**Student Learning Outcomes for UCORE DIVR designation**

Complete, copy, and submit the student learning outcomes grid provided on page two of this document with any course proposal or renewal request, along with other required materials (syllabus, assignment prompts, renewal form).

Web reference: <https://ucore.wsu.edu/faculty/curriculum/divr/>

***DIVR designation description:***

Inquiry into Global Cultural Diversity courses introduce students to differences, similarities, and connections among cultures by exploring the multiplicity of individual and group experiences within and across historical periods, societies, and cultures in global comparative context. Courses help students engage and understand social and cultural contexts and interactions across the globe using critical thinking, information literacy, communication, self-awareness, and flexibility in perspective. Using multiple cultural or intellectual perspectives, courses prepare students to address questions about how factors such as history; politics; communication styles; economics; institutions; and/or cultural values, beliefs, and practices influence cultural variation. Courses are intended to help prepare students for lifelong constructive engagement with others in plural societies, promoting the abilities to suspend value judgment in interactions with culturally different others and/or the core beliefs of others; and to negotiate a shared understanding of what produces cultural variation and/or how culture changes across time and/or different geographic and environmental contexts.

***Adaptable DIVR description for course syllabi***

*Please adapt this DIVR course description for use in your syllabus. If possible, integrate with course specific description.*

XXXX XXX satisfies the DIVR requirement for WSU’s University Common Requirements (UCORE), which is designed to help you acquire broad understanding, develop intellectual and civic competencies, and apply knowledge and skills in real world settings. Upon completion of UCORE, you will have the tools needed to seek out information, interpret it, share it, and make reasoned and ethical judgements on a wide array of issues. With these broader goals in mind, XXXX XXX, as an Inquiry into Global Cultural Diversity course, will help develop skills to analyze, interpret, reflect on, and pose questions about differences, similarities, and connections among cultures.

***WSU’s Seven Learning Goals and DIVR (for Reference)***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **UCORE Requirements & WSU’s Learning Goals** | **Critical & Creative Thinking** | **Information Literacy** | **Communication** | **Quantitative Reasoning** | **Scientific Literacy** | **Diversity** | **Depth, Breadth, & Integration of Learning** |
| Written | Non-written |
| **WAYS OF KNOWING** |
| **Inquiry into Global Cultural Diversity** [DIVR] | X | X | X |  |  |  | X | X(Breadth) |

*DIVR courses may also contribute to other learning outcomes as determined by faculty.*

|  |  |  |  |
| --- | --- | --- | --- |
| **WSU Learning Goal of Undergraduate Education** | **DIVR Designator Learning Outcomes***Students who successfully complete a [DIVR] course should be able to:* | **Course Learning Outcomes** *Students who successfully complete this course should be able to:* | **Course Learning Activities, Assignments, and Assessments** |
| **Breadth of Learning** | Understand fundamental knowledge and concepts related to cultural diversity as appropriate to the discipline. |  |  |
| **Understand Diversity** | Recognize the complexity of elements important to members of a culture in relation to history, values, politics, communication styles, economy, or beliefs and practices. |  |  |
| **Critical Thinking** | Recognize the sources and limits of one’s own perspective and cultural rules and limitations in relation to the perspectives of others. |  |  |
| **Information Literacy** | Identify relevant sources of information that demonstrate ways that history, institutions, and/or ideologies shape cultural variation and/or different experiences. |  |  |
| **Information Literacy** | Evaluate, at an appropriate level, claims or information about cultural diversity based on the sources and the methods used to generate it. |  |  |
| **Written Communication** | Communicate about cultural diversity in written forms appropriate to the discipline. |  |  |