**General Education Diversity Requirement**

Course Content Evaluation Form

Department/Program and Course Number:

Course Title:

This form is designed to assess whether the subject matter of the course satisfies the General Education (Gen Ed) Diversity requirement. Please answer all of the questions below, providing as much information as you can to help the evaluating committee to review the course fairly and accurately.

***Information on this form will be cross-checked for consistency with the provided syllabus, so please refer directly to the syllabus where appropriate***. Note that the expectation is that the syllabus will contain explicit descriptions of course activities, materials, and assignments that link directly to the Gen Ed requirements. It is also expected that the same Gen Ed requirement(s) will be satisfied by the course regardless of the instructor or term.

If this is a cross-listed course, please coordinate with the other department/program and submit only one form.

The content of courses accepted for Gen Ed Diversity credit must be consistent with the Gen Ed Diversity Requirement described in Appendix B of the Proposed New Arts & Sciences Core Curriculum (submitted for vote 4 May 2016; approved by faculty September 2016):

*Students are required to pass a minimum of 6 credits in diversity courses. These courses may double-count toward distribution requirements.*

*The diversity requirement addresses the need to prepare students to navigate the complexities of living and working in a diverse and increasingly interconnected world. Diversity courses are designed to provide students with the necessary understanding and analytical skills to successfully function and lead in a multicultural, multiethnic, transnational, and global society. The courses promote historical and/or contemporary understanding of how social differences shape, and have been shaped by, political, economic, and cross-cultural relationships within the United States and the world. Generally courses will explore the ways in which marginalization has occurred, and the reasons for this marginalization.*

*The U.S. perspective (3 credits) will include courses that promote historical and/or contemporary understanding of how social differences have shaped social, political, economic, and cross-cultural relationships within the United States. Courses must substantially address one or more forms of diversity (for example: race, ethnicity, gender, gender identity, sexual orientation, socioeconomic class, religion, disability).*

*The global perspective (3 credits) addresses the need for students to learn and think critically about historical and/or contemporary global forces and transnational connections. Courses might: 1) focus in-depth on a particular country or culture outside the U.S., placing it within*

*transnational and global context; 2) address a problem or phenomenon in the context of two or more countries, cultures, or regions; 3) examine global affairs through a comparative framework; 4) be part of a study abroad experience with a substantial cross-cultural component.*

The following questions request information that will help the evaluation committee assess the fit between the curriculum of the nominated course and the Diversity Requirement described above. If one or more questions below are irrelevant for the course in question, please write, "not applicable". Again, please refer directly to the syllabus where appropriate, to indicate how the Diversity Requirement goals will be achieved. ***The expectation is that nearly every response below will refer to the syllabus.***

U.S. Perspective

If you are nominating this course for the U.S. Perspective requirement, or for both the U.S. Perspective and Global Perspective requirements, please answer the questions here. If you are nominating this course only for the Global Perspective requirement, skip to that section.

1. Through which disciplinary framework(s) does the course investigate diversity (e.g., African American Studies, Critical Race Theory, Gender Studies, Postcolonialism, etc.)? Please note that diverse voices or texts alone may not be sufficient to fulfill the diversity requirement. Use this space to provide examples of the theories and/or perspectives on diversity that are applied in the course.
2. How does the United States constitute the focus of the course?
3. What forms of human diversity in the United States does the course address (e.g., race, ethnicity, gender, gender identity, sexual orientation, socioeconomic class, religion, or disability)?
4. How does the diversity discussed in #3 above constitute the focus of the course?
5. In what ways does the course analyze how marginalization has occurred in the United States, and the reasons for this marginalization? If marginalization is not a focus of the course, how does the course promote an understanding of how social categories (e.g., race, ethnicity, gender, gender identity, sexual orientation, socioeconomic class, religion, or disability) shape human thought and experience?
6. How does the course assess students’ understanding of diversity and their mastery of approaches to analyzing it? Please indicate specific examples on the syllabus or other course materials.
7. If this course is taught in multiple sections during the same semester or by different instructors in different semesters, explain what mechanisms the department/program has in place to ensure consistency across sections for meeting the objectives of the General Education requirements.
8. Please include the description from the current CU course catalog below:
9. Is there other information about this course that you would like the evaluation committee to consider?

Global Perspective

If this course is being nominated for the Global Perspective requirement, or for both the Global Perspective and U.S. Perspective requirements, please answer the questions here.

1. Through which disciplinary framework(s) does the course investigate diversity (e.g., Africana Studies, Mediterranean Studies, etc.)? Please note that diverse voices or texts alone may not be sufficient to fulfill the diversity requirement. Use this space to provide examples of the theories and/or perspectives on diversity that are applied in the course.
2. How does the course focus in-depth on a particular country or culture outside the U.S. and place it within a transnational and global context?
3. How does diversity constitute the focus of the course? For courses focused only on one country, please explain how the material addresses either marginalization or a transnational and global perspective. For study abroad courses, explain how an explicit cross-cultural experience constitutes the course’s focus.
4. How does the course provide students with the necessary understanding and analytical skills to navigate a multicultural, multiethnic, transnational, and global society?
5. In what ways does the course explore how marginalization has occurred, and the reasons for this marginalization? If the concept of marginalization is not a focus of the course, how does the course promote an understanding of how social categories shape human thought and experience?
6. How does the course assess students’ understanding of diversity and their mastery of disciplinary approaches to analyzing it? Please indicate specific examples on the syllabus or other course materials.
7. If this course is taught in multiple sections during the same semester or by different instructors in different semesters, explain what mechanisms the department/program has in place to ensure consistency across sections for meeting the objectives of the General Education requirements.
8. Please include the description from the current CU course catalog below:
9. Is there other information about this course that you would like the evaluation committee to consider?

**SIGNATURES**

Course nominated by (faculty name typed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Campus Box ; Phone: ; E-mail address:

Signature of nominator:

 ; Date: .

Signature of department chair or program director endorsing this course:

 ; Date: .

If course is cross-listed, signature of other department chair or program director:

 ; Date: .

Curriculum Committee:

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