

**SPECIAL REPORT**  
**of the**  
**GENERAL EDUCATION COUNCIL**  
**concerning**  
**GENERAL EDUCATION DIVERSITY LEARNING OUTCOMES**  
**AND COURSE STRUCTURE RECOMMENDATIONS**

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General Education Diversity Learning Outcomes and Course Structure Recommendations

The General Education Council [GEC] is recommending the following changes for the diversity requirement:

- Students will be required to take a diversity course in their first year on campus. Currently, there is no restriction on when students must complete their diversity requirement.
- The language defining the goals and outcomes for the diversity requirement has been revised. The language defining the diversity requirement and the current two course structure with diversity addressed as a secondary designation within the Social World curriculum area was approved by Faculty Senate in 1985 with a subsequent revision requiring one course in United States and one course in Global diversity approved in 2001 (see Appendix for the current Faculty Senate Diversity Requirement).
- The labeling of the diversity designations will change from U to DU and G to DG. This relabeling clearly identifies that the courses are aligned with the new Learning Outcomes and that the courses are being offered within a new course structure as a joint, rather than secondary, designation within the Social World curriculum area.

The GEC is recommending that these requirements become effective for the 2018 – 2019 academic year. To facilitate the implementation of this requirement, the GEC is proposing that:

- All current diversity courses be converted from U to DU and G to DG.
- All courses seeking to maintain a DU or DG designation complete an expedited review by Spring 2019.

This expedited review process would be similar to the standard General Education quinquennial review process but focused only on the diversity component of the DU and DG courses (i.e., instructors would be asked to identify how their courses were meeting the revised LOs within US or Global content areas). This expedited review process would also be available for courses currently holding a Social World designation seeking an additional DU or DG designation and for those courses currently offered as stand-alone U or G courses seeking an additional Social World designation.

Learning Outcomes

The purpose of the Diversity requirement is to broaden students' exposure to ways of thinking about how to understand diverse perspectives and more effectively interact with people from different cultures and backgrounds. This requirement is designed to provide students with the experiences needed to meet the following learning outcomes:

- Students will learn disciplinary theories and knowledge necessary to comprehend diverse social, cultural, and political perspectives.
- Students will develop the ability to understand, articulate, and critically analyze diverse social, cultural, and political perspectives including those that are not their own.
- Students will demonstrate critical awareness of how individual perspectives and biases influence ways of seeing the world.
- Students will gain knowledge of structural and cultural forces that shape discrimination based on factors such as race, ethnicity, language, religion, class, ability, nationality, sexuality or gender.
- Students will demonstrate the capacity to listen to and communicate respectfully with others of diverse perspectives.
- Students will explore and construct questions that reflect multiple perspectives to develop a complex understanding of the world.

All diversity courses are expected to meet the learning outcomes listed above. Courses that address DU are primarily (but not exclusively) focused on diversity within the US. Those that address DG are primarily (but not exclusively) focused on diversity outside of a US framework.

Course Structure

Below is the chart outlining the current structure of the General Education curriculum. The GEC recommendations are included as *red (italics)* and strikeouts.

Curriculum Area	# of courses required	# of credits earned	Fulfilling the Requirement
Writing	2 courses	6 credits	One course (CW) or exemption (see Writing Program) and one upper-level 3-credit course in your major department
Basic Mathematics	1 course	0-3 credits	One course (R1) or a passing score on the Tier 1 Math Exemption Exam
Analytic Reasoning	1 course	3 credits	One course (R2)
Biological & Physical World	2 courses	8 credits	One course (BS) and one course (PS)
Social World & Diversity	4 courses	16 credits	<p>One course in AL/AT (<i>or sharing a joint diversity designation in AL/ATDU or AL/ATDG</i>)</p> <p>One course in HS (<i>or sharing a joint diversity designation in HSDU or HSDG</i>)</p> <p>One course in SB (<i>or sharing a joint diversity designation in SBDU or SBDG</i>)</p> <p>One course in AL (<i>or ALDU or ALDG</i>), AT (<i>or ATDU or ATDG</i>), SB (<i>or SBDU or SBDG</i>), I (<i>or IDU or IDG</i>), or SI (<i>or SIDU or SIDG</i>)</p> <p><i>Within the four courses listed above, students must take one course focusing on UNITED STATES diversity (DU) and one course focusing on GLOBAL diversity (DG). Either a DU or DG course must be taken during the student's first year on campus.</i></p>
Social & Cultural Diversity	2 courses		<del>One course focusing on UNITED STATES diversity (U, ALU, ATU, HSU, IU, or SBU) and one course focusing on GLOBAL diversity (G, ALG, ATG, HSG, IG, or SBG)</del>
<u>Integrative Experience</u>	varies by department	3 credits	A variety of options will be offered during junior or senior year in your major department. (*)
Total Credits		36 - 39	

**MOTION:** That the Faculty Senate approve the General Education Diversity Learning Outcomes and Course Structure Recommendations, as presented in Sen. Doc. No. 17-070.

## Appendix

The current diversity requirement is outlined in Sen. Doc. No. 84-024B (2005):

*Social and Cultural Diversity Component*

*Within the six courses of the Social World requirement, students must take two courses devoted to specific study of diversity in human cultures and societies. It is important that General Education address the complex ways in which societies and cultures differ from one another. Educated individuals should be guided by attitudes which value cultural differences. Their perspectives on and communication with people of different cultures, both within their own society and in other societies, should emanate from an understanding of cultural diversity rather than from applying ethnocentric stereotypes. More specifically, the purposes of the requirement are: (1) to emphasize the need for educated citizens to understand that different cultures and societies provide unique contexts for human experience; (2) to analyze and appreciate the ways in which norms and values differ across cultures and societies; and (3) to encourage pluralistic perspectives.*

*Courses satisfying this requirement shall reach beyond the perspectives of mainstream American culture and the Western tradition. They may focus on the peoples of Africa, Asia, Latin America, or the Middle East; the descendants of those peoples living in North America; other minorities in Western industrial societies; and Native Americans. Since a sensitivity to social and cultural diversity is advanced by an understanding of the dynamics of power in modern societies, courses that focus on the differential life experiences of women outside the mainstream of American culture, minorities outside the mainstream of American culture, and the poor also come within the scope of this requirement.*

The current diversity requirement is also guided by a revision to the General Education requirements outlined in Sen. Doc. No. 01-035 (2001) stipulating that:

*Of the two diversity courses that students must complete, one focuses on diversity in the United States, and one on diversity outside the United States. We would designate these as “Domestic Diversity” and “Global Diversity” requirement to be in effect for those entering 2002.*