



Diversity, Equity, and Inclusion Curriculum Guide

Abbreviated Course Design Overview

Developed by:

Multiculturalism and Diversity Workgroup



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Diversity

Diversity serves as a pillar in the *Diversity, Equity, and Inclusion Curriculum Guide*. Curriculum development at Purdue Global takes into consideration aspects of diversity that impact all of our learners. While all of these aspects of diversity may not apply to a course, a selection of these elements of diversity is integrated into course design and demonstrate that a course is responsive to our diverse student population.

Ask yourself the following questions to determine the need for course design that incorporates Diversity:

- Does my course use language and resources that acknowledge, respect, and address multiple life experiences?
 - Resources refer to course readings, images, content, case studies, scenarios, learning activities, discussion boards, and seminars that may occur in the course.
- Does my course offer opportunities for students to support, advocate for, broaden access, and evaluate diversity and inclusion in their field of study?

Course Design

The College of Social and Behavioral Sciences *Diversity and Inclusion Action Committee* developed Diversity Standards which may be used for consideration during the course design process:

1. **Diversity Standard - Multiple Life Experiences:**

Use language and resources that acknowledge, respect, and address multiple life experiences, including but not limited to the life experiences of individuals in regards to their:

- **Race:** A variety of races should be considered in course content that refers to physical differences between individuals and groups.
- **Ethnicity:** Multiple ethnicities should be considered in the course content that refer to shared cultural characteristics such as language, ancestry, practices, and beliefs.
- **Culture:** Various cultures that depict social behavior, traditions, or norms of a nation, people, or group should be considered in course content.
- **Gender:** Gender should be inclusive of male, female, and non-binary individuals, and personal pronouns such as he/his, her/she, they/them/their should be considered in course content. To be inclusive of all genders, they/them/their is suggested.
- **Socioeconomic Status:** Various social classes should be considered based on socioeconomic indicators, most commonly described as upper, middle, and lower classes.
- **Sexual Orientation:** Individuals and groups of various sexual orientations should be considered in course content, including those who identify as LGBTQIA+.



- **Disability/Ability:** Individuals with various disabilities/abilities should be considered in course content that is positively inclusive of the individual's cognitive, physical, or degree to which they are able to participate in an activity.
- **Language:** Multiple languages should be considered in course design that reflects the method of communication that is utilized for speech, writing, or gesture.
- **Immigration-Citizen/Non-Citizen:** Immigration addresses systemic and structural issues facing citizens and non-citizens.
- **Religion:** Various religious beliefs or worship practices that are associated with specific moral and ethical principles should be considered in course content.
- **Age/Generation:** A variety of age ranges should be considered throughout the course content.

Resources include, but are not limited to: course readings, images, content, case studies, scenarios, learning activities, discussion boards, and seminars. The Purdue Global [DEI Library Resources Guide](#) and E-Book Collection from IGI Global.

2. Diversity Standard - Support, Advocacy, Access, and Evaluation:

Design opportunities for students to support, advocate for, broaden access, and evaluate diversity and inclusion in their field of study. Specifically, design opportunities for students to:

- Examine their current environment, including practices and policies that support diverse individuals and are responsive to diversity in multiple contexts.
- Advocate for diversity and inclusion in their environment, through contextually-appropriate forms of communication to convey ideas, concepts, and skills to foster self-expression and build relationships to encourage the transfer and application of knowledge and skills.
- Broaden access by developing resources that are responsive to diversity and outreach strategies for the multiple communities in their discipline.
- Assess and evaluate the effectiveness of practices, policies, and progress as related to diverse environments and design responsive practices to address any inequities found in practice.

The [Guidance and Resources for each of the different aspects of diversity](#) may also be consulted during the *course design* process to implement the Diversity Standards.



Equity

Equity serves as a pillar in the *Diversity, Equity, and Inclusion Curriculum Guide*. Equity pedagogy is a teaching strategy that impacts the classroom environment and students from diverse groups. Equity pedagogy enables diverse students from various racial, ethnic, linguistic, and cultural groups in obtaining the knowledge, skills, and attitudes necessary to become effective agents for social change (McGee Banks & Banks, 2004). Concrete examples of how equity pedagogy can be included in course design are provided below.

Ask yourself the following questions to determine the need for course design that incorporates Equity:

- Are students taught to examine important cultural concepts and themes from more than one perspective?
- Are students taught to critique, evaluate or judge important cultural concepts and themes from different viewpoints (e.g., marginalized groups)?
- Are students required to create a product based on their new perspective or that of another group?
- Are students required to analyze social and cultural issues from different perspectives and take action on these issues?
- Do students critique important social and cultural issues, and seek to make a change?
- Do students create a plan of action to address a social and cultural issue(s); they seek change?

Course Design

During the course design process, equity pedagogy can be incorporated by using the Bloom-Banks matrix (Ford, 2011). Examples of how to utilize the Bloom-Banks matrix during curriculum design (Ford, 2011) are presented in Table 1.



	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Contribution	Students are taught and know facts about cultural artifacts, events, groups, and other cultural elements.	Students show an understanding of information about cultural artifacts, groups, etc.	Students are asked to and can apply information learned about cultural artifacts, events, etc.	Students are taught to and can analyze (e.g., compare and contrast) information about cultural artifacts, groups, etc.	Students are required to and can create a new product from the information on cultural artifacts, groups, etc.	Students are taught to and can evaluate facts and information based on cultural artifacts, groups, etc.
Additive	Students are taught and know concepts and themes about cultural groups.	Students are taught and can understand cultural concepts and themes.	Students are required to and can apply information learned about cultural concepts and themes.	Students are taught to and can analyze important cultural concepts and themes.	Students are asked to and can synthesize important information about cultural concepts and themes.	Students are taught to and can critique and evaluate cultural issues, concepts and themes.
Transformation	Students are given information on important cultural elements, groups, etc., and can understand this information from different perspectives.	Students are taught to understand and can demonstrate an understanding of important cultural concepts and themes from different perspectives.	Students are asked to and can apply their understanding of important concepts and themes from different perspectives.	Students are taught to and can examine important cultural concepts and themes from more than one perspective.	Students are required to and can create a product based on their new perspective or the perspective of another group.	Students are taught to and can critique, evaluate or judge important cultural concepts and themes from different viewpoints (e.g., minority group).
Social Action	Based on information about cultural artifacts, etc., students make recommendations for social action.	Based on their understanding of important concepts and themes, students make recommendations for social action.	Students apply their understanding of important social and cultural issues; they also make recommendations and take action on these issues.	Students are required to and can analyze social and cultural issues from different perspective; they take action on these issues.	Students create a plan of action to address a social and cultural issue(s); they seek change.	Students critique important social and cultural issues, and seek to make change.

Table 1: Bloom-Banks Matrix (Ford, 2011). The top row of the Bloom-Banks matrix uses the Bloom's taxonomy to categorize levels of cognition as described by *knowing*, *comprehending*, *applying*, *analyzing*, *evaluating*, and *creating* (Bloom, 1965). The left-hand column represents the levels of curriculum modification that may occur to increase equity for diverse students from various racial, ethnic, linguistic, and cultural groups (McGee Banks & Banks, 1995). These curriculum design levels are *contributions*, *additive*, *transformation*, and *social action*. *Social action* is the highest level in this portion of the Bloom-Banks Matrix (Ford, 2011).



Inclusion

Inclusion serves as a pillar in the *Diversity, Equity, and Inclusion Curriculum Guide*. Universal Design for Learning ([UDL](#)) is a framework based on the learning sciences to “take advantage of the opportunities inherent in the great variability of students, offering paths for those currently disenfranchised and developing the talents of all” (Meyer, Rose, and Gordon, 2014, p. 84). The UDL framework includes three guiding principles that address the affective, recognition and strategic networks of learning. The three principles of UDL are to provide *Multiple Means of Engagement*, *Multiple Means of Representation*, and *Multiple Means of Action and Expression*. Concrete examples of how inclusion through UDL can be included in *course design* are provided below.

Multiple Means of Engagement

This principle includes instructional options to recruit interest, sustain effort and persistence, and self-regulation (CAST, 2018).

Recruit Interest

Evaluation Questions

- Are the examples authentic, relevant, and responsive to a variety of groups?
- Are there examples that are purposeful for the field of study?
- Will a variety of students be able to identify with the examples provided?

Course Design

- Provide learners with autonomy and choice in terms of the type of tool used, design, sequence, or timing of a product.
- Allow learners to set their own academic or behavioral goals within the context of a task.
- Design activities that are authentic, share the learner's identity, communicate to a real audience, are purposeful in the field of study, and relevant and responsive to various racial, cultural, ethnic, and gender groups.

Sustain Effort and Persistence

Evaluation Questions

- Does the course use prompts to remind students of their own goals?
- Does the course provide opportunities for collaboration, teamwork, and peer support?
- Are students encouraged to reflect on their own efforts, processes, and improvements?

Course Design

- Differentiate activities based on interest, readiness, and abilities.
- Create virtual environments for collaboration, teamwork, and peer support in the course design.



Self-Regulation

Evaluation Questions

- Does the course provide students the opportunity to monitor their own progress toward their goals?
- Does the course content allow the faculty member to review a student's own reflections on their progress and then provide feedback on those reflections?
- Does the course provide appropriate opportunities for students with similar interests to form groups?

Course Design

- Incorporate prompts and scaffolds for self-regulatory goals in the course design.
- Design scaffolds and aids to monitor internal coping, emotional support, and to manage frustration during a course.
- Incorporate supports that monitor progress and time management in a course.

Multiple Means of Representation

This principle includes instructional options to impact perception, language and symbols, and comprehension (CAST, 2018).

Perception

Evaluation Questions

- Are there captions and/or written transcripts where needed?
- Are the rate and speed of audio-visual content appropriate for all learners?
- Are there visuals that help to illustrate content?

Course Design

- Provide written transcripts for audio/visual content.
- Monitor rate and speed of audio/visual content using mechanisms to stop, pause, mute or adjust volume for audio that automatically plays on a page for more than 3 seconds.
- Review the [Accessibility Guidelines and Resources site](#) for additional best practices.

Language and Symbols

Evaluation Questions

- Are there concrete examples of abstract words and concepts?
- Does the course content pre-teach vocabulary and symbols that students may need to apply?
- Are key concepts presented symbolically/visually (i.e., diagrams, photographs, video)?



Course Design

- Make connections between abstract words and symbols to more concrete examples of words or symbols.
- Design opportunities to pre-teach vocabulary and symbols.
- Present key concepts symbolically by using a diagram, table, model, video, comic strip, storyboard, photograph, or other visual symbols.

Comprehension

Evaluation Questions

- Does the course content use analogies and metaphors to increase understanding?
- Do the learning activities point out patterns, main ideas, and relationships with the content?
- Are key features highlighted in varied text, tables, or diagrams?
- Is information chunked to provide small bits of learning that help to build understanding?

Course Design

- Connect concepts to analogies and metaphors.
- Emphasize patterns, critical features, main ideas, and relationships in the content.
- Highlight key features in texts, tables, diagrams, or formulas.
- Chunk information into smaller elements.

Multiple Means of Action and Expression

This principle includes instructional options to increase physical action, expression and communication, and executive functions (CAST, 2018).

Physical Action

Evaluation Questions

- Are there a variety of learning activities that would allow for different types of physical movements?

Course Design

- Providing alternatives in the range of manipulatives and Learning Activity types.
- Incorporating various interactions with material using various technological responses (e.g., varying the type of selection methods in a Learning Activity).



Expression and Communication

Evaluation Questions

- Does the course content use items such as concept maps, outlines, and sentence starters?
- Does the course content demonstrate how to use manipulatives for quantitative tasks (i.e. math problems)
- Can you identify the scaffolds that facilitate skill-building during the course?

Course Design

- Include concept maps, outlining tools, story webs, and sentence starters.
- Provide virtual manipulatives for mathematics or quantitative tasks.
- Incorporate scaffolds that can be gradually released as the course progresses.

Executive Functions

Evaluation Questions

- Does the course content help students to set goals?
- Does the course content or design demonstrate how to use checklists or guides for taking notes?
- Do students have the opportunity to complete a “think aloud” to monitor their progress toward completion of a goal or task and is the faculty member able to provide the student feedback?

Course Design

- Utilize prompts and scaffolds to predict and estimate effort, resources, and difficulty for a task.
- Incorporate project planning tools, such as checklists, templates, and Gantt charts.
- Communicate sequence, schedules, and steps using templates and scaffolds.