throughout the module and in physical, e-reader, adaptive text, and audio through a mobile app. These modes give all students and their learning styles different ways to interact with the text. One thing I aim to do in the future is to use an Open Resource Text as an additional option, but that is for a future semester and comes with the disadvantage that students may opt for the low cost version and lose out on the available adaptive text, audio version, physical copy, or E-Reader enabled versions that other higher cost versions have built in.
<b>RESOURCES USED and where to find more information: McGraw Hill Connect</b>			
<b>Instructional Methods</b>	Most of my instruction is lecture style, presenting the information in yet another way	Within discussions and lecture materials, I’ve already (started incorporating this in my current Winter class as I go), are more mindful	This appeals particularly to minority students who don’t typically experience as many

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	than my assignments, activities, homework, readings can, etc.	in being culturally sensitive by including more examples of underrepresented groups and eliciting suggestions, comments, experiences from students. The best way to put it is just generally more mindful based on what we learned during our workshops.	examples from cultures that they relate to as easily.
RESOURCES USED and where to find more information: I will collect example discussion posts and lecture materials that draw from or highlight newly incorporated cultures/demographics.			
<b>Assignments</b>	I've had worksheets that deliver the content in an experiential, interactive, and puzzle way	I hope to incorporate more of these while also cleaning up the ones I have to appeal more with examples from various cultures. Since I want to move to a no-credit homework no credit activity etc, model, I also hope to create video walkthroughs of the worksheets so students know "where to get the answers" and somewhere where they can "see where/how to get the information." I also hope that students will come up with some of their own ways to demonstrate that they have improved their understanding and be able to share those with other future students.	This varies the mode of delivery that can appeal to various types of learners especially when done as an in class activity. One of the biggest challenges is how to highlight these as one of the "Big" takeaways or centralized themes of a unit without losing what I try to impress on students, "that it all matters to the right person" and my efforts not to bias what they learn, but leave it up to them to decide. I can do this over time by letting students generate their own worksheets. See Grading Policies.
RESOURCES USED and where to find more information: See example of RAAS Worksheet. Future collected examples from student formulated worksheets.			
<b>Activities</b>	I have somewhat of a flipped classroom structure now, and students attend to ask questions if we do not have a physical lab to perform. During the discussion/lecture/lab I will direct students to a handful of main ideas from the chapter and then they will get into groups to explain together one of the main themes while answering some questions. Then, we come together to share out.	These just need to be better defined while taking into account more culturally responsive ideas. Much like for assignments up above, coming up with what the "Big" takeaways are and the key concepts that students are expected to know is challenging in physiology and quite a deviation to my prior focuses for students to "just learn."	These are quite interactive activities, so they are going to appeal more to students who enjoy group work. Already, I do not grade these but rather just give participation points (something that in light of this project, I hope to move away from slowly) see grading policies.
RESOURCES USED and where to find more information: Future examples.			
<b>Instructional Methods</b>	My instructional methods are already quite multi-modal.	I just hope to continue enhancing the video resources I provide students and overall increase the equitable practices in them by making them relatable for students. Further, I hope to take the practices students use as evidence to earn their retake to provide models for student as ways others have come to learn the information (see assignment commentary up above).	
RESOURCES USED and where to find more information: example videos: <a href="https://www.youtube.com/watch?v=dYgPHeQ3QaY">https://www.youtube.com/watch?v=dYgPHeQ3QaY</a> <a href="https://www.youtube.com/watch?v=xWo14CwfBwU">https://www.youtube.com/watch?v=xWo14CwfBwU</a> <a href="https://www.youtube.com/watch?v=8kM8J1WN8E8">https://www.youtube.com/watch?v=8kM8J1WN8E8</a> <a href="https://www.youtube.com/watch?v=B4eD09OZAzI">https://www.youtube.com/watch?v=B4eD09OZAzI</a> many more examples available on request			

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<p><b>Classroom Environment</b></p>	<p>Largely, show-up, participate, and learn.</p>	<p>Not many changes here. Maybe a sign-in sheet</p>	<p>Based on my prior students' feedback, the classroom environment is largely free of discrimination and a safe space. I've never really held the soft skills – attendance, lateness, participation against students who have outside factors influencing their opportunities to achieve the soft skills. There has been recent pressure on faculty to record attendance and that just isn't something that was problematic for me in my own course, but I am considering having a sign in sheet from now on to keep accurate records for the college, not to grade students on. The "Big" change, I've mentioned as being a challenge will be what content to focus on in class, in the time I have with them and finding creative ways to present that.</p>
<p>RESOURCES USED and where to find more information:</p>			
<p><b>Grading Policies</b></p>	<p>Ok, this is the main area where I felt that I can have an effect on the equity of my course and somewhere that I have always wanted to refine but never had clear ideas of how to refine it.</p> <p>Previously, students got participation points based on in class assignments, completion of virtual labs, by participating in discussions, by completing in-person labs, a presentation, quizzes, and exams. It was all divided up by points which reflected whatever percentage I wanted that component to make up of the students' overall grade. As just one example there were 5 exams (I dropped the lowest, except the final exam) and each was worth about 100 points. That is the gist of it, and this is the area where I am beginning the biggest change of my equitable journey.</p>	<p>I took quite a lot of time to read the book Grading for Equity by Joe Feldman, which was recommended to me by Jeanene and others. I also read some of the research articles that were resonating with my own experiences or contradicting them—all in hopes of "Reshaping my web of knowledge" as he may put it.</p> <p>Near the end of the book and totally feeling overwhelmed; yet eager to make some changes, I came to my senses and realized what those before me had emphasized and been successful with. That is starting small.</p> <p>I am looking to incorporate one thing this Spring Semester... retakes. Retakes will be my gateway into minimum grading (assigning a 50% for no work or even lower performances), no credit homework, participation, activities, assignments, etc. 100% exam, 1-4 scale mastery of the imperative topics. Essentially, grading students on their mastery of the content and only on their mastery of the content.</p> <p>My first baby step is to provide retakes. I've taken the semester to shorten my exams from a 100 point, 70 or so question exam to a shorter 35 question exam. I have all sorts of ideas for the other goals I'll work toward, like not including a score on written responses, and</p>	<p>This is a BIG change but something that goes along well with the classroom culture I've always tried to create. A culture focused beyond the score, the grade, and focused on learning. My students who have historically scored well and been pushed really hard by my challenging exam are already the classically "well-prepared" "high achieving" students with mastery, I worry if I will be able to reach and connect with them in the same way, but I have a lot of confidence that this will help my students who haven't been able to reach those stereotypical high scores and achievement. I hope it will encourage and help them focus on what is next to master and away from undo pressures, especially a future semester when I can incorporate minimum grading outlined in Joe Feldman's book.</p>

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		<p>only feedback until the student reaches mastery, then providing a grade. But that comes later. For now, I'm shortening each of 5 unit exams and I've now written 2 additional 15 question versions. I still have a lot to do in organizing the concepts to more easily identify what has been mastered on the 4 point scale, but that too will come later. For now, I am offering, and later will be "requiring" redos for anyone who doesn't exceed a certain level "passing." Anyone will be allowed to improve their grade on a retake after demonstrating that they have taken additional steps to learn the content. These "additional steps" can be used for "Assignments" see prior description under assignments. I've thus created 10 additional exams of approximately 15 questions each as a chance for students to re-attempt and master the concepts.</p>	
<p>RESOURCES USED and where to find more information: Grading for Equity by Joe Feldman I hope to organize and present some of the ways students have continued their mastery to earn their retake in the future.</p>			
<p><b>Learning Goals</b></p>	<p>This has largely relied on the COR and will continue to do so until I can better parse down the vast amount of content we cover into fewer and more straightforward rubrics for a 1-4 grading system.</p>	<p>No changes identified here yet. This will likely develop over time and during the semester.</p>	
<p>RESOURCES USED and where to find more information: Course Outline of Record for now.</p>			

<p><b>***Things to keep at the forefront of your mind while modifying curriculum to be culturally responsive and humanizing:</b></p>
<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>