# Equity By Design Microcourse

10 continuing education hours

*Option for 1 graduate-level continuing education credits with 5-hr final project, for an additional fee*

## Course Designers

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## About Equity By Design

Many students face barriers that prevent them from learning at high levels, but with proactive design, we can minimize and eliminate many of those barriers and reduce opportunity gaps that interfere with students becoming motivated, purposeful, resourceful, and strategic learners. This course will help you learn how to determine where inequitable outcomes exist in your learning environment and supply you with personalized learning strategies aligned to universally design for learning that are culturally sustaining and linguistically appropriate to help each and every one of our young scholars thrive and excel.

# Course Texts

- All course materials will be posted in the learning management system and are accessible online.

# Course Objectives & Learning Outcomes

- Understand what a socially just educational environment is and is not.
- Learn how to identify and address opportunity gaps in your learning environment.
- Be able to start implementing culturally responsive learning strategies in your learning environment through the lens of UDL, to help your learners grow and succeed.

# Graduate Credits

You have the option to receive 1 continuing education graduate credits with the course. Register for the course + graduate credits or add on the graduate credit section at any time. Upon successful completion of the course and graduate final project, you will receive 3 accredited graduate credits from your choice of one of our university partners (Gordon College or Teachers College of San Joaquin).

# Final Project

A final project is required for students taking this course for graduate credit and should take approximately 5 hours to complete. Your final project will be an opportunity to bring together everything you have learned. We will encourage you to **create** an amazing product to share with your **network**! Take a **risk** and share your learning in a new way - lots of options and choices available! We will provide feedback on a single-point, holistic rubric. Learn more about universally designed rubrics here.

| Not There Yet | Met Expectations | Exceeded Expectations |
|---|---|---|
|  | **Annotated Bibliography**<br>You must cite at least 3 resources from the course to support what you have learned in the process of this course and the creation of your final project. |  |
|  | **Practical Understandings and Implementations**<br>This will be the actual "product" for this final, so it will be something tangible that you are/will/can use in your role.  Again, you can choose to create a course syllabus/outline, a lesson, professional learning experience for your colleagues, or anything else that will be/demonstrate the practical implementation of what you learned in |  |

| | | |
|---|---|---|
| | this course into your role in education. This part of the final project can be presented in any format you choose and even be a combination of formats if/as needed (text/audio/video/multimedia/other). | |
| | **Reflection**<br>In this last section, you should take some time to share your story of self and reflect on your time in this course, the final product you created, and what's next for you and your work with UDL and Equity. Answer in approximately 500-700 words or 2-3 minutes of video or audio reflection. | |

**3 Points**
**Meeting the standard, or going above and beyond, will earn you the full point value
for the assignment.**

# Course Modules

| MODULE | Topics |
|---|---|
| **1** | **Module 1: Laying the Groundwork for Social Justice in Our Classrooms and Learning Communities** <br><br> **Objectives** <br> • Understand and learn how to apply the first steps in beginning social justice and equity work in our classrooms and learning communities. <br> • Examine tools to complete an equity audit to determine which student groups have been and/or are currently being marginalized in your setting. <br><br> **Essential Questions** <br> • Which groups have been historically and/or are currently being marginalized in your setting?How do both quantitative and qualitative forms of data support this? How have we, as educators, contributed to this? How have our beliefs and actions contributed to this? <br><br> **Activities** <br> • Watch Video <br> • Review Resources <br> • Join the Discussion <br> • Module Self-Assessment |
| **2** | **Module 2: Personalized Learning for Equity** <br><br> **Objectives** <br> • Explain how the design process can be leveraged to create flexible, meaningful, equitable learning opportunities for all students. <br> • Understand the principles of UDL and how they relate to equitable opportunities to learn. <br><br> **Essential Question** <br> • How can choice and voice, through the UDL framework, create more equitable opportunities for students to learn? <br><br> **Activities** <br> • Watch Video <br> • Review Resources <br> • Join the Discussion <br> • Module Self-Assessment |

## 3

### Module 3: Cultural Responsiveness and Equity

#### Objectives
- Learn how to integrate culturally responsive teaching techniques into the UDL framework.
- Analyze how together, UDL, and culturally responsive teaching help to create more equitable learning environments.

#### Essential Question
- How does the implementation of UDL create equitable access to culturally responsive and culturally sustaining pedagogy?

#### Activities
- Watch Video
- Review Resources
- Join the Discussion
- Module Self-Assessment