

HELP SHEET

Use this document to help brainstorm ways in which your current curriculum and teaching resources support equity and inclusivity. Keep in mind, we are focusing on diversity in all its forms (e.g., race/ethnicity, sex/gender, sexual orientation, ability [physical/mental], religion, age, foster youth, first gen students, single parents, etc.)

- **Course Title and Description:** Is the title descriptive, accurate, and inclusive? Is the description student centered, using accessible and inclusive language with a focus on what students will gain from the course?
- **Author:** Is the author part of a diverse group?
- **Course Materials:** Are course materials ADA -accessible and affordable? Have you considered open educational resources alternatives? Are your text-based materials available in different languages?
- **General Semantics:** Is neutral language used (i.e., uses “Partner” instead of “husband/wife”) in your course materials, teaching materials, and COR?
- **Course Content:** Does the course materials show various points of view from a variety of cultures/groups?
- **Class Activities:** Do scenarios or examples that feature equity and diversity?
- **Assignments:** Do assignments value various students’ backgrounds and identities? Are assignments both formative (e.g., weekly quizzes, low stakes group work, etc.) and summative (e.g., final projects/presentations, etc.)?
- **Learning Outcomes:** Have you considered adding a course SLO with a specific focus on DEI? Feel free to refer to Harvard’s “Diversity, Equity, Inclusion & Belonging Outcomes” handout for ideas.
- **Images and other media:** Are diverse people reflected in the visual or auditory content?

ASL Sample:

- **Course Title and Description:** American Sign Language 101, 102, 103, 104, 105, 115, 200, 205. Course descriptions include reference to the minority population of the Deaf community as well as their language, culture, and norms.
- **Author:** The authors of the curriculum are Deaf and from various racial backgrounds
- **Course Materials:**
 - **ASL 101-104:** All written text is available in both English and Spanish
 - **ASL 105, 115, 200, 205:**
- **General Semantics:**
- **Course Content:**
 - **ASL 101-104:** New vocabulary is often neutral. Pronouns for example have no associated gender.
 - **All courses:** Various perspectives within the dDeaf community are shared. This includes POV in terms of racial groups, political perspectives, etc. Comparisons to the Hearing community are also explained.
- **Class Activities:** Conversations within scenarios often touch on topics such as single parents, adopted children, first generation college student experiences, etc.
- **Assignments:** Assignments are video based and cover a variety of “course content” topics listed above.
- **Learning Outcomes:** “Students will build personal capacity to interact with individuals and groups whose frame of thinking is different from their own; take risks, demonstrate vulnerability, challenge others’ ideas without invalidating their experiences.”
 “ Students will make progress toward identifying their own prejudices, biases, and blind spots through critical reflection over time.”
- **Images, Video, Audio, and other media:** Videos use diverse sign models from various races, ages, abilities, perceived sexual orientation, and backgrounds.



English Sample:

- **Course Title and Description:** ENGL 101, 102, and 152. Course descriptions may include the idea of diversity and cultural perspectives involved in creating and reading texts.
- **Author:** The authors of our CORs come from various cultural backgrounds. Any elements that might be missing from the conversation will be consulted from other sources.
- **Course Materials:** A key part of an English class is the reading materials used to ignite written texts and conversations. Instructors can use a variety of texts, media, and field research from authors/researchers of varying cultural backgrounds, genders, races, and abilities as course material.
- **General Semantics:** We can be mindful of using marginalized language such as “mankind” as well as assuming gender.
- **Course Content:** Content should make specific reference to diversity and various ways to impart the course objectives using varied texts and methods.
- **Class Activities:** Discussions, topics, assignments, and research can center around groups of varying races, abilities, genders, and cultural backgrounds and beliefs.
- **Assignments:** Choices of assignments should include formative as well as summative assessments. Having several assignments is preferred over having one project worth a significant percentage of points.
- **Learning Outcomes:** The goal is to help students “read and think critically” and “write well.”
- **Images and other media:** Digital media can be used in English classes with attention to the various races, ages, abilities, gender, and cultural backgrounds to help in the writing, reading, and thinking process.

Math Sample: Example using Math 110

- **Course Title and Description:** Math 110 has a student friendly schedule description compared to the more technical catalog description. The schedule description includes a “big picture” overview with minimal subject specific vocabulary.
- **Author:**
- **Course Materials:** Texts include or reference authentic datasets that may resonate with students. Most materials are also OER, free, or affordable.
- **General Semantics:**
- **Course Content:** Focus on application and use of technology. Stats is exploding in popularity and the course will now reflect the wide variety of students that encounter the course. Topics that need prerequisite skills have been de-emphasized.
- **Class Activities:** Dedicated lab time is now given for students to practice with data and technology.
- **Assignments:**
- **Learning Outcomes:**
- **Images and other media:**