

WELCOME TO C&I'S GUIDE FOR CREATING EQUITABLE CURRICULUM

WE'RE SO GLAD YOU'RE HERE.



This guide is a result of the national dialogue about systemic racism in America and our recognition that implicit and explicit racism exists in our curriculum at GCC. As student groups at GCC, such as the Black Student Union (BSU), have demonstrated, many students feel alienated in the classroom. This guide is part of an ongoing effort to ensure students feel welcome, seen, heard, and respected in the classroom and that we create an antiracist* campus culture.

*WHAT IS ANTIRACISM?

No one is born racist or antiracist; these result from the choices we make. Being antiracist results from a conscious decision to make frequent, consistent, equitable choices daily. These choices require ongoing self-awareness and self-reflection as we move through life. In the absence of making antiracist choices, we (un)consciously uphold aspects of white supremacy, white-dominant culture, and unequal institutions and society. Being racist or antiracist is not about who you *are*; it is about what you *do*.

-Ibram X. Kendi

Learn more:

<https://www.bu.edu/antiracism-center/>

<https://www.ibramxkendi.com/>

WHAT IS DIVERSITY/EQUITY/INCLUSION/ACCESSIBILITY (DEIA)?

DEIA is an adopted acronym for the concepts of diversity, equity, inclusion, and accessibility. There may be an additional letter presented for accessibility (DEIA) depending on usage.

Diversity is the presence of differences that may include race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, neurodiversity*, age, religious commitment, or political perspective. (Source: [eXtension](#))

Equity refers to fair and just practices and policies that ensure all campus community members can thrive. Equity is different than equality in that equality implies treating everyone as if their experiences are exactly the same. Being equitable means acknowledging and addressing structural inequalities — historic and current — that advantage some and disadvantage others and providing access to resources for success. (Source: [Ulowa](#))

Inclusion is an outcome to ensure that students of diverse backgrounds are treated fairly and respectfully. Inclusion outcomes are met when you, your institution, and your program are truly inviting to all and to where diverse individuals are able to participate fully in the decision-making and development opportunities within an organization or group. (Source: [eXtension](#))

Accessibility is the practice of allowing everyone equal access to education, employment, healthcare, and other resources. Accessibility empowers individuals by helping them understand their rights and advocate for themselves so they can live with independence and dignity. Accessible curriculum recognizes and reduces barriers to student success and designs syllabi, activities, and assignments that acknowledge neurodiversity* and integrate support for students and are guided by scientific principles about how students learn (often referred to as Universal Design for Learning, or [UDL](#)). (Sources: [DSPS](#) and [CAST](#))

Learn more:

*Coined in the early 1990s by journalist Harvey Blume and Australian autism activist Judy Singer, the term *neurodiversity* can be defined as an understanding that neurological differences are to be honored and respected just like any other human variation, including diversity in race, ethnicity, gender identity, religion, sexual orientation, and so on.

[ASCD.org: Neurodiversity: The Future of Special Education](#) by Thomas Armstrong, April 2017

[Neurodiversity: The Next Frontier in Social Justice](#) by Nikki Elliot, May 17, 2018

[ACPA: Disabilities in Higher Education](#)

WHY DOES GLENDALE COMMUNITY COLLEGE (GCC) CARE ABOUT DEIA? WHY SHOULD I?

Diversity, equity, Inclusion, and Accessibility (DEIA) are powerful pedagogical frameworks that have empirically shown to **improve student success rates**. Providing diverse points of view allows marginalized students to see themselves in course content and allows all students to integrate new perspectives as they gain a much deeper understanding of the material. This equity-minded approach recognizes that knowledge in our disciplines has been created by all types of people, not just those who have traditionally had the power to promote themselves. As our disciplines evolve with new discoveries and the recognition of marginalized voices, incorporating DEIA allows us to remain at the forefront of our fields, create a welcoming environment for our diverse GCC student body, and support student success. One way of doing this is ensuring that our curriculum is antiracist.

These concepts support the GCC Mission statement and the values of the Academic Senate

As reflected in the [GCC Mission Statement](#), our College Values include a *primary focus* in meeting our student's needs through a commitment to diversity, inclusion and equity. Our work in revising our CORs and Programs, to include DEIA, reflects those Values directly and helps advance the College's Mission of student success.

Learn More:

[San Diego Mesa College Equity Page](#)

[Beloit College: Decolonizing Pedagogies](#)

[Rachel Cargle: Decolonizing Authority](#)

[Reneeka Massey-Jones: Why Decolonizing Education is Important](#)

HOW DO DECOLONIZATION AND CULTURALLY RESPONSIVE TEACHING (CRT) CONTRIBUTE TO DEIA?

Decolonization encourages the representation of multiple perspectives in the curriculum. It makes space for all voices and experiences and doesn't privilege one point of view. Decolonization isn't just a matter of including "other" material within a dominant white, European framework. Instead, it provides a way for a variety of experiences, traditions, theories, and ideas to inform each other and critique the way we construct knowledge and ideologies. Decolonization also enables us to examine the way we teach so we can identify and eliminate biases in our curriculum. Ultimately, decolonizing the curriculum promotes student [validation, engagement, and a sense of belonging](#) in our classrooms and across our campus.

Learn More:

[Keele University Manifesto](#)

[Elizabeth Charles: Decolonizing the Curricula](#)

Culturally Responsive Teaching (CRT) recognizes and celebrates that our students come from a variety of backgrounds and experiences and traditions, including (dis)ability cultures such as Deaf culture. CRT curriculum connects activities, assignments, readings, and projects to students' home cultures and experiences. CRT classrooms are communities where knowledge is created within the context of students' cultural, traditional, and social experiences. CRT instructors are facilitators and guides in these communities.

Learn More:

[Education Leadership: A Framework for Culturally Responsive Teaching](#)

[Teach for America: How to Practice Culturally Relevant Pedagogy](#)

[Cultural Competence in the Biology Classroom](#)

[Gallaudet University: Laurent Clerc Nation Deaf Education Center](#)



HOW CAN WE AT GCC CREATE MORE EQUITABLE CURRICULUM?

Course Outlines of Record (CORs) and Programs

By building and revising courses and programs through an equity lens, we can construct curriculum that meets the needs of all students and promotes student success.

Start with the Catalog Statement

- Does it demonstrate a welcoming approach?
- Does it have inclusive language [e.g. use “the student” as much as possible, rather than he/she, or his/her; use active versus passive voice, minimize jargon (or define discipline-specific terminology)]?
- And/or does it include DEIA content that will be covered in the course?

Example:

Before (2012): HIST 117 is a survey course that looks in depth at United States history from the colonial period to Reconstruction. The English colonies, the Revolutionary War, the Constitution, the New Nation, Jeffersonian and Jacksonian democracy, slavery, Civil War, and Reconstruction will all be examined. This course meets the California State requirements in United States history

After (2020): HIST 117 is a survey course that looks in depth at United States history from the Colonial Period to Reconstruction. In this course, students are invited to explore the English colonies, the Revolutionary War, the Constitution, the New Nation, Jeffersonian and Jacksonian democracy, slavery and the antebellum South, Civil War, and Reconstruction. We will examine these events from the perspectives of Native Americans, enslaved people, and women, and connect these events to current social and political issues.

Math/Science (Maria C.)

Examples from your division?



Let's Look at the Course Content

- Is it timely?
- Is it relevant to the lived experience of the students?
- Is the language inclusive? Does it show a commitment to help students succeed/accomplish SLOs & Exit Standards?
- Does it acknowledge the reality of racism and/or include topics related to DEIA? Is the language inclusive (i.e. use "the student" as much as possible, rather than he/she, or his/her or humankind rather than mankind etc.)?
- Does it explore a broad range of diverse contributions to the discipline?
- Does the content communicate a philosophy that values diverse knowledge and abilities?
- Are students empowered to attain an ownership of their knowledge, instead of having it bestowed upon them?

Example from HIST 117 (United States History 1550-1877):

Before (2015): The American Revolution, 1750-1780

- Defining the Revolution
- Causes
 - Long term
 - Short term
 - Immediate events
- The war itself
 - Advantages and disadvantages of the British and colonists
 - Military actions
 - Results – immediate and general

After (2020): The American Revolution, 1750-1780

- Defining the Revolution
- The Great Awakening
- Resistance, Stono Rebellion and the influence of slavery
- Causes
 - Long term
 - Short term
 - Immediate events
- The war itself
 - Advantages and disadvantages of the British and colonists
 - Participation of Black people and women
 - Military actions
 - Result
 - Impact on Native Americans
 - Immediate results of independence
 - The shortcomings of "liberty"

What about our Out of Class Assignments and Methods of Evaluation?

- Are course activities aligned with core principles of universal learning design--i.e., are there multiple means of representation, action and expression, and/or engagement?
- Does assessment/evaluation take into account the multiple ways that student learn and use authentic assessment principles?
- Do class assignments encourage students to connect course content to their sociocultural backgrounds and eclectic experiences and/or the socio-cultural backgrounds and experiences of others?
- Are you including prompts that encourage reflection to specific resources?
- Are activities designed to encourage students to construct their knowledge through contextualized experiences/activities?
- Can students engage with course material and respond to assignments in a variety of meaningful ways that includes real-world examples?
- Are we as instructors considering our own biases when constructing and evaluating assessments?
- Are assignments assigned in stages so that subsequent assessments incorporate the students' previous work and instructor feedback.

Example: Ask students to reflect on how their diverse knowledge and unique life experience impact their learning or semester-long e-portfolio that synthesizes academic, professional, and personal growth through weekly reflection/journaling.

Examples from your division?

Do SLOs/Exit Standards Reflect Equitable Outcomes?

- Do SLOs/Exit standards reflect universal learning design?
- Do SLOs/Exit standards specifically relate to DEIA topics included in the course content?
- Do SLOs/Exit standards demonstrate a commitment to help students succeed in their connection to course content?
- Is the language inclusive by communicating openness to diverse perspectives and abilities?
- Is the language biased in any way (regarding race, ethnicity, gender, class, ability, or experience)?
- Do SLOs/Exit standards acknowledge other ways of knowing and create space for a variety of ways for students to demonstrate their knowledge?
- Does the course use authentic assessment strategies to evaluate student performance?

Example: Demonstrate communication skills that enable intercultural communication, including effective listening skills (ILO Communication), recognize and critically reflect upon one's own cultural biases (ILO Personal Responsibility), evaluate diverse perspectives, and navigate the ambiguity and complexity that comes with multiple perspectives (ILO Critical Thinking), interact respectfully and appropriately in a variety of cultural contexts (ILO Global Awareness and Appreciation)

Examples from your division?

Have You Considered ALL Textbook Options?

- Do the reading materials amplify the struggles, advancements, achievements, and experiences of authors from a variety of racial, gender, cultural, (dis)ability, and experiential backgrounds?
- Are diverse authors represented?
- Are the texts current – do they address current issues that are relevant and meaningful to students?
- Do they encourage students to connect course content to their sociocultural backgrounds and/or the sociocultural backgrounds of others?
- Do the textbooks engage in respectful discussion of history and contemporary experiences of discrimination, racism, exclusion, and marginalization?
- Are the language and content accessible to students from a variety of backgrounds and abilities?
- Are the texts appropriate for the prerequisites and course level?
- Are there free texts available? Check with the OER librarian. (Accessibility and affordability issues in education disproportionately affect marginalized groups)

Example: [EDUCAUSE](#)

How Can We Create More Equitable Programs?

By building and revising courses and programs through an equity lens, we can construct curriculum that meets the needs of all students and promotes student success.

Start with the Program Description

- Does it demonstrate a welcoming approach?
- Does it have inclusive language (e.g. use “the student” as much as possible, rather than he/she, or his/her)? Are the verbs inclusive (e.g. “This program explores” rather than “This program requires”)? Are you using active versus passive voice?
- Does it include DEIA content that will be covered in the program?

Example: Mass Communications AA Degree Program Description

Before: This program prepares students to recognize and replicate the methods by which the Mass Media inform and persuade, with language or pictures, and the cognitive and emotional impact mass media messages have on the audience. Students are prepared to transfer to baccalaureate degree programs in mass communications and communications, including public relations. Students must complete all required core courses and choose other courses from the additional courses listed to total 18 units.

After: This program prepares students to recognize, replicate, and critique the methods by which the mass media inform and persuade, with language or pictures, and the cognitive and emotional impact mass media messages have on the audience. Additionally, students are encouraged to incorporate their own sociocultural background and experiences to explain and analyze the influence of mass media on diverse communities. By completing this program, students will be prepared to transfer to baccalaureate degree programs in mass communications and other types of communication. Students will complete a total of 18 units.

Examples from your division?

Let's Look at the Program Outline

- Is it current? Have you consulted with industry advisors, faculty at transfer universities, attended conferences or professional development that informs you of current terminology, trends and topics in your field?
 - **Enhancing the Employability of Marginalized and Disenfranchised Populations:**
 - Integration of transferable skills within the program's course content.
 - Leveraging campus resources for work-based learning opportunities.
 - Maximizing Industry Advisory Committee partnerships.
 - **Maintaining Currency with Industry Trends Which Can Disproportionality Impact Marginalized Groups.**
 - [Center for a Competitive Workforce \(CCW\)](#)
 - [Centers of Excellence \(COE\)](#)
 - [Verdugo Workforce Development Board \(VWDB\)](#)
 - [Joint Special Populations Advisory Committee \(JSPAC\)](#)
 - [National Alliance for Partnerships in Equity \(NAPE\)](#)
 - [Employer Assistance & Resource Network on Disability Inclusion \(EARN\)](#)
- Does it include a variety of electives for students to choose from, or does it include courses specifically covering DEIA topics or themes?
- Are there contextualized versions of general education courses that students may benefit from selecting (e.g. ENGL 101 contextualized to nursing). Is the pathway to completing this program clear and easy to complete in 1-2 years, or 3-4 years for a part-time student?
- Are there hidden prerequisites that need to be outlined more clearly?
- Are courses offered (semesters, days/times) that provides opportunities for students with different schedules (full-time, part-time, non-traditional) to complete the program?
- Are there opportunities to reach non-traditional student populations with specific courses, course offerings, stackable programs, or education-industry partnerships?
- How can you leverage Division funding, special grants or Career Education funding [for CE and Short Term Vocational (STV) programs] to increase diversity, equity and inclusion in this program?
- Are you promoting your programs to a diverse array of students?

Are You Being Transparent with the Program Requirements?

Many course requirements have prerequisites or other restrictions that students may not be aware of. It's good practice to make these requirements/restrictions as transparent as possible so students have a realistic idea of how long it might take them to complete a program. You might also want to consider adding a contact email or phone number for the department chair or expert faculty member as a reference for students who might have questions about the program.

Example: Mass Communications AA Degree Program Requirements:

Required Core:

ENGL 101—Introduction to College Composition and Reading (has a prerequisite of ENGL 100 or ESL 151) *many ENGL 101 courses have a focus, theme, or context, that relates to this area of study. Check course notes in the schedule of classes.*

JOURN 102—Reporting the News (has a recommended prep of ENGL 101)

JOURN 103—Student Publications Staff (has a recommended prep of JOURN 102 and ENGL 100)

JOURN 104—Student Publications Editor (has a prerequisite of JOURN 103)
MCOMM 101—Introduction to Mass Communications (has a prerequisite of ENGL 101)

A minimum of three units from the following:

JOURN 106—Introduction to Broadcast Journalism I (no prerequisite)

JOURN 107—Magazine Writing (has a recommended prep of ENGL 100)

MCOMM 49*—Independent Study (requires concurrent registration in six or more units) *this is a chance for you to pursue a topic that is of interest to you and create a project with an instructor as your mentor.*

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MCOMM 120—Introduction to Public Relations (has a recommended prep of ENGL 100 or ESL 151)

*A maximum of six units from MCOMM/JOURN 49 may be counted toward the 18 required units

Program Learning Outcomes

- Do PLOs reflect universal learning design?
- Do PLOs specifically relate to DEIA topics included in the course content?
- Do PLOs demonstrate a commitment to help students succeed in their connection to course content?
- Is the language inclusive (e.g. are you using “the student” as much as possible, rather than he/she, or his/her, or using active voice and inclusive verbs? Are you defining jargon?)?

Examples:

Sports Coaching Certificate/AS Degree

-Evaluate, compare and examine skill development, different types of tactics and strategies, coaching philosophies, leadership styles, and practice organization to enhance the growth of student-athletes.

-Develop and examine the value of effective communication with administration, parents, officials and student athletes to facilitate positive social growth.

-Recognize ethical and social responsibilities in the area of coaching and how to work through ethical dilemmas in sport.

Marketing and Outreach Strategies:

- Does this program attract a diverse group of students including (dis)ability, and is diversity represented in program marketing (print, media, etc.)? Does the program marketing imagery represent the community?
- Are genders and (disabilities equitably represented based on industry trends?
 - Resources from Career Education
 - [Make a Difference for Special Population Students](#)
 - Find out if your program's industry sector is over/underrepresented in terms of the workforce's gender:
 - [2020 Nontraditional Occupations Crosswalk](#)
 - [Make a Difference for Nontraditional Students](#)
 - [How to Attract Women to STEM Careers](#)
 - Support for students with disabilities: [Transition Guide](#)

ABOUT US & CONTACT US

Final Thoughts

Thank you for your interest in GCC's Equity Guide! We hope you will continue to find it helpful in reimagining your curriculum. Please share this guide with your colleagues and students. Check back often for updated content and ideas.

Acknowledgments

This Equity Guide was created through collaboration by GCC's Equity Guide Taskforce in summer and fall 2020 with contributions from many individuals across the campus. It is a living document that will be updated as we continue to learn and grow in our efforts to create a true antiracist inclusive curriculum.

Share Your Feedback

Please reach out to Francien Rohrbacher, GCC's Curriculum Coordinator, at froh@glendale.edu with any Equity Guide feedback, suggestions, comments, or content additions. Thank you for your commitment to making GCC an equitable and inclusive campus community!