

# Our HSI Identity and the Curriculum

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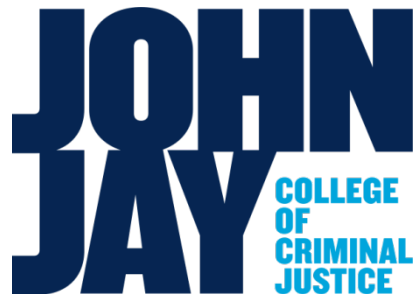
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# Context

Garcia and Okhidoi, 2015: What does it mean to “serve” “Hispanic” students?

Retention/completion vs

Community vs

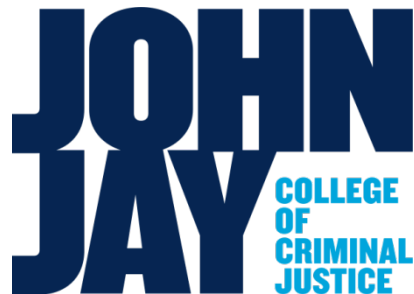
*Learning and Curriculum*

- integrate into Gen Ed

- create ethnic studies department(s)

- infuse multicultural content across other departments and programs using ethnic studies programs as a resource/model

Where are we? *Undergraduate Curriculum Analysis*



## *Undergraduate Curriculum Analysis (bulletin descriptions)*

### **integrate into Gen Ed**

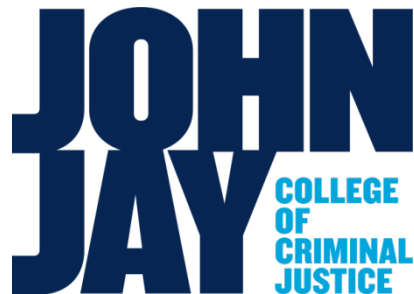
- 16% of gen ed courses in relevant areas mention HSI content
- range: 1 of 20 (Ind. & Society) to 7 of 39 (World Cultures)

### **create ethnic studies department(s)**

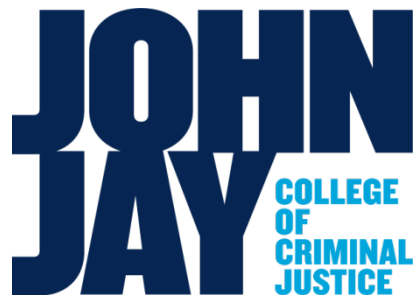


### **infuse multicultural content across departments and programs**

- 2 departments account for 81% of HSI courses in the bulletin
- 5 departments account for 96% of HSI courses in the bulletin
- 4 majors (out of 32) require one or more HSI courses.
- 7 majors include one or more HSI options



**Question 1:** What is the current state of the curriculum with respect to our HSI (and MSI) identity? What does this mean for the education we provide for our students?

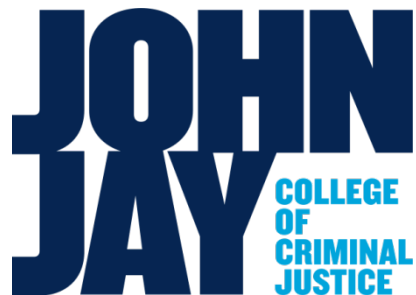


**Question 2:** What is being done here and elsewhere to create an inclusive, empowering curriculum?

-Latin American & Latina/o Studies

-Africana Studies

-Modern Languages and Literatures



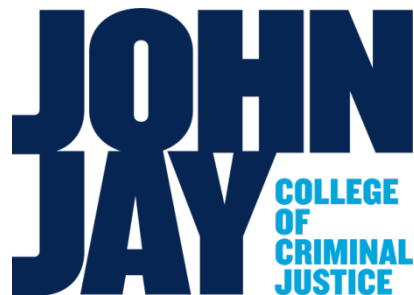
## **Question 2:** What is being done here and elsewhere to create an inclusive, empowering curriculum?

**-Florida International University: incorporating new voices into curriculum, fusing HSI + mission/learning goals**

**-TAMU Corpus Christi: faculty course redesign Communities of Practice under the theme "Inclusive Excellence in South Texas."**

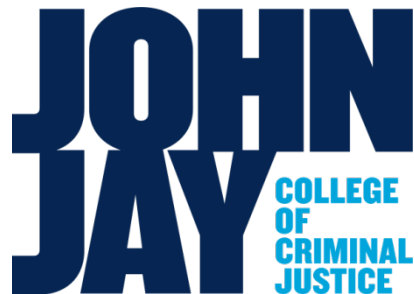
**-Metropolitan State College of Denver: Chicano Studies integrated into other programs of study**

**-multiple: reimagining the survey course**



**Question 3:** What are some concrete steps we can take, recognizing JJC's unique context and climate, to go forward from here?

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- leverage institutional learning goals and assessment
- faculty / curriculum development: "[Diversity Inclusivity Framework](#)" (Laird, 2014)
- [John Jay Justice eReader](#)



## Q&A / Discussion

What is currently being done at the ground level here at JJC, and what are some concrete steps we can take, recognizing JJC's unique context and climate, to go forward from here?

