Curriculum Resources

While no universal solution exists to address concerns of public affairs program, it is encouraged that programs engage with these challenges more actively by taking institutional context, evolving demographics, and educational research into consideration. What works for one program may not work for another as the needs and context of programs vary; thus, it is important for programs to continuously deliberate and reflect on current and new approaches and to actively engage with stakeholders.

While the inclusion of the strategies below does not constitute an endorsement by COPRA, the Commission does require programs to provide program- and mission-specific diversity plans that detail strategies to promote faculty, student, and curricular diversity and foster an overall climate of inclusiveness. The list below is not meant to be comprehensive; rather it is meant to serve as a starting point for *discussion, reflection,* and *evidence-based decision-making*.

➢ Involve students in curriculum development initiatives and diversity strategic planning.

➢ Establish ground rules for interaction to ensure students are respectful of each other's views during discussions:
   o **READ:** For strategies on how to handle "hot" moments in the classroom, read Lee Warren's article "Managing Hot Moments in the Classroom" published   at the Derek Bok Center for Teaching and Learning at Harvard University.

➢ Incorporate diversity topics and global perspectives in readings, case studies and theories:
   o **EXAMPLE:** include courses that investigate diversity through the lenses of power and privilege; that are interdisciplinary; that examine diversity within a national and/or global perspective; that emphasize intersectionality; or that focus on diversity in the workplace.
   o **EXAMPLE:** Georgia State University's Diversity Plan includes a section on how faculty is incorporating diversity topics into their curricula.
   o **EXAMPLE:** Learn about Nanyang Technological University's course on "Globalization and Public Administration."
   o **EXAMPLE SYLLABUS:** The School of Public and International Affairs at North Carolina State University offers the course: Cultural Competence in the Public Sector.

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- o **SAMPLE BOOK:** *Cultural Competency for Public Administrators* tackles cultural competency in government.

➤ Develop an interactive global curriculum to increase awareness of intercultural issues and to strengthen cultural consciousness so that students can understand diversity through multiple perspectives.
- o **EXAMPLE:** Learn about how students at Susquehana University are becoming more cross-culturally aware through the institution's new cross-cultural experience requirement.
- o **EXAMPLE:** Require students to present on global current events to encourage dialogue and awareness on global and multicultural issues.
- o **SAMPLE MATERIAL:** The National Peace Corps Association also offers a list of how students can connect with the global community. Click here to access their website.
- o **GUIDE:** The Center for Internationalization and Global Engagement (CIGE) provides institutions guidance in internationalization through examples, sample documents, and strategies. Read more about their efforts here.
- o **GUIDE:** Western Washington University also provides a general list of Teaching Tips on Diversity and Multicultural Education.

➤ Require explicit diversity statement in all course syllabi.

➤ Incorporate assessment of diversity in class evaluations.

➤ Support more capstone projects and electives on diversity topics.

➤ Seek diversity grants that promote innovative pedagogy and content related to diversity and inclusion.

➤ Assign diverse teams in classrooms:
- o **READ:** "Developing Diverse Teams to Improve Performance in Organizational Setting" by Katherine Yeager and Fredick Nafukho. This paper highlights diversity issues related to individual differences that underlie team formation and suggests strategies needed to develop effective teams.

➤ Invite speakers that represent diverse groups to talk to students:
- o **EXAMPLE:** In North Carolina State University, faculty invited guest lecturers from public and nonprofit organizations. Click here to learn more.

➤ Offer mentorship opportunities for underserved and first-generation-graduate students:
- o **GUIDE:** Learn more about Heritage University's strategies video series, which outline tips for faculty so they can help first-generation students excel in the classroom.
- o **GUIDE:** If you are a first-generation college student and would like more guidance, check out "I'm First!," an online community that provides resources for first-generation college students."

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- Remove barriers to learning for students with disabilities by promoting inclusive approaches to curricula development and delivery.
  - **EXAMPLE**: Adopt a Universal Course Design – "a set of strategies and practices that make courses more accessible for students" (definition attained from *Equity and Excellence In Higher Education* website).
    - **GUIDE:** Check out CAST, the Universal Course Design (UCD) and the Equity and Excellence in Higher Education Universal Course Design websites for tools, strategies, and other resources.
    - **READ:** Madaus, J.W., Scott, S. & McGuire, J. (2003). *Barriers and bridges to learning as perceived by postsecondary students with learning disabilities* (Universal Design for Instruction Project Technical Report No. 01). Retrieved from University of Connecticut, Center on Postsecondary Education and Disability website.

- Develop accessible distance learning courses for students with various needs.
  - **READ:** "College Organizational Structure and its Impact on Accessible Distance Learning for Students With Disabilities" by Mana Kariman. This dissertation paper describes the continuous struggles that colleges and universities face when maintaining web-based accessibility for students with disabilities. For example, providing transcribed text or closed captioning that makes the streaming of videos and audios posted online more accessible. According to the author, "no model for colleges exist to develop accessible distance learning courses aligned with accommodations for students with disabilities who use assistive technology."
  - **GUIDE:** To learn more about how professors can design a more inclusive online learning course, read "Ten Steps Toward Universal Design of Online Courses,"
  - **GUIDE:** Students looking for assistive technologies and web accessibilities resources can also check out the Association on Higher Education and Disability (AHEAD) resource webpage.
  - **GUIDE:** Best Colleges.com, which seeks to empower students through informed decision-making, has a list of compiled resources, including apps, websites, and software designed to help students with disabilities in the classroom.

COPRA looks forward to learning from its programs and continuing to build resources for programs based across the globe. If you have resources that could be of help to peer programs, please contact hamilton@naspaa.org.