

Diverse Communities Course Criteria Checklist

The Diverse Communities ("J") designation is a default designation (i.e. the course will be Diverse Communities regardless of the instructor or course format, and all requirements of the "J" designation are expected to be met regardless of instructor or format).

Syllabus. The syllabus for a Diverse Communities course should do all of the following. (Note that there may be some overlap between the syllabus and the course narrative.)

- 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 ("J") 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 ("Respond thoughtfully to diversity").
- Explicitly link Gen Ed goals with their instruction and assessment: i.e., the syllabus must spell out which course activities (e.g., exams, papers, presentations, etc.) provide instruction and assessment of the specific Student Learning Outcomes (SLOs) that are tied to Gen Ed goals 1, 2, and 5, as noted in the Gen Ed program description here:

https://www.wcupa.edu/viceProvost/capc/documents/GenEdProgram2019_Feb2019.pdf

For Gen Ed goal #5, this means naming the two goal #5 SLOs—(a) "Discuss the historical practices leading to the marginalization of diverse groups"; and (b) "Identify and analyze structural inequalities using a recognized theoretical approach"—and explaining how course activities provide instruction and assessment of those SLOs. For the sake of clarity, the syllabus should explicitly link course activities to SLOs separately for each individual SLO. (The syllabus should also provide instruction-and-assessment information for course-specific learning outcomes and, if the proposed J course is required for a particular program, provide such information for program-specific goals as well.)

- 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 recognized 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.
- Make clear how the course considers the multiple ways in which peoples from the studied groups resist oppression and achieve agency despite structural exclusion and discrimination.

- Include a statement indicating how the course might foster an informed and reasoned openness to, and understanding of, difference.
- Include a statement indicating how the course might further the university's goal of graduating students who are committed to creating a just and equitable society.
- Include a bibliography of major works in the field that inform the approaches and perspectives used in the course.
- The course organization, student learning outcomes, list of required readings, course schedule/calendar, and assignments should all directly reflect the approaches and goals outlined in the course narrative and required by the Diverse Communities designation.

Course Narrative. Proposers of Diverse Communities ("J") courses should attach a course narrative that explains all of 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
- how the course considers the multiple ways in which these marginalized groups resist oppression and have agency despite structural exclusion and discrimination
- what recognized theoretical approach(es) or framework(s) the course uses and how they enable the course to provide an analysis of structural inequalities
- how the course fosters an informed and reasoned openness to, and understanding of, difference
- how the course furthers the university's goal of graduating students who are committed to creating a just and equitable society

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Note: This document replicates information contained in the WCU Syllabus Information Checklist emailed by the Vice Provost to the faculty before the start of each semester. For a full explanation of J-course requirements, proposers and reviewers should also consult CAPC's Diverse Communities Handbook (available here: <https://wcupa.edu/viceProvost/capc/proposals.aspx#Handbooks>).