



El Camino College
COURSE OUTLINE OF RECORD – Official

Subject:	SSCI
Course Number:	505
Descriptive Title:	Applying an Equity-Minded Framework in 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 equitable frameworks and assets that drive equitable instructional design. It explores how perceptions of student learning, course design, curriculum, and content delivery methods can be modified to ensure equitable educational outcomes. Finally, it explores how non-academic context frameworks such as social-emotional engagement and support system cultivation can contribute to closing equity gaps in a learning environment.
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:	<p>SLO #1: Equity-Minded Instructional Design</p> <p>Apply the principles of equity-minded instructional design and anti-racist pedagogy to create an equitable learning environment.</p> <p>SLO #2: Social-Emotional Engagement</p> <p>Apply the principles of social-emotional engagement to create an equitable learning environment.</p> <p>SLO #3 Support System Cultivation</p> <p>Apply the principles of support system cultivation to create an equitable learning environment.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. Define and explain what equitable instructional design is. 2. Define and explain what anti-racist pedagogy is. 3. Define and explain the role social-emotional engagement has in creating an equitable learning environment. 4. Define and explain the role that support system cultivation in creating an equitable learning environment.
Major Topics:	<p>I. Define and explain what equitable instructional design is.</p> <ul style="list-style-type: none"> A. Learner analysis: student identity, funds of knowledge, and cultural wealth. B. Universal instructional design: accessible teaching and learning activities. C. Universal design for learning: meeting the needs of all learners. D. Applying an equity lens to instructional design: instructional objectives, materials, and assessments. <p>II. Define and explain what anti-racist pedagogy is.</p> <ul style="list-style-type: none"> A. Understanding one’s social position and the social position of minoritized students. B. Incorporating the topics of race and inequality into course content. C. Decolonizing the curriculum: amplifying minoritized voices and interrogating inequalities and injustices. <p>III. Define and explain the role social-emotional engagement has in creating an equitable learning environment.</p> <ul style="list-style-type: none"> A. Decentering authority and challenging the power differential in the classroom.

	<p>B. Connecting across race, class, gender identity, sexual orientation, learning needs, and age.</p> <p>C. Meaning and caring relations as equitable assets.</p> <p>IV. Define and explain the role that support system cultivation in creating an equitable learning environment.</p> <p>A. Equitable educational outcomes as a shared responsibility of campus constituents.</p> <p>B. The classroom as the point of convergence for pedagogical partnerships.</p> <p>C. Decoding for the “hidden” culture of the educational environment.</p>
Total Lecture Hours:	16
Total Laboratory Hours:	0
Total Hours:	16
Primary Method of Evaluation:	3) Skills demonstration
Typical Assignment Using Primary Method of Evaluation:	<p>One of the most important principles of learning that all faculty should be aware of when creating instructional objectives and content that supports that objective is transfer of learning. Understanding transfer of learning is important because it brings to the instructor’s attention that not all students will come into a classroom with the same prior knowledge or experiences. This understanding in itself needs to be a starting point when creating equitable instructional objectives as it will help guide instructional techniques, classroom activities, and examples cited to ensure meaningful learning is taking place for all students. There is another side to transfer of learning that is equally important for faculty to consider. Students bring learning assets and experiences to the classroom through identity, funds of knowledge, and cultural wealth that can serve as points for transfer.</p> <p>Address the following questions in your discussion board post:</p> <ol style="list-style-type: none"> 1. How does transfer of learning facilitate generative learning? 2. Why is transfer of learning identified as an equitable instructional practice? <p>After posting your response, next comment of two of your colleague's posts.</p>
Critical Thinking Assignment 1:	<p>Grading practices is an aspect of a course’s framework that can have adverse impact on student social-emotional engagement. There is no doubt that, as Joel Feldman explains, “mistakes are necessary for any learning to happen, and yet traditional grading treats mistakes as unwanted, unhelpful, and deserving of penalty.” A grading policy that reduces anxiety and stress and moves students to persevere and learn is resubmission.</p> <p>Address the following questions in your discussion post:</p> <ol style="list-style-type: none"> 1. How can the grading practice of resubmission contribute be a creating an equitable learning environment? Impact in a positive manner student social-emotional engagement?

	After posting your response, next comment of two of your colleague's posts.
Critical Thinking Assignment 2:	<p>The liquid syllabus projects faculty human presence and establishes trust and social reciprocity between the instructor and student before an online course begins. Composed in a mobile-friendly medium with artistic liberation, the liquid syllabus serves a warm and engaging entry point for students enrolled in an online course. Through its welcoming context, the liquid syllabus can deliver messages that encourage social inclusion, learning partnerships, success advice, and a sense of belonging.</p> <p>Address the following questions in your discussion post:</p> <ol style="list-style-type: none"> 1. What are the key design principles that shape a liquid syllabus and why is it referred to as a humanizing element in online learning? 2. For historically minoritized students, how can the liquid syllabus mitigate belonging uncertainty? <p>After posting your response, next comment of two of your colleague's posts.</p>
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:	<p>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. See below for an example of one such resource.</p> <p>Kyoko Kishimoto: <u>Anti-racist pedagogy – from faculty’s self-reflection to organizing within and beyond the classroom.</u></p>
Alternative Texts:	
Required Supplementary Readings:	<p>See below for examples of supplementary readings.</p> <p>Center for Urban Education: <u>Syllabus Review.</u></p> <p>Insights: <u>Decolonizing the Curriculum.</u></p> <p>Michelle Pacansky-Brock, <u>Liquid Syllabus: A Humanizing Element for Online Courses.</u></p>
Other Required Materials:	<p>Videos related to the topics integrated into the presentations or listed as supplemental viewing. For example:</p> <p><u>Decolonising Pedagogy</u> SOAS University of London</p> <p><u>Cultural Diversity</u> Dr. Geneva Gay:</p>
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	
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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:	5/28/2024
Original Board Approval Date:	01/13/2025
Effective Term:	FA 2025