

Harper College Graduate Equivalency Course (GEC) Syllabus

Engaging Students in Diverse Perspectives

3.0 GEC Hours

Spring 2019

Course runs January 30 through April 14, 2019

Face-to-face sessions: 4 p.m. - 5:30 p.m., Wednesdays, January 30, February 13, February 27, March 13 and Friday, April 5*

*Note: Sessions are Wednesday nights except for the April 5 (Friday) presentation

Faculty Information

Nellie Khalil

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- Z211; Office Hours by appointment

Richard Johnson

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- L229, Office Hours by appointment

Faon Grandinetti

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- A310, Office Hours by appointment

Guest speakers tbd

Course Information

Course Description:

In 2016-17, the shared governance Learning Assessment Committee assessed the general education outcome “Examine Diverse Perspectives and Cultures as they relate to the individual, the community, and the global society.” The [results of this assessment](#) indicated that students need additional support in order to meet the College’s expectations for this outcome. The Diverse Perspectives and Cultures Work Group developed an [Improvement Plan](#) to address this issue. A main component of the Improvement Plan is faculty development in embedding and assessing content related to this outcome in Harper courses.

This course is designed to ensure faculty are able to effectively engage students in Diverse Perspectives and Cultures, including in the assessment of student learning related to these concepts.

Course Goals

- Engage faculty in Diverse Perspectives and Cultures as defined by the College's General Education Learning Outcome.
- Develop faculty leaders in teaching and assessment of topics relating to Diverse Perspectives and Cultures.
- Ultimately improve teaching and learning around Diverse Perspectives and Cultures at Harper.

Learning Outcomes

- Define "Diverse Perspectives and Cultures" as it relates to general education at Harper College.
- Identify how diverse perspectives and cultures is contextualized in your discipline.
- Modify unit to reflect diverse perspectives and cultures.
- Implement (or prepare to implement) modifications of course related to diverse perspectives and cultures.
- Use (or prepare to use) methods of assessing diverse perspectives and cultures in the context of your discipline.
- Present project to Harper colleagues.

Course Outline

- I. Definitions of Diverse Perspectives
 - A. "Diverse Perspectives and Cultures" at Harper College
 - B. Diverse Perspectives Across the Disciplines
- II. Engaging Students in Issues related to Diversity
 - A. Student and instructor identity
 - B. Course Content
 - C. Pedagogy
 - D. Addressing Diversity Challenges in the Classroom
- III. Equity and Assessment
- IV. Developing Learning Outcomes Related to Diverse Perspectives and Cultures
- V. Modifying content with attention to Diverse Perspectives and Cultures
- VI. Assessing Diverse Perspectives and Cultures
- VII. Project Presentations

Required Text: No separate text required. Course readings will be provided on Blackboard and are listed in the Course Schedule at the end of this document.

Student Expectations and Requirements

This course is in a blended format to include five face-to-face classroom sessions and four asynchronous online sessions, with nine total units. Online sessions take place each week following a face-to-face session. Course participants *are required* to attend the first and last face-to-face sessions to receive a passing grade. Students must present their project in person during Session 5, at the International Summit on Friday, April 5.

Course Requirements and Assignments

1. Participation in face-to-face sessions, including completed Rubric Creation Module for each session.
2. Participation in four online sessions, including readings, discussion board original threads, and replies.
3. Assessment project, presentation, and final submission.

Methods of Evaluation

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| • Participation in first four face-to-face sessions, including completed Rubric Creation Module for each session. First session is required to pass the course. Rubric available in Blackboard. (25 points each) | 100 points |
| • Participation in four online sessions, including readings, discussion board original threads, and replies. Details for each discussion board can be found in the course calendar. Initial post for the unit should be a minimum of 300 words and is due Wednesday, 11:59 pm. Respond to at least one peer's post no later than Sunday, 11:59 pm. Rubric available in Blackboard. (25 points each) | 100 points |
| • Project, presentation, and final submission. All of these components are required to pass the course. Rubric available in Blackboard. | 100 points |
| ○ Develop assessment project: You will develop outcome(s) and an assessment plan relating to diverse perspectives for one of the courses you currently teach or plan to teach in fall 2019. The assessment plan will include at least two assessment measures for each outcome. | |
| ○ Presentation: You will present your assessment project/plan at a poster session during the International Summit on April 5, 2019. Your poster should include the important elements of your project, and you should have an engaging handout or other takeaway to give poster attendees. Also prepare a 60-90 second "Elevator Speech" to provide to each poster session attendee. | |
| ○ Submit final project: Using feedback gathered during the poster session, revise final project as needed, and then submit to Blackboard by 11:59 pm, April 14, 2019. | |
| • TOTAL | 300 points |

GEC grades will be awarded as "PV" (Pass) for students who have successfully completed the course with a minimum score of 210/300 and "XV" (Incomplete) for students who have not. No other grade options will be assigned in any case.

Course Calendar

<p>Wed. January 30</p> <p>In-person meeting, 4-5:30 pm</p> <p>Lead: Rich Johnson and Faon Grandinetti</p>	<p>Definitions of Diverse Perspectives</p> <ul style="list-style-type: none"> • Overview of the course • Overview of Harper’s Diverse Perspectives and Cultures General Education outcome and assessment results • What does ‘diverse perspectives’ mean in your discipline? How can it be incorporated? • Examining biases in your discipline • 10 minutes: Rubric creation module
<p>February 1-10</p> <p>Online session</p>	<p>Definitions of Diverse Perspectives, continued</p> <p>Readings:</p> <ul style="list-style-type: none"> • Find and read at least two research articles related to how diverse perspectives are addressed in your discipline. • Familiarize yourself with UCLA’s Diversity in the Classroom document. You do not need to read the document word-for-word. https://equity.ucla.edu/wp-content/uploads/2016/06/DiversityintheClassroom2014Web.pdf <p>Discussion Board:</p> <ul style="list-style-type: none"> • By 11:59 pm, Wed., Feb 6, create Discussion Board Original Thread: <ul style="list-style-type: none"> ○ Post links to the articles you found. ○ In at least 300 words, answer the questions in the discussion board prompt. • By 11:59 pm, Sun., Feb 10, in at least 100 words, reply to at least one peer’s post.
<p>Wed. February 13</p> <p>In-person meeting, 4-5:30 pm</p> <p>Lead: TBD Harper Diversity Representative and Rich Johnson</p>	<p>Engaging in Issues Related to Diversity</p> <ul style="list-style-type: none"> • Student identity • Instructor identity • Course Content • Pedagogy • Addressing Diversity Challenges in the Classroom • 10 minutes: Rubric creation module

<p>February 14-24</p>	<p>Equity and Assessment and Developing Learning Outcomes Related to Diverse Perspectives and Cultures</p> <p>Readings:</p> <ul style="list-style-type: none"> • Montenegro, E., & Jankowski, N. A. (2017, January). Equity and assessment: Moving towards culturally responsive assessment (Occasional Paper No. 29). • Book chapter tbd. • Harper College Global Learning Outcomes <p>Discussion Board:</p> <ul style="list-style-type: none"> • By 11:59 pm, Wed., Feb 20, create Discussion Board Original Thread: <ul style="list-style-type: none"> ○ In at least 300 words, answer the questions in the discussion board prompt. • By 11:59 pm, Sun., Feb 24, in at least 100 words, reply to at least one peer's post.
<p>Wed. February 27</p> <p>In-person meeting, 4-5:30 pm</p> <p>Lead: Faon Grandinetti and Nellie Khalil</p>	<p>Equity and Assessment, continued</p> <ul style="list-style-type: none"> • What is culturally responsive assessment, and why is it important? • How can we ensure we are engaging in culturally responsive / inclusive assessment? <p>Developing Learning Outcomes Related to Diverse Perspectives and Cultures, continued</p> <ul style="list-style-type: none"> • What do you want your students to be able to do in relation to perspective taking? What actions do you want them to take? • How do we ensure outcomes are measurable? • 10 minutes: Rubric creation module
<p>February 28-March 10</p>	<p>Incorporating Outcomes into Coursework</p> <p>Readings:</p> <ul style="list-style-type: none"> • Kenyon, A. (2018, November). Best Practices for Inclusive Assessment. Duke Learning Innovation. • Book chapter tbd. <p>Discussion Board:</p> <ul style="list-style-type: none"> • By 11:59 pm, Wed., Mar 6, create Discussion Board Original Thread: <ul style="list-style-type: none"> ○ In at least 300 words, answer the questions in the discussion board prompt. • By 11:59 pm, Sun., Mar 10, in at least 100 words, reply to at least one peer's post.

<p>March 13</p> <p>In-person meeting, 4-5:30 pm</p> <p>Lead: TBD Guest (Instructional Designer), Nellie Khalil, and Faon Grandinetti</p>	<p>Modifying content with attention to Diverse Perspectives and Cultures</p> <ul style="list-style-type: none"> • Welcoming course design • Design and pedagogy for Intercultural Learning <p>Developing (or refining) assessments related to examining perspectives</p> <ul style="list-style-type: none"> • Types of assessment (direct/indirect; pre/post or comparisons between groups, etc.) • Developing and using rubrics • How do you really know if your students are learning? • 10 minutes: Rubric creation module
<p>March 14-24</p>	<p>Finalizing Your Project and Poster</p> <p>Readings:</p> <ul style="list-style-type: none"> • None <p>Discussion Board:</p> <ul style="list-style-type: none"> • By 11:59 pm, Wed., Mar 20, create Discussion Board Original Thread: <ul style="list-style-type: none"> ○ Post your outcome(s) and your assessment plan. ○ Answer the questions in the discussion board prompt. • By 11:59 pm, Sun., Mar 24, in at least 100 words, reply to at least one peer's post. <i>***Note that this is the first Sunday of Spring Break. Please plan accordingly so you can help your fellow participants prepare for the Poster Session.***</i>
<p>April 5</p> <p>In-person meeting, presentations at International Summit</p>	<p>Project Presentations</p> <ul style="list-style-type: none"> • Present your assessment project/plan at a poster session during the International Summit. Your poster should include the important elements of your project, and you should have an engaging handout or other takeaway to give poster attendees. Also prepare a 60-90 second "Elevator Speech" to provide to each poster session attendee.
<p>April 14</p> <p>Final projects due</p>	<p>Final projects due</p> <ul style="list-style-type: none"> • Using feedback gathered during the poster session, revise final project as needed, and then submit to Blackboard by 11:59 pm.

Graduate Equivalency (GEC) Policies

Enrollment

The Academy for Teaching Excellence requires a minimum of six (6) faculty to be enrolled in any GEC to be offered. The maximum enrollment in any GEC is determined collaboratively with the instructor and the Academy. Enrollment is measured two (2) weeks before the first scheduled day of the course.

Faculty wishing to participate in a GEC will register for the course through the [Academy website](#). All GECs are pre-approved for credit.

Registration and Withdrawal Policy

The registration deadline is two (2) weeks before the first scheduled day of the course.

A faculty member will have seven (7) calendar days from the beginning of the course (first day of class) to un-enroll by notifying both the instructor and kmichela@harpercollege.edu. After seven (7) days, any faculty member who does not successfully complete the course will receive a “XV” (Incomplete) on their transcript and no credit will be awarded.

Receiving Credit for GECs

GEC credits will appear in a faculty member’s professional development list (full-time faculty) and transcript within two weeks after the end of each semester. A faculty member may repeat a GEC at any time; however, because GEC credit is used for promotion and tenure, credit for a course may only be awarded once.

Final Grades

GEC grades will be awarded as “PV” (Pass) for students who have successfully completed the course and “XV” (Incomplete) for students who have not. No other grade options will be assigned in any case.

Policies

Students with Disabilities and Academic Accommodations

Harper College strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let Access and Disability Services (ADS) know immediately at 847.925.6266. ADS will privately discuss the options you have, including the accommodations they offer. You are welcome to register with Access and Disability Service by going to www.harpercollege.edu/ads and fill out the application for ADS services. Once you have your accommodations approved by ADS, please make arrangements with the instructor as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

ADS contact information: 847.925.6266, ads@harpercollege.edu, Building I, Room 103.

Equal Opportunity Statement

Harper College does not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, marital status, sexual orientation, disability or unfavorable discharge from military service