

# Chapter 24

## The Culturally Responsive Higher Education Curriculum Assessment Tool

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### **ABSTRACT**

*The Culturally Responsive Higher Education Curriculum Assessment Tool was developed by Allan Hancock College in collaboration with researchers at New York University. Enriched by valuable input from Allan Hancock College faculty, the tool is useful to assess the extent to which curriculum is culturally responsive and sustaining. By gauging confidence levels against specific criteria related to representation and social justice, faculty can identify areas of the curriculum that need to be modified and strengthened. The aim of the tool is to empower faculty to cultivate inclusive learning environments that embrace multiple perspectives, promote social justice values, and honor diverse and minoritized students in higher education.*

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## INTRODUCTION

This chapter focuses on the *Culturally Responsive Higher Education Curriculum Assessment Tool* that was created with invaluable input from faculty at Allan Hancock College. This tool provides a structured framework for evaluating the extent to which curriculum within higher education is culturally responsive or in need of modification. By assessing confidence levels against specific criteria related to representation and social justice, faculty members are empowered to identify areas within the curriculum that can better meet the needs of diverse and minoritized student populations.

At its core, the aim of the *Assessment Tool* is to foster inclusive learning environments that honor the perspectives and experiences of all students, particularly those from diverse and minoritized backgrounds. By utilizing this tool, faculty members can proactively address gaps in representation and ensure that their curriculum actively promotes social justice values. Using this intentional and systematic approach to curriculum assessment, teachers within higher education can move closer to achieving their goals of equity, diversity, and inclusion.

Beginning with a review of the foundational theories associated with culturally responsive education, the reader will examine how each criterion with the *Assessment Tool* contributes to the overall goal of cultural responsiveness. Additionally, this chapter will explore practical strategies for implementing the tool within different disciplinary contexts and institutional settings. By highlighting examples of successful implementation and sharing lessons learned, this chapter aims to equip educators with the knowledge and resources needed to effectively utilize the tool in their own practice.

The *Assessment Tool* represents a significant step forward in the ongoing effort to create more equitable and inclusive learning environments within higher education. By using this tool to enhance a commitment to continuous improvement, institutions can enact meaningful change and better serve the diverse needs of their student populations. Ultimately, this chapter seeks to contribute to the dialogue around culturally responsive education in higher education by providing a comprehensive overview of the tool and its potential impact on transformational curriculum change.

## CULTURALLY RESPONSIVE-SUSTAINING EDUCATION: THE PARADIGM

Culturally responsive-sustaining education (CRSE) is an approach to teaching and learning that acknowledges and incorporates students' cultural backgrounds, identities, and experiences into the educational process. It aims to empower students

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