**Difference, Power, and Discrimination Course Requirements**

FOR PROPOSED ED360: Multicultural American Society Course

**Criteria and Outcomes for DPD Courses:**

1. DPD Courses engage students in the intellectual examination of the structures, systems, and ideologies that create and sustain discrimination and the unequal distribution of power and resources in society.

**Within the framework of particular disciplines and course content, students will be able to identify specific cases of unequal distribution of power and resources and to present a structural understanding of the sources and ideological bases of discrimination.**

2. DPD Courses review the effects of unequal distribution of power and discrimination within the framework of particular disciplines and course content.

**Students will demonstrate an ability to analyze the effects of discrimination from the perspective of marginalized groups.**

3. DPD Courses provide an opportunity to examine the contributions of underrepresented groups within the framework of particular disciplines.

**Students will be able to give examples of the contributions to society of underrepresented groups within the framework of particular disciplines (examples include: creative, cultural, literal, economic, historical, and political contributions).**

**For DPD Course Approval:**

Syllabi must include DPD outcomes (see above), method of assessment, and approximately how much time is devoted to DPD concepts. Programs who are using multiple courses must submit their courses as a package so as to determine that the total coverage meets the DPD criteria and outcomes and is at least the equivalent to what a student would experience in a 5 credit course.

Once a course is approved as a DPD course, it must be taught as such regardless of who is teaching it or what modality they are using (onsite, online, or on campus). Programs should commit to reviewing courses on a regular basis to ensure that the criteria and outcomes are being met.

Program faculty and/or course instructors should engage in regular communication amongst themselves in order to ensure that the language and approach to teaching diversity is consistent across multiple courses so that students can transfer knowledge and achieve some depth of understanding of DPD issues in the discipline. This dialogue will create overt linkages to make it easier for students to recognize and grasp the common thread.

**Discrimination, Power and Diversity (DPD) Course Evaluation Form**

Using the evaluation criteria for DPD course consideration, please provide the following information and justification for meeting each of the DPD outcomes **using specific examples from your syllabus and course**.

**Does this course primarily address DPD outcomes? X YES**  **NO**

(That is, does the course spend a majority of time addressing these outcomes.)

**Describe how this course will engage students in the intellectual examination of the structures, systems, and ideologies that create and sustain discrimination and the unequal distribution of power and resources in society.**

|  |
| --- |
| **The course includes the following course outcomes that meet these requirements.**   1. Discuss the cultural practices, history, and subgroups of selected minority groups in the U.S., including (but not limited to) Hispanics, Asian Americans, African-Americans, Native Americans. 2. Develop case study research skills in cultural groups represented in school and home communities. 3. Evaluate the economic status, family structures, approaches to education, and political participation of minority groups in class participants’ communities. 4. Explore aspects of multicultural education and culturally responsive pedagogy in U.S. schools. 5. Identify variables crucial to the inclusion of diverse student populations into the educational mainstream; critically examine school policy and practices vis-à-vis cultural and linguistic minority students.  Interact justly in regards to poverty, oppression, and marginalized groups through service learning, community interaction and reflection. |

**Describe how this course will review the effects of unequal distribution of power and discrimination within the framework of particular disciplines and course content.**

|  |
| --- |
| **The course includes the following course outcomes that meet these requirements.**   1. Discuss the cultural practices, history, and subgroups of selected minority groups in the U.S., including (but not limited to) Hispanics, Asian Americans, African-Americans, Native Americans. 2. Develop case study research skills in cultural groups represented in school and home communities. 3. Evaluate the economic status, family structures, approaches to education, and political participation of minority groups in class participants’ communities. 4. Explore aspects of multicultural education and culturally responsive pedagogy in U.S. schools. 5. Identify variables crucial to the inclusion of diverse student populations into the educational mainstream; critically examine school policy and practices vis-à-vis cultural and linguistic minority students.  Interact justly in regards to poverty, oppression, and marginalized groups through service learning, community interaction and reflection. |

**Describe how this course will provide an opportunity to examine the contributions of underrepresented groups within the framework of particular disciplines.**

|  |
| --- |
| **The course includes the following course outcomes that meet these requirements.**   1. Discuss the cultural practices, history, and subgroups of selected minority groups in the U.S., including (but not limited to) Hispanics, Asian Americans, African-Americans, Native Americans. 2. Develop case study research skills in cultural groups represented in school and home communities. 3. Evaluate the economic status, family structures, approaches to education, and political participation of minority groups in class participants’ communities. 4. Explore aspects of multicultural education and culturally responsive pedagogy in U.S. schools. 5. Identify variables crucial to the inclusion of diverse student populations into the educational mainstream; critically examine school policy and practices vis-à-vis cultural and linguistic minority students.  Interact justly in regards to poverty, oppression, and marginalized groups through service learning, community interaction and reflection. |