**Course Review Form Reviewer Recommendation**

**U.S. Citizenship/Diversity/Community**

Accept [ ]  Revisions Needed [ ]

**Course:**

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

[ ]  Evidence that demonstrates student understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.

Date/location on syllabus of such evidence:

Brief description or example:

[ ]  Materials and processes that foster student understanding of how these differences influence issues of social justice and/or civic responsibility.

Date/location on syllabus of such evidence:

Brief description or example:

[ ]  Readings, lectures, or presentations that encourage student s to demonstrate an understanding of historical, societal, and cultural contexts relevant to the subject matter of the course.

Date/location on syllabus of such evidence:

Brief description or example:

[ ]  Processes and assignments that engage students in understanding at least two of the following, as they pertain to the subject matter of the course:

1. Societal, cultural, and institutional change over time
2. Civic engagement
3. Regional, national, or cross-national comparisons
4. Power and resistance

Date/location on syllabus of such evidence:

Brief description or example:

[ ]  At least two assessable individual or group projects that focus on personal and/or collective decision-making. The projects should require students to identify and evaluate conflicts, compromises, and/or ethical dilemmas. These projects shall demonstrate a basic understanding of effective and responsible participation in a diverse society.

Date/location on syllabus of such evidence:

Brief description or example:

[ ]  Evidence that students make effective use of library and other information sources, when applicable, in order to demonstrate information literacy in the exploration of the course’s major thematic foci.

Date/location on syllabus of such an assignment:

Brief description or example:

Reviewer Comments: