**Course Review and Integration of Diversity**

What is the CCPRC looking for when examining course and program submissions with regards to integration of diversity?

There is no one correct way to integrate diversity in your course and/or program. However, we do inquire about the ways that diversity is thoughtfully integrated throughout the course—from stated objectives, materials, assessments, to the standards used to grade the assessments. How diversity is explicitly addressed often varies widely across courses, instructors, content areas, programs, and departments.

Various courses in our curriculum may address diversity in different and multiple ways, which is in itself an illustration of the value of multiple lenses in learning.

For example, in an introductory statistics class, issues of diversity may be better illustrated when the instructor purposefully emphasizes how the various analytic methods can address questions about diverse populations.

Another example of diversity is the consideration of group composition when creating groups for presentations and assignments: How might students with diverse characteristics and histories enrich and deepen the group process? It may involve thinking about the diversity of the population in your classroom (i.e., who, what, where, when) or it might also include diversity of philosophical perspectives and methodological approaches.

What are the various ways that this can be accomplished for my class?

Defining Diversity: It is useful to begin this process by understanding what your perspective on diversity might be and how it influences the design, content, and structure of your courses.

The following is an example of a reflective process that starts with your own understanding and approach to diversity and translates this thinking to potential linked outcomes.

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| TYPES OF LEARING OUTCOMES | TYPES OF QUESTIONS TO ASK YOURSELF AS YOU ARE DEVELOPING YOUR COURSE | EXAMPLES OF ASSOCIATED OUTCOMES\* |
| Knowledge Outcomes | 1. What is known about diversity (race/ethnicity, gender, sexual orientation, SES, etc) for the topic of my class? | Students will be able to **identify** key issues of diversity in the field of [x].  Students will be able to **explain** how process [x] is related to [y] differences. |
| Skills Outcomes | 1. 1. [GENERAL Ex.] What skills do my students need to be able to produce research and/or policy relevant to diverse populations? 2. 2. [STUDENT TEACHER Ex.] Are there skills my students need to differentiate learning across diverse students?   3. [KINESIOLOGY Ex.] What skills do student need to differentiate risk of injuries or risk for chronic diseases across diverse populations? | Students will be able to **assess** the generalizability of research to diverse populations.  Students will be able to **identity** gaps in the general literature with regards to diverse populations.  Students will be able to **develop** and **defend** policy positions related to diverse populations.  Students will be able to **differentiate** [x] across various groups.  Students will be integrating information from latest published guidelines into their treatment modalities or exercise prescriptions. |
| Attitude Outcomes | 1. Reflection   2. Perspective Taking | Students will be able to **recognize** their possible biases and **select** strategies to address these when serving [x]. |
| \*More detailed/specific outcomes set clearer expectations. | | |

Once the course objectives are clearly articulated, it is important to identify how they will be implemented across the various components, including associated readings, assignments, and/or assessments.