



Integrating Inclusion, Diversity, Equity, Antiracism, Accessibility (IDEAA+), and Universal Design for Learning in Course Outlines

Legislative Requirements

Title 5 § 55001.

Curriculum Committee.

- (b) Curriculum committees shall have a documented procedure for ensuring that course outlines of record for all courses approved pursuant to section 55002 describe approaches that would accommodate and engage diverse student bodies, advance equitable student outcomes, and promote inclusion of all students.
- (c) Curriculum committees shall have a documented procedure to guarantee accessibility for every student to ensure individuals with disabilities can equally participate in learning through course outlines of record that reflect universal design for learning strategies, which include multiple means of representation, engagement, and expression to support learner variability and diversity.

Title 5 §55001.5

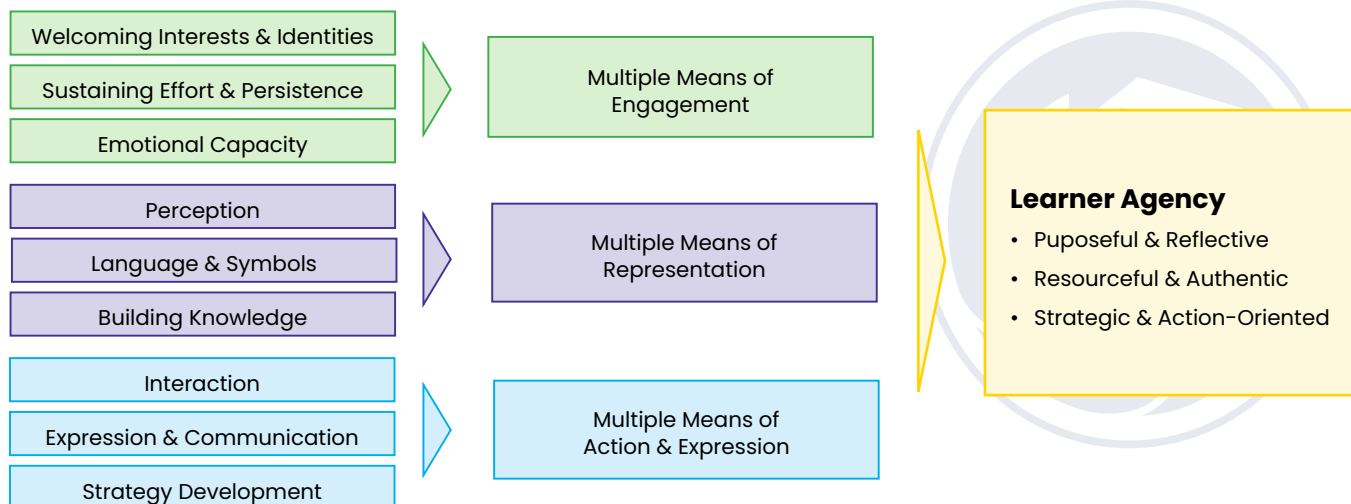
- (a) ... course outlines of record shall include the following required elements for each course:
 - (3) the title, catalog description, **outcomes**, objectives, content in terms of a specific body of knowledge, and representative textbooks including **open educational resources** that meet universal design course standards;
 - (5) the **discipline or disciplines placement** established pursuant to section 53407 assigned to the course.
- (b) Course outlines of record shall also include representative descriptions of approaches faculty may use to accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.



Universal Design for Learning

The Center for Applied Special Technology (CAST) developed Universal Design for Learning (UDL). It is an educational framework, a work in progress, of a set of concrete suggestions to ensure learners are able to participate and access meaningful and challenging learning opportunities. It is based on scientific insights into how we learn and is supported by evidence to benefit learners of all ages and across learning contexts. Its goal is purposeful and reflective, resourceful and authentic, and strategic and action-oriented learner agency.

Universal Design for Learning: An Overview



Adapted from CAST. (2024). *Universal Design for Learning Guidelines version 3.0* [graphic organizer]

Culturally Responsive Teaching.

Curricular trauma refers to the psychological and emotional harm experienced by students who are marginalized or historically oppressed when educational content or teaching practices perpetuate exclusion, misrepresentation, or erasure of their identities, histories, and experiences (ASCCC, 2025).

Culturally responsive teaching refers to an educator's ability to: (1) recognize students' cultural displays of learning and meaning making; (2) respond positively and constructively with teaching actions; (3) use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing; and (4) create a safe space for learning (Hammond, 2015).

The Culturally Responsive Higher Education Curriculum Assessment Tool is an instrument that can help determine the extent of cultural responsiveness and cultural sustainability of a course. It uses a Likert scale of confidence on the different criteria (representation, diversity, social justice, andragogy, syllabi, and assessment). It includes course modification follow through based on the level of confidence of these items.

Not Confident or Not Observed Items	Course Modification Needed. • These items were not present or did not contribute to the overall cultural responsiveness of the course. • Consider diversifying course by adding culturally responsive content and taking a deeper dive into the theoretical framework. • Use resources, work with colleagues and consultants to modify the course.
Somewhat Confident Items	Course Modification Suggested. • These items did little to contribute to the overall cultural responsiveness of the course. • Consider diversifying course by adding culturally responsive content. • Use resources, work with colleagues and consultants to modify the course.
Confident Items	Culturally aware course. • These items were adequate and contributed to the overall cultural responsiveness of the course. • Consider consulting colleagues and examining resources to modify the course.
Highly Confident Items	Course Modification Needed. • These items were strong and contributed to supporting the overall cultural responsiveness of the course. • Consider sharing resources, approaches, and curriculum with colleagues.

The Four Question Approach



The Four Question Approach

Question	Course Outline Elements
Q1. What modifications in catalog description, learning outcomes, objectives, and content create a relatable learning experience?	Catalog Description Learning Outcomes and Objectives Content
Q2. What modifications in assignments and methods of evaluation would help ensure student engagement and progress?	Assignments Methods of Evaluation
Q3. What modifications in texts and instructional modalities ensure equity and access to instructional/learning materials?	Text Instructional Modality: DE
Q4 What modifications in methods of instruction meet accessibility standards and engagement of diverse student abilities?	Methods of Instruction

Question 1.

What modifications in catalog description, learning outcomes, objectives, and content create a relatable learning experience?

Making the course relatable involves intentional curriculum design that reflect and honor diverse experiences of students. Culturally responsive approaches make the course relatable and applicable to the students' personal, academic, and/or career goals. Deeper learning occurs when the student understands the importance and develops personal connections with the subject matter.

Catalog Description.

Universal Design for Learning Domain. **Engagement.**

UDL Domain Application.

- State why the course matters and who it serves.
- Clarify relevance, real world application, and expectations.
Avoid gatekeeping and deficit framing.
- Use student-centered language.

Example: ANTH 102 Intro to Cultural Anthropology (3 units)

Existing. An introductory course on contemporary human sociocultural adaptations from around the world. This course is a cross-cultural survey of important avenues of anthropological research and attempts to understand and explain the similarities and differences in human behavior, social institutions, and total ways of life. By studying all human societies, anthropologists attempt to understand the variability of culture to gain a holistic view of the human condition.

IDEAA and UDL Integration.

An introductory course on contemporary human sociocultural adaptations. This course explores the variability of human behavior and social institutions through a decolonial and inclusive lens. By studying diverse societies, we aim to understand the human condition while critically examining how power, privilege, and systemic inequality shape cultural experiences. We emphasize a holistic view that values indigenous knowledge and marginalized perspectives.

Objectives and Learning Outcomes

Universal Design for Learning Domain. **Action and Expression.**

UDL Domain Application.

- Describe what is learned.
- Use specific, measurable, attainable, observable verbs.
- Align with methods of evaluation.

What is the difference between objectives and learning outcomes?

The learning outcomes are now part of the course outline. They serve as foundations for implementing and scaling UDL domains when they transparently communicate how students demonstrate learning. They are clear when using observable, measurable verbs that enable engagement, representation, action, and expression. (CAST, 2024).

When compared to objectives, learning outcomes refer to what is attained at the door (conclusion of the course) while objectives are the incremental steps toward the door (achieving the outcomes).

Example: BUS 101. Introduction to Business (3 units)

Existing Objectives

- cite the various ways the U.S. government affects, restricts, and protects business
- compare and contrast the advantages/disadvantages in each form of business ownership
- define business ethics and explain the role of social responsibility in an organization
- compare and contrast the primary economic systems.
- identify how business operates in an international/global environment including legal, social, cultural, and interdependence and integrated financial markets
- define and describe the key management functions of planning, organizing, leading, and controlling.
- identify current production & operations processes and address sustainability.
- identify key human resource management functions and laws
- identify the marketing mix and key tools, terms, and strategies related to each element
- describe and identify how technology impacts all the primary functions of business
- evaluate the basic components of financial statements and ratio analysis
- explain the importance of finance to the operations of business, the various types of financing, and the process of internal and external financing and controls
- identify securities markets including investment options, mechanisms of investing, and how to conduct basic analysis of business financial information
- identify and describe the basics of business law including contracts, torts, intellectual property, and the American legal system
- summarize the components of risk management and basic insurance concepts

IDEAA and UDL Integration

- analyze how US government policy can either create barriers or provide protections for historically marginalized business owners.
- evaluate the role of antiracism and social responsibility in organizational ethics.
- compare economic systems with a focus on how they distribute wealth and resources across different social groups.
- identify inclusive leadership styles that foster a sense of belonging and psychological safety.
- examine the marketing mix through the lens of cultural humility and inclusive representation.
- explain how financial institutions and securities markets impact systemic wealth accumulation and equity.
- apply Universal Design principles to business operations to ensure accessibility for employees and customers with disabilities.

Existing Learning Outcomes

- Recall significant core business issues, theories, and applications.
- Apply business principles to produce an applied learning log.
- Demonstrate the ability to follow instructions on assignments and class activities.



IDEAA and UDL Integration.

- Critique core business theories by analyzing their impact on diverse populations and social equity.
- Apply inclusive business principles to solve real world organizational challenges in an applied learning log.
- Demonstrate effective collaboration and communication within a diverse team environment.

Content

Universal Design for Learning Domain. Representation.

UDL Domain Application.

- Support access to information.
- Organize content logically. Scaffold progression.
- Avoid unnecessary cognitive overload.
- Distinguish core knowledge from support and enrichment.

Example: BUS 101. Introduction to Business (3 units)

Existing Content

1. Introduction to Course –
The Foundation of Business
2. Business Challenges Facing America
3. Forms of Business Ownership
Small Business and Franchising
4. The Process of Management
5. Internal Organization
6. Human Relations
7. Managing Human Resources
Labor Management Relations
8. Producing Products and Services
Marketing Strategy and Consumers
9. Product and Pricing Strategies
10. Distribution Strategy/Promotional Strategy
11. Computers – Management
Information and Statistics
12. Accounting and Financial Management:
Money, The Banking System and
other Financial Institutions
13. Long Term Financing:
The Securities Markets
14. Risk Management and Insurance:
International Business
15. Business, Government, and
the Legal System
16. Societal Issues in Business:
Your Career in Business

IDEAA and UDL Integration.

- The Foundation of Business: Evolution of business through the lens of social and economic equity.
- Business Challenges: Addressing systemic inequalities, the digital divide, and sustainability.
- Ownership Models: Small business, franchising, and social enterprises/cooperatives.
- Inclusive Management: Emotional intelligence and cultural competency in leadership.
- Human Resources & Equity: Antiracist hiring practices, wage equity, and labor rights.
- Marketing for All: Ethically reaching underrepresented markets and avoiding bias in branding.
- Technology & Access: The role of AI ethics and ensuring universal access to business tools.
- Financial Justice: Banking systems, the wealth gap, and socially responsible investing (ESG).
- Business Law & Rights: Intellectual property, contracts, and protections for marginalized entrepreneurs.
- Global Interdependence: Decolonizing international business practices and fair trade.

Question 2.

What modifications in assignments and methods of evaluation would help ensure student engagement and progress?

Instructors who actively reach out to students to address learning concerns have a profound effect on student success. These interactions create opportunities for students to take ownership and accountability in their own learning.

Assignments

Universal Design for Learning Domain. **Action and Expression.**

UDL Domain Application.

- Define structured practices as these align with objectives and outcomes.
- Create varied ways to apply learning like analysis, reflection, creation, etc.
- Include clear guidance and performance expectations.

Example: MATH 105 Mathematics for Teachers (4 units)

Existing Assignments

Assigned reading in textbook and other sources, assigned homework problems and assigned projects based on the Course Objectives, to average 8 hours per week.

IDEAA and UDL Integration.

Shift the focus from a “one size fits all” model that proactively addresses student variability and systemic barriers.

- Multiple Means of Action and Expression. Allow students to choose how they demonstrate mastery.
- Options could include a written report, a podcast, a video presentation, or a creative project.
- Low Stakes Required Practice. Align homework directly with larger assessments by providing frequent, low stakes “typical test questions” or practice problems. Making these required helps close achievement gaps for students with less prior exposure to the subject.
- Transparent Design (TILT). Use the Transparency in Learning and Teaching (TILT) framework for all assignments. Clearly state the purpose (skills/knowledge gained), the task (steps to follow), and the criteria (how it will be evaluated).
- Community Engaged or Real World Projects. Design projects that allow students to apply course objectives to real world issues, particularly those affecting their own communities or addressing social justice.
- Collaborative Team Structures. Implement group projects with defined roles and responsibilities. Invite students to discuss their individual learning needs and strengths within their teams to foster a culture of belonging.
- Agency in Topic Selection. Allow students to shape their own research topics or project themes based on their personal interests or cultural backgrounds.

Methods of Evaluation

Universal Design for Learning Domain. **Action and Expression.**

UDL Domain Application.

- Make explicit the ways to demonstrate learning.
- Align evaluation to objectives and outcomes.
- Include different evaluation methods like analytical essay, case study analysis, project-based application, structured problem sets or applied calculations, portfolio demonstrating skill progression, performance demonstration (lab, clinical, technical tasks), reflective analysis tied to outcome criteria, and others.

In *Grading for Equity* (2023), Feldman explores how the grading practices through the years have marginalized students and caused achievement gaps. The work is a call to conscience on ways grades can bolster student achievement and overall love of learning.

Example: MATH 105 Mathematics for Teachers (4 units)

Existing Methods of Evaluation

- Exams/Tests
- Quizzes
- Projects
- Class Participation
- Homework
- Tests, examinations, homework or projects where students demonstrate their mastery of the learning objectives and their ability to devise, organize and present complete solutions to problems.

IDEAA and UDL Integration.

- Choice Based Projects. Instead of a standard exam, students may choose to write an ethnomathematics research paper, design an inclusive lesson plan, or create a mathematical art piece.
- Authentic Assessment. Evaluations that focus on the process of reasoning rather than just the “correct” answer.
- Low Stakes Formative Feedback. Frequent quizzes with retake opportunities to encourage a growth mindset and reduce testing anxiety.

Question 3.

What modifications in texts and instructional modalities ensure equity and access to instructional/learning materials?

Students from low socioeconomic backgrounds struggle to afford time and costs of texts and materials.

Text and Instructional Materials

Universal Design for Learning Domain. **Representation.**

UDL Domain Application.

- Build in access to course materials rather than “as needed basis”.
- Include flexible, multiple formats – text, visual, multimedia, interactive, etc. Use accessible design standards (WCAG 2.1AA compliance).

Example: PHIL 105 Ethics (3 units)

Existing Representative Text

- Vaughn, L. (2021). *Doing Ethics*. 6th edition.
- Various handouts including readings and articles dealing with issues discussed in class. Some of these would include selections from Plato, Aristotle, Kant, Mill, Marx, Nietzsche, Sartre, etc.
- Various articles from newspapers, magazines, etc. on current moral issues.

To modernize the course outline, there is a need to shift from a Eurocentric “Great Men” model to a globally inclusive framework. The course becomes more representative of the diverse student body and the complex ethical realities of the 21st century.

Primary Text: *Doing Ethics* by Lewis Vaughn (current) supplemented with Open Educational Resources (OER) to eliminate financial barriers.

Diverse Readings:

- Carol Gilligan (Feminist Ethics)
- Cornel West or Charles Mills (Race and Ethics)
- Frantz Fanon (Post-colonialism)
- Rosemarie Garland-Thomson (Disability Ethics)

Instructional Modalities

(Including Traditional, Distance Education, and Hybrid Modalities).

Universal Design for Learning Domain. **Representation.**

UDL Domain Application.

- Include flexible, multiple formats – text, visual, multimedia, interactive, etc. Use accessible design standards (WCAG 2.1AA compliance).
- Include diverse perspectives, voices, and cultural contexts that align with objectives and outcomes.

IDEAA and UDL Integration.

- Consideration for instructional modality includes face-to-face, distance education modalities, and hybrids. Account for the student access to computers and connectivity and standards for posting materials online.

Question 4.

What modifications in methods of instruction meet accessibility standards and engagement of diverse student abilities?

Accessibility includes instructional design elements, teaching strategies, technology, and communication. Americans with Disability Act (ADA) and Section 508 of the Rehabilitation Act of 1973 require that all students have access to the course content and supplemental materials.

Methods of Instruction

Universal Design for Learning Domain.
Engagement and Representation.

UDL Domain Application.

- Provide opportunities for participation designed to develop a sense of belonging and sustained effort.
- Build community and collaboration that incorporates feedback and reflection about the methods of instruction.
- Examples include interactive lecture with formative checks, structured discussions, guided practice with feedback, case or problem-based exploration, simulation or role playing, etc.

Example: NURS 101 Transitions to Professional Practice (1.5 units)

Existing Methods of Instruction

- Discussion. The students would present a course topic with guided discussion questions. The questions lend to development of insights regarding the topics and talking points for a student-led class discussion.
- Lecture.



IDEAA and UDL Integration.

- Multi-modal Lecture. Provide information via visual, auditory, and kinesthetic methods (e.g., captioned videos, interactive simulations).
- Student-led Inclusive Discussion. Use “Braver Space” framework to engage student discussions while ensuring diverse perspectives are heard and valued.
- Scaffolded Learning. Provide varying levels of support (rubrics, templates, and exemplars) to meet students where they are.

Putting It All Together

Academic freedom allows faculty to determine the andragogy, materials, and approach to teaching. The Course Outline of Record (COR) defines the required learning objectives and content scope as recommended by discipline faculty and approved by the institution. Once the course outline is approved, faculty have autonomy over its delivery without external interference (ASCCC, 2025).

Andragogy emphasizes on self-directed, experiential, and problem-centered learning that focuses on immediate application rather than content mastery.

When integrating inclusion, diversity, equity, antiracism, accessibility+ and Universal Design for Learning approaches, it is important to ensure cohesiveness. All course elements align with each other.



ANTH 102 Intro to Cultural Anthropology (3 units)



ANTH 102 Intro to Cultural Anthropology (3 units)

Catalog Description

Existing:

An introductory course on contemporary human sociocultural adaptations from around the world. This course is a cross-cultural survey of important avenues of anthropological research and attempts to understand and explain the similarities and differences in human behavior, social institutions, and total ways of life. By studying all human societies, anthropologists attempt to understand the variability of culture to gain a holistic view of the human condition.

IDEAA and UDL Integration.

An introductory course on contemporary human sociocultural adaptations. This course explores the variability of human behavior and social institutions through a decolonial and inclusive lens. By studying diverse societies, we aim to understand the human condition while critically examining how power, privilege, and systemic inequality shape cultural experiences. We emphasize a holistic view that values indigenous knowledge and marginalized perspectives.

Course Content

1. What is Anthropology?
2. The Nature of Culture
3. Methods and Theories in Cultural Anthropology
4. Ethnicity
5. Language and Communication
6. Subsistence Strategies
7. Economics
8. Marriage and Family
9. Kinship and Descent
10. Political Systems
11. Gender
12. Religion and Magic
13. Colonialism, Development and Globalization
14. Culture Change and Applied Anthropology
15. Professional Ethics

IDEAA and UDL Integration.

1. What is Anthropology? (The Colonial Legacy and Decolonizing the Discipline)
2. The Nature of Culture (Power, Agency, and Resistance)
3. Methods and Theories (Positionality, Reflexivity, and Indigenous Methodologies)
4. Race, Racism, and Ethnicity
5. Language, Communication, and Linguistic Discrimination
6. Subsistence Strategies and Environmental Justice
7. Economics (Global Capitalism and Alternative Economies)
8. Marriage, Family, and Diverse Domestic Arrangements
9. Kinship and Descent
10. Political Systems, State Violence, and Social Movements
11. Gender and Sexuality (Beyond the Binary)
12. Religion, Magic, and Worldviews
13. Colonialism, Development, and Neocolonialism
14. Culture Change and Social Justice Advocacy
15. Professional Ethics (Indigenous Sovereignty and Community Consent)

Course Objectives

Existing

- discuss the academic field of anthropology, the anthropological perspective, and the significance of the four-field approach
- discuss the characteristics of culture and identify various subsistence techniques that allow humans to adapt to different environments.
- identify various conditions which may lead to culture change and give examples of problems involved with deliberate, planned change.
- demonstrate an understanding of anthropological concepts including ethnicity, gender, political organization, economic systems, kinship, rituals and belief systems.
- identify various institutions of a society and evaluate the usefulness of the holistic approach.
- analyze the causes and consequences of ethnocentrism on a local, national and international level.
- explain the importance of the ethnographic method in the study of culture.

- recognize the methods, theories and perspectives used to study and understand human cultures.
- explain the interconnectedness of the economic, political and sociocultural forces of globalization amongst diverse cultural groups.
- analyze and evaluate the ethical issues anthropologists encounter, and professional ethical obligations that must be met in the study of and application in cultural groups different from their own.

IDEAA and UDL Integration.

- discuss the significance of the four field approach while critiquing the historical role of anthropology in colonial projects.
- identify various subsistence techniques and evaluate how climate change disproportionately affects marginalized cultural groups.
- demonstrate an understanding of anthropological concepts including antiracism, gender fluidity, and disability justice.
- analyze the causes and consequences of ethnocentrism, white supremacy, and xenophobia on a local and global level.
- explain the interconnectedness of globalization, focusing on labor exploitation and grassroots resistance.
- evaluate the ethical obligations of anthropologists, emphasizing data sovereignty and the “nothing about us without us” principle.

Methods of Instruction

Lectures will be supplemented with visual aids, closed captioned videos, and collaborative group work. All materials will be available in multiple formats via Canvas to ensure accessibility for all learners.

Assignments

Existing Cultural Anthropology Life History and Kinship Report.

Anthropologists often work closely with a single individual, referred to as an informant, during the course of their research. They conduct various interviews with that individual on a wide range of topics. Often the anthropologist will attempt to reconstruct the life history of that informant – what it was like to be born, to live each phase of life, and to die in a particular culture.

Your assignment is to find someone from a foreign culture with which you are not very familiar with (in other words, don't interview a family member such as a parent or grandparent who may have emigrated from another country) and interview them as your cultural informant. This individual must also be a nonnative English speaker.

Use examples from the Ferraro book and topics from lectures as a guide for your interview. For example, you could talk to them about their initiation rites, subsistence/economic practices, culture history, religion/beliefs, family structure, residence patterns, medicinal practices, gender roles, etc.

Most importantly, you will have to construct a kinship chart of them and their family containing at least four generations. Your kinship chart will include the designated symbols used in kinship diagrams (see the Miller textbook pgs. 177, 178, and 180) and ego's specific kin terms for those individuals.

You must also determine what type of kinship system it is (i.e., Eskimo, Crow, Omaha, etc.) as well as discuss/speculate as to why this particular culture practices this system. You will want to keep the interview(s) informal and open ended to allow your informant to freely express him/herself.

You should develop a list of at least ten (10) questions for the interview to help keep the conversation moving. Be sure the questions themselves are open ended and not answered by a simple "yes" or "no."

Examples of open ended questions include Tell me about your life as a child. What was your family like when you were a child? What was it like growing up in Mexico? You should aim at gathering the following information during your interview:

- Where your informant was born and raised.
- What it is like to be a male or female in his/her culture.
- The rituals that are participated in as one move through the life cycle in his or her culture (i.e., baptism, graduation, marriage, retirement, etc.)
- His/her education and employment history.
- His/her family structure.
- His/her religious beliefs and practices.
- How/why they came to this country.
- Other cultural practices s/he feels are important.
- How s/he sees him/herself in relation to mainstream culture in the United States.
- How difficult/easy was it to become acculturated into American culture and/or how difficult it is to maintain one's cultural identity.

You should have enough data from your interview to write a 57 double spaced typewritten paper (not including the kinship diagram) discussing the life of your informant as a representative of their culture as a whole. Your writeup should also be in essay format and read like an article from the Ferraro text and not as a simple interview with questions and answers. In the paper, you may want to focus on one or more aspects of the person's life that you found interesting. You should view this assignment as a mini "research paper," in which your primary source of data is what you learned from the interview. You may also and are encouraged to supplement this data with information found in written sources. If you do this, be sure to use proper citations and include a bibliography.

IDEAA and UDL Integration.

- Cultural Anthropology Collaborative Ethnography. Language shifted from “Informant” to “Consultant/Collaborator” to reflect modern ethical standards.
- The Task. Conduct a series of interviews with a cultural consultant whose lived experience differs significantly from your own.
- Equitable Access. If students cannot find a consultant, the instructor will provide a list of community partners or recorded oral histories to ensure no student is penalized for a lack of social capital.
- UDL Option. Students may submit this assignment as a 57 page paper, a 10–15 minute podcast/video, or a digital story map.
- Antiracism Focus. Your report must include a section reflecting on your own positionality—how your background (race, class, gender, etc.) influenced your interaction and interpretation of the consultant’s story.

Methods of Evaluation

Existing

- Exams/Tests
- Quizzes
- Papers
- Class Participation
- Class Work
- Homework

Writing Requirements

1. **Chapter quizzes and/or chapter reviews** – quizzes or chapter reviews due prior to the lecture of an assigned textbook chapter.
2. **Article reviews** – assigned articles designed to cover topics not addressed in lecture.
3. **Kinship report** – a written report based on student interviews with someone from a foreign culture.
4. **Video quizzes/In-class assignments** – quizzes given after the showing of a video or an in-class assignment designed to reinforce lecture topics.
5. **Exams** – There are four exams during the semester, three midterms and a final exam. These exams consist of multiple choice questions and are based upon assigned readings and lectures.

Examples: Short Essay Questions.

Answer three (3) of the four (4) following essay questions. The three essay questions will be worth 10 points each. Assume the reader has no prior knowledge of the subject so you must answer the questions in a manner that demonstrates your understanding of the subject matter.

1. Describe the three basic components of culture and how they are interrelated and discuss why culture is considered symbolic. Please provide examples.
2. Compare and contrast the Unilineal cultural evolutionary theory of Tyler and Morgan to the Neo-evolutionary theories of Leslie White and Julian Steward. Please provide examples.
3. Describe the major ethical issues confronting applied and academic anthropologists. Please provide examples.
4. Explain the differences and similarities between applied and academic anthropology and describe the special contributions of applied anthropology to society. Please provide an example of each.

Long Essay Questions:

Choose one (1) of two following essay questions to respond to. Remember that this is an essay question, and you respond in complete sentences, not an outline. Also, assume that the reader has no prior knowledge of the subject and that you must convey your thoughts in a manner which demonstrates your understanding of the subject matter.

1. Define and discuss what culture is and how it is used by humans. Why is it important to study and understand culture? What is the significance of human cultural variation and why does it occur? Give examples.
2. What is ethnocentrism and why do humans practice it? Do you feel that your culture is superior to that of other societies? If so, why? Has your understanding or thinking of your cultural practices changed since the beginning of this class? Why or why not? Give examples.

IDEAA and UDL Integration.

To support equity and access, use a “Low Stakes First” approach

- Flexible Quizzes. Chapter reviews allow for multiple attempts to encourage mastery rather than memorization.
- Article Reviews. Students may choose from a “Menu of Sources” to ensure they engage with authors from BIPOC and LGBTQ+ backgrounds.
- Assessment Choice. For the “Long Essay” exams, students may choose to submit a written response or a recorded audio response (accessibility).
- Revised Exam Examples (Antiracist/Inclusive Focus)
 - ◊ Critical Theory. Compare unilineal evolution with neo-evolutionary theories. How did early evolutionary theories contribute to scientific racism? How do modern theories attempt to correct this?
 - ◊ Ethnocentrism. Define ethnocentrism. How does systemic power transform simple ethnocentrism into institutionalized racism? Give a contemporary example in the United States.
 - ◊ Gender. Describe how different cultures define gender. How does the Western gender binary conflict with or erase “Third Gender” or “Two-spirit” identities in other cultures?

Texts and Other Instructional Materials

Existing Representative Text: Brown, N. McIlwraith, T. Tubelle de Gonzalez (Editors). (2017). Perspectives: An Open Invitation to Cultural Anthropology (First ed).

Students are assigned several additional articles and ethnography during the semester, which will either expose them to methods used by anthropologists or expose them to other cultures. Ethnographies are generally taken from Oxford’s Issues of Globalization series and include: The Native World System by N. Tassi (2017), Cuban Color in Tourism and La Lucha by L. Roland (2011), Sacred Rice by J. Davidson (2016), and Gangsters Without Borders by T Ward (2013).

Videos will be shown throughout the semester so that students can gain broader knowledge of other cultures.

IDEAA and UDL Integration.

- OER (Access). Brown, N. et al. Perspectives: An Open Invitation to Cultural Anthropology (Free Open Access Text).
- Diverse Perspectives. Cuban Color in Tourism (Addressing race/colorism).
- Sacred Rice (Environmental/Indigenous focus).
- Gangsters Without Borders (Transnational identity and migration).
- Multimedia. All videos will include Sub Rip Subtitle (SRT) captions and transcripts to meet accessibility standards.

Learning Outcomes

Existing

1. Describe and analyze the characteristics of culture from an anthropological perspective.
2. Apply course related concepts to discussions/essays related to cultural anthropology.
3. Describe major areas of study in cultural anthropology and access different methodologies used to study culture.
4. Compare and contrast cultural institutions of different cultures from a holistic perspective.
5. Analyze the causes and consequences of ethnocentrism.

IDEAA and UDL Integration.

1. Describe and analyze characteristics of culture using a decolonial anthropological perspective.
2. Apply course concepts to analyze systemic inequalities and social justice issues.
3. Critique methodologies used to study culture, identifying biases in traditional ethnographic research.
4. Evaluate cultural institutions while identifying and challenging personal and systemic ethnocentrism.

BUS 101. Introduction to Business (3 units)



BUS 101. Introduction to Business (3 units)

To modernize this BUS 101 – Introduction to Business course outline, I have integrated Diversity, Equity, and Inclusion (DEI), Antiracism, and Universal Design for Learning (UDL) principles. These changes shift the focus from a purely mechanical view of business to one that recognizes social impact, systemic barriers, and diverse learner needs.

Catalog Description

Existing

A survey in business providing a multidisciplinary examination of how culture, society, economic systems, legal, international, political, financial institutions, and human behavior interact to affect a business organization's policy and practices with the U.S. and a global society. Demonstrates how these influences impact the primary areas of business including: organizational structure and design, leadership, human resource management, organized labor practices, marketing, financial practices, the stock and securities market, and therefore affect a business' ability to achieve its organizational goals.

Indicate all major topics to be covered.

IDEAA and UDL Integration.

A multidisciplinary survey of business examining how culture, society, economic systems, and human behavior interact within a global society. This course emphasizes inclusive business practices, social equity, and ethical decision making. It demonstrates how these influences impact organizational structure, inclusive leadership, human resource management, labor equity, marketing to diverse consumer segments, and financial systems. Students will evaluate how a business's commitment to diversity, equity, and inclusion (DEI) affects its ability to achieve organizational goals and societal impact.

Course Content

Existing

1. Introduction to Course – The Foundation of Business
2. Business Challenges Facing America
3. Forms of Business Ownership Small Business and Franchising
4. The Process of Management
5. Internal Organization
6. Human Relations
7. Managing Human Resources Labor Management Relations
8. Producing Products and Services Marketing Strategy and Consumers
9. Product and Pricing Strategies
10. Distribution Strategy/Promotional Strategy

- | | |
|---|---|
| 11. Computers – Management Information and Statistics | 14. Risk Management and Insurance: International Business |
| 12. Accounting and Financial Management: Money, The Banking System and other Financial Institutions | 15. Business, Government, and the Legal System |
| 13. LongTerm Financing: The Securities Markets | 16. Societal Issues in Business: Your Career in Business |

IDEAA and UDL Integration.

1. **The Foundation of Business:** Evolution of business through the lens of social and economic equity.
2. **Business Challenges:** Addressing systemic inequalities, the digital divide, and sustainability.
3. **Ownership Models:** Small business, franchising, and social enterprises/cooperatives.
4. **Inclusive Management:** Emotional intelligence and cultural competency in leadership.
5. **Human Resources & Equity:** Antiracist hiring practices, wage equity, and labor rights.
6. **Marketing for All:** Ethically reaching underrepresented markets and avoiding bias in branding.
7. **Technology & Access:** The role of AI ethics and ensuring universal access to business tools.
8. **Financial Justice:** Banking systems, the wealth gap, and socially responsible investing (ESG).
9. **Business Law & Rights:** Intellectual property, contracts, and protections for marginalized entrepreneurs.
10. **Global Interdependence:** Decolonizing international business practices and fair trade.

Course Objectives

Existing

- cite the various ways the U.S. government affects, restricts, and protects business
- compare and contrast the advantages/disadvantages in each form of business ownership
- define business ethics and explain the role of social responsibility in an organization

- compare and contrast the primary economic systems.
- identify how business operates in an international/global environment including legal, social, cultural, and interdependence and integrated financial markets
- define and describe the key management functions of planning, organizing, leading, and controlling.
- identify current production & operations processes and address sustainability.
- identify key human resource management functions and laws
- identify the marketing mix and key tools, terms, and strategies related to each element
- describe and identify how technology impacts all the primary functions of business
- evaluate the basic components of financial statements and ratio analysis
- explain the importance of finance to the operations of business, the various types of financing, and the process of internal and external financing and controls
- identify securities markets including investment options, mechanisms of investing, and how to conduct basic analysis of business financial information
- identify and describe the basics of business law including contracts, torts, intellectual property, and the American legal system
- summarize the components of risk management and basic insurance concepts

IDEAA and UDL Integration.

- analyze how U.S. government policy can either create barriers or provide protections for historically marginalized business owners.
- evaluate the role of antiracism and social responsibility in organizational ethics.
- compare economic systems with a focus on how they distribute wealth and resources across different social groups.
- identify inclusive leadership styles that foster a sense of belonging and psychological safety.
- examine the marketing mix through the lens of cultural humility and inclusive representation.
- explain how financial institutions and securities markets impact systemic wealth accumulation and equity.
- apply Universal Design principles to business operations to ensure accessibility for employees and customers with disabilities.

Methods of Instruction

Existing

- Lecture
- Class activities
- Group participation

IDEAA and UDL Integration.

Provide multiple means of engagement and representation:

- Multi-modal Lectures. Live sessions paired with recorded transcripts, visual organizers, and interactive digital content.
- Collaborative Learning. Structured group participation using inclusive protocols to ensure all voices are heard.
- Case Studies. Selection of diverse protagonists and business owners from various backgrounds, abilities, and identities.

Assignments

Existing

1. Write assigned chapter learning log. Example: Select three terms from the assigned chapter and reflect depth of analysis as evidence by mastery of the textbook material and applications of issue(s) to real world situations.
2. Produce a workbased project. Example: Create a product marketing plan for an item in the snack food industry.

Sample test question: Explain the concept of leadership and describe the three leadership styles. How do these three leadership styles differ?

IDEAA and UDL Integration.

Assignments are designed with multiple pathways for students to demonstrate mastery:

- Learning Logs. Students may submit written reflections, audio recordings, or video responses exploring business terms applied to real world equity issues.
- Work-based Project. Create a marketing or business plan that explicitly addresses accessibility (Universal Design) and reaches a diverse, underserved audience.
- Flexible Assessment. Choice between an oral presentation, a written report, or a visual infographic for the final project.

Methods of Evaluation

- Exams/Tests
- Oral Presentation
- Class Participation
- Work-based project Learning Log

Representative Texts and Other Instructional Materials

- Boone, L. (2018). Contemporary Business.
- Instructional materials provided by the instructor.

Student Learning Outcomes

Existing

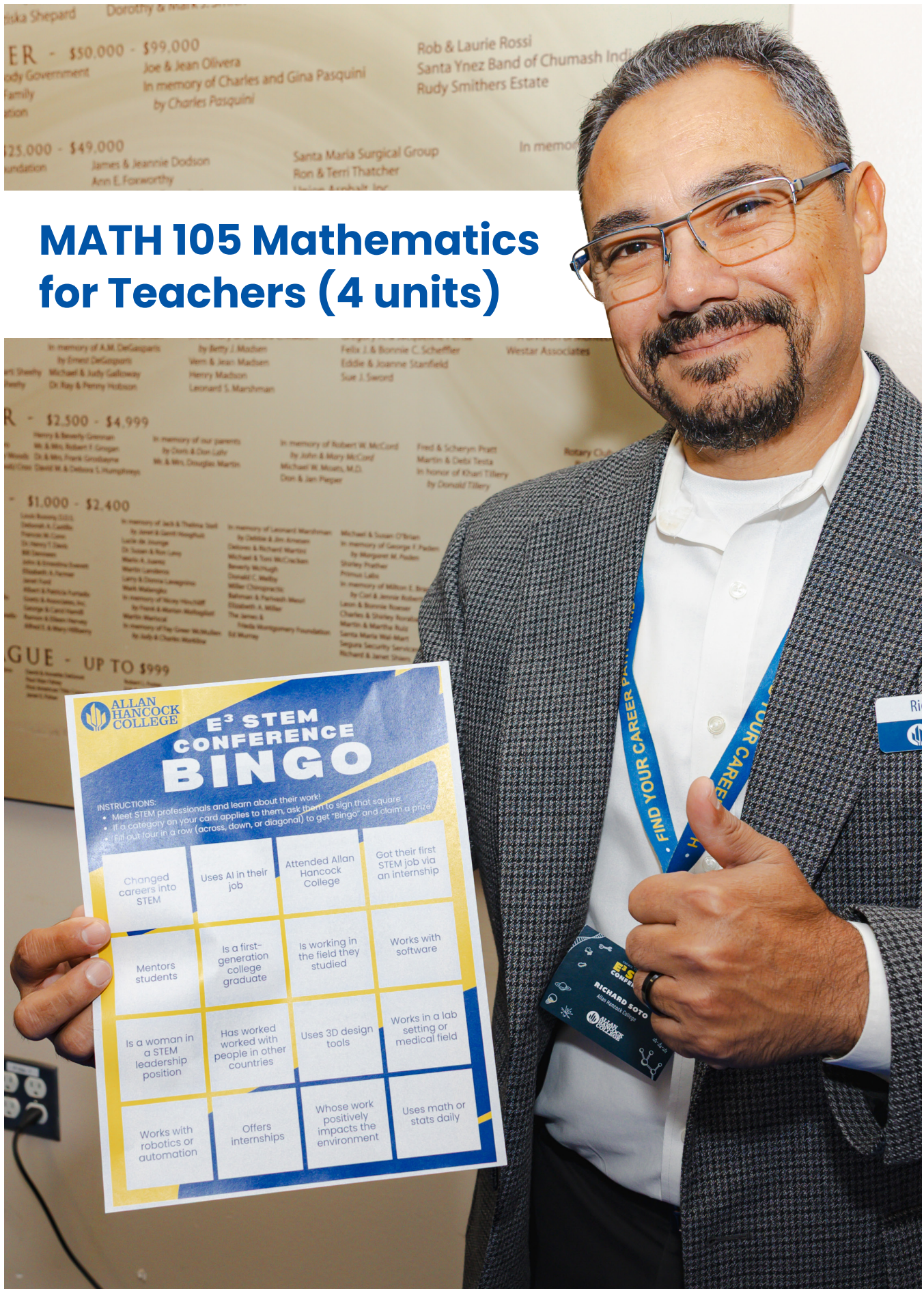
- Recall significant core business issues, theories, and applications.
- Apply business principles to produce an applied learning log.
- Demonstrate the ability to follow instructions on assignments and class activities.

IDEAA and UDL Integration.

Critique core business theories by analyzing their impact on diverse populations and social equity.

- Apply inclusive business principles to solve real world organizational challenges in an applied learning log.
- Demonstrate effective collaboration and communication within a diverse team environment.

MATH 105 Mathematics for Teachers (4 units)



MATH 105 Mathematics for Teachers (4 units)

We need to move beyond simply mentioning “other cultures” to actively decolonizing the curriculum and providing multiple pathways for student success.

Catalog Description

Existing

A study of basic concepts of mathematics required for the liberal studies major and the multiple subject teaching credential. It is recommended for current elementary and junior high school teachers. It is also recommended for the career technical single subject education credential candidate. Topics include development of critical thinking, set theory, logic, numeration systems, the set of integers, elementary number theory, the set of rational numbers, the set of real numbers, and measurement of geometric figures.

IDEAA and UDL Integration.

A study of basic concepts of mathematics required for the liberal studies major and the multiple subject teaching credential. This course employs a multicultural and social justice lens to examine the development of mathematical thought. It is recommended for current elementary and junior high school teachers and career technical education candidates. Topics include critical thinking, set theory, logic, and numeration systems. Students will analyze the historical and systemic exclusion in mathematics education while exploring the set of integers, number theory, rational and real numbers, and geometric measurement through inclusive pedagogical frameworks.

Course Content

Existing

1. Mathematical Reasoning

- Problem solving strategies: diverse approaches as related to learning styles and cultural diversity
- Mathematical representations: oral, written, visual, symbolic, numerical, technological

2. Finding, describing, and analyzing patterns

- Inductive reasoning
- Deductive reasoning
- Generating new patterns

3. Sets

- a. Sets, subsets, attributes, and categorization
- b. Notation and representations
- c. Operations and cardinality

4. Numbers

- a. **Whole numbers and counting**
- b. Integers, number theory, and contemporary applications in coding systems
- c. Rational numbers, percents, ratio, and proportion; Egyptian fractions
- d. Irrational numbers, decimals, and real numbers
- e. Operations, algorithms, and their history and origins, including multiplication techniques developed in Egypt, India, China, and elsewhere
- f. Mental estimation, use of calculators, use of manipulatives
- g. Base ten place value bases other than ten, their history and usage.
May include: Egyptian base two multiplication and division, Babylonian base sixty and its remnants in systems of time keeping, Chinese/Hindu/Islamic/Mayan inventions of place value, African base five systems

5. Patterns and modular arithmetic

- a. Use of modular arithmetic for the investigation of visual and geometric patterns
- b. Addition, subtraction, multiplication, and some division in modular arithmetic
- c. Connections to Chinese calendar calculations, Islamic art, and contemporary art and science

6. Measurement

- a. Length and perimeter
- b. Area and surface area
- c. Volume
- d. Systems of measurement: footpound, metric, and their origins in various cultures
- e. The Pythagorean Theorem and earlier versions in China and Babylonia
- f. Area and volumes of similar shapes

7. Algebra and coordinate geometry

- a. Origins in Egyptian, Babylonian, Islamic, Chinese, Greek, and Indian mathematics
- b. Relations and functions
- c. Graphs of linear and quadratic functions
- d. Verbal, algebraic, tabular, and graphical representations
- e. Coordinate geometry

8. Mathematical resources and trends in math education

- a. Standards of the National Council of Teachers of Mathematics, and related standards and organizations
- b. Resources for mathematics and mathematics teaching, including essays, interviews, web sites, and the news media

IDEAA and UDL Integration.

1. Mathematical Reasoning & Critical Pedagogy

Problem-solving strategies. Exploring diverse cognitive approaches and cultural mathematical traditions (Ethnomathematics).

Mathematical representations. Multiple means of expression (oral, visual, symbolic, tactile, and technological) consistent with UDL principles.

Antiracist Logic. Analyzing how “standardized” logic has been used to validate or exclude specific knowledge systems.

2. Numbers & Global Numeration Systems

Decolonizing Number Systems. Deep study of Mayan, African (base-five/twenty), Chinese, Hindu-Arabic, and Babylonian systems to decenter Euro-centric mathematical narratives.

Integers and Number Theory. Contemporary applications in coding, including how bias can be embedded in modern algorithms.

Socio-economic context. Using rational numbers, percents, and ratios to analyze real-world data regarding equity, such as wealth gaps or resource distribution.

3. Measurement & Geometry in Context

Origins of Measurement. How different cultures defined units based on community needs.

The Pythagorean Theorem. Highlighting independent discoveries in China, Babylonia, and India to recognize global intellectual contributions.

Spatial Justice. Using geometry and coordinate mapping to investigate community issues like redlining or environmental access.

Course Objectives

Existing

1. develop and reinforce conceptual understanding of mathematical topics through the use of patterns, problem solving, communication, connections, modeling, reasoning, and representation
2. use properties of numbers to explain numerical and visual patterns
3. apply properties of sets to perform operations on sets
4. perform calculations with place value system and different bases
5. evaluate the equivalence of numeric algorithms and explain the advantage and disadvantage of equivalent algorithms in different circumstances

6. identify the mathematical contributions and use the numeration systems and calculation methods of a variety of civilizations such as Chinese, Hindu, Islamic, Egyptian, Babylonian, Roman, European, African, and Mayan
7. understand structure and basic properties of integers and apply computational algorithms
8. apply algorithm from number theory to solve problems involving divisibility, prime and composite numbers, prime factorization, fundamental theorem of arithmetic, least common multiple and greatest common divisor and their role in standard algorithm
9. explain the concept of rational numbers; using both ratio and decimal representations; analyze the arithmetic algorithms for these two representations; and justify their equivalence
10. analyze the structure and properties of whole, rational, and real number system; define the concept of rational and irrational number, including their decimal representation; illustrate the use of number line representation
11. measure and compute the lengths, areas, and volumes of mathematical shapes and real objects
12. use algebra and coordinate geometry to represent and solve problems
13. utilize a variety of mathematical resources including reference books, histories, essays, the internet and the world wide web, news articles, and interviews to analyze contemporary trends in mathematics and math education
14. develop activities implementing national and state curriculum standards for elementary school math

IDEAA and UDL Integration.

1. Demonstrate conceptual understanding of math through multiple means of representation (modeling, visual arts, and verbal explanation).
2. Identify and evaluate the mathematical contributions of nonWestern civilizations, specifically addressing the impact of colonialism on mathematical history.
3. Evaluate the “equivalence” of numeric algorithms and explain how “standard” algorithms can create barriers for diverse learners if not taught with cultural humility.
4. Utilize mathematical resources to analyze contemporary trends and systemic inequities in math education, such as the “tracking” of students of color.
5. Develop inclusive activities that implement national standards while providing scaffolded access for English Learners and students with disabilities.

Methods of Instruction

Existing Lecture

IDEAA and UDL Integration.

- Collaborative Inquiry. Use “Complex Instruction” to ensure all students’ mathematical ideas are valued.
- Multimodal Learning. Lectures supplemented with manipulatives, digital simulations (Desmos/GeoGebra), and storytelling.
- Universal Design. Provide all materials in accessible formats (tagged PDFs, captioned videos) and offering flexible participation options.

Assignments

Assigned reading in textbook and other sources, assigned homework problems and assigned projects based on the Course Objectives, to average 8 hours per week.

Methods of Evaluation

Existing

- Exams/Tests
- Quizzes
- Projects
- Class Participation
- Homework

IDEAA and UDL Integration.

- Choice-Based Projects. Instead of a standard exam, students may choose to write an ethnomathematics research paper, design an inclusive lesson plan, or create a mathematical art piece.
- Authentic Assessment. Evaluations that focus on the process of reasoning rather than just the “correct” answer.
- Low Stakes Formative Feedback. Frequent quizzes with retake opportunities to encourage a growth mindset and reduce testing anxiety.

Representative Texts and Other Instructional Materials

Existing

Billstein (2019). A Problem Solving Approach to Mathematics for Elementary School Teachers. 13th edition. Scientific calculator

Billstein (2019). A Problem Solving Approach to Mathematics for Elementary School Teachers. 13th edition. Scientific calculator

<http://www.nctm.org>. Principles and Standards, Common Core Standards.

IDEAA and UDL Integration.

- Primary Text. Billstein, A Problem Solving Approach to Mathematics.
- Supplemental IDEAA+ Resources. Rethinking Mathematics: Teaching Social Justice by the Numbers (Gutstein & Peterson).
- Articles from the Journal of Urban Mathematics Education.
- Digital archives of Indigenous and nonWestern mathematical artifacts.

Student Learning Outcomes

Existing:

- Utilize a variety of problemsolving techniques and strategies to identify, analyze and solve problems.
- Represent mathematical information symbolically, graphically, numerically, and in writing.
- Interpret and draw inferences from mathematical models such as formulas, graphs, and tables.
- Create and analyze mathematical models of real world and/or theoretical situations, including the implications and limitations of those models.
- Check mathematical results for reasonableness.
- Use appropriate technologies to analyze and solve mathematical problems.

IDEAA and UDL Integration.

- Solve problems using diverse strategies. Utilize a variety of problem solving techniques and strategies including collaborative, cultural, and nonWestern approaches to identify, analyze, and solve problems through multiple pathways.
- Communicate via multiple representations. Represent mathematical information through diverse media: symbolically, graphically, numerically, orally, or visually to ensure clarity and accessibility for different audiences and learning needs.
- Critically interpret data and bias. Interpret and draw inferences from mathematical models, while identifying potential biases in data collection or gaps in representation within formulas, graphs, and tables.
- Model real world equity issues. Create and analyze mathematical models of theoretical and realworld situations specifically those involving social, economic, or environmental justice while evaluating the ethical implications and human limitations of those models.
- Evaluate contextual reasonableness. Check mathematical results for reasonableness, considering both numerical accuracy and the lived experiences or real world contexts of the communities affected by the data.
- Apply accessible technology. Use appropriate and accessible technologies to analyze and solve problems, ensuring tools are leveraged to remove barriers and enhance equitable participation in mathematical inquiry.



NURS 101 Transitions to Professional Practice (1.5 units)



NURS 101 Transitions to Professional Practice (1.5 units)

The integration of IDEAA+ and UDL is not about adding new words, it is about shifting the lens from “treating everyone the same” to “ensuring everyone has what they need to thrive.”

Catalog Description

Existing

The course facilitates transition to professional nursing practice. It focuses on ethical and legal issues and personal accountability and responsibility. It analyzes standards of practice and the significance of functioning according to state regulations and statutes. Nursing process and clinical nurse thinking are applied in communication, patient teaching, culture, and across the lifespan. It also identifies issues and trends that affect nursing practice and healthcare in general. Indicate all major topics to be covered.

IDEAA and UDL Integration.

The course facilitates the transition to professional nursing practice with an emphasis on social justice, equity, and inclusive care. It focuses on ethical and legal issues, personal accountability, and the nurse’s responsibility to mitigate health disparities. It analyzes standards of practice and the significance of functioning according to state regulations, while critically examining the impact of systemic racism and bias in healthcare. Nursing process and clinical judgment are applied through the lenses of cultural humility, patient advocacy, and Universal Design for Learning principles to ensure accessible care across the lifespan.

Course Content

Existing

- Nursing Process, Critical Thinking, and Clinical Judgment
- Communication
- Nursing Role and Scope of Practice
- Challenges in Teaching and Learning
- Culture and Diversity
- Health Promotion and Disease Prevention
- Legal Aspects including Malpractice
- Healthcare Policy
- Ethical Issues
- Health Care Economics

IDEAA and UDL Integration.

- Nursing Process & Inclusive Clinical Judgment. Integrate social determinants of health into assessment.
- Communication. Therapeutic techniques, linguistic competence, and overcoming implicit bias.
- Nursing Role and Advocacy. The nurse as a change agent for health equity and antiracism.
- Inclusive Teaching and Learning. Apply UDL principles to patient education and staff development.
- Diversity, Equity, and Humility. Move beyond “cultural competence” to address power imbalances.
- Health Promotion and Equity. Strategies to address systemic barriers to wellness in marginalized communities.
- Legal and Ethical Aspects. Malpractice, patient rights, and the ethics of distributive justice.
- Healthcare Policy and Social Justice. Analyze how policy impacts healthcare access and outcomes for diverse populations.
- Health Care Economics. The intersection of socioeconomic status, insurance, and quality of care.

Course Objectives

Existing

- apply the various elements of the nursing process to clinical decision making.
- describe the nurse’s role in identifying and supporting physiologic and psychosocial needs of patients taking into account their diverse backgrounds, preferences, and values.
- discuss the importance of selected concepts related to patientcentered care as they pertain to providing and directing safe, quality patient care.
- discuss the nurse’s role in implementing strategies to promote an environment that is safe for the patient, self, and others.
- discuss the role of the nurse and scope of practice, in both macro- and microsystems and supporting guidelines including standards of nursing practice, code of ethics, nurse practice acts, regulatory and institutional policies, and professional registrations/certifications.

IDEAA and UDL Integration.

- apply the nursing process to clinical decision making while accounting for social determinants of health and systemic inequities.
- describe the nurse's role in supporting the physiologic and psychosocial needs of patients by practicing cultural humility and respecting intersecting identities.
- evaluate patient-centered care strategies that prioritize accessibility and inclusivity for patients with varying physical, cognitive, and linguistic needs.
- analyze the impact of implicit bias and structural racism on patient safety and healthcare outcomes.
- discuss the professional scope of practice and ethical codes through the lens of social responsibility and advocacy for underrepresented populations.

Methods of Instruction

Existing

- Discussion. The students would present a course topic with guided discussion questions. The questions lend to development of insights regarding the topics and talking points for a student-led class discussion.
- Lecture.

IDEAA and UDL Integration.

- Multi-Modal Lecture. Information provided via visual, auditory, and kinesthetic methods (e.g., captioned videos, interactive simulations).
- Student Led Inclusive Discussion. Students facilitate topics using a "Braver Space" framework, ensuring diverse perspectives are heard and valued.
- Scaffolded Learning. Provide varying levels of support (rubrics, templates, and exemplars) to meet students where they are.

Assignments

Existing

- Written assignments
- Homework
- Group presentation

Sample Assignment:

Regarding the Health Insurance Portability and Accountability Act (HIPAA), describe three (3) instances when student nurses potentially breach the law. For each potential instance, identify measures to maintain and ensure patient information security.

IDEAA and UDL Integration.

Equity Audit: Choose a standard patient education brochure. Use UDL principles, critique its accessibility (reading level, visual representation, cultural relevance). Redesign a portion of it to be more inclusive of a specific marginalized population.

Methods of Evaluation

Existing

- Quizzes
- Written assignments
- Group presentation
- Comprehensive final exam

Sample Evaluation:

The patient appears to be uninterested in the discharge instructions. The student nurse notes that the patient enables the care partner to take the instructions and answer questions. What action would best promote patient engagement in the discharge plan?

- A. Ask the care partner to reinforce teaching
- B. Implement the confidentiality facility policies
- C. Include the care partner in discharge instructions
- D. Provide teaching in the absence of the care partner

IDEAA and UDL Integration.

A nurse observes that a patient from a marginalized community is consistently labeled as “noncompliant” in the charts regarding their diabetes management. Which action best demonstrates clinical nurse thinking rooted in equity?

- A. Assess systemic barriers such as food desert residence or lack of transportation.
- B. Remind the patient of the consequences of noncompliance.
- C. Request a social work consult to find a stricter facility.
- D. Standardize the discharge teaching to ensure the patient hears the same info as others.

Texts and Other Instructional Materials

Existing

- Creasia, J.L. & Friberg, E.E. (2020). Conceptual Foundations: The Bridge to Professional Nursing Practice. 7th edition.
- Albom, M. (1997). Tuesdays with Morrie.
- Professional and government websites like California Board of Registered Nursing, American Nurses Association, National Institutes of Health, National Institutes of Nursing Research, National Council of State Boards of Nursing, etc.
- Computer with Internet access

Learning Outcomes

Existing

- Identify communication strategies that promote caring and therapeutic relationships.
- Integrate understanding of the multiple dimensions of patientcentered care.
- Use evidence-based practice information and quality measures to evaluate safe and quality patient care.
- Identify ethical and legal issues affecting nursing care.

IDEAA and UDL Integration.

- Identify communication strategies that promote inclusive, therapeutic relationships and mitigate personal biases.
- Integrate understanding of the multiple dimensions of patientcentered care, including equity and accessibility.
- Use evidence-based practice and quality measures to evaluate care, specifically looking for disparities in health outcomes.
- Identify ethical, legal, and social justice issues affecting nursing care and professional practice.

PHIL 105 Ethics (3 units)



PHIL 105 Ethics (3 units)

To modernize the course outline, we need to shift from a Eurocentric “Great Men” model to a globally inclusive framework. The course then becomes more representative of the diverse student body and the complex ethical realities of the 21st century.

Catalog Description

Existing

An introduction into the nature of ethics examining ethical issues, traditional and nontraditional ethical systems, and various contemporary ethical problems such as abortion and euthanasia. Indicate all major topics to be covered.

IDEAA and UDL Integration.

An introduction to the nature of ethics through the examination of global ethical systems, including Western, Eastern, Indigenous, and Africana traditions. The course explores contemporary ethical problems—such as systemic racism, environmental justice, and bioethics—while critically evaluating traditional and nontraditional moral frameworks through the lenses of equity and social justice.

Course Content

1. Introduction To The Nature Of Ethics

- a. history of ethics
- b. current divisions in ethics
 1. normative ethics
 2. metaethics
- c. analysis of moral issue (example)
- d. questions moral theories must answer
- e. problems posed by theories of ethical relativism
- f. the problem of moral agency

2. Major Historical Figures In Ethics (possible examples)

- a. Plato
- b. Aristotle
- c. Kant
- d. Mill
- e. Marx (nontraditional view)
- f. Nietzsche (nontraditional view)
- g. Sartre (nontraditional view)

3. Contemporary Ethical Issues (possible examples)

- a. abortion
- b. euthanasia
- c. discrimination and reverse discrimination
- d. sexual equality
- e. sexual morality
- f. pornography
- g. animal rights and the environment
- h. death penalty

IDEAA and UDL Integration.

The revised content expands the “Historical Figures” section to include diverse voices and adds modern sociopolitical ethics.

- Introduction to Ethics: History, divisions (normative/metaethics), and the role of implicit bias in moral agency.
 - ♡ Global Ethical Systems
 - ♡ Western Traditions (Aristotle, Kant, Mill).
 - ♡ Eastern Traditions (Confucianism, Buddhism).
 - ♡ Indigenous Ethics (Relationality and Land Ethics).
 - ♡ Africana and Latin American Philosophies.
- Critiques of Traditional Ethics: Feminist ethics (Ethics of Care), Critical Race Theory, and Postcolonial critiques of Enlightenment thinkers (e.g., Kant’s views on race).
- Contemporary Ethical Issues
 - ♡ Antiracism & Equity. Systemic discrimination, reparations, and criminal justice reform.
 - ♡ Accessibility & Bioethics. Disability rights, neurodiversity, and healthcare equity.
 - ♡ Environmental & Global Justice. Climate change impact on marginalized communities, animal rights, and global wealth inequality.

Course Objectives

Existing

- explain the nature of ethics and analyze issues arising within ethical discussions.
- present the views of major historical figures in ethics and compare, contrast, and evaluate these views.
- present and evaluate the various sides of current arguments in ethics such as abortion, euthanasia, etc.
- analyze, synthesize, and evaluate moral arguments and situations more effectively as they encounter them in life.

IDEAA and UDL Integration.

- Identify and analyze the historical biases within traditional Western ethical systems.
- Critique contemporary moral arguments concerning racial, gender, and disability justice using diverse ethical frameworks.
- Construct personal ethical positions that integrate diverse cultural perspectives and social responsibility.
- Apply UDL principles to communicate ethical arguments through multiple formats (written, oral, or digital).

Methods of Instruction

Existing

- Lecture.

IDEAA and UDL Integration. To ensure accessibility and equity, instruction should move beyond “Lecture Only”:

- Multiple Means of Representation. Provide content via video (with captions), podcasts, interactive digital texts, and guest speakers from diverse backgrounds.
- Scaffolded Learning. Use “low stakes” weekly reflections to build toward major projects.
- Collaborative Inquiry. Inclusive Socratic seminars and peer-led “Ethics Bowls” to foster community and diverse viewpoints.

Assignments

Existing

1. The students will have to answer study questions on the topics discussed in class. These questions will force the student to engage in all levels of cognitive activity, from simple recall to analysis and synthesis. Some examples of these questions are:
 - a. critically discuss the arguments for and against ethical relativism.
 - b. describe the areas of ethics known as normative ethics and metaethics. How do they differ? what is the goal of each branch of ethics?
 - c. critically evaluate the claim made by Plato that one willingly does evil.
 - d. compare and contrast the deontological and utilitarian approaches to ethics as they are embodied in the philosophies of Kant and Mill respectively.
 - e. evaluate the arguments for and against euthanasia. Be sure to discuss active and passive euthanasia as well as voluntary, nonvoluntary, and involuntary euthanasia.
2. Students will be required to find examples of current issues involving ethics. They will bring in articles with their own accompanying written analyses of the ethical issues involved in these articles. They will then present the articles along with their analyses to the class.
3. The student will have to lead a discussion in class on a topic selected from the readings. The student will need to analyze and evaluate the positions taken by the authors represented in the readings.

IDEAA and UDL Integration.

The goal here is to provide Multiple Means of Action and Expression (UDL). Choice Based Assignments instead of a standard essay, allow students to choose their medium:

1. Ethics & Identity Project. Research a philosopher or ethical system from the student's own cultural heritage or an underrepresented group.
2. Community Ethical Audit. Analyze a local policy or current event (e.g., housing equity or local environmental issues) through two different ethical lenses.
3. Reflective Media. Create a video essay, podcast episode, or digital poster evaluating the ethics of a contemporary social movement (e.g., Black Lives Matter, Disability Justice).

Methods of Evaluation

Existing

Exams/Tests
Papers

Class Participation
Writing Requirements

1. written tests (essay and objective), papers, class discussions.
2. independent projects showing the student's ability to think critically, express ideas, and support points.

Samples:

1. Compare and contrast the views of Plato and Aristotle on the causes of immorality. Be sure to discuss such concepts as ignorance, character weakness, habit and upbringing.
2. Compare and contrast the utilitarian views of John Stuart Mill and Bentham. In what ways has Mill broadened the concept of utility? To what extent is Mill indebted to the Greeks for his views? Can Mill's expanded version of utility account for the notion of rights? Why or why not?
3. Critically evaluate the major positions involved in the dispute over animal rights. Which positions seem to have a utilitarian foundation? Which positions are based on deontological considerations? To what extent are factual concerns crucial to the resolution of these questions?

IDEAA and UDL Integration.

- Transparent Rubrics. Clearly define "critical thinking" to avoid grading based on cultural communication styles.
- Equitable Grading. Offer "Labor-based grading" or "Contract grading" options to reward engagement and growth over standardized performance.

Texts and Other Instructional Materials

Existing

- Vaughn, Lewis (2021). Doing Ethics. 6th edition.
- Various handouts including readings and articles dealing with issues discussed in class. Some of these would include selections from Plato, Aristotle, Kant, Mill, Marx, Nietzsche, Sartre, etc.
- Various articles from newspapers, magazines, etc., on current moral issues.

IDEAA and UDL Integration.

- Primary Text. Doing Ethics by Lewis Vaughn (current) supplemented with Open Educational Resources (OER) to eliminate financial barriers.
- Diverse Readings: Include works by:
 - ♡ Carol Gilligan (Feminist Ethics)
 - ♡ Cornel West or Charles Mills (Race and Ethics)
 - ♡ Frantz Fanon (Postcolonialism)
 - ♡ Rosemarie GarlandThomson (Disability Ethics)

Learning Outcomes

Existing

- Analyze and evaluate moral arguments as to their cogency.
- Recognize and differentiate the views of important historical figures in the history of ethics.

IDEAA and UDL Integration.

- Critique Arguments for Cogency and Bias. Analyze and evaluate moral arguments for logical cogency, while identifying underlying cultural assumptions, power dynamics, or systemic biases that may influence ethical reasoning.
- Compare Diverse Ethical Traditions. Recognize and differentiate the views of foundational historical figures, intentionally including marginalized, non-Western, and diverse global perspectives to provide a more representative history of ethics.
- Communicate Ethics Through Multiple Media (UDL). Demonstrate an understanding of ethical theories and arguments through diverse formats—such as written essays, oral debates, digital media, or visual mapping—to ensure accessibility and accommodate different learning styles.
- Apply Ethical Frameworks to Social Justice. Utilize historical and contemporary moral theories to analyze realworld issues of equity, antiracism, and accessibility, evaluating the practical impact of these theories on diverse communities.

References:

McNulty, L., Peoples, L.Q., and Rantz, R. (2024). AHC Culturally Responsive Higher Education Curriculum Assessment Tool.

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ASCCC (2025). Academic Freedom Resource Guide.

Center for Applied Special Technology (CAST). Universal Design for Learning. SBCC Guide Questions.

