

Harper College Graduate Equivalency Course (GEC) Syllabus

Equity Teaching Academy: Reflect on Equity

3 GEC Hours

Fall 2021

October 19 – November 23, 2021 (6 weeks)

This is a blended, hyflex course with meetings every Thursday from 7 p.m. – 9 p.m. with an on campus session every other week; participants will have an option to live stream from a remote location.

Faculty Information

Dr. Joseph Flynn, Professor of Curriculum and Instruction and Associate Director of the Center for Black Studies, Northern Illinois University

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Office hours by appointment

Course Information

Course Description

Welcome to “Reflect on Equity.” This course is taught by a lead faculty member from the College of Education at Northern Illinois University, Dr. Joseph Flynn, and assisted by a facilitation team of Harper faculty who helped to refine the curriculum. The course guides faculty through experiences for deep reflection of their course design and facilitation.

“Reflect on Equity” is the second course in a series of the inaugural offering of the Harper Equity Teaching Academy (ETA), which was developed with faculty from Roosevelt and City Colleges and informed by research from similar faculty development programs throughout the country. The first course, “Examine for Equity,” invites participants to examine their individual and institutional contexts to generate deeper awareness of issues related to educational inequities. The third course in the series, “Redesign for Equity,” prompts faculty to consider institutional and course-level data as they envision ways to redesign aspects of their courses around equity pedagogies. Although we encourage taking all of the courses in order, participants may choose to take some and not all and in any order that works for their needs, interests, and schedules.

The pursuit of equity and inclusion in higher education is vast and ongoing; there is no one approach to creating inclusive learning environments, and this course serves to increase awareness so practitioners can continually work toward equity. This program is meant to build a community of faculty learning and developing strategies to reduce inequities by offering a structure within which we can work to achieve our pedagogical goals, a process that should endure beyond this course. With ongoing growth in mind, these courses are designed so that they can be repeated for credit or audited for those who wish to participate but do not desire credit.

The design and pedagogy of this course prioritize difference and belonging. We will see different styles of teaching and learning across modules and we will encourage the development of positive relationships to support our work as teachers and learners.

The ETA affirms the Association of American Colleges and Universities (AAC&U)'s [Diversity, Inclusion, and Equity: Core Principles](#):

Diversity: Individual differences (e.g., personality, prior knowledge, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations).

Equity: The creation of opportunities for historically underserved populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion.

Inclusion: The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

Course Goals

1. Identify origins and development of cultural perspectives and evolving awareness through time and experience.
2. Consider potential barriers for students from various identity groups in order to gain awareness, empathy, and responsiveness to diverse students' needs.
3. Critically reflect on aspects course design and facilitation for equity.

Learning Outcomes

1. Explain aspects of social and personal identity and saliency for oneself and others.
2. Connect dimensions of identity to aspects of education, in your field and generally, that hamper and enable various social groups.
3. Reflect on one's own assumptions of and reactions to successes and challenges of minoritized student populations.
4. Deconstruct aspects of one's teaching related to dimensions of diversity, equity, and inclusion.

Course Outline

Weeks 1-2: Cultural Introspection and Teaching

Reflect on how your identities, background, and experiences have shaped your cultural lens at various stages of your development and create a visual representation of your cultural lens at various snapshots of your development.

Read assigned course text chapters and complete Double Entry Journal to prepare for discussion questions.

Complete the Guided Notes on other assigned media to prepare for group discussion.

Begin the Enacting Equity 21 Question Journal; be prepared to discuss prompts #1, 2, 5, and 12.

Weeks 3-4: Empathy and Equity Exercise

Read provided case studies about students and narratives from the Equity Literacy Project that represent students from a broad variety of backgrounds and contexts.

Reflect on the students' needs by identifying inequities they face, separating their identities from the inequities, and applying an inequity that you do not currently face to your own life and exploring the possibilities of how that might impact your experience.

Share your reflections on the Empathy and Equity exercise that will inform your practice as an educator.

Continue working in the Enacting Equity 21 Question Journal, be prepared to discuss prompts #3, 13, 15, 16, and 18.

Weeks 5-6: Enacting Equity Guidelines 21 Question Journal

Peruse the articles related to equity pedagogies in your discipline that are available in the Equity Literacy Project and create an annotated bibliography of articles using any that are of interest and/or additional articles found in the library database.

Complete the Enacting Equity 21 Question Journal, which includes reflection in four categories: Facilitation, Providing Introductory information, Course Content, and Assessment & Evaluation. Each prompt is intended to encourage reflection on the program or resource. Include references to articles from your annotated bibliography and artifacts from your teaching in your journal reflections.

Choose 1-3 journal responses to expand upon and share with the class.

Required Texts (will be provided to all course participants prior to the start date)

Chávez, A. F., Longerbeam, S. D., & White, J. L. (2016). *Teaching Across Cultural Strengths: A Guide to Balancing Integrated and Individuated Cultural Frameworks in College Teaching*. Stylus Publishing, LLC.

Love, B. L. (2019). *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*. Beacon Press.

Recommended Texts (excerpts from these edited collections will be used during this course)

Denzin, N. K., Chávez, A. F., Kincheloe, J. L., Steinberg, S. R., & Longerbeam, S. D. (2019). *Going Inward: The Role of Cultural Introspection in College Teaching*. Peter Lang.

Cochrane, S.V., Chhabra, M., Jones, M. & Spragg, D. (2020) *Culturally Responsive Teaching and Reflection in Higher Education*. Routledge Focus.

Articles (these and other selected articles will be provided via our course Blackboard shell)

White, "The Myth of the College-Ready Student" & White, "Beyond a Deficit View"

D'Angelo, et al., "Microaffirmations as a Tool to Support the Process of Inclusive Education"

Pasque, et al., "Pedagogical Approaches to Student Racial Conflict in the Classroom"

Harwood, et al., "Racial Microaggressions at the University of Illinois at Urbana-Champaign"

Other Media (these and other selected media will be provided via our course Blackboard shell)

"The First-Generation Student Experience: What We Know from Research, Practice, and Popular Culture"

Center for First-Generation Student Success, "First-Generation Students: Approaching Enrollment, Intersectional Identities, and Asset-based Success"

"Making UDL Work for Everyone with Thomas J. Tobin"

"Microaggressions in the Classroom"

"The Growth Mindset" & "Developing a Growth Mindset"

Student Expectations and Requirements

Participants are expected to participate in each virtual session via Collaborate and either attend the on-campus sessions in person or participate remotely while live-streaming the course.

Be prepared. Show up. Be engaged.

Course Requirements and Assignments

Discussions

You will participate in Discussion Board and break-out groups to discuss the readings, identify critical issues, and pose additional discussion questions.

Cultural Lens Snapshots (Due by the end of week 1)

Create a visual representation of snapshots that show aspects of your background and experiences that shaped your cultural lens at three major stages of your development.

DEJ, guided reading notes (Due by the end of week 2)

Complete Double-Entry Journal (DEJ) on *Going Inward: The Role of Cultural Introspection in College Teaching*

Complete Guided Notes on assigned media (materials will be selected for jigsaw)

Empathy in Equity Exercise (Due by the end of week 4)

Read case students and narratives representative of a variety of student backgrounds and experiences.

Identify inequities that have not affected your experience and apply inequities to your experience and reflect on how that might change your experience.

Enacting Equity 21 Question Journal (Due by the end of week 6)

Create an annotated bibliography of articles related to equity pedagogies in your discipline.

Respond to the prompts in the 21 Question journal using references to your articles and artifacts from your practice.

Select one or more prompts to expand upon and share in a class discussion.

Methods of Evaluation

Overview of Course Requirements: Total points earned 100; 80% is required for a passing score.		
Assignments	Points	Output
Cultural Lens Snapshots Discussions	25%	Participants will facilitate weekly discussions on Blackboard and in the live session
Double-Entry Journals (DEJ), Guided Notes	25%	Submit via assignment links
Empathy and Equity Exercise	25%	Submit via assignment link
Enacting Equity 21 Question Journal with Annotated Bibliography	25%	Submit via assignment link and present to class

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