

Diverse Communities 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 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 at least two General Education goals, one of which must be Goal #5 ("Respond thoughtfully to diversity"). Goal #5 should be identified as the primary goal; for the secondary goal(s), the instructor may choose from Goals #1, #3, #4, or #6.
- ☐ Explicitly link all course goals (student learning outcomes) to how they are assessed (e.g., via exams, papers, presentations, etc.). I.e., the syllabus must spell out which course activities provide instruction and assessment of Gen Ed goals, program goals, and course-specific learning outcomes.
- ☐ Identify which historically marginalized groups (based on gender, race, class, ethnicity, religion, disability, sexuality, etc.) are studied in the course. The syllabus must make clear that the study of these groups is substantive in nature.
- ☐ Show that the course considers how these historically marginalized groups resist oppression and have agency in spite of structural exclusion and discrimination.
- ☐ 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.
- ☐ 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 gender, race, class, ethnicity, religion, disability, sexuality, etc.) are substantively studied in the course
- ☐ how the course considers the 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 synthesizes information contained in (a) the WCU Syllabus Information Checklist emailed by the Vice Provost to the faculty before the start of each semester (https://www.wcupa.edu/viceProvost/documents/Syllabuschecklist_rev112016.docx) and (b) the Diverse Communities Checklist housed on CIM (and here: https://www.wcupa.edu/viceprovost/capc/documents/AddBaccReqChecklists_J.pdf). 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>).