PURDUE UNIVERSITY. FORT WAYNE | **Office of Diversity, Equity, and Inclusion**

Curriculum and Teaching Inventory

Curriculum and Teaching Inventory content is adapted from the [University of California, Berkeley Division of Equity and Inclusion Strategic Planning for Equity, Inclusion, and Diversity Toolkit.](#)

The inventory assists colleges and schools in reviewing their curriculum and teaching practices during diversity planning.

Graduate Program	Learning Outcomes, Expectations, Goals	Course Offerings	Co-Curricular Opportunities
	In what ways do the expectations for student learning at each level address areas such as: - Intercultural awareness/competence - Community and/or civic responsibility - Appreciation of multiple perspectives - Development of global sensitivity - Multicultural identity development - Ethical implications -Commitment to social justice - Equitable access/outcomes for diverse learners	Which of the courses relate to equity, inclusion, diversity, and/or public service? For example: -Courses with explicit topical focus on issues of diversity, equity, and/or inclusion -Courses which include community or public engagement components (e.g. action research, internships, community partnerships, service learning, activist scholarship, etc.) -Courses which, regardless of topic area, use a multicultural approach (e.g. incorporate work of diverse authors, bring in speakers from underrepresented backgrounds, etc.)	What relevant co-curricular opportunities are offered, such as: -Speaker series or colloquia on issues related to diversity, inclusion, and/or equity -Relevant conferences or events - Identity-based learning communities or affinity groups - Community engagement initiatives

Undergraduate Major/Minor	Learning Outcomes, Expectations, Goals	Course Offerings	Co-Curricular Opportunities
	In what ways do the expectations for student learning at each level address areas such as: - Intercultural awareness/competence - Community and/or civic responsibility - Appreciation of multiple perspectives - Development of global sensitivity - Multicultural identity development - Ethical implications -Commitment to social justice - Equitable access/outcomes for diverse learners	Which of the courses relate to equity, inclusion, diversity, and/or public service? For example: -Courses with explicit topical focus on issues of diversity, equity, and/or inclusion -Courses which include community or public engagement components (e.g. action research, internships, community partnerships, service learning, activist scholarship, etc.) -Courses which, regardless of topic area, use a multicultural approach (e.g. incorporate work of diverse authors, bring in speakers from underrepresented backgrounds, etc.)	What relevant co-curricular opportunities are offered, such as: -Speaker series or colloquia on issues related to diversity, inclusion, and/or equity -Relevant conferences or events - Identity-based learning communities or affinity groups - Community engagement initiatives

	Learning Outcomes, Expectations, Goals	Course Offerings	Co-Curricular Opportunities
Breadth and Other Service Courses	In what ways do the expectations for student learning at each level address areas such as: - Intercultural awareness/competence - Community and/or civic responsibility - Appreciation of multiple perspectives - Development of global sensitivity - Multicultural identity development - Ethical implications	Which of the courses relate to equity, inclusion, diversity, and/or public service? For example: -Courses with explicit topical focus on issues of diversity, equity, and/or inclusion -Courses which include community or public engagement components (e.g. action research, internships, community partnerships, service learning, activist scholarship, etc.) -Courses which, regardless of topic area, use a multicultural approach (e.g. incorporate work of diverse	What relevant co-curricular opportunities are offered, such as: -Speaker series or colloquia on issues related to diversity, inclusion, and/or equity -Relevant conferences or events - Identity-based learning communities or affinity groups - Community engagement initiatives

	- Commitment to social justice - Equitable access/outcomes for diverse learners	authors, bring in speakers from underrepresented backgrounds, etc.)	