

DCGR-Gold Rubric Requirements & Recommendations	
Learning Outcome	Meeting the Gold Outcomes
<p>1. <i>Students will be able to interact with individuals from a diverse population and/or experience representations of such a population outside the classroom, and have the opportunity to reflect on their interaction(s) and/or experience(s).</i></p>	<p><u>Requirements</u> All courses must contain the five following components to qualify as a Gold course:</p> <ol style="list-style-type: none"> a. Students' experience must occur outside of the classroom and preferably off-campus. b. Students' subject population must be cultivated by the instructor and preapproved before implementation participation. The manner of recruitment must be described in the proposal. c. Students' interaction with the subject population must be clearly described by the instructor in terms of how it will be implemented. Participants must not be coerced. d. Students' experience must be supervised and/or coordinated by a faculty member during implementation. e. Students' reflection must be clearly specified in the course proposal and their reflection should be formalized (e.g., journals, guided discussion, processing cards). <p><u>Recommendations</u> A variety of courses could be considered as Gold courses. The following recommendations are aimed at assisting faculty in creating new courses or modifying existing ones. Students' experience should not be based on a percentage of time, but rather on the quality of the contact or qualitative vs. quantitative measures. Their experience could be tethered to his/her major and could be an upper division course, but it does not have to be. A students' experience of diverse cultures could occur through contact with artifacts, historical sites, museums, and other non-living representations. Study abroad courses will be considered, but on a case-by-case basis and must be a University sponsored course.</p>

<p><i>2. Students will be able to demonstrate an acquisition of the basic knowledge and understanding of diversity-related concepts so that the student's interaction(s) and/or experience(s) will have meaning and context.</i></p>	<p><u>Requirement</u> Students must demonstrate understanding of diversity through experiences outside of the classroom, for example by:</p> <ul style="list-style-type: none"> a) teaching; b) tutoring c) building; d) cleaning; e) analyzing; f) writing; g) presenting; h) or translating. <p><u>Recommendation</u> Students' understanding of diversity is acquired, in part, from Purple course work, upon which Gold courses are based.</p>

<p><i>3. Students will be able to integrate classroom knowledge with experiential learning in analyzing and responding to conditions of marginalized populations.</i></p>	<p><u>Requirements (select one or both levels)</u></p> <p>Level One: Students should use their experience and/or interaction with diverse populations to understand the process of marginalization and be able to analyze & respond to such learning opportunities during and after the course. At this level, students would <u>not</u> need to have direct contact with marginalized populations.</p> <p>Level Two: Students' experience could entail <u>direct</u> interaction with and/or study of marginalized populations as a portion of the course. Discipline-specific examples could include:</p> <ul style="list-style-type: none"> a) early childhood education=crisis nursery b) nursing=clinical experience at HCMC in Minneapolis c) construction management=travel to a natural disaster site in an economically repressed region such as New Orleans (Katrina) or through Habitat for Humanity d) women's studies or law enforcement=internship or volunteers at a women's shelter e) Spanish=internship as a translator at an employment agency or immigrant support agency f) dance education=clinical experience places her/him in a school program where 90% of the student body qualifies for "free and reduced lunch" g) physical education =clinical experience teaching adapted swimming to children h) international business =internship that includes study aboard to a developing country to facilitate the creation micro loans to women i) biology or chemistry major= independent study credit to mentor middle school girls j) math education=clinical experience that mentors girls in the 6-12 setting k) environmental science=internship experience that works with a developing country to promote access to clean water l) anthropology=study of Native American historical sites m) history=visit to the Holocaust museum in Washington, D.C. or visit the Fond du Lac Cultural Center and Museum (Chippewa tribe)
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