



Course Number

Should the course be 0-level, 100-level, or 200-level?

Course Title

Don't be quick to discount the course title, is there a way to change the title to make it more equitable?

Example: ENGL 101, Freshman Composition recently changed to College Composition.

Course Description

- Is the language in the course description inclusive?
- Is it relevant to our student population?
- Does the course communicate values of inclusiveness and diversity?

Examples:

(KIN 200) This introductory course provides an interdisciplinary approach to the study of human movement. An overview of the importance of the sub-disciplines in kinesiology will be discussed along with career opportunities in the areas of teaching, coaching, allied health, and fitness professions.

(BIOL 100) This is an introductory course that explores biological concepts in our everyday lives as they are closely connected to racial, sociocultural, health, and environmental issues.

(ENVSCI 100) This course is an introduction to environmental issues from a scientific perspective. It focuses on physical, chemical, and biological processes within the Earth system, the interaction between humans and these processes, environmental racism and environmental justice, and the role of science in finding sustainable, culturally appropriate solutions.

(GEOG 102) Are you fascinated with the enormous diversity of culture, language, religion, economics, politics, urbanization, agriculture, and ethnicity around the world? Have you ever wondered how this developed? Are you concerned about human rights, social justice, climate change, and access to clean drinking water, healthcare, education, and resources? Using the tools of geography, this course will help you to understand how humans interact with each other and how humans interact with the environment.

Units

Are the units equitable for students? Could the course be non-credit?

Requisites and Advisories

Do the prerequisites create barriers for students?

Student Learning Outcomes and Course Objectives

Student Learning Outcomes and Course Objectives should focus on the student and should emphasize their experiences. Can students see themselves in the outcomes and objectives? Outcomes and objectives should relate to the course content as much as possible. Committee members should be aware of implicit bias.

Student Learning Outcome Examples:

- **(ART 105)** Discuss cultural appropriation and its effects on society.
- **(BIOL 102)** Identify common disease states and epidemics in men and women of different ethnicities.
- **(ENGL 101)** Read multicultural college-level texts for main ideas, support, style, and tone.
- **(ENVSCI 100)** Identify and describe major environmental issues through a multicultural lens, including environmental racism and environmental justice, at local, regional, and global scales.
- **(GEOG 102)** Analyze geographic patterns of income, urbanization, resource consumption, population growth, and access to education, healthcare, drinking water, and food within wealthy (most developed), middle income (developing), and poor (least developed) countries.
- **(HIST)** Critically evaluate the impact of the intersectionality of race, ethnicity, class, gender, and sexuality in American society.
- **(POLIT 170)** Evaluate the effectiveness of public policies and explain how policies impact members of race and gender groups differently.
- **(KIN 200)** Demonstrate an understanding of the multifaceted fields and possible career opportunities in Kinesiology.

Course Objectives Examples:

- **(ART 105)** Distinguish and compare art works from various cultures and regions demonstrating knowledge about the visual concerns of those cultures.
- **(BIOL 102)** Recognize racial, ethnic, gender, cultural, environmental, and socioeconomic issues as they may intersect with biological concepts and impact our local, state, and global communities.
- **(ENVSCI 100)** Evaluate relationships between human actions and environmental issues and examine the impacts of environmental issues on human populations through the lens of environmental racism and environmental justice.
- **(GEOG 102)** Evaluate the socioeconomic status and political representation of historically marginalized groups, including women, ethnic and religious minorities, immigrants, aboriginal peoples and LGBTQ+ populations.
- **(MATH 120)** Develop personal financial plan for life goals.
- **(POLIT 170)** Deconstruct and analyze key public policy issues (such as education, health, immigration, economics) and their impact on the lived political experience of non-binary women, Native Americans, African Americans, Latina/o Americans, and Asian Americans.
- **(KIN 200)** Evaluate the pathways and requirements for career opportunities.



Course Content

Are social and cultural movements appropriate for the course or discipline? Are historical and contemporary perspectives on race and social justice relevant to the course? Are current events relevant to the discipline? Consider the student experiences, does the course content reflect a diverse society? Ensure content is inclusive and accessible.

Examples:

(BIOL 102)

1. Ecosystem Metabolism and Me
 - a. Ecosystem dynamics, including urban ecosystems, and their influence on the evolution of free-living and disease-causing organisms.
 - b. Ecosystem services and natural resources as they relate to molecular and cellular biology.
 - c. Our human impact on ecosystem services (e.g., climate, water) and vice versa
 - d. Applied technology to evaluate human impact and solutions (e.g., renewable energy, “green” technologies, reducing CO2 emissions)
 - e. Local, state, and global conservation and mitigation efforts and current and past legislative policies, and current and past environmental sociocultural inequities and culturally appropriate solutions

(ENVSCI 100)

1. Addressing environmental issues and sustainability
 - a. Sustainability
 - b. Globalization
 - c. Climate change
 - d. Environmental racism
 - e. Environmental justice
 - f. Culturally appropriate environmental strategies
 - g. Human health
 - h. Environmental toxicology

(POLIT 170)

1. Introduction
 - a. Does race matter?
 - b. Defining race, ethnicity, racism.
 - c. Racial classification, citizenship, group status
 - d. Outcomes of Racialization

(KIN 200)

1. Exploration of pathways and career opportunities
 - a. Health and fitness
 - b. Therapeutic exercise careers
 - c. Athletic Trainer
 - d. Physical Therapist
 - e. Occupational Therapist
 - f. Strength and Conditioning Specialist
 - g. Clinical Exercise Physiologist
 - h. Teaching physical education
 - i. Coaching and sport instruction

- j. Responsibilities
- k. Ethics
- l. Sports management

Methods of Instruction and Methods of Evaluation

- **Methods of Instruction:** Take advantage of the students' experiences and various backgrounds by validating their knowledge and diverse perspectives. Consider student-centered activities that focus on real world problems.
- **Methods of Evaluation:** Consider rubrics for transparency and use a variety of assessments that focus on student learning. Be aware of "blind" grading.

Out of Class Assignments

- Consider assignments that take into consideration the student's own background and experiences.
- Use real world issues.
- Include culturally sensitive and inclusive readings.
- Give students' choices.
- If using scenarios with word problems, use a variety of culturally diverse names.
- Make assignments transparent by including rubrics.

Reading Assignment Examples:

- **(ENGL 101)** In preparation for an in-class discussion, read Manuel Munoz' "Leave Your Name at the Border" to discover his thesis (main idea) about identity and the assimilation experience for immigrants.
- **(ENVSCI 100)** Read an excerpt from a current book (one published during the past 10 years) on the topic of environmental racism and/or environmental justice. Be prepared to participate in a classroom discussion that focuses on the disproportionate impact of pollutants within black, Latinx, indigenous, and other communities of color, as well as socioeconomically disadvantaged communities.

Writing Assignment Examples:

- **(BIOL 102)** Create a one-page written assignment that is self-reflective exploring perceptions and experiences when evaluating specific biological concepts and/or activities conducted in the laboratory or lecture.
- **(ENGL 101)** After reading Audre Lorde's "Fourth of July", and based on other class readings and discussions, create an outline for a 2-3 page reflection essay about a particular childhood experience you had directly connecting with your family's cultural history and what you learned from it.
- **(ENVSCI 100)** Within a 2-3 page paper, propose culturally sensitive and appropriate solutions to raise standards of living within the poorest, peripheral states without significantly increasing fossil fuel and other non-renewable resource use.

Critical Thinking Assignment Examples:

- **(ENGL 101)** Read, "How to do Gender" by Lisa Wade and Myra Marx Feree and "The Gender Knot: Patriarchy" by Allan G. Johnson. Write a 3-4 page essay comparing and contrasting the ideas in both essays by examining the cultural myths of gender.
- **(ENVSCI 100)** Read an excerpt from a current book (one published during the past 10 years) on the topic of environmental racism and/or environmental justice. Examine the various strategies employed to publicize, resist, and remove environmental pollutants within black, Latinx, indigenous, and other communities of color, as well as socioeconomically disadvantaged communities.
- **(MATH 120)** Choose an area in which you want to live, and a potential career option. Determine the median salary of your career. Determine the amount of loan you qualify for in the region you selected and select a potential



purchase home in your price range on Zillow.com. Calculate all associated home mortgage fees and monthly payment. Include an amortization table of the home loan. In a 2–3-page paper summarize your home mortgage results and how it fits into your personal financial plan. Include details about when you will determine saving for the down payment, at what phase you will purchase the home, benefits of buying versus renting in the area, and how the purchase of the home affects your long-term asset and retirement plans.

- **(POLIT 170)** In a five to eight page paper, analyze the historical role played by women in politics and how women overcame this.
- **(KIN 200)** Review the department requirements for a degree. Analyze and explore what it will take to prepare for your chosen career. Write a one to two page paper and be prepared to discuss in class the requirements for a kinesiology degree.

Course Materials

Textbooks: Consider students' socio-economic status and look into using Open Educational Resources (OER) textbooks. Consider contemporary and culturally diverse authors.