

CURRICULUM AND TEACHING DESIGN

Curriculum and Teaching Design analyzes currency of modalities, articulation, and industry needs. It includes content review, currency and relevance, accessibility, and equitable practices. Sample activities include the following:

Possible topics:

- Review courses and programs through an equity lens to assess access and success.
- Review prerequisites, corequisites, and advisories, and limitations on enrollment, modality, articulation and transfer, and units and time to completion. Is there disproportionate impact within certain demographic groups?
- Assess teaching practices, equipment, supplies, and materials, and technology (like homework, syllabus, text, videos, classroom technology, etc.)
- Assess and integrate program learning outcomes (PLO).

1. What data were analyzed and what were the main conclusions?

Primary data analyzed involved an examination of term-by-term scheduling of courses—that is, specific and relevant classes offered to students to enroll, pass, and subsequently earn a Latina/o Studies program degree. These classes span disciplines from Languages & Communication and Behavioral & Social Sciences, to the Humanities and the Fine Arts. Based on analysis of offered course in these disciplines, the college is doing well in its endeavor to offer its students consistent access to these courses. The college is successfully making sure to schedule these courses on a regularly recurrent cycle.

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

According to analyzed data from official scheduling records, the college offers Latina/o Studies program degree courses to its students on a consistent and accessible basis—both on-campus and on-line. As long as the college continues to do this in good faith and with institutional regularity, challenges shall be fairly mitigated. One concern, however, may develop with the college's goal to cap on-line course offerings in order to fortify its on-campus offerings. This desire to cap on-line class may limit student access to classes that they need to enroll in, pass, and subsequently earn a Latina/o Studies program degree.

3. What are your plans for change or *innovation*?

There are no plans to alter the current curricular structure of the program. This is due to the innovative and accessible nature of its curriculum that has already-established interdisciplinary courses, and counts them as requirements and electives (ones that students have already taken, are currently taking, or will plan to take for this and other degrees). That said, there is presently an attempt to get institutional and state approval for an ethnic studies literature courses for CSU GE Area F and IGETC Area 7 (English/ES 152). If approved, this class would be a valuable addition to the program course requirements.

4. How will you *measure* the results of your plans to determine if they are successful?

The attempt to get institutional and state approval for an ethnic studies literature courses for CSU GE Area F and IGETC Area 7 (English/ES 152) will depend on the successful transfer GE submission and review process which is slated to be fulfilled by this December 2024 deadline—with official results coming out in March or April of the next year (2025). Explicitly speaking, we shall be able to simply measure the success of this attempt by its eventual reaction or approval.

5. What practices are used in your program's DE courses that support or demonstrate regular and substantive interaction?

Due to the innovative interdisciplinary nature of the program curriculum, and the consequential fact that classes (such as ES 120—Chican@ History, FILM 103—Latin American Film, SOC 120—Race & Ethnic Relations, ANTH 102—Cultural Anthropology, HIST 119—History of California, and Spanish 101 and 102. etc.) are offered on-line by numerous instructors, it is not feasible within the confines of this report to demonstrate those instructors' regular and substantive interaction with their students in their respective on-line courses. As such, we responsibly assume and expect our Latina/o Students program course instructors to abide by the specified guidelines for regular and substantive interaction established by the college's Academic Senate.

Here are the college's official Latina/o Studies degree program course requirements:

Program Requirements:

"Program Requirements" specify the courses required for this program. See suggested course sequence for additional information.

A MAJOR OF 24-25 UNITS IS REQUIRED FOR THE ASSOCIATE OF ARTS DEGREE. REQUIRED CORE COURSES

| Course Number | Course Title | Units |
|-----------------|---------------------------|-------|
| <u>HIST 119</u> | History of California | 3 |
| <u>HIST 120</u> | Chicano History | 3 |
| <u>SOC 120</u> | Race and Ethnic Relations | 3 |
| <u>SPAN 101</u> | Elementary Spanish I | 5 |
| <u>SPAN 102</u> | Elementary Spanish II | 5 |

PLUS A MINIMUM OF 2 COURSES FROM THE FOLLOWING:

| Course Number | Course Title | Units |
|-----------------|---------------------------------------|-------|
| <u>ANTH 102</u> | Introduction to Cultural Anthropology | 3 |
| <u>ART 105</u> | Art History of Mexico | 3 |
| <u>DANC 140</u> | Ballet Folklórico I | 2 |
| <u>ENGL 148</u> | Hispanic Literature in Translation | 3 |
| <u>FILM 103</u> | Contemporary Latin American Film | 3 |

An increasingly prominent, core program course in the Latina/o Studies degree program curriculum is History 120—Chican@ History (now cross-listed as Ethnic Studies 120). For degree program, curriculum and units, or state G.E. requirements reasons, this course is now in rather high demand. The college is meeting this demand by offering it to students in various and accessible ways. Here is a sampling of how we are striving to make accessible this rather prominent, core program course:

Fall 2024 – 6 sections

21040 HIST 120 Chicano History A
01 SM 1 8/19/2024-12/12/2024 17 40 M W 8:00am-9:20am Gamboa, M 02 H-104

21041 HIST 120 Chicano History B
01 SM 1 8/19/2024-12/12/2024 17 40 T R 4:30pm- 5:50pm Sage, A 02 C-34

21204 HIST 120 Chicano History D
01 ON T 10/14/2024-12/7/2024 8 35 TBA Straub, C ONLINE

HIST 120 Chicano History
01 SM 1 8/19/2024-12/12/2024 17 40 IO T R 9:30am- 10:50am Becerra-Valenica, L K-21

HIST 120 Chicano History
01 SM 1 8/19/2024-12/12/2024 17 40 T 6:00pm- 9:05pm Gutierrez Orr, P C-33

HIST 120 Chicano History
01 SM 1 8/19/2024-12/12/2024 17 40 M 2:15pm- 5:20pm Becerra-Valenica, L H-104

Summer 2024 – 4 Sections

10307 HIST 120 Chicano History A
01 SM 1 6/10/2024 8/1/2024 33 1E T R 9:00am-12:10pm Becerra- Valencia, L C-32

10403 HIST 120 Chicano History B
01 ON 6 6/10/2024 7/18/2024 40 1H TBA Straub, C A 72 ONLINE

HIST 120 Chicano History C
01 SM 1 6/10/2024 8/1/2024 33 1E T R 6:00pm- 9:10pm Moon, D C-34

HIST 120 Chicano History D
01 SM 1 6/10/2024 8/1/2024 35 1D T R 1:00pm- 4:10pm Becerra- Valencia, L H-104

Spring 2024 – 4 Sections

41257 HIST 120 Chicano History A
01 SM 1/22/2024-5/22/2024 17 T R 4:30pm- 5:50pm Sage, A C-33

41264 HIST 120 Chicano History B
01 SM 1/22/2024-5/22/2024 17 T R 8:00am- 9:20am W Becerra, L C-33

HIST 120 Chicano History B
01 SM 1/22/2024-5/22/2024 17 M W 8:00am- 9:20am Staff C-30

HIST 120 Chicano History B
01 ON 1 1/22/2024-5/22/2024 17 TBA Straub, C ONLINE

Winter 2024 – 2 Sections

HIST 120 – Chicano History A (cross-listed as ES 120)
01 ON 1 12/11/2023 1/11/2024 TBA ID Becerra, L 72 ONLINE

HIST 120 – Chicano History B (cross-listed as ES 120)
01 ON 12/11/2023 1/11/2024 36 TBA Becerra, L 72 ONLINE

Fall 2023 – 2 Sections

20775 HIST 120 Chicano History A
01 SM 8/14/2023-12/7/2023 17 T R 4:30pm- 5:50pm Sage, A 02 H-104

20775 HIST 120 Chicano History
01 SM 8/14/2023-12/7/2023 17 M W 8:00am- 9:20am Staff C-40

Summer 2023 - 1 Section

ES 120 10492 A CR SM C-34 06/12-08/03 M W 9:00am-12:10pm D Sage, A

Spring 2023 – 1 Section

HIST 120 Chicano History A 01 SM 1 1/23/2023 - 5/24/2023 17 T R 4:30pm-5:50pm Sage, A C-34

Winter 2023 – 0 Sections

Fall 2022 – 1 Section

20985 HIST 120 History of the Mexican-America A 01 SM 8/15/2022-12/8/2022 17 T 6:30pm- 9:35pm Staff C-33

Course Outline

ENGL 152 - Ethnic Studies in Latina/o Literature and Cultural Expression

Department

English

Prefix ENGL

Course Number 152

Full (Catalog) Course Title Ethnic Studies in Latina/o Literature and Cultural Expression

Banner Course Title Latina/o Literature and Culture

Here is the ethnic studies literature courses for CSU GE Area F and IGETC Area 7. If approved, this class would be a valuable addition to the program course requirements, so it should be considered here in this report.

Units and Hours

| | Hours per Week | Total Hours per Term (Based on 16-18 Weeks) | Total Units |
|-------------------------------------|----------------|--|-------------|
| Lecture | 3.0 | 48.0 - 54.0 | |
| Lab | - | - | |
| Outside-of-Class Hours | 6.0 | 96.0 - 108.0 | |
| Total Student Learning Hours | 9.0 | 48.0 - 52.0 | 3.0 |
| | | | |
| Total Contact Hours | 3.0 | 48.0 - 52.0 | |

Number of Times Course may be Repeated 0.00

Grading Method Letter Grade or Pass/No Pass

Requisites

Prerequisite

Non Course Requirement (Do not enter AHC courses into textbox)

Group Title

Subject ENGL - English

Requisite Course ENGL 101 - Freshman Composition: Exposition (Active)

Entrance Skills

ENGL 101 - Freshman Composition: Exposition (Active)

Content Review Type Objective to Objective

Non Course Entrance Skills

Entrance Skills Other (Legacy)

Catalog Description

Informed by the intersectionality of race, socioeconomic class, and gender; institutional racism and historic oppression; and borderland identity politics, this course critically examines historical, cultural, sociopolitical, and aesthetic attributes of Latina/o and Chicana/o literature and cultural production. Students will analyze contemporary and classic texts including memoir, fiction, poetry, film, essays, and other visual-verbal expressions with an emphasis on recognizing and affirming plural identities and advocating social justice and equity. This course is not open to students who are enrolled in or have received credit for ES152.

Course Content

Lecture Content

The following topics will be covered: not necessarily in the order or detail presented here. Special attention will be given to the experiences, voices, social struggles, cultural contributions, and enduring themes of Latina/o Americans with an emphasis on Chicana/o Americans.

1. Introduction to Latina/o and Chicana/o Experience, Literature, and Cultures:
 - Overview of European Colonization: Mesoamérica, Indigenous migration, agricultural revolution, Imperialism and the conquistadors, cultural genocide, ancestral maneuvers and influences, racism and ethnocentrism in Nueva España, and birth of La Raza.
 - Identity and Terminology: hyphenated identities, marginality, Chicana/o, Chicanx, Latina/o, Latinx, Mexican-American, Pachuca/o, La Raza, etc.
 - Essential Definitions: race, ethnicity, gender, intersectionality, biculturalism and multiculturalism, bilingualism, equity, ethnocentrism, white supremacy, self-determination, colonization/decolonization, racism/anti-racism, etc.

2. Critical Intersections of Ethnic Studies and Latina/o Literature and Cultures:
 - Theoretical Approaches: Anti-Racist Theory, Decolonial Methodologies, Borderland Theories, Social Realism, Postmodernism, Deconstructionism, Marxism, Gender and Feminist Theories, Mythological Theory, etc.

- Recurring Themes and Enduring Characteristics: Magical Realism, code-switching, borderland language and culture, oral traditions, religion/spirituality, Indigenous perspective and influence, minority stereotyping, sex and gender stereotypes and expressions (machismo, marianismo, La Llorona, etc), passing, familismo, education and class studies, otherness, El Milagro, etc.

3. Becoming "American": Acculturation, the Agonizing Search for Identity, and Survivalism

- Dual-culture experience and literature, biculturalism and bilingualism, the Chicana/o experience
- Spirituality hybridity: Indigenous beliefs and imposed Catholicism
- Mexican Independence from Spanish colonial rule
- U.S. westward expansion/imperialism/Manifest Destiny, Mexican-American War, the Treaty of Guadalupe Hidalgo, and annexation by conquest
- Homestead Act, land dispossession, and culture clash
- Mexican Revolution Impact: immigration and the struggle for cultural identity and unity
- WW1: the "Mexican problem," Bath Riots, and the Immigration Act of 1924
- The Great Depression: migration and Border Patrol, repatriation, and La Frontera
- World War II and its Aftermath: identity, defiance, American G.I. Forum, Zoot Suit Riots, etc.
- Farmworkers, unionization, and job discrimination: Bracero Program and Cesar Chavez
- "Operation Wetback"
- Education and Desegregation, MEChA, affirmative action, and bilingual education

4. Literary Emergence of the Politicized Chicana/o: Breaking Silences

- Chicana/o Movement and Studies: En la Lucha
- Social, Political, and Historical Movements: Civil Rights and desegregation, Brown Power, El Movimiento y La Causa, El Teatro Campesino, Viva La Raza, etc.
- Resistance literature: opposition, deconstruction, code-switching, and self-representation and empowerment
- Feminism, rebellion, and subversion: gender stereotypes and oppression and criticism of Catholicism

- Activism: LGBTQIA+, sexism, anti-racism, and resistance: power/privilege, linguistic and other violence, (mis)representation, leadership and community, education, beauty and identity, etc.
- Immigration reform, citizenship and voting, and political affiliation/identity

5. Intersectionality, Transnationalism, and Decolonization: Discrimination and Transformation

- Ongoing Search for Identity: borderland ideology; la familia y la cultura cura; intersection of race and ethnicity, as expressed in the literature and in the lived experiences of authors, with other forms of difference affected by hierarchy, power, and oppression, such as socioeconomic class, gender, sexuality, religion/spirituality, national origin, immigration status, language, ability, skin color, and/or age
- Anti-immigration legislation, multiracial identities, and multiculturalism: Dreamers, DACA, undocumented people
- Transnationality in Chicano/a/x and Mexican communities
- Active engagement with anti-racist and anti-colonial movements among the local community
- Pursuit of the American Dream and Transcending Boundaries: inclusion of the under- or misrepresented, diversity, cultural synergy, equity, and social justice, especially as applicable to the local Latina/o and Chicana/o communities

Lab Content

NA

Course Objectives

analyze and articulate ethnic studies concepts in texts and cultural productions: race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, and anti-racism. Area F1

examine, describe, and critique Latina/o and Chicana/o texts' and authors' historical, political, socio-cultural, and aesthetic contexts and backgrounds, especially as they reveal and exercise agency against multiple oppressions. Area F3

describe how Latina/o or Chicana/o struggles, resistance, social justice, solidarity, and liberation are relevant to current intersectional issues. Area F4

explain and illustrate ways in which stereotypes and racial and other oppressions undermine diversity and sabotage equity. Area F1

analyze and discuss the intersection of race and ethnicity with identities affected by hierarchy and oppression: socioeconomic class, gender, sexuality, religion, national origin, immigration status, ability, and/or age. Area F2

craft arguments (textual, audio/visual, performance, etc.) and actively engage with anti-racist issues, practices, and movements to challenge historic oppression and to build a diverse, just, and equitable society beyond the classroom, especially in Latina/o and/or Chicana/o communities. Area F5

identify, analyze, and illustrate unique characteristics of Latina/o and Chicana/o literature including literary and rhetorical devices (narration, characterization, figurative language, symbolism, theme, magical realism, borderland identity, code switching, etc.) to highlight historical and current experiences, cultural contributions, and social struggles and triumphs. Area F2

Methods of Instruction

Discussion

Detail

Lecture

Detail

Assignments

Sample Assignment(s)

Assignment Text

Example Community Engagement Group Project: Choose a Latina/o or Chicana/o author, activist, or character, such as Cherrie Moraga, Cesar Chavez, or la curandera Ultima from *Bless Me Ultima*, and build an altar (ofrenda), which will be displayed in the Writing Center, that symbolizes the key characteristics of this person or persona. Write a 750-word dedication for your ofrenda in honor of this person/persona, including his or her contributions and how he or she has impacted your understanding of Latina/o or Chicana/o culture, experience, and literature.

Addresses Areas F2 and F5

Sample Assignment(s)

Assignment Text

Example Community Engagement Assignment: Research a local community tradition, event, locale, exhibit, mural, organization, etc. and craft a presentation in the format of your choice (essay, audio/visual, performance, etc.) illustrating the topic's cultural significance to the Latina/o or Chicana/o community, specifically addressing anti-racism, solidarity, group affirmation, and its cultural contributions to larger society. Include in your presentation, some discussion of what Amaro-Aguilar in *Mexican American Studies: Story of Aztlán and La Raza* refers to as "transcending boundaries."

Addresses Areas F2 and F5

Sample Assignment(s)

Assignment Text

Example In-class Discussion Assignment: Compare and contrast Francisco Jiménez's family experience in *The Circuit: Stories from the Life of a Migrant Child* to Ana Castillo's family dynamics in *So Far From God*. Include at least one element of literature (symbol, theme, etc.), as well as supporting quotes, and discuss the intersection of two or more of the following identities: race, socioeconomic class, gender, and religion.

Addresses Areas F1 and F3

Sample Assignment(s)

Assignment Text

Example Discussion Board Assignment A: After critically analyzing Adichie's TED Talk "The Danger of a Single Story," please respond to each of the following questions in three well-developed, unified, coherent paragraphs: (1) What single stories have been perpetuated about Latina/o or Chicana/o people and/or cultures? (2) How do such single stories "flatten" the Latina/o or Chicana/o experience and propel dehumanizing stereotypes? (3) How can we challenge such depreciating single narratives, reclaiming dignity, power, and, ultimately, what Adichie refers to as "paradise"?

Addresses Areas F1 and F4

Sample Assignment(s)

Assignment Text

Example Discussion Board Assignment B: After reading about the trajectory of identification terminology in *The Chicano Studies Reader* and related news articles, discuss not only the changes in identification over time, but the current controversy surrounding Chicanx and Latinx as identifiers.

Addresses Area F2

Sample Assignment(s)

Assignment Text

Example Essay Assignment A: Analyze and articulate the ways in which one of the examined works, such as Graciela Limón's *Song of the Hummingbird*, illustrates one or more of the following ethnic study themes: challenges the status quo of eurocentrism; explores the intersection of race, gender, and religious identities; and/or promotes anti-racism and decolonization. Include and document specific supporting evidence from the text.

Addresses Areas F1, F2, and F3

Sample Assignment(s)

Assignment Text

Example Essay Assignment B: Many of the works we have explored represent the rich yet challenging experience of belonging to dual or more cultures or identities. Choose one such work, analyze and explain how it thematically and aesthetically represents a dual cultural identity (race and gender or race and language, for examples) and the manner in which the work highlights social and political forces that affect this complex identity. Include some discussion of Gloria Anzaldúa's borderland theory.

Addresses Area F2 and F3

Sample Assignment(s)

Assignment Text

Example Essay Assignment C: Craft a documented essay that discusses the way in which Ana Castillo's multi-genre text *So Far From God* embraces the Indigenous perspective, challenges eurocentrism, patriarchy, and gender stereotyping and, instead, advocates a feminist ideology based on rebellion, solidarity, and self-determinism. Include an analysis of the social struggles and triumphs of Latina characters in the novel based on two or more of the following: gender, spirituality, sexuality, religion, socioeconomic class, and language.

Addresses Areas F1, F2, and F3

Sample Assignment(s)

Assignment Text

Example Essay Assignment D: Critically analyze Cisneros' *Woman Hollering Creek*. Discuss the text's portrayal of the hybridity of Mexican and American cultures; the aesthetic hybridity of literary

form (poetry and prose); as well as the linguistic hybridity in the combination of Spanish and English languages.

Addresses Areas F2, F3, and F4

Sample Assignment(s)

Assignment Text

Example Quiz or Exam Question: Through any of the theoretical lenses we have covered this semester, identify, analyze, and discuss one archetypal machismo character in Sandra Cisneros' *The House on Mango Street*, as well as one character, such as Marin or Esperanza, who undermines the patriarchal status quo, breaks taboo, and personifies self-determination.

Addresses Areas F1 and F2

Sample Assignment(s)

Assignment Text

Example Midterm or Final Exam Question: After reading the play *American Mariachi* by José Cruz González, discuss the gender-related struggles of the Chicana protagonists, including Lucha and Boli's defiance of patriarchal conventions, as they simultaneously embrace familia and embody female empowerment.

Addresses Areas F2 and F3

Methods of Evaluation

Exams/Tests

Quizzes

Research Projects

Portfolios

Papers

Projects

Group Projects

Class Participation

Class Work

Home Work

Class Performance

Writing Requirements

Texts and Other Instructional Materials

Representative Text(s)

Author Sandra Cisneros

Title *The House on Mango Street*

Edition

Year 1983

Rationale

This is a classic representative text in the field that the instructor may choose.

Author Francisco Jiménez

Title The Circuit: Stories from the Life of a Migrant Child

Edition

Year 1997

Rationale

This is a classic, representative text in the field that the instructor may choose.

Author Gloria Anzaldúa

Title Borderlands/La Frontera: The New Mestiza

Edition

Year 1987

Rationale

This is a classic, representative text in the field that the instructor may choose.

Author Ana Castillo

Title So Far From God

Edition

Year 1993

Rationale

This is a classic, representative text in the field that the instructor may choose.

Author Sandra Cisneros

Title Woman Hollering Creek

Edition

Year 1991

Rationale

This is a classic representative text in the field that the instructor may choose.

Author Graciela Limón

Title Song of the Hummingbird

Edition

Year 1996

Rationale

This is a classic representative text in the field that the instructor may choose.

Author Rudolfo Anaya

Title Bless Me, Ultima

Edition

Year 1972

Rationale

This is a classic representative text in the field that the instructor may choose.

Author Amaro-Aguilar, Arturo and Matt Espinoza Watson

Title Introduction to Mexican American Studies: Story of Aztlán and La Raza

Edition 3rd ed.

Year 2016

Rationale

recommended by CSU

Author Noriega, Chon A

Title The Chicano Studies Reader: An Anthology of Aztlán, 1970-2019.

Edition 4th ed

Year 2020

Rationale

recommended by CSU

Text Other

Text Other

Luis Alberto Urrea The Devil's Highway: A True Story 2004

Text Other

Jimmy Santiago Baca Immigrants in Our Own Land 1979

Text Other

Cherríe Moraga Giving up the Ghost 2003

Text Other

Cherríe Moraga Loving in the War Years 1983

Text Other

Silvia Moreno-Garcia. Mexican Gothic 2020

Text Other

Angie Cruz No to ahogas en un vaso de agua/How Not to Drown in a Glass of Water 2022

Text Other

Laura Esquivel Laura Like Water for Chocolate 1989

Text Other

Silvia Moreno-Garcia The Daughter of Doctor Moreau 2022

Text Other

Speeches, artworks, and essays (for example: by Cesar Chavez, Dolores Huerta, Reies López Tijerina, Sal Castro, and Elizabeth Martínez)

Text Other

Marc García-Martínez and Francisco A. Lomeli A Critical Collection on Alejandro Morales: Forging an Alternative Chicano Fiction 2021

Text Other

Scott, Amy, Luis Garza, and Colin Gunckle. La Raza. 2020

Text Other

Luis Rodríguez Always Running 1993

Text Other

American Mariachi by José Cruz González

Text Other

Works by seminal Latina/o and Chicana/o writers: Oscar Zeta Acosta, Lorna Dee Cervantes, Angela De Hoyos, Pat Mora, Judith Ortiz Cofer, Miguel Piñero, Tomás Rivera, Luis Valdez, Evangelina Vigil-Piñón, Victor Villaseñor, etc.

Text Other

Other relevant contemporary short stories, poetry, film, essays, articles, song lyrics, etc. as needed.

Other Materials

Student Learning Outcomes

ENGL 152 SLO1: Define and articulate such concepts as culture, colonialism, ethnic identity, race and racism, ethnocentrism and eurocentrism, in addition to heritage, self-determination, liberation, and practices of decolonization, as they are represented in Chicana/o and Latina/o literature and cultural productions.

ENGL 152 SLO 2: Critically analyze aesthetic representations of race, class, gender, religion, spirituality, national origin, immigration status, citizenship, sovereignty, and language, and how these intersect within the larger Chicana/o and Latina/o experience.

ENGL152 SLO 3: Evaluate and interpret the significant critical events, histories, cultures, intellectual traditions, contributions, lived-experiences as well as the social struggles of Chicanas/os and Latinas/os.

ENGL 152 SLO4 - Examine how Latina/o and Chicana/o beliefs, customs, values, and ideologies create distinct world views that intersect with those of students specifically through community and cultural engagement.

Distance Education

Course Distance Learning

1. This is a new proposal for Distance Learning or an existing course that has been substantively changed and its approval as Distance Learning should be revisited. The faculty member completing this form will be teaching the course in the Distance Learning modality and has met with the Distant Learning Coordinator.
2. This course has already been approved by the Curriculum Committee as Distance Learning. No substantive changes have been made to the course outline that would affect the Distance Learning modality (i.e. units, hours, objectives, content, assignments, evaluation modalities).

Distance Learning Approval Status (please look above for the complete option)

1. This is a new proposal for Distance Learning or an existing course...

Distance Learning:

By selecting "Yes", you state that your delivery method is Distance Learning, this course will satisfy federal definitions for Distance Education, and this course will satisfy the following:

- This course requires regular and substantive interaction between instructor and students.
- In this course interaction will be initiated by the instructor.
- This course is not self-paced.

Distance Learning Yes

Correspondence Education:

By selecting "Yes", you state that your delivery method is Correspondence Education, this course will satisfy federal definitions for this delivery of course content, and this course will satisfy the following:

- This course does not require regular and substantive interaction between instructor and students.
- In this course interaction will be initiated by the student.
- This course is self-paced.

Correspondence Education No

Distance Education Delivery Method

As the initiator, you will be required to reflect these statements in your proposal.

DE synchronous and asynchronous

Other No

Explain.

Course/Contact Hours

Instructor-initiated contact per week must minimally match the number of units per week. For example, in a three-unit course, an instructor should initiate a minimum of three hours of contact with students per week, using a variety of methods such as email, discussion boards, announcements, and review sessions.

Instructor Initiated Contact Hours Per Week 3.000

Distance Learning Request - Proposed Changes

Explain how this course meets requirements for an existing degree, certificate, or GE pattern as established in the most recent AHC catalog; or explain how the course meets a formal (documented) continuing education offering within a discipline.

Degree, Certificate, or GE pattern

Identify how this course fits into the overall plan for distance education development within your department. Attach supporting documentation of program review data, annual program review data, or other sources as necessary.

Distance Ed Development

If this is a new course [not an existing course undergoing DL conversion], identify the staffing plan for this course as an additional offering with the department over the next year and three-year period.

Staffing Plan

N/A

Describe below the adjustments you will make to the type of assignments students will have to complete on the DL course [as opposed to the face-to-face course].

Adjustments to Assignments

Describe below the adjustments you will make to the type of evaluation tools you will use to assess students' performance and progress in the DL course [as opposed to the face-to-face course].

Adjustments to Evaluation Tools

You will need to meet with the Adaptive Technology/Internet Access specialist to describe below the strategies that will be used to make the course accessible to students with disabilities, and to ensure that the opportunity for participation for the disabled students is as effective as that provided to others.

Strategies to Make Course Accessible to Disabled Students

Indicate the nature of the technical assistance that will be required to offer this course and make it ADA compliant

ADA Compliance

Describe below how you will inform students about on-line services for students.

Inform Students

Canvas will be used to communicate with students.

DL Certification

What DL training and/or expertise does the initiator have in order to teach this course? Please be aware that such training must also be in place for any other instructor teaching the course besides the course initiator. (State here any training obtained prior to designing proposed DL Request.)

Prior Training

What DL training and/or expertise does the initiator plan to have once the DL Request is approved? Please be aware that such training must also be in place for any other instructor teaching this DL course besides the course initiator. (State here any training needed for the continued success of this DL Request. Indicate here plans for continued training in evolving educational technologies.)

Continued Training

Additional Comments

N/A

Review Dates

Academic Senate

05/17/2022

Board of Trustees

06/14/2022

CC Approval

05/05/2022

DL Conversion

06/14/2022

Technical Review

09/10/2023

Last Outline Revision

10/13/2023

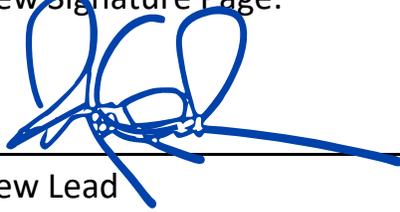
PCA Established

06/14/2022

State Approval

06/30/2022

Program Review Signature Page:



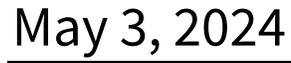
Program Review Lead



Date



Program Dean



Date



Vice President, Academic Affairs



Date

F23-S24 Latin@ YPU and Curriculum Design

Final Audit Report

2024-05-03

| | |
|-----------------|---|
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| By: | Maryfrances Marecic (mmarecic@hancockcollege.edu) |
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