

Diverse Communities Course Criteria Checklist

The Diverse Communities (“DIV”) designation is a default designation (i.e., every time an approved DIV course is offered, it will fulfill the Diverse Communities requirement). Therefore, all of the following elements of the “DIV” designation must be met regardless of instructor or format.

Syllabus. The syllabus for a Diverse Communities course should do all of the following:

- Include a clear and prominent statement early in the syllabus that the course is an approved General Education course that meets the Gen Ed curriculum’s Diverse Communities (DIV) requirement.
- State that as a Diverse Communities course, the course is designed to help students meet General Education Goals #1 (“Communicate effectively”), #2 (Think critically and analytically”), and #5 (“Examine the workings of power, oppression, and resistance in a diverse society”).
- Select the Gen Ed SLOs that you will use to achieve each goal. For Gen Ed Goals 1 and 2, please choose one of the possible SLOs as listed in the Gen Ed Program CAPC Webpage, under the General Education 2019 Program tile: <https://www.wcupa.edu/deputy-provost/capc/genEd/default.aspx>. For Gen Ed Goal 5, address all three of the following: (a) “Analyze the role that social structures have historically played or continue to play in maintaining disparities within and/or across diverse groups”; (b) “Discuss the varied ways peoples from marginalized groups resist oppression and wield agency despite structural exclusion and discrimination”; and (c) “Identify relevant tools or strategies to challenge oppression and help create a more just and equitable world.”
- Explicitly link Gen Ed SLOs with their instruction and assessment: i.e., the syllabus must spell out which course artifacts (e.g., which exams, papers, presentations, etc.) provide instruction and assessment of the specific Student Learning Outcomes (SLOs) associated with Gen Ed Goals 1, 2, and 5. Please note that a single artifact can be used to assess more than one SLO; that is, preparers are not obligated to create a separate assignment for each individual SLO.
- Provide instruction-and-assessment information for course-specific learning outcomes and, if the course is required by any program, provide such information for program-specific goals as well.
- Identify one assessment artifact for Gen Ed Goal #5 that students will be expected to upload to their Gen Ed ePortfolio, which they will have created in Google Sites using their WCU Google account. To ensure that students upload their documents to their ePortfolio, the syllabus should be as clear as possible when identifying the artifacts. E.g., “This is the assignment that assesses Gen Ed Goal 5 and that you will upload to your Google Sites Gen Ed ePortfolio.” A version of this statement can be inserted under the relevant assignment descriptions on the syllabus.
- Identify which historically marginalized groups (based on categories including, e.g., race, ethnicity, gender, gender expression, sexuality, class, religion, language, national origin, immigrant status, age, body size, ability, etc.) are studied in the course. The syllabus must make clear that the study of these groups is substantive in nature.

- ❑ Identify one or more theoretical approach(es) or framework(s) on which the course is based. It must be clear that the course's theoretical framework provides an analysis of structural inequalities and that the framework meaningfully anchors and informs the work of the course.
- ❑ Include a statement indicating that the course fosters an informed and reasoned openness to, and understanding of, difference. This statement can be placed anywhere in the syllabus; many instructors prefer to add it to their course description. Because the statement is not officially part of the Gen Ed goal #5 learning outcomes, it shouldn't be listed with the SLOs, but it can be placed below them if you wish.
- ❑ The course organization, student learning outcomes, list of required readings, course schedule/calendar, and assignments should all directly reflect the approaches and goals detailed in the course narrative and required by the Diverse Communities designation. The course schedule/calendar must show how the course's theoretical framework informs the class work and is incorporated meaningfully into the work of the course, be it via readings, units, topics, assignments, or other indications.

Course Narrative. Proposers of Diverse Communities courses must (like all preparers) submit their course narrative by completing the Gen Ed Course Narrative form, a fillable PDF contained in the CIM process. This form is intended to provide useful information for reviewers as they consider the proposal and the role it might play in WCU's Gen Ed curriculum. DIV preparers should pay particular attention to question #7 on the form and, in their response to it, take care to explain the following:

- ❑ which historically marginalized groups (based on categories including, e.g., race, ethnicity, gender, gender expression, sexuality, class, religion, language, national origin, immigrant status, age, body size, ability, etc.) are substantively studied in the course.
- ❑ which recognized theoretical approach(es) or framework(s) the course uses, how they constitute a basis for the work in the class, and how they enable the course to provide an analysis of structural inequalities.
- ❑ how the course considers the multiple ways in which these marginalized groups resist oppression and have agency despite structural exclusion and discrimination. For this item, it would be ideal if your response could explain, from the perspectives of peoples from marginalized communities, the varied practices of resistance and negotiation they adopt to confront oppressive concepts and structures.
- ❑ how the course prepares students to identify tools or strategies to challenge oppression and help create a more just and equitable world. For this item, it would be ideal if your response could explain how (e.g., through what activities, reflections, tasks, etc.) students will be asked to showcase their ideas in this area.

Note: For a full explanation of DIV course requirements, proposers and reviewers should also consult CAPC's Diverse Communities Handbook, available here: <https://www.wcupa.edu/deputy-provost/capc/genEd/diverseCommunities.aspx>