

## **DEIA Course Catalog Descriptions and Content Checklist**

### **Course Catalog Description**

#### **WELCOMING:**

- Does the course sound exciting, attractive, and engaging for students?
- Are learning outcomes described and less jargon used?
- Can the description be understood by people unfamiliar with the discipline?
- Does the description indicate how the course will help students reach their educational, personal, or career goals?

#### **DEMYSTIFYING:**

- Does the description state the purpose and learning outcomes for students?
- Does the description communicate the objectives in clear and concise terms?
- Is the language student-friendly and understandable?
- Do students understand what they will gain from the course?

#### **CREATING A PARTNERSHIP:**

- Does the description communicate what is expected of the student and what can be expected from the educator?
- Is it clear how the course contributes to student success?
- Are expectations clear and concise?

#### **VALIDATING:**

- Does the description encourage students' ability to be successful?
- Does the description allow all students to feel seen and heard in the course?
- Does the course description state accommodation for students with different physical and cognitive learning abilities?

#### **REPRESENTING:**

- Does the description state that the range of identities and experiences will be addressed (racial, ethnic/cultural, abilities, language abilities, ages, LGBTQ+)?
- Is there a priority to include the perspectives of all students?
- Does the description express the desire for inclusion and accessibility?

#### **DECONSTRUCTING:**

- Does the description include diverse authors and educators within the discipline, in addition to white, able-bodied, male, socioeconomically privileged points of view?

### **Course Content**

#### **DEMYSTIFYING:**

- Does the content express what will be covered in the course?
- Is the content clear and stated in student-friendly terms?
- Does content show what students will learn from completing the course?
- Does the content reflect how the course will benefit the students' educational, personal, and professional goals?

#### **REPRESENTING:**

- Does the content, images, and textbook include a range of identities and experiences (racial, ethnic/cultural, abilities, language abilities, ages, LGBTQ+)?
- Can every student relate to and see their perspectives and experiences reflected in the content?
- Can students contribute to the discussion critically with personal experiences based on content and course assessments?

**VALIDATING:**

- Can students see themselves in the course content?
- Are students able to think critically and have examples that are relevant to life experiences?
- Are the textbook authors diverse and represent different cultural perspectives?
- Can students feel empowered by the content and apply it to life goals?
- Does the course content contain aspects of hope and human betterment?

**REPRESENTING:**

- Does the content address the range of identities and experiences that will be addressed (racial, ethnic/cultural, abilities, language abilities, ages, LGBTQ+)?
- Is the textbook inclusive and diverse?
- Are examples inclusive and diverse?

**DECONSTRUCTING:**

- Does the content include input from diverse populations?
- Is the perspective from multiple views and experiences?

**The goal is to ensure that all students have an opportunity to learn, grow, think critically, and form educated opinions and assessments to fuel their desire to become experts in their chosen disciplines.**

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