SANTA MONICA COLLEGE
ACADEMIC SENATE

1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda
Wednesday, April 21, 2021, 3:00 p.m.
Zoom Meeting:
Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/96814803580

Or iPhone one-tap (US Toll): +16699006833,96814803580# or +12532158782,96814803580#

Or Telephone:
Dial:
+1 669 900 6833 (US Toll)
+1 253 215 8782 (US Toll)
+1 346 248 7799 (US Toll)
+1 646 876 9923 (US Toll)
+1 301 715 8592 (US Toll)
+1 312 626 6799 (US Toll)
Meeting ID: 968 1480 3580
International numbers available: https://cccconfer.zoom.us/u/adlOURyViA

Or Skype for Business (Lync):
SIP:96814803580@lync.zoom.us

Members:

Dana Nasser, *Chair*	Aurélie Chevant-Aksoy	Jacqueline Monge	Briana Simmons
Jason Beardsley, *Vice Chair*	Sheila Cordova	Estela Narrie	Lydia Strong
Brenda Antrim	Guido Davis Del Piccolo	Yvonne Ortega	Esau Tovar
Heather Bennett	Sharlene Joachim	Quyen Phung	Audra Wells
Fariba Bolandhemat	Emin Menachekanian	Patricia Ramos	Caden Gicking (A.S.)
Susan Caggiano	Jennifer Merlic	Scott Silverman	

Interested Parties:

Stephanie Amerian	Kiersten Elliott	Laura Manson	Estela Ruezga
Maria Bonin	Tracie Hunter	Stacy Neal	Tammara Whitaker
Dione Carter	Maral Hyeler	Patricia Ramos	A.S. President
Rachel Demski			

Ex-Officio Members:
Nathaniel Donahue

(Information items are listed numerically; action items are listed alphabetically)

I.   Call to Order and Approval of Agenda
II. Public Comments *(Two minutes is allotted to any member of the public who wishes to address the Committee.)*
III. Announcements
V.   Chair's Report

VI. Information Items

1. Redesign of the Student Experience
2. Curriculum Training/Q&A

(Non-Substantial Changes)
3. CS 86 Android Development
4. NURSNG 60 Multicultural Health and Healing Practices

VII. Action Items

(Courses: New)

(Courses: Distance Education)

(Programs: Revisions)
d. Changes to degrees and certificates as a result of courses considered on this agenda

VIII. New Business

IX. Old Business

X. Adjournment

Please notify Dana Nasser or Jason Beardsley by email if you are unable to attend this meeting.

SANTA MONICA COLLEGE
ACADEMIC SENATE

1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Minutes
Wednesday, April 7, 2021, 3:00 p.m.
Zoom Meeting

Members Present:

Dana Nasser, *Chair*	Aurélie Chevant-Aksoy	Jacqueline Monge	Briana Simmons
Jason Beardsley, *Vice Chair*	Sheila Cordova	Estela Narrie	Lydia Strong
Brenda Antrim	Sharlene Joachim	Yvonne Ortega	Esau Tovar
Heather Bennett	Emin Menachekanian	Quyen Phung	Audra Wells
Fariba Bolandhemat	Jennifer Merlic	Patricia Ramos	Caden Gicking (A.S.)
Susan Caggiano			

Members Absent:

Guido Davis Del Piccolo	Scott Silverman

Others Present:

Lourdes Arévalo	Stephanie Lewis	Walter Meyer	Howard Stahl
Rachel Demski			

(Information items are listed numerically; action items are listed alphabetically)

I. **Call to Order and Approval of Agenda**
The meeting was called to order at 3:03 pm. Motion to approve the agenda with no revisions.
Motion made by: Fariba Bolandhemat; **Seconded by:** Estela Narrie
The motion passed unanimously. *(Susan Caggiano and Lydia Strong not present for vote)*

II. **Public Comments**
None

III. **Announcements**
Jennifer Merlic announced we're getting inquiries from our contact at the state regarding pending legislation in Sacramento for a mandatory Ethnic Studies graduation requirement for all California Community Colleges. We'll be hearing more in the near future. Estela Narrie added that the current proposed language changes to Title 5, re: the Ethnic Studies graduation requirement are fairly generic; it will lead to questions regarding how much control will be allowed for interpretation at the local level. Also will likely necessitate further discussions whether this requirement would be alongside the current Global Citizenship graduation requirement, replace Global Citizenship, combine the two requirements, etc.

IV. **Approval of Minutes**
Motion to approve the minutes of March 31 with no revisions.
Motion made by: Briana Simmons; **Seconded by:** Estela Narrie
The motion passed with the following vote. Y: 16; N; 0; A: 1 (Emin Menachekanian)
(Susan Caggiano and Lydia Strong not present at vote.)

V. **Chair's Report**
The Chair announced that the agenda for the 4/21 meeting would be emailed over spring break. She also reminded the Committee that we have about four meetings left in the semester.

She welcomed A.S. Vice President, Caden Gicking to the Committee.

The Chair also noted that we have several new Committee Members this spring. The second half of the meeting would involve training concerning the Curriculum Committee's role, META, prerequisites, and the LAOCRC process.

VI. Information Items

1. Redesign of the Student Experience
   Audra Wells provided an update that there was a meeting with META today to get the mapping system integrated into the "live" site; this is the next step to getting the maps public facing. Once the maps are in, there will hopefully be integration with OmniUpdate to display the maps on the website.

2. Curriculum Review and META Training
   - Dana provided overview of Curriculum Representative roles
   - Rachel provided an overview of META
   - Jason provided an overview on prerequisite forms
   - Estela provided an overview on articulation
   - Patricia provided an overview on LAOCRC, Career Education programs, and LMI
   - The Curriculum Committee website "Resources" page has great training and reference documents used during the training portion of today's meeting, including:
     o Quick Guide for Curriculum Representatives: Reviewing Proposals
     o META Handbook
     o META Workflow Types
     o Program and Course Approval Handbook
   - For questions:
     o About the curriculum process, content, etc.: Dana Nasser and Jason Beardsley
     o About META or any issues/technical errors: Rachel Demski
     o About articulation, transferability, general education, and C-ID: Estela Narrie

   (SLO Updates)
3. AHIS 2 Western Art History II
4. AHIS 3 Western Art History III

VII. Action Items

(Courses: Substantial Changes)
a. ARABIC 1 Elementary Arabic 1 (Remove 1 arranged hour, no change in units; update to Methods of Evaluation, Course Content)
b. ASL 1 American Sign Language 1 (Remove 1 arranged hour, no change in units)
c. ASL 2 American Sign Language 2 (Remove 1 arranged hour, no change in units; update to Methods
d. CHNESE 1 Elementary Chinese 1 (Remove 1 arranged hour, no change in units; update to Methods
e. CHNESE 2 Elementary Chinese 2 (Remove 1 arranged hour, no change in units; update to Methods of Evaluation)
   Motion to approve changes to ARABIC 1 (VII. a.), ASL 1 (VII. b.), ASL 2 (VII. c.), CHNESE 1 (VII. d.), CHNESE 2 (VII. e.), FRENCH 1 (VII. h.), FRENCH 2 (VII. i.), GERMAN 1 (VII. j.), GERMAN 2 (VII. k.), HEBREW 1 (VII. l.), HEBREW 2 (VII. m.), ITAL 1 (VII. n.), ITAL 2 (VII. o.), JAPAN 1 (VII. p.), JAPAN 2 (VII. q.), KOREAN 1 (VII. r.), KOREAN 2 (VII. s.), PERSIN 1 (VII. t.), PERSIN 2 (VII. u.), PORTGS 1 (VII. v.), PORTGS 2 (VII. w.), RUSS 1 (VII. x.), RUSS 2 (VII. y.), SPAN 1 (VII. z.), SPAN 2 (VII. aa.), SPAN 11 (VII. bb.), TURKSH 1 (VII. cc.) as a block with no additional revisions.
   Motion made by: Fariba Bolandhemat; **Seconded by:** Audra Wells
   The motion passed unanimously. *(Susan Caggiano not present for vote)*

f. COUNS 41H Roadmap to College Readiness (Change to course name (was "Independent Living Skills"); Hours/Units from 2 lecture/0 lab/2 units to 1 lecture/0.5 lab/1 unit)
   Motion to approve changes to COUNS 41H with no additional revisions.

Motion made by: Audra Wells; **Seconded by:** Aurélie Chevant-Aksoy
The motion passed unanimously. *(Susan Caggiano not present for vote)*

g. CS 77A Salesforce Administration Essentials (Change skills advisory from CS 3, CS 80 to CIS 1 or CS 3)
    Motion to approve change to skills advisory for CS 77A with no additional revisions.
    Motion made by: Fariba Bolandhemat; **Seconded by:** Esau Tovar
    The motion passed unanimously. *(Susan Caggiano not present for vote)*

h. FRENCH 1 Elementary French I (Remove 1 arranged hour, no change in units; update to Methods of Evaluation)
i. FRENCH 2 Elementary French II (Remove 1 arranged hour, no change in units; update to Methods of Evaluation)
j. GERMAN 1 Elementary German I (Remove 1 arranged hour, no change in units; update to Methods of Evaluation)
k. GERMAN 2 Elementary German II (Remove 1 arranged hour, no change in units; update to Methods of Evaluation)
l. HEBREW 1 Elementary Hebrew I (Remove 1 arranged hour, no change in units; update to Methods of Evaluation)
m. HEBREW 2 Elementary Hebrew II (Remove 1 arranged hour, no change in units; update to Methods of Evaluation)
n. ITAL 1 Elementary Italian I (Remove 1 arranged hour, no change in units; update to Methods of Evaluation)
o. ITAL 2 Elementary Italian II (Remove 1 arranged hour, no change in units; update to Methods of Evaluation)
p. JAPAN 1 Elementary Japanese I (Remove 1 arranged hour, no change in units; update to Methods of Evaluation)
q. JAPAN 2 Elementary Japanese II (Remove 1 arranged hour, no change in units; update to Methods of Evaluation)
r. KOREAN 1 Elementary Korean I (Remove 1 arranged hour, no change in units; update to Methods of Evaluation)
s. KOREAN 2 Elementary Korean II (Remove 1 arranged hour, no change in units; update to Methods of Evaluation)
t. PERSIN 1 Elementary Persian I (Remove 1 arranged hour, no change in units; update to Methods of Evaluation)
u. PERSIN 2 Elementary Persian II (Remove 1 arranged hour, no change in units; update to Methods of Evaluation)
v. PORTGS 1 Elementary Portuguese 1 (Remove 1 arranged hour, no change in units; update to Methods of Evaluation)
w. PORTGS 2 Elementary Portuguese 2 (Remove 1 arranged hour, no change in units; update to Methods of Evaluation, Course Content)
x. RUSS 1 Elementary Russian I (Remove 1 arranged hour, no change in units; update to Methods of Evaluation, Course Content)
y. RUSS 2 Elementary Russian II (Remove 1 arranged hour, no change in units; update to Methods of Evaluation)
z. SPAN 1 Elementary Spanish I (Remove 1 arranged hour, no change in units; update to Methods of Evaluation, Sample Assignments)
aa. SPAN 2 Elementary Spanish II (Remove 1 arranged hour, no change in units; update to Methods of Evaluation)
bb. SPAN 11 Spanish for Heritage Speakers I (Remove 1 arranged hour, no change in units; update to Methods of Evaluation)
cc. TURKSH 1 Elementary Turkish 1 (Remove 1 arranged hour, no change in units; update to Methods of Evaluation, Course Content, Sample Assignments)
    FRENCH 1 (VII. h.) through TURKSH 1 (VII. cc.) were passed as a block with ARABIC 1 (VII. a.), ASL 1 (VII. b.), ASL 2 (VII. c.), CHNESE 1 (VII. d.), CHNESE 2 (VII. e.)
    Motion made by: Fariba Bolandhemat; **Seconded by:** Audra Wells
    The motion passed unanimously.

(Courses: Global Citizenship)
dd.   AHIS 3 Western Art History III
        Motion to approve Global Citizenship for AHIS 3 with no revisions.
        Motion made by: Briana Simmons; **Seconded by:** Aurélie Chevant-Aksoy
        The motion passed unanimously.

(Programs: New)
ee.   Cloud Computing AS/Certificate of Achievement
        Motion to approve Cloud Computing AS/Certificate of Achievement with no revisions.
        Motion made by: Fariba Bolandhemat; **Seconded by:** Aurélie Chevant-Aksoy
        The motion passed with the following vote: Y: 18; N: 0; A: 1 (Susan Caggiano)

(Programs: Revisions)
ff.   Changes to degrees and certificates as a result of courses considered on this agenda
        Motion to approve changes to degrees and certificates as a result of courses considered on this agenda.
        Motion made by: Esau Tovar; **Seconded by:** Audra Wells
        The motion passed with the following vote: Y: 18; N: 0; A: 1 (Susan Caggiano)

VIII. New Business
None

IX. Old Business
None

X. Adjournment
Motion to adjourn the meeting at 5:13 pm.
Motion made by: Susan Caggiano; **Seconded by:** Audra Wells
The motion passed unanimously.

New Course and DE Application: COMMUNICATION STUDIES 38, Introduction to Latina/o/x Communication Studies

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Date Submitted:	March 2021
Transferability:	Transfers to CSU, UC (pending review)
IGETC	4G: Interdisciplinary, Social & Behavioral Sciences (pending)
CSUGE	D7 - Interdisciplinary Social and Behavioral Science (pending) F - Ethnic Studies (pending)
SMC GE	None
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Spring 2022
TOP/SAM Code:	150600 - Speech Communication / D - Possibly Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Communication Studies
Program Impact:	Proposed for inclusion in an existing degree or certificate • Communication Studies AA-T

Rationale

In recent years, Latina/o/x Communication research and interest has exploded across the U.S. and internationally. Because Latina/o/xs are a fast-growing group, organizations, media, politics, and other fields have increased their focus on the group to understand its communication patterns and identities. In fact, the NCA has multiple committees that focus on Latina/o/x Communication study, including, but not limited to the Raza Caucus and the Latina and Latino Communication Studies division, because they celebrate its research and importance. In addition, incredibly important networks, such as Telemundo and Univision, hire students/researchers and promote Latina/o/x Communication study. I predict that the course will be immensely popular on our campus for several reasons. First, this class follows a trajectory of making our classes contextual and culturally relevant. Secondly, the class fits many of the Racial Equity initiatives on campus. Lastly, this class may fulfill UC and CSU requirements, as well as fit the course sequences for Ethnic Studies, Media, Business, Public Relations, and other pathways, which will ensure enrollment. As a preliminary note, USC offers a very similar undergraduate course in the Annenberg School of Communication, which will help us justify this introduction course to the Curriculum Committee and the Chancellor's Office. You can see USC's course here if you're interested: https://web-app.usc.edu/soc/syllabus/20193/35446.pdf

I. **Catalog Description**

This course explores critical and intercultural theories and research related to Latina/o/x communication patterns, processes, media, and performance in different historical, contemporary, and political contexts. Additionally, the course explores how Latina/o/x communication is influenced by different processes, including, but not limited to, race, ethnicity, class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in different Latina/o/x communities. Lastly, the course looks at the historical and contemporary intersections between Latina/o/x communication, cultural identity, and other relevant themes, including technology and media.

II. **Examples of Appropriate Text or Other Required Reading:**

(include all publication dates; for transferable courses at least one text should have been published within the last five years)
1. Latina/o communication studies: Theorizing performance , Calafell, B. M., Peter Lang © 2007
2. Latina/o communication studies today, Valdivia, A. N. , Peter Lang © 2008
3. Latina/o discourse in vernacular spaces: Somos de una voz?, Holling, M.A., & Calafell, B., Lexington Books © 2011

4. <u>The Routledge companion to Latina/o media.</u> , Cepeda, M. E. , Routledge © 2011
5. <u>Latina/o/x Communication Studies: Theories, Methods, and Practice.</u> , Hernández, L. H., Bowen, D. I., De los Santos Upton, S., Rowman & Littlefield © 2019

III. **Course Objectives**
Upon completion of this course, the student will be able to:
1. Analyze Latina/o/x communication theories and research that explain distinct patterns, processes, and performances in different historical, contemporary, and political contexts.
2. Analyze how Latina/o/x communication is influenced by different processes, including, but not limited to, race, ethnicity, class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in different Latina/o/x communities.
3. Explore theories about Latina/o/x communication and identity formation, negotiation, and other identity processes.
4. Describe the intersection between Latina/o/x communication study and social activist scholarship and practice, including anti-racism and decolonial struggles.
5. Explore additional trends related to Latina/o/x communication, such as media and technology.

IV. **Methods of Presentation:**
Lecture and Discussion, Group Work, Online instructor-provided resources, Discussion, Projects, Visiting Lecturers, Distance Education

V. **Course Content**

<u>% of Course</u>	<u>Topic</u>
5.000%	Introduction to the course and the discipline of Critical/Intercultural Communication
5.000%	Introduction to Latina/o/x Communication Studies
10.000%	Latina/o/x Communication and Identity, Identity Development, and Identity Negotiation
10.000%	Latina/o/x Communication and Intersectionality
10.000%	Latina/o/x Communication and Race, Ethnicity, and Nationality
10.000%	Latina/o/x Communication and Migration and Citizenship
10.000%	Latina/o/x Communication and Indigenous and Decolonial Struggle
10.000%	Latina/o/x Communication and Gender
10.000%	Latina/o/x Communication, Resistance, and Social Movements
10.000%	Latina/o/x Communication and Media and Technology
10.000%	Introduction to Latina/o/x Communication and Different Research Methods
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
10%	Group Projects
15%	Oral Presentation
15%	Research Projects
15%	Written assignments
15%	Quizzes

20%	Exams/Tests
10%	Other: Misc. Assignments, including homework
100%	Total

VII. **Sample Assignments:**

Small Group and Writing Exercise: a. Small group and writing exercise: i. In small, self-directed groups, you will explore Latina/o/x news segments to identify topics that Latina/o/x communities are interested in to: (1) analyze such topics in depth, (2) explain the historical significance of those topics, and (3) apply relevant research and/or theories that explain the significance of such topics.

Short Essay Assignment: i. Students will choose a concept or theory from the assigned reading and apply the concept/theory to their personal experience/identity, media, speeches, or different social settings/contexts of their choosing. They will analyze and explain the ways in which the concept/theory does or does not apply and determine the ways the concept/theory might help or hinder the understanding of their selected social settings/contexts.

VIII. **Student Learning Outcomes:**
1. Analyze, explain, and understand theories and research related to Latina/o/x communication.
2. Analyze Latina/o/x communication in different settings.
3. Cooperate in groups to analyze the historical and modern complexities, identity development, and communication processes of Latina/o/xs.

COM ST 38 Distance Education Application

☑ Online/Classroom Hybrid (not a delivery option when campus is closed)
☑ Fully Online

1a. Instructor - Student Interaction:
Commenting/Providing feedback on discussions, assignments, and other assessments (Comments can be text, audio, or video) Participating in discussion forums or chats Sending frequent announcements to summarize the previous week or describe the next week Providing online or telephone office hours Mentoring individual learners Working with small groups of students assigned to help teach portions of the course Sending welcome communication 1-2 weeks before class begins, then house the email in Canvas in the Getting Started Module Utilizing electronic/online software or other appropriate mediums for communication and group work Tracking student success via frequent communication in Canvas Utilizing electronic/online software or other mediums that facilitate virtual (a)synchronous group meetings with instructor

1b. Student - Student Interaction:
group projects group case studies peer instruction synchronous (optional) or asynchronous discussions or debates Student Lounge/Café or similar forum (student-initiated discussion forum) Weekly check-ins (beginning of the week discussion with some open-ended prompts) Collaborations (tools that allows students to share and/or collaborate on documents) Social media or other accessible tools for interaction. Utilizing electronic/online software or other appropriate mediums for communication and group work Utilizing electronic/online software or other mediums that facilitate virtual (a)synchronous group meetings with each other Preparing virtual group presentations utilizing appropriate software (electronic/online software)

1c. Student - Content Interaction:
Content is organized into visibly distinct learning units or modules based on weeks/major themes, etc. Page content is chunked in manageable segments using headings that facilitate online reading. Course makes use of multiple Course Management System (CMS) tools for weekly content delivery Pages, discussions, chat, collaboration, virtual conference tools, groups, etc. Course design includes instructions for learners to work with content in meaningful ways (e.g. instructing students to take notes during a video, explaining the purpose of an external resource). Individualized learning opportunities, such as remedial activities or resources for advanced learning are provided, such as self-check quizzes, resource pages, supplemental materials, reflective writing, etc. tutorials (using text, still images, audio, and/ or video) quizzes (if the feedback is useful and usable) reading/video discussion or reflections (Reading a textbook is technically a student↔content activity but explicitly requiring students to reflect on the reading and providing directed prompts for that reflection improves the interaction.) simulations

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Students provide feedback for group reports and speeches	5.00%
Study and/or Review Sessions	Students review quiz results and study guides in preparation for exams	5.00%
Online Lecture	Weekly or biweekly lectures presented asynchronously	20.00%
Discussion	Discussions happen in virtual asynchronous class and group meetings	5.00%
Videos	Embedded videos in weekly or biweekly lectures	10.00%
Project Presentation	Students virtually present at least 2 group presentations virtually	10.00%
Exams	Students take at least 2 exams virtually via Canvas or other software	20.00%
Written assignments	Students submit virtual short essays and research reports online	10.00%
Peer Feedback	Students peer edit their semester research reports and speeches	5.00%
Threaded Discussions	Students discuss different topics and questions throughout the semester via Canvas Discussion boards	5.00%
Other (describe)	Students learn the utility of electronic/online software for virtual group meetings	5.00%

2. Organization of Content:

Group Work, Lecture and Discussion, Lecture notes, Observation and Demonstration, Other, Critique, Online videos, Thread discussions, Projects, Other (Specify) Other Methods: Media Analysis Technologies used: Laptop/computer, Internet, Canvas, and other appropriate virtual meeting software or applications.

3. Assessments:

% of grade	Activity	Assessment Method
10.00%	Class participation	Discussion boards, Points
20.00%	Exams/Tests	Essays, Scantron, Points
10.00%	Homework	Essays, Rubrics, Points
20.00%	Oral presentation	Rubrics, Points
20.00%	Other-Scholarly Article Studies	Essays, Rubrics, Points
20.00%	Papers-Theory/Content & Media Analysis	Essays, Rubrics, Points

4. Instructor's Technical Qualifications:

Instructor will be proficient in the use of computer software/online platforms to communicate with students Instructor will have access to technology if needed and professional development

5. Student Support Services:

The following specific student support services are needed for this class: Writing Center (for research projects) Library Tutoring center Speech lab

6. Accessibility Requirements:

Virtual lectures and lessons utilize electronic/online software transcriptions/closed captioning PowerPoints and course documents follow the DE Department's recommendations to make the course content accessible for students with disabilities Canvas course follows DE Department's recommendations to make the course content and virtual setting accessible for students with disabilities Videos used in the course include closed captioning

7. Representative Online Lesson or Activity:

Small group and writing exercise:

In small, self-directed groups, students will meet in an online software program to explore Latina/o/x news segments to identify topics that Latina/o/x communities are interested in to: (1) analyze such topics in depth, (2) explain the historical significance of those topics, and (3) apply relevant research and/or theories that explain the significance of such topics.

DE for Non-DE Course: NURSING 60/HEALTH 60, Multicultural Health and Healing Practices

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Date Submitted:	October 2020
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable

Rationale
Updated Delivery Method options.

I. **Catalog Description**
This course introduces the student to the health and healing beliefs and practices among people from culturally diverse backgrounds. Cultural concepts applicable to health and wellness behavior are examined. The health, healing beliefs and practices of select American cultural groups: Native, Asian, African, Latino, and European, will be studied in the larger context of the American health care delivery system.

II. **Examples of Appropriate Text or Other Required Reading:**
(include all publication dates; for transferable courses at least one text should have been published within the last five years)
  1. Cultural diversity in health and illness, 9th, Rachel E. Spector, Pearson © 2017, ISBN: 0134413318
  2. The spirit catches you and you fall down , 1st edition, NOO, Fadiman, A., Macmillan: Farrar, Straus and Giroux © 1998, ISBN: 0374525641

III. **Course Objectives**
Upon completion of this course, the student will be able to:
  1. Identify the cultural phenomena affecting health.
  2. Discuss the terminology used in the latest U.S. Census
  3. Describe the demographic characteristics of the population of the United States as shown in a variety of US Census reports.
  4. Define and delineate the components of the "sick role," the "illness experience," and health among various cultural groups.
  5. Identify their family's health practices to maintain, protect, and restore health.
  6. Discuss ways in which their family's health practices are similar and different than those of others.
  7. Evaluate their personal health and illness beliefs and practices in the area of health maintenance and protective care.
  8. Compare methods of health maintenance, protection, and restoration among selected African, Native American, Latino, Asian, and European communities
  9. Delineate common experiential problems with the utilization of the United States health care system by culturally diverse populations.

IV. **Methods of Presentation:**
Projects, Group Work, Lecture and Discussion

V. **Course Content**

% of Course	Topic
10.000%	Cultural heritage, history, and health
10.000%	U.S. Census terminology and characteristics
10.000%	Sick role, illness experiences and health
10.000%	Family health traditions and practices

10.000%	Personal Health Beliefs and practices
30.000%	Global Healing Traditions
20.000%	U.S. Health Care Delivery System
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
20%	Exams/Tests
20%	Final exam
20%	Other
20%	Papers
20%	Research Projects
100%	Total

VII. **Sample Assignments:**
REPORT ON A CULTURAL GROUP:
Description: Compare methods of health maintenance, protection, and restoration among an American cultural group from one of the following communities: African, Native, Latino, Asian, or European. In this report identify: a) Demographic and historical background b) Traditional meanings and beliefs of health and illness c) Traditional methods of health maintenance and healing d) Traditional healers e) Current health care problems f) Impact of health care issues on accessing the American health care delivery system.

Family Health Traditions Interview:
Instructions: The following interview questions are useful for making you aware of the overall history and health belief and practice-related folklore and ethnocultural knowledge of your family. Ask your parents, grandparents or another elder family member the following questions. In a typed paper (3 pages, double spaced, size 14 font, single sided), write the question and the answers to the questions as stated by your family member. After typing your family member's responses, comment on whether or not their responses taught you anything you hadn't known about your family's heritage. Describe the process of interviewing a family member. What challenges did it present? INTERVIEW QUESTIONS 1. What is your family's heritage -- their country of origin? Ethnic background? Religion? 2. What do you do to maintain your health? What did your mother do? 3. What do you do to protect your health? What did you mother do? 4. Do you wear, carry, or hang objects that protect your health in your home? 5. Do you follow a particular dietary regimen or refrain from eating restricted foods 6. What home remedies do you use to restore health? What did you mother use? 7. What are your traditional beliefs regarding pregnancy and childbirth? 8. What are your traditional beliefs regarding dying and death?

VIII. **Student Learning Outcomes:**
1. Describe how cultural phenomena have influenced healing practices among select cultural groups around the globe.
2. Demonstrate an understanding of how the student's personal beliefs about health and illness are similar to and/or from different from people from other cultural groups.

NURSNG 60 Distance Education Application

☑ Online/Classroom Hybrid (not a delivery option when campus is closed)
☑ Fully Online

1a. Instructor - Student Interaction:
The instructor will be in regular contact with students. The instructor will provide support as needed for course navigation - the instructor will send out a welcome letter before the class starts with information about course content, expectations, how to navigate online courses, and references for the students to review about online courses. The

instructor will send regular announcements to the class using the announcement feature in the learning management system (LMS) at the beginning of every week, and during the week as needed, and will also send all announcements via email as needed. The instructor will respond to students' comments and questions via discussion boards and email. The instructor's contact information will be located both on the syllabus, welcome letter, and in the announcement section. During the class, the instructor will regularly communicate with students about assignments, quizzes, and exams. There will be clear and detailed instructions embedded in each module and activity, and the instructor will also contact students with important reminders and key points. The instructor will continue to provide feedback to students individually, as a group, as well as to the entire class. Evaluation and critiques may happen asynchronously. Individual feedback will occur via assignments comments, writing assessments, LMS, Web-based conferencing platform, and office hour visits. The instructor will also host weekly, online office hours where students can meet them to address any questions or concerns they may have. Instructors will also provide recorded info sessions for projects or pre-recorded lessons. Students will receive feedback on individual and group assignments as well as through group critiques that happen asynchronously.

1b. Student - Student Interaction:
Opportunities for student-initiated interaction with other students are required weekly for each module. Students will participate in required student-student interactions using asynchronous threaded discussions, presentation, group assignments/group projects, peer discussion, and peer review. Student-student interaction is designed to reinforce the course material and learning outcomes as well as to build a sense of community among learners. Students also have a section in the discussion forum to respond and help fellow classmates in this discussion board forum. Students can also post current events and resources.

1c. Student - Content Interaction:
Students will interact with course content via weekly reading assignments, lectures, power point presentations, threaded discussions and other assignments. Individual and group assignments will be required. The assignments will be arranged by topics and organized in modules. Each module will have due dates listed for assignments. Online instruction will be provided with all assignments and exams. The instructor will provide a range of assignments and activities to address different learning styles.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Discussion forums are initiated on a frequent basis by instructor. This will allow the student and instructor an opportunity to interact in the course. Instructor posts questions based on material covered in weekly modules as basis for the discussion. Discussion will be posted to promote student-teacher interaction and student-to-student interaction on a variety of cultural concepts.	20.00%
Videos	Pertinent video clips will be used to highlight important course lecture concepts. Instructor videos will be used to present the material and summarize highlights. All videos will be captioned. Links to a wide range of videos will be embedded within the modules.	10.00%
Written assignments	Short writing assignments that require students critically engage the concepts and assigned readings.	20.00%
Study and/or Review Sessions	Designed to help students measure their progress at the end of every chapter in every module.	10.00%
Online Lecture	PowerPoint lectures will be provided for each module. Alternative versions of the material will be provided e.g. slides with notes.	10.00%
Exams	Exams are administered through the LMS for this course. The exams will correspondence with the material covered in the modules.	15.00%
Project Presentation	Completing this culminating assignments is useful for the assessment of various course objectives.	15.00%

2. Organization of Content:
The course will use a LMS and all material will be organized into modules. The weekly modules will include assigned readings, power point presentation, case study, videos, discussion board questions.

3. Assessments:

% of grade	Activity	Assessment Method
15.00%	Exams	Exam will assess material in covered in modules. The exam will consist of multiple-choice questions and alternative formats.
15.00%	Case Studies	Case Studies will utilize both qualitative and quantitative approaches.
30.00%	Discussion Board	Each week students post a personal comment and reply to a classmate on that week's Module material/concept.
20.00%	Written assignments	Short answer responses, term papers, summaries and reflections of academic journal articles may be used for this course depending upon the instructors preference. Rubric with clear expectations to be provided.
20.00%	Presentation	Student presentation on key health & healing cultural concepts and practices. Rubric with clear expectations to be provided.

4. Instructor's Technical Qualifications:
The instructor should have completed training on the learning management system (LMS) in place. The instructor will also need to be familiar with web-platform video conferencing software. The instructor should be knowledge of accessibility resources on and off-campus. Familiar with LMS resources and tools. There must be a willingness to remain current and integrate the technology.

5. Student Support Services:
GPS, Department website, Campus Police, Library database, Health sciences counseling, Financial aid, Center for Wellness, Campus Police, Students with disabilities services, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, links to professional organizations.

6. Accessibility Requirements:
• Instructor videos are captioned • Objects (including images, tables, and charts) have alternative text • Course materials are "readable" in terms of font, color contrast, and spacing; color is not the only method used to convey meaning • Hyperlink text is meaningful • Pages use structured headings (such as Header 2 for section headings) accessible to a screen reader • All content is created in an accessible format; LMS pages are used when possible; other file types pass accessibility checks • All publisher application and/or website meets section 508 requirements for accessibility.

7. Representative Online Lesson or Activity: Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc:

SAMPLE ASSIGNMENT # 1
REPORT ON A CULTURAL GROUP:
Description: Compare methods of health maintenance, protection, and restoration among an American cultural group from one of the following communities: African, Native, Latino, Asian, or European.

In this report identify:
a) Demographic and historical background
b) Traditional meanings and beliefs of health and illness
c) Traditional methods of health maintenance and healing
d) Traditional healers
e) Current health care problems
f) Impact of health care issues on accessing the American health care delivery system.

SAMPLE ASSIGNMENT # 2
Family Health Traditions Interview
Instructions: The following interview questions are useful for making you aware of the overall history and health belief and practice-related folklore and ethnocultural knowledge of your family. Ask your parents, grandparents or another elder family member the following questions.