

Harper College Graduate Equivalency Course (GEC) Syllabus

Equity Teaching Academy: Examine for Equity

3 GEC Hours

Fall 2022

6 weeks, Tuesdays, October 18-November 22, 4:30pm-6:30pm

Hyflex (in person or virtual) synchronous orientation session October 18;

remaining sessions online synchronous

Faculty Information

Dr. Pamela Twyman Hoff, Professor of Educational Administration and Foundations, Illinois State University

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Zoom meetings by appointment

Course Information

Course Description

Welcome to “Examine for Equity.” This course is taught by a lead faculty member from the College of Education at Illinois State University, Dr. Pamela Twyman Hoff, and assisted by a facilitation team of Harper faculty who helped to refine the curriculum. The course invites participants to examine their individual and institutional contexts to generate deeper awareness of issues related to educational inequities.

“Examine for Equity” is the first 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 second course, “Reflect on Equity,” guides faculty through experiences for deep reflection on their course design and facilitation. 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

Many of us, especially educators and those committed to Education, believe that Education and schooling are the great equalizers. Deep down, we believe that hard work (meritocracy) and perseverance (individualism) can create pathways out of poverty and beyond the barriers of race, gender, sexuality, language, immigration status, disability, and economic-based oppression. This belief is embedded in shared folk knowledge, and it justifies the creed and promise of the American Dream, which is embedded in the rhetoric around Education and schooling. The default assumption is that knowledge and schooling provide choices and opportunities that lead to social mobility for anyone who has the will.

These strong beliefs overshadow critical analysis of Education and schooling, preventing the apprehension of Education and schooling's liberatory aspects. Statistics tell us that very few move up and out of the economic class to which we were born, and we know many barriers remain for all marginalized groups. In the wake of our faith in Education and schooling, families are slipping into the categories of poverty and working poor with African American, Latinx, Indigenous Americans, and poor white communities bearing the brunt of inherent inequities in housing, educational achievement, advancement, and economic mobility. In light of these powerful economic and educational formations, Black and brown communities (and other marginalized communities) are pushing back, organizing, and mobilizing in ways not seen in many years. In order not to lose ground on the slow progress we have made, we must learn and develop critical frameworks for making sense of the institutional history, policy climate, and contentious realities of teachers and students within U.S. public schooling.

In this Examine for Equity course, we will explore the role of inequities in Education and schooling. The course will begin with an interrogation of inequities in schools and how Education and schooling contributes to the social construction, propagation, and institutionalization of such inequities. We will then look at the body of work in our online OER text, the Equity Literacy Project, a shared lexicon of terms related to inequities in our schools, and select and utilize materials related to areas of need for growth as determined by a self-assessment, and lastly contribute to this body of work through research on relevant terms and concepts. We will examine what we know, work at growing our capacities in areas where we need to learn more, and contribute to resources that will further our grasp on a shared lexicon as we strive toward providing equitable and supportive learning environments for all.

Course Goals:

1. Critically examine, individually and with colleagues, meanings and applications of equity, and on one's own experiences of equity and inclusion as learners and teachers.
2. Address areas of need around understanding social, political, and historical issues of difference, marginalization, and inclusion, specific to disciplines, teaching, learning, and industries.
3. Contribute to the shared lexicon of terms, research, and applications related to understanding equity in education and demonstrate competency in facilitating a related discussion.

Learning Outcomes

Examine for Equity

1. Articulate one's own experiences of equity and inclusion as learners and teachers.
2. Recognize, individually and with colleagues, meanings, definitions, and applications of diversity, equity, and inclusion in education.
3. Assess opportunities for growth related to equity for oneself and one's educational environment.
4. Research a key equity concept and its definitions, tensions, and applications to education.
5. Facilitate a mini-lesson on a key concept related to equity in education.

Course Outline

Weeks 1-2: Examining Inequities

Examine experiences you had in schools, perhaps as a student and/or an educator, that formed your thinking about teaching and learning. Share an intro reflection on your educational experiences, formal and informal preparation for addressing equity in the classroom, and individual and institutional positionality.

Examine institutional, district, and national data to identify and evaluate the causes of equity gaps as well as actionable data that can be used to address these disparities.

Read *Caste* and complete Double Entry Journal to prepare for discussion questions.

Read assigned articles and complete the Guided Notes to prepare for the discussion questions.

Weeks 3-4: Addressing Areas for Growth

Take a self-assessment to identify areas for growth.

Peruse the introductions and media and literature sections for each chapter of the Equity Literacy Project and identify resources to read/watch based on results of self-assessment.

Read or Watch a resource (text, article, film) related to an identified area for growth each week.

Complete KWLE journals on each selected media and literature resource-What do I know, what do I need to know, and then what did I learn that can inform my practice as an educator?

Share how what you have learned about identities and their intersections will inform your practice as an educator and address equity gaps.

Weeks 5-6: Contributing to Shared Lexicon Around Equity

Examine the terms, definitions, research, and resources provided in the Equity Literacy Project (ELP) online OER and identify a term or group of related terms that are missing or need further development.

Identify scholarly academic sources to research your term(s), definition(s), related research, and applications; cite your sources using MLA format and include an annotated Works Cited list.

Contribute to the ELP by adding your term with a well-developed definition relevant to the education context and providing related research using scholarly literature. Create and share a brief presentation on your contribution to the ELP; include a small group discussion to demonstrate awareness of the topic and comfort discussing how the research you present illuminates inequities in education and provides strategies to address them.

Required Text

Wilkerson, Isabel. *Caste: the Origins of Our Discontents*. First edition. New York: Random House, 2020. Print. (Provided to participants.)

Articles (available via course Blackboard shell):

- Gannon, "The Case for Inclusive Teaching"
- Romero, "What We Know About Belonging from Scientific Research"
- hooks, "A Revolution of Values" & "Talking Race and Racism"

- Solnit, "Whose Story (and Country) Is This?"
- Wysong, "What Would It Mean to Decolonize the Curriculum?"

Audio Recordings (available via course Blackboard shell):

- Faculty Focus Live Podcast: "[Establishing and Revisiting Our Teaching Philosophies and Personas](#)"
- NYT article and audio recording "[He Wants to Save Classics from Whiteness. Can the Field Survive?](#)"

Videos (available via course Blackboard shell):

- "[Why Is My Curriculum White?](#)"
- [Fighting Racism: How to Be Antiracist](#) Kendi 2020
- Kimberlé Crenshaw Ted talk [The Urgency of Intersectionality](#) 2016
- [Toni Morrison interview with Charlie Rose](#) (1998) excerpt and Jana Wendt (1998) excerpt

Other materials will be utilized in class and assigned via Blackboard.

Student Expectations and Requirements

This course takes the position that only labor-intensive intellectual pursuits produce self-reflective and self-critical praxis. This class will require you to share your schooling experiences, engage in dialogue with your classmates, and remain open to grappling with challenging and sometimes uncomfortable topics.

Freire (1970) wrote, "we are conditioned, but we are not determined;" as participants in the class, I want to acknowledge our positionality as educators, students, administrators, community members. Though we have attained a measure of academic success, we are all in the process of becoming, regardless of the educational level. We all have the potential to strengthen our resolve and skill to be change agents in our current locations and beyond. Though the course is hyper-critical of Education and schooling, I firmly believe that Education and schooling can create emancipatory pathways for individuals, communities, and society in general. Accessing Education and the school's liberating aspects requires intentionality, ongoing critical praxis (study + reflection), and social justice commitment.

Throughout the course, I ask that you remain attentive to your experiences, monitor your disclosures, and work to respect each other. This course deals with the sensitive topics of identity, oppression, and inequities that are sometimes difficult to discuss. We must work together to create a classroom environment where people feel safe taking risks. ***To this aim, please follow these norms:***

- Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you").

- Do not be afraid to challenge one another by respectfully asking questions, refraining from personal attacks – focus on ideas.
- Participate to the fullest of your ability – community growth depends on the inclusion of every individual voice.
- The goal is not necessarily to agree – it is to gain a deeper understanding.

Course Requirements and Assignments

Discussions

You will participate in Discussion Board and break-out groups to discuss the readings, examine data and patterns of educational inequities, identify strategies to address inequities, and pose additional discussion questions.

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

Complete Double-Entry Journal (DEJ) on Caste

Complete Guided Notes on assigned articles (articles selected for jigsaw)

Self-Assessment and KWLEs (Due by the end of week 4)

Write the What I Know and What I want to Know sections of the journal for each literature/media selection

Read/watch your literature/media selections

Write the What I Learned and How it Informs my Practice as an Educator section of each journal

Equity Term Research and Presentation (Due by the end of week 6)

Select a term or group of terms that needs development in the Equity Literacy Project

Research your term(s), definitions, relevant research, and applications using scholarly resources; include an annotated Works Cited list

Write and present a report on your term(s) and facilitate a class discussion about addressing inequities

Methods of Evaluation

Overview of Course Requirements		
Assignments	Points	Output
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
Self Assessment KWLEs	25%	Submit via assignment link
Equity Term Research and Presentation	25%	Submit via assignment link and present to class
Total points earned 100		

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 Educational Opportunity Statement

In providing educational programs and opportunities, the College will not discriminate against any individual based on race, color, religion, sex, national origin, ancestry, age, marital status, sexual orientation, gender-related identity, disability, unfavorable discharge from military service, or any other legally protected category. It is the intent of the Board of Trustees to comply with all applicable local, state, and federal statutes, regulations and ordinances prohibiting such discrimination.

If you believe you have experienced discrimination or harassment (whether on or off campus) that affects your ability to participate in class or any of Harper College’s programs, please seek assistance from any of the following resources:

- For gender-based or sexual misconduct (including sexual assault and sexual harassment) by any person, visit the [Harper College Title IX resource page](#) to learn more about your support and reporting options.
- For any other harassment/discrimination by an employee, contact the College’s Chief Human Resources Officer at 847-925-6216.

Please be advised that faculty members are required to report to the College if they learn that a crime, harassment, or discrimination may have occurred.