

Citizenship for a Diverse and Just World (CDJW)

This document is meant as a guiding tool for faculty proposing courses and for committees reviewing course proposals. It offers a blueprint for best practices for creating GE courses and highlights the aspects of the course that will be considered in review. Course developers can use this document as a potential tool for backward design in creating a new course or revising an existing course for the GE. Reviewers will use this document to provide feedback about the perceived degree of development of connections between course content, assignments, and the GE Theme.

A course proposal includes two main elements: the student-facing syllabus and the submission document that is read only by reviewers. The syllabus should clearly describe the connections between the GE Theme, course content, and assignments. The GE goals and expected learning outcomes (ELOs) should be listed, with a brief statement explaining why and how the course provides students with the tools to achieve these outcomes. The course submission document should point to these connections and explain and link the course's specific approach to the GE Theme via its activities and assignments.

Key elements of a CDJW GE theme proposal are:

1. A brief, student-friendly explanatory paragraph in the syllabus immediately following the required listing of the GE category goals and ELOs that details the specific framing of citizenship and of the concept of “a diverse and just world” **and** the connections between them within the course.
2. A list of topics, questions, readings, and assignment descriptions linked to citizenship and its relationship to diversity and justice.¹
3. Assignments that assess student attainment of the Theme ELOs that, in the aggregate, have weight that makes them integral to passing the course².

Proposals without these elements will be sent back for revision. Revision requests may be broad suggestions for reconsideration, requests for explanation, or specific points of content or format (with these latter often characterized as “contingencies”). Courses that meet the three key elements but do not meet the guidelines laid out in the rubric below might also receive requests for revisions that must be resolved before final approval.

¹ Common practices include listing a focal topic for each week, module, or session of the course. Full citations of readings should be included. Descriptions of assignments can be helpful.

² For example, if the final exam is the only assignment where the students demonstrate their mastery of a specific ELO and has a weight of 10% of the overall grade, a student can receive a good grade (possibly A-) without showing mastery of that ELO.

Course Review Rubric: Citizenship for a Diverse and Just World

Expectations are in bold on the left-hand column. The other cells of each row provide a qualitative assessment of the ways in which the course proposal materials address that expectation. The perceived strength of the alignment between course materials and the expectation increases from left to right.

	Not Met	Emerging		Met
Critical and logical thinking about the topic or idea of <i>Citizenship for a Just and Diverse World</i> is a primary focus of the course.	Not evident in materials provided.	Course materials describe opportunities for critical and logical thinking, but not specifically about concepts within <i>Citizenship for Diverse and Just World</i> .	Course materials introduce concepts of <i>Citizenship for a Diverse and Just World</i> in limited or introductory ways.	Course materials approach concepts within <i>Citizenship for Diverse and Just World</i> using varied content and highlighting open areas of inquiry, diverse interpretations, and cutting-edge perspectives.
“Advanced Study” in the concept of <i>Citizenship for a Diverse and Just World</i>.	Not evident in materials provided.	Course materials describe advanced, in-depth study, but concepts within <i>Citizenship for Diverse and Just World</i> are not the primary emphasis of the course or of the advanced elements within it.	Course materials introduce concepts of <i>Citizenship for a Diverse and Just World</i> in an introductory way, relying mostly on sources that are syntheses or reviews of original writings, research, or creative work.	Course materials describe opportunities for students to engage with <i>Citizenship for Diverse and Just World</i> , through critique and review of original writings, creative works, research findings or other primary materials in addition to secondary materials.
Identify, describe, and synthesize approaches or experiences as they apply to <i>Citizenship for a Diverse and Just World</i>.	Not evident in materials provided.	Course materials describe opportunities for students to identify and describe their experiences with concepts relevant to <i>Citizenship for a Diverse and Just World</i> .	Course materials describe opportunities for students to synthesize disciplinary or other approaches to concepts related to <i>Citizenship for a Diverse and Just World</i> , but these are not connected to student’s own experiences.	Course materials describe opportunities for students to identify and describe their experiences and academic approaches for understanding concepts relevant to <i>Citizenship for a Diverse and Just World</i> and provide opportunities for synthesis and comparison across approaches and experiences.

	Not met	Emerging		Met
Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work related to concepts embodied in <i>Citizenship for a Diverse and Just World</i>.	Not evident in materials provided.	Course materials describe opportunities for reflection, self-assessment, and creative work, but these do not focus on concepts related to <i>Citizenship for a Diverse and Just World</i> .	Course materials describe opportunities for reflection, self-assessment, and creative work on concepts related to <i>Citizenship for a Diverse and Just World</i> , but these are only minimally part of the grades and structure of the course.	Course materials identify multiple opportunities for reflection, self-assessment, and/or creative work on concepts related to <i>Citizenship for a Diverse and Just World</i> that are integral to the course and its assessment strategies.
Student reflections build on their understandings of concepts of citizenship and justice by revisiting these in new and challenging contexts.	Not evident in materials provided.	Course materials describe opportunities for engaging with prior experiences or understandings of concepts embedded in <i>Citizenship for a Diverse and Just World</i> but do not connect these to new contexts.	Course materials describe opportunities for engaging with prior experiences or understandings of either concepts of citizenship or of justice but do not consider both.	Course materials provide opportunities for engaging with prior experiences or understandings of concepts of citizenship and justice and ways that these prior understandings can be revisited or extended into new contexts.
Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.	Not evident in materials provided.	Course materials define <i>Citizenship for a Diverse and Just World</i> from a single perspective and/or the perspective(s) are not clearly delineated and defined.	Course materials describe multiple perspectives or definitions but focus only or primarily on one community or one type of citizenship (e.g., cultural, national, political, or global).	Course materials provide many opportunities for students to consider multiple definitions and perspectives on multiple aspects of citizenship.

	Note met	Emerging		Met
Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.	Not evident in materials provided.	Course materials show that the course addresses or provides instruction on intercultural competence.	Course materials show that the course ties intercultural competence to concepts of global citizenship	Course materials show that students apply ideas of intercultural competence to concepts of <i>Citizenship for a Diverse and Just World</i> .
Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.	Not evident in materials provided.	Course materials describe opportunities for learning the implications of diverse lived experiences, equity, or inclusion (but not all of these).	Course materials describe opportunities for learning about the implications of diverse lived experiences, equity, and inclusion for concepts of citizenship or justice.	Course materials describe opportunities for students to critique and interpret the implications of diverse lived experiences, equity, and inclusion as these apply to concepts of citizenship and justice.
Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.	Not evident in materials provided.	Course materials describe opportunities for learning about concepts of justice, difference, and citizenship but do not explain how students will <u>analyze</u> these.	Course materials describe opportunities for students to critique and interpret concepts of justice, difference, or citizenship, but do not cover all of these or do not link these to cultural traditions, structures of power or social advocacy.	Course materials provide multiple opportunities for students to critique and interpret the concepts of justice, difference, and citizenship and ask students to explore how these concepts intersect with cultural traditions, structures of power, or are involved in advocacy for social change.