

JUST & EQUITABLE TEACHING - MICRO-CREDENTIAL

The University of Colorado Boulder's Just & Equitable Teaching (JET) micro-credential program focuses on unpacking implicit biases and fostering better understanding of the historical circumstances that led to the marginalization of populations, while also helping participants to build the skills to design and support a culture of equity in their department around teaching and learning. The program includes critical race theory and intersectionality theories coursework, structured community dialogues and workshops on mentoring and equitable course design. This program is open to graduate students, postdoctoral fellows, professional students, teaching staff and faculty.

The credential will expire after 3 years. To renew, participants can complete a short program with workshops and reflection.

Eligibility

- CU Boulder Employees
- Other, specific population of learners (corporations, community members, etc.)
- This program is open to graduate students, postdoctoral fellows, professional students, teaching staff and faculty.

Credit Status

Noncredit

Academic Level

Other

Time to Completion

Semester

URL

Just & Equitable Teaching (<https://www.colorado.edu/center/teaching-learning/programs/microcredentials/just-equitable-teaching/>)

Requirements

Application Requirements

There is a short application that indicates the requirements of the JET program. Applicants will indicate understanding of the two-semester time requirement **and two capstone project requirements**, and they will choose certain pathways to complete the requirements.

Program Requirements

Foundational Work

Foundation work occurs in the fall semester. This includes:

- Asynchronous Canvas course, required submission of reflections (written or video) and surveys *or*
- CTL Learning community, attending 6 out of 8 sessions and submitting homework assignments

Mentoring Workshops

Attendance and reflection (4): Participants will attend at least four workshops during the academic year focused on building effective

mentoring relationships and submit a reflection about what they learned. A template with formatting guidelines and reflection questions will be provided.

Community Dialogues

Attendance and reflection (4): Participants will attend two community dialogues each semester on topics from the foundational work. Participants will learn communication and facilitation skills, and they will submit a reflection about what they learned. A template with formatting guidelines and reflection questions will be provided.

Capstone Project Workshops

Attendance and reflection (2): Participants will attend two spring workshops focused on inclusive pedagogy and how to design a social justice project. They will submit a reflection about what they learned. A template with formatting guidelines and reflection questions will be provided.

Individual Consultations/Office Hours

Participants will have the opportunity to meet individually with program facilitators to discuss any aspect of the program. Individual meetings are optional and highly encouraged.

Capstone Project

Based on the readings, discussions, and workshops, participants will design an equitable teaching project. This project will have flexibility in design but will address a social justice issue in the classroom.