



The University of Texas at Austin

Office for Inclusion and Equity

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. For best practices in inclusive teaching, the Office for Inclusion and Equity offers an [Inclusive Classrooms Leadership Certificate Seminar](#).

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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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

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Undergraduate Major/Minor	Learning Outcomes, Expectations, Goals	Course Offerings	Co-Curricular Opportunities
	<p>In what ways do the expectations for student learning at each level address areas such as:</p> <ul style="list-style-type: none"> - 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 	<p>Which of the courses relate to equity, inclusion, diversity, and/or public service? For example:</p> <ul style="list-style-type: none"> - 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.) 	<p>What relevant co-curricular opportunities are offered, such as:</p> <ul style="list-style-type: none"> - 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

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	Learning Outcomes, Expectations, Goals	Course Offerings	Co-Curricular Opportunities
Breadth and Other Service Courses	<p>In what ways do the expectations for student learning at each level address areas such as:</p> <ul style="list-style-type: none"> - Intercultural awareness/competence - Community and/or civic responsibility - Appreciation of multiple perspectives - Development of global sensitivity - Multicultural identity development - Ethical implications 	<p>Which of the courses relate to equity, inclusion, diversity, and/or public service? For example:</p> <ul style="list-style-type: none"> - 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 	<p>What relevant co-curricular opportunities are offered, such as:</p> <ul style="list-style-type: none"> - 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

	<ul style="list-style-type: none">- Commitment to social justice- Equitable access/outcomes for diverse learners	authors, bring in speakers from underrepresented backgrounds, etc.)	