

DEFINITIONS

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, 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:

History of anatomy and physiology acknowledging bias in the fields toward contributions of men of European descent

Recognition of historical contributions of individuals such as Wang Qingren, Imhotep, Ibn al-Nafis, Alessandra Giliani, Sushruta, etc.

Evolution of skin colors and misconceptions regarding a biological basis for race

Disparities related to the underrepresentation of individuals with darkly pigmented skin in textbooks, medical training, and clinical testing

Examination of health disparities, social determinants-6(4o)6(f)-6()-2(h)4(e5(g)-7(,)-2(a

Does the course allow for peer review and/or cooperative work, and/or incorporate other opportunities for discussion between students and student-to-student feedback?

Do the methods aid students in connecting course content to their lived experiences?

- As appropriate, include opportunities for students to engage in self-reflection, group discussion, journaling, etc., to better engage with content

Example(s) from Foothill CORs:

- Check with your [library liaison](#) for subscription library resources available for free to students (e.g., databases, articles, journals, magazines, newspapers, eBooks, streaming videos, etc.)

Example(s) from Foothill CORs:

- BIOL 40A Human Anatomy & Physiology - added the following materials:
Articles on representation of skin color in medical training

TYPES/EXAMPLES OF REQUIRED READING, WRITING, AND OUTSIDE OF CLASS ASSIGNMENTS

Do assignments elicit students' prior knowledge of the content?

Can students engage with course material and respond to assignments in a variety of meaningful ways that includes real-world examples?

Do assignments encourage students to connect course content to their sociocultural backgrounds and eclectic experiences and/or the sociocultural backgrounds and experiences of others? Do they help students see themselves in the topic/field?

Are you including prompts that encourage reflection to specific resources?

REFERENCES

1. Curriculum-related goals set forth in the Foothill College Academic Senate Equity Action Plan:

Issue 5: Lack of a sense of belonging, safety, and space allocation for students of color.

- o Goal 7: Curriculum and instruction norm multi-cultural and multi-ethnic perspectives.

Issue 6: Many programs perpetuate structural racism by failing to educate students in the history and ongoing racism implicit and explicit in their disciplines.

- o Goal 1: Curriculum is explicitly race conscious.

Course outlines in every discipline include the epistemology of the field, highlighting the contributions of racially diverse scholars, and address the discipline's historical and contemporary racial equity issues.

Curriculum policies and processes prioritize equity outcomes. Where disproportionate impact is the outcome of policy implementation or compliance, the College Curriculum Committee and Administration take action to analyze the disproportional impact, and mitigate it and when necessary, and work to advocate for change at the board and/or state level where the policy or process is beyond local control.

- o Goal 2: Pedagogy is race conscious.

Faculty are knowledgeable about the epistemology of their disciplines, especially about the contributions of racially diverse scholars, and they effectively educate students in these topics.

Faculty are knowledgeable about historical and contemporary racial equity issues in their disciplines, and they effectively educate students on these issues.

Faculty are aware of approaches for using their discipline to prepare students to be racially conscious, and community and global leaders through opportunities such as service leadership.

Faculty use culturally responsive pedagogy and engage in ongoing professional development around their teaching practices.

- o Goal 3: Faculty are supported in their efforts to deepen their understanding of the racialized contexts of their discipline, including the contributions of diverse scholars in their field, update their curricula, and iteratively refine their teaching.

Issue 7: Insufficient culturally responsive, relevant, and sustaining pedagogy and other asset-based approaches in teaching and serving our students of color.

- o Goal 2: Faculty are supported in their efforts to iteratively self-evaluate their proficiency with culturally responsive pedagogy.
- o Goal 3: Content and pedagogy are inclusive of and created with communities of color in mind.
- o Goal 4: The college creates an Ethnic Studies Division and hires demographically diverse faculty.

2. ["Being Antiracist"](#). National Museum of African American History and Culture. 2019-10-01.