Subject:	SSCI
Course Number:	504
Descriptive Title:	Building an Equity-Minded Framework for the Classroom
Division:	Behavioral and Social Sciences
Department:	Ethnic and Social Justice Studies
Course Disciplines:	Social Science
Catalog Description:	This noncredit course introduces participants to what student equity is and why it has become the focus of educational systems in the United States. The course will define equity in its broadest meaning and focus on how practitioners of equity identify and address inequities in educational outcomes. It also introduces to participants to the role and function organizational learning theory can have in facilitating equity dialog and action. The course will also explore what an equity-minded cognitive framework is and why equity has become a key driving force in instructional design, curriculum auditing, and instructional practices. Finally, participants will learn how to create an equity lens as a process to analyze curriculum, policies, and practices for inequities in order to provide solutions for existing equity gaps.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	
Enrollment Limitation:	
Hours Lecture (per week):	1
Hours Laboratory (per week):	0
Outside Study Hours:	2
Total Course Hours:	18
Course Units:	0
Grading Method:	Pass/No Pass/SP
Credit Status:	Noncredit
Transfer CSU:	No
Effective Date:	
Transfer UC:	No
Effective Date:	
General Education ECC:	
Term:	
Other:	
CSU GE:	
Term:	

Other:	
IGETC:	
Term:	
Other:	

Student Learning Outcomes:	**SLO #1: The formation of Educational Inequities** Identify the historical, social, economic, and political factors that have created educational inequities in education systems. **SLO #2: Facilitating Dialog and Action** Apply the principles of organizational learning theory to define equity and to move away from a deficit-minded framework towards an equity-minded framework when approaching student success. **SLO #3 Equity and Race** Analyze and implement frameworks and designs that identify race-specific implicit and explicit forms of inequities sustained in education systems.
Course Objectives:	1. To define equity and explain why it is a priority in education systems. 2. To summarize the impact methods used to identify equity gaps with special attention to the percentage point gap index. 3. To explain why institutionalized analysis of disaggregated data is critical for identifying equity gaps. 4. To explain what organizational learning is and why it is the framework used by as the starting point for conducting its equity work. 5. To explain why race matters when addressing equity gaps. 6. To identify the differences in the meaning and intentionality behind deficit-minded language, diversity language, and equity-minded language. 7. To explain how language can focus or dilute the intentionality behind and equity work. 8. To explain why positionality, critical race theory, and intersectionality can help build an equity lens.

Major Topics:	**I. Define equity and explain why it is a priority in education systems.**
	
	    A. Defining equity, equality, and diversity.
	
	    B. The deficit-minded cognative framework versus the equity-minded cognative framework.
	
	    C. The importance of equitable access, support, and success in education.
	
	        1. Education as an engine of social and economic mobility.

2. The state of equity in K-12 and in post-secondary education.

II. Summarize the impact methods used to identify equity gaps with special attention to the percentage point gap index.

A. Why institutionalized analysis of disaggregated data is critical for identifying equity gaps.

B. Disproportionate impact methods used to identify equity gaps

1. The percentage point gap minus one.

2. The 80% rule index

3. The proportionality index (PI).

C. Broad considerations when employing disproportionate impact approaches.

III. Explain what organizational learning is and why this framework serves as the starting point for conducting its equity work.

A. Facilitates dialog about equity being an institutional-centered problem.

B. Challenges existing mental models that can cause equity gaps.

C. Generates a multi-perspective approach to tackling existing equity gaps.

IV. Explain why race matters when addressing equity gaps.

A. Equity gaps identified by disaggregated data are not race-neutral.

B. Disaggregated data reveals highest equity gaps are race specific.

C. Focusing solely on income as the cause of equity gaps eliminates the historical and social contexts of inequities.

V. To identify the differences in the meaning and intentionality behind deficit-minded language, diversity language, and equity-minded language.

A. Differences in language defines differences in equitable outcomes.

1. Equity-minded language.

2. Diversity language.

3. Deficit-minded language.

B. How specific language drives specific intentionality and action.

C. How equity-minded language identifies and frames within an institutional and educational context existing race specific equity gaps.

	VI. To explain why positionality, critical race theory, and intersectionality can help build an equity lens.
	A. Defining positionality and how it shapes faculty approach equity.
	B. Defining critical race theory how it can serve as a method of inquiry of as to how policies, practices, and curriculum may be contributing to equity gaps.
	C. Defining intersectionality and how learning about historically minoritized student lived experiences can help create policies, practices, and curriculum that recognizes their voices.
	D. Explain how positionality, critical race theory, and intersectionality combined can help build an equity lens.
Total Lecture Hours:	18
Total Laboratory Hours:	0
Total Hours:	18
Primary Method of Evaluation:	3) Skills demonstration
Typical Assignment Using Primary Method of Evaluation:	Dr. Peter Boghossian is philosophy professor and a Founding Faculty Fellow at the University of Austin. Dr. Boghossian's primary focus "is bringing the tools of professional philosophers to people in a wide variety of contexts." In the video below Dr. Boghossian provides his perspective on equity and equality. Address the following questions in your discussion board post: • How does Dr. Boghossian frame equity in this video? Why does he conclude that equity discriminates in order to make up for past discrimnations. • Based on what you have learned in this section, propose an alternative definition of equity to that of Dr. Boghossian. Are the definitions different? Why? • Explain which of the two definitions of equity is better suited to address inequities in educational outcomes. Why is that the case? After posting your response, next comment of two of your colleague's posts.
Critical Thinking Assignment 1:	Since reflexivity informs us about positionality, a reflexive assessment may provide insights into how we understand equity and how much agency we are willing to commit to equitable instructional design. Thus, mapping our social identities will serve as a first step to understanding our positionality in relationship to equity and equitable instructional design. This reflexive activity is by no means the end to understanding our positionality, but rather it serves as a starting point to better understand how one perceives equity. To help guide you through this reflection, please fill out the following form: Reflexivity – Social Identity Map PDF. The first column of this map asks you to identify broader facets of social identity. The second column asks you how that facet of social identify affects your life. The third column asks you to identify emotions that are connected to that social identity. Address the following questions after mapping your social identities in your discussion board post: • What social identities are most important to you?

	• How would you define your positionality within existing social/power structures at your institution or work environment? • How does one's positionality impact the way they view equity and their willingness to create and equitable learning environment? After posting your response, next comment of two of your colleague's posts.
Critical Thinking Assignment 2:	Recently, the Center for Urban Education (CUE) and a team of reviewers examined 113 Student Equity Plans submitted by California Community Colleges with the intent of identifying whether or not these plans focused on race. These were the findings of this review: • Only 1% of equity plan activities are dedicated to the creation or delivery of culturally relevant pedagogy. • Only 3% of equity plan activities included capacity building or professional development focused on equity. • 94% of the plans avoided deficit-minded language. • 87% of activity descriptions did not mention race or a specific racial group, meaning only 13% of activity descriptions were race specific. • More than half (54%) of activities in the equity plans were focused on "all students" instead of specific disproportionately impacted populations. • Of all the equity plan activities, only 16% mention transfer in the description. • Less than 1% of all equity plan activities focused on utilizing the Associate Degree for Transfer (ADT) in their equity strategy. • Approximately 2/3 of the equity plan activities do not explicitly involve instructional faculty members. Below you will find El Camino College's introduction to its 2019-2022 Student Equity and Achievement Executive Summary. Take a moment and read and reflect on its content below. *As an open access institution, El Camino College (ECC) serves as an entry point for our diverse community to pursue a wide range of educational goals ranging from degree/certificate programs and transfer to lifelong learning. Consequently, El Camino Community College makes students the centerpiece of its values and equitable outcomes for all students the driving force behind its mission. Interwoven with these principles is the understanding that "institutional practices develop from and reflect the shared cognitive frames of institutional participants." Thus El Camino College's approach to equity begins with a simple premise – a vision of inclusion. This vision does not only focus on ensuring that our students achieve equal educational outcomes, but also that administrators, faculty and staff are equipped to equitably serve El Camino College's diverse student population so those outcomes can be met. The goal of ECC's 2019-2022 Student Equity Plan is twofold:* *To build on the progress made through previous plan implementation. To ensure that past implementations along with future ones align with the college's Integrated Strategic Plan and the California Community Colleges Chancellor's Office's Vision for Success, Guided Pathways, SEA Program goals, the California College Promise, the Student Centered Funding Formula and AB 705.* *To achieve this goal, ECC's Student Equity and Achievement Committee (SEAC) collected and analyzed institutional data using percentage point gap methodologies and success indicators for various demographic subgroups of the*

	college's student population to identify those that were being disproportionately impacted. *El Camino College Student Equity and Achievement Executive Summary* Address the following questions as you reflect on the language of equity in your discussion board post: • In addressing equity, do you believe it is important to be race specific? • How effectively has the selection ECC's Equity PLan used the language of equity? • What would you change in this selection to make it more race specific? After posting your response, next comment of two of your colleague's posts.
Other Evaluation Methods:	
If Other:	
Instructional Methods:	Discussion, Group Activities, Multimedia presentations
If other:	
Work Outside of Class:	Answer questions, Problem solving activity, Required reading, Skill practice
If Other:	
Up-To-Date Representative Texts:	The course does not use a text but provides a wide array of articles, research studies, and insitutional sources. The instructor presentations in essence serve as the courses text. Below are examples of sources. California Community Colleges Chancellor's Office: <u>Vision 2030</u>. Estela Mara Bensimon, <u>Closing the Achievement Gap in Higher Education: An Organizational Learning Perspective</u>.
Alternative Texts:	
Required Supplementary Readings:	Listed below are examples of supplementary readings. Cheryl Ching, <u>Why race? Understanding the importance of foregrounding race and ethnicity in achieving equity on college campuses</u>. Tara J. Yosso, <u>Whose culture has capital? A critical race theory discussion of community cultural wealth</u>
Other Required Materials:	Videos related to the topics integrated into the presentations or listed as supplemental viewing. For example: <u>Diversity, Equity, and Inclusion Won't Work Without Antiracism</u>	Dr. Terry Nance <u>How Structural Racism Works</u>	Professor Tricia Rose
Requisite	
Category	
Requisite course:	

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching skill(s): Bold the requisite skill(s). if applicable	
Requisite course:	
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Requisite Skill:	
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). if applicable	
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Jason Suarez
Date:	5/16/2024
Original Board Approval Date:	01/13/2025
Effective Term:	FA 2025