

SUNY Diversity, Equity, & Inclusion in Teaching & Learning Certificate Program

Learning Objectives & Competencies

Program Learning Objectives

<u>Competencies</u>	1. Critically reflect about how their own identity and background shapes their teaching practice and take this into account when designing and teaching courses	2. Communicate effectively and participate in conversations with students and colleagues about how race, class, ethnicity, gender, and other identity constructs impact learning environments	3. Create accessible and welcoming learning environments that are supportive and inclusive of all students, taking into account the diverse and intersecting identities and backgrounds that many of those students may hold or claim ¹	4. Implement teaching and learning practices that are known to create more equitable achievement and engagement among diverse populations of students (especially those who are underrepresented in particular fields or disciplines)
1. Understand identity development theory and its application to teaching practice	X		X	X
2. Understand how socialization leads to implicit/unconscious bias	X	X	X	X

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Including but not limited to nontraditional and first-generation students, students with disabilities, students of color, students from underrepresented groups, international students, LGBTQ+ students, religion, socioeconomic status, and gender.

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3. Understand how structural and systemic inequality manifests at the individual, institutional, cultural levels	X	X	X	X
4. Know how to interrupt unhelpful patterns of dominance--varying how students are asked to participate, providing guidance for group work		X	X	X
5. Be able to critically reflect on different social identities, power dynamics and systemic group-based disadvantaging processes (privilege and oppression)	X		X	X
6. Understand the distinction between equality and equity	X			X
7. Know how to process what you learn about your own bias	X	X	X	X

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8. Be familiar and comfortable talking about and listening to experiences related to social identities		X	X	X
9. Know how to facilitate “hot moments” in the classroom		X		X
10. Practice dialogue skills & dialogue as a practice		X		X
11. Identify and deal with microaggressions, stereotype threat, lateral animosity/violence		X	X	X
12. Analyze and make sense of the cultural context of your institution (campus, department, discipline, etc.) and the populations within it		X	X	X

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13. Practice intercultural competency and cultural safety (spaces where people can be free to express their culture and freedom from epistemic and cultural violence).		X	X	X
14. Conduct proactive interventions (i.e.. Derald Wing Sue “micro-validations” to avoid deficit model and micro-interventions; not just focus on microaggressions and stereotype threat)		X	X	X
15. Assess equity and inclusion at the course level			X	X

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<p>16. Create a classroom atmosphere with “team” and focus on self-efficacy; establish a community where students are acknowledged, accepted, and feel able and comfortable contributing; get to know students as individuals. (validation theory)</p>			X	X
<p>17. Identify the challenges that your discipline represents in terms of students’ ability to take positions that may conflict with their own identities</p>				X
<p>18. Facilitate student learning about how to hold multiple perspectives</p>				X
<p>19. Create or adopt inclusive strategies that are discipline-specific</p>				X

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20. Adopt strategies for creating and selecting inclusive curricula at both the individual and department, disciplinary and institutional level				X
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