

# Multicultural Requirement Certification Handbook

Summer 2017

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This guide is designed to help faculty members at the University of Delaware develop successful proposals to certify their courses as Multicultural Courses. It was funded by a Scholars Program Grant from the Center for Teaching and the Assessment of Learning (CTAL).

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## Guidelines for the Multicultural Course

**(Revised 2/1/16)**

The revised multicultural requirement is part of the University's broader General Education requirements, as reviewed and adopted by the Faculty Senate in the Spring of 2015. Prior to graduation, all students at UD must take a 3-credit course that satisfies the recently enhanced and clarified multicultural criteria. When constructed thoughtfully, and when both instructors and students can effectively practice the competencies described below, the multicultural course can be a truly transformative educational experience.

Courses certified to meet the multicultural requirement must meet **three** of the following criteria:<sup>1</sup>

**1. Diversity Self-Awareness and Perspective Taking:** Students can articulate their own individual identity in relation to key concepts such as race, ethnicity, gender, sexuality, language, social class, disability, national origin, and religious affiliation, and can also reflect on how their social position differs from, and impacts, their relationships in diverse environments. In other words, students will learn to locate themselves within larger structures of difference and understand how their own position shapes their identity and/or worldview, as well as how that identity and/or worldview may differ from others.

**2. Cultural Difference:** Students gain in-depth knowledge of the history, lived experience, artistic production, identity and/or worldview of one or more underrepresented groups in the West (i.e., the US, Great Britain, Europe, Canada, Australia, New Zealand) and/or of a non-Western culture (or cultures). Students can articulate particular aspects and experiences of these cultures as well as how they may be similar to or different than the students' own.

**3. Personal and Social Responsibility:** Students analyze the ethical, social, and/or environmental consequences of policies, ideologies, or actions on marginalized communities/groups within the US or internationally. Based on this analysis, students identify a range of potential personal and civic responses to these issues. A service learning version of this course may allow students to directly take informed and responsible action to address these challenges.

**4. Understanding Global Systems:** Students gain and apply the tools to think systematically about how institutions, ideologies, rhetorics, and/or cultural representations shape a people's culture and identity, which may include their role in perpetuating inequality, whether historically or in the present day.

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<sup>1</sup> These guidelines are based in part on the diversity competence rubric developed by James Jones and J.M. Lee. See Jones, J.M. & Lee, J.M. (2016). Conceptualizing and measuring diversity competence: Psychometric properties of the Diversity Competence Scale. Unpublished manuscript, Center for the Study of Diversity. University of Delaware.

# Multicultural Course Review Rubric

Below is the rubric the Multicultural Review Committee will use in its consideration of courses proposed to meet the multicultural designation.

Accepted	Presents clear connection between interventions or class activities used to address the guidelines (reading, assignment, etc.), and evidence that students have processed or engaged with the intervention
Provisionally Accepted	Provides an intervention (reading, assignment, etc.), but does not <i>clearly</i> articulate how students process or engage with the guideline
Rejected	Provides an intervention (reading, assignment, etc.), but does not articulate how students process or engage with the guideline

## Suggestions for Submitting a Successful Multicultural Course Proposal

A successful proposal for a multicultural course designation will include a clear explanation of how assignments and/or readings target the specific guideline, and how you process the assignments and/or readings with students to help them engage with the guideline. Below are three steps to support you in writing a successful proposal. In each step, you will find a rationale and suggestions for implementation. Finally there is a grid to help you connect the concepts you want students to learn with how you plan to teach and how you might provide evidence that learning has occurred.

**Step 1. Consider which three of the four guidelines your course best addresses.**

In order to help students engage with the concepts in each guideline it is helpful that you are clear about what you are trying to accomplish. In other words, be clear in your goals. Writing a learning outcome can be helpful for clarifying what you intend to

accomplish with the material you are covering. CTAL can help you write learning outcomes for your course if you require additional assistance.

When you are clear about your intent, you can be transparent in your teaching and thus more effectively guide students in their learning. When you are transparent with your teaching goals, students are better able to engage with the concepts you want to teach them. It may be helpful to

1. Paraphrase the guidelines in your own words as each relates to your course.
2. Write a few sentences about how or why your course focuses on concepts in each guideline.
3. Write a sentence that describes the goals of the guidelines to students.

## Step 2. Consider how you will teach the concepts that relate to the guidelines.

In order to maximize your effectiveness in teaching a concept, it is useful to conceptualize how the reading or assignment targets the specific guideline you are addressing. It may be helpful to

1. Write a few sentences explaining how your specific aspects of your course (i.e. section of the syllabus, unit, or specific class meeting), directly addresses the issues in each guideline.
2. Make a list of the readings or assignments that directly and meaningfully address the most critical aspects of each guideline.

## Step 3. Consider how you will determine evidence of learning.

A successful proposal for multicultural designation will not only explain how you teach concepts related to the guidelines, but how you assess that students have engaged with the concepts. It may be helpful to

1. Make a list of ways you review, describe and/or grade the assignment or reading you use to teach the concepts with students.
2. Write a few sentences about how the activity you use helps students engage with the concepts.

Below are some ideas for activities that enable students to engage with and process concepts in the multicultural guidelines. This list is not exhaustive but may provide language that can be useful in explaining how your students connect with the material you are teaching.

- Readings
- Videos (with viewing guides)
- Presentations
- Small group discussions
- Games
- Tests
- Quizzes
- Skits
- Debates
- Lectures
- In-class writing
- Blog posts
- Wiki entries

## Putting It All Together - Examples of Successful Multicultural Course Assignments

Once you feel clear in your understanding of the guidelines and have a sense of what readings, assignments, or activities can be used to teach and process the concepts, consider organizing your proposal around three core questions: What are the key concepts? How will I teach those concepts? How can I know the students engaged with each concept? Below are examples of successful multicultural assignments organized around these questions. The examples include an assignment or other activity (referred to as an intervention) along with notes about how faculty assess that learning has taken place (referred to as evidence).

### Guideline #1 - Diversity Self Awareness & Perspective Taking

<b>Examples from Various Disciplines</b>	<b>Direct intervention(s) to address guidelines</b>	<b>Evidence that students have engaged with guidelines</b>
Plant and Soil Sciences	At the end of each class meeting, students respond to a journal prompt where they reflect on how topics covered in class relate to their own beliefs and values.	Reflective Journal Individual presentations at end of semester
Anthropology	Students choose a character from an assigned class book and write an autobiographical memoir that considers that character's point of view and	Six page written paper Presentation/discussion in class of the student papers

	experiences from the 1960's to 2000.	
Women's Studies	After a reading that discusses systems of oppression and privilege in terms of key concepts like sexism, racism, ableism, hetosexism, sizeism, agesim, etc., students provide a specific example of each of the key concepts drawn from personal experience, popular culture, or media.	The examples are written up in a short paper and students share their examples in class as part of class discussion.
Art	Out of the supplied art materials students create a visual that connects to their roots and paste an image of their visual in a Word document for distribution.	In a paragraph students explain how their visual connects to their roots. The writing may be creative, e.g. in the form of a poem. These examples are shared in class as part of class discussion.

## Guideline #2 - Cultural Difference

<b>Examples from Various Disciplines</b>	<b>Direct intervention(s) to address guidelines</b>	<b>Evidence that students have engaged with guidelines</b>
Plant and Soil Sciences	For a group multimedia garden project, groups select a garden style from a culture different from their own and research its history, particular characteristics, and the culture of people who use the garden.	Multimedia presentations where each student voice in the group should be included. All students are responsible for viewing all projects.

Anthropology	Students read two books about families from two different Asian cultures. They are assigned to write an essay that explores the differences and similarities between these two families.	Written paper Discussion in class
Communications	Students are assigned to write a paper that describes a culture different from their own based on an interview with a person from that culture. Interview questions are given to guide the goals of the paper.	The written paper is discussed among student groups and also among the class.
Art History	Exam questions test students' knowledge and understanding of the history, lived experience, artistic production, identity, and worldview of a culture.	Exam questions Reviewing answers to the exam questions during a class discussion session

Guideline #3 - Personal and Social Responsibility

<b>Examples from Various Disciplines</b>	<b>Direct intervention(s) to address guidelines</b>	<b>Evidence that students have engaged with guidelines</b>
(Legal) Education	Students complete an exam in which they role play someone else while thinking of the impact of law from the perspective of the marginalized community.	This may be an exam question, or in the form of a written paper. In either form a class discussion might take place.
Women's Studies	Students identify a social problem, design an action project to address it,	Reporting of the project and questions and discussion with the class.

	implement their project and report on the implementation.	
Nursing	A study abroad course asks students to reflect on their interaction with professionals in their field and document on a regular basis the ethical social and/or environmental challenges (from policies, ideologies or actions) faced by marginalized populations they serve.	Journal entries; group and class discussions of the entries.

Guideline #4 - Understanding global systems

<b>Examples from Various Disciplines</b>	<b>Direct intervention(s) to address guidelines</b>	<b>Evidence that students have engaged with guidelines</b>
Anthropology	In a final essay exam, students reflect on their understanding of the main themes of Confucianism reflected in aspects of East Asian life.	Written essay exam focusing on culturally specific concepts of gender, duty, and economic life.
Geography	Lecture and readings explain three competing models of development.	Exam questions and group/class discussion questions ask students to compare these models.
Spanish	Students prepare a presentation about a topic related to the representation of a particular issue in a culture like birth or death, including topics such as ideology.	Developing a paper; powerpoint presentation; web page. Presenting and discussion in class.

Black American Studies	An assignment asks students to use primary sources as evidence to build an understanding of systemic racism.	Essay and in-class discussion of the benefits of this methodology for constructing historical narratives about underrepresented groups.
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## Navigating the Curriculog Software/Platform

Now that you have thought through your multicultural course, you are ready to submit your proposal on Curriculog, University of Delaware's curriculum management system. It is important that you log into Curriculog to generate an account. Here's how to navigate to Curriculog: From UD home page > Faculty and Staff > Employee Resources > Curriculum Management.

Once you are in Curriculog, click Login at the top right of page. (Below is a link to setting up your Curriculog account.

[https://www1.udel.edu/registrar/faculty\\_staff/formsec/curriculog/UserAccountDashboard.pdf](https://www1.udel.edu/registrar/faculty_staff/formsec/curriculog/UserAccountDashboard.pdf))

Note that you will want to have all the details and submission materials for your course planned out ahead of submitting your course proposal on Curriculog. The software is set up such that you need to provide both an attachment and brief explanation for relevant portals. If you do not provide both types of submissions your proposal will be rerouted back to the start for resubmission.

## Timetable for Submission

All proposals for multicultural course designation must first be approved by your department. Check with your department about internal deadlines for submitting proposals for *new* multicultural classes. After proposals are approved by your department, they are reviewed by the college and then the Multicultural Review Committee. Proposals in the College of Arts and Sciences should be submitted by 10/31. Proposals in all other colleges should be submitted by 12/1.

If you want an *existing* course to count as a multicultural course, you will complete the "undergraduate course revision" form in Curriculog. If you are proposing a *new* course to count as a multicultural course, you will complete the "undergraduate new course" form in Curriculog. Check with your department about who completes the Curriculog form. In some departments a designated administrator completes the form; in other departments, all faculty have direct access to the form.

## Further Resources

There are several ways you can get additional help with multicultural course design. CTAL's web page contains a wealth of resources about culturally responsive pedagogy:

CTAL Library - <http://ctal.udel.edu/about-us/ctal-library/>

CTAL offers consultations for faculty looking for feedback on their multicultural courses prior to submission. In addition, you're welcome to contact the Faculty Senate Diversity and Inclusion committee (see the faculty senate web site for current committee members) to request feedback on your course and/or clarification about the guidelines.

Faculty Senate Web Page - [http://www.facsen.udel.edu/FS/FS\\_Welcome.aspx](http://www.facsen.udel.edu/FS/FS_Welcome.aspx)