

Equity based considerations in curriculum development

(adapted from Glendale Community College Guide for Creating Equitable Curriculum)

Measurable Objectives	<p>Does measurable objectives reflect universal learning design?</p> <p>Does measurable objectives demonstrate a commitment to help students succeed in their connection to course content?</p>
Course Content	<p>Is it timely?</p> <p>Is it relevant?</p> <p>Does it explore a broad range of diverse contributions to the discipline?</p>
DE Course Interaction	<p>Perform accessibility checks for Pages and Attachments in Canvas</p>
Methods of Instruction	<p>Coach and “water up” - meaning to create learning environments where students become active agents in their own learning</p>
Assignments	<p>Do class assignments encourage students to connect course content to their sociocultural backgrounds and eclectic experiences and/or the sociocultural backgrounds and experiences of others?</p>
Methods of Evaluation	<p>Are we as instructors considering our own biases when constructing and evaluating assessments?</p> <p>Are assignments assigned in stages so that subsequent assessments incorporate the students’ previous work and instructor feedback?</p>
Typical Texts	<p>Do the reading materials amplify the struggles, advancements, achievements, and experience of authors from a variety of racial, gender, cultural, (dis)ability, and experiential backgrounds?</p> <p>Are the language and content accessible to students from a variety of backgrounds and abilities?</p>
Other Materials Required of Students	<p>Are there free texts available?</p>