

General Education Cultural Diversity and Community (D) Recertification Process
(Revised 11/2/07; Approved by Senate on 11/20/07)

In April 2007, the Millersville University Faculty approved a new General Education (Gen Ed) curriculum to be implemented for the fall 2008 semester. One of the provisions within the new Gen Ed program requires the periodic recertification of courses with the W, P, D, and FYI labels. This process is not intended to be cumbersome but will help maintain the integrity of the Gen Ed curriculum.

If a department wishes a course to retain the “D” Gen Ed label, the department must submit each existing “D” course to the review process described below during the fall of the year designated for recertification of its courses. The timing of each Department’s general education recertification coincides with the PASSHE Five-Year Program Reviews. The Associate Provost for Academic Administration or designee will send a reminder to Department Chairs about the need to submit courses for recertification.

- 1) For an existing course to retain the “D” label, the department offering the course must demonstrate how it will meet each of the specific criteria (see below) defining a D course as outlined in the Governance and Policies. The department will submit to the chair of UCPRC (electronically) the following recertification documents for each course:
 - a) A brief recertification/evaluation form. (Included at the end of this document.)
 - b) A course syllabus.
 - c) Any supporting documentation the instructor/department feels is needed to support the recertification.
- 2) The chair of UCPRC distributes the submitted certification documents to the Diversity Sub-committee of UCPRC for review.
- 3) The Diversity Sub-committee of UCPRC reviews the certification documents and makes one of three recommendations to UCPRC:
 - a) Approval of the “D” label for the course as presented.
 - b) Approval of the “D” label subject to certain amendments agreed to by the department spokesperson. Such amendments shall appear at each stage as attachments to the original proposal unless they are purely editorial.
 - c) Disapproval. Reasons for disapproval must be clearly stated in writing to the proposal spokesperson. Revised certification documents must undergo the complete expedited review process.
- 4) The chair of UCPRC communicates final decisions regarding each course to the departmental spokesperson.

The above process is used only for courses which already carry the “D” Gen Ed label. Courses that wish to add the “D” label or newly proposed courses that wish to include the “D” label will need to follow the appropriate course approval process found at <http://www.millersville.edu/assocprovost/UGcurrchange.php>

Guidelines for the Cultural Diversity and Community Requirement

Based on Governance and Policies

Cultural diversity and community courses align with the University's mission to foster in students an appreciation for cultural diversity. Here, "cultural diversity" refers to the differences among people in terms of beliefs, customs, values, politics, and experiences. In essence, culture is a worldview; it is both learned and evolved. The following factors are seen as underlying these differences: age, economics, education, gender, geography, language, nationality, occupation, physical ability, race and ethnicity, religious affiliation, and/or sexual orientation among others. A Cultural Diversity and Community course is more than a mere survey or exposure of the students to different cultures; rather, it teaches students to think critically about the basis for intercultural differences.

Cultural Diversity and Community Course Criteria:

1. Involves 3 credit hours at the 100-level or above.
2. Is intercultural and/or cross-cultural, with culture being a worldview that reflects beliefs, customs, values, politics, and experiences as shaped by age, economics, education, gender, geography, language, nationality, occupation, physical ability, race and ethnicity, religious affiliation, and/or sexual orientation among other factors.
3. Examines historical and environmental (e.g., social and/or physical) factors that underlie cultural differences.
4. Examines the potential global, regional, or local factors that underlie cultural differences.
5. Helps students to identify, critically analyze, and apply scholarship and experience related to cultural diversity.
6. Provides academic structure in support of students' positive engagement with peoples of diverse histories and communities.
7. Challenges students to evaluate their own personal worldview.
8. Has meaningful oral and written communication components (see below).

Cultural Diversity and Community Course Competencies:

- i. Demonstrate awareness of our own cultural rules and biases.
- ii. Demonstrate understanding of the complexity of cultural elements through various lenses such as history, values, politics, communication styles, gender, economy, or beliefs and practices.
- iii. Demonstrate the ability to interpret events and/or actions in a manner that recognizes the worldview of oneself and other cultural groups.

Definitions of significant oral and written communication:

To have a meaningful oral component, the teaching and learning strategies adopted by the course should involve students in active speaking and listening roles, including such tasks as student oral presentations (individually or in groups), oral exams, debates, and classroom discussions. Students should be in roles that place them in interaction with an audience of their peers so that communication is interactive and reciprocal. The assessment of student learning through these roles should contribute to students' overall course grades.

To have a meaningful writing component, the teaching and learning strategies adopted by the course should involve students in writing activities, such as research papers, analytical essays, position papers, lab reports, personal journals, and the like. The assessment of student learning through these activities should constitute a substantial portion ($\geq 20\%$) of students' overall course grades.

Request for Re-Certification of "D" Label

Subject & Course Number	Course Title

Department	Proposal Representative	Contact E-mail	Phone Extension

Is this course approved for distance learning? Y / N

Approval/Submission Record:

Committee	Chair	Signature	Date Received	Date Approved
Department				
UCPRC				

Also, please indicate (Y or N) whether each requirement is identified in the syllabus. If YES, please use TextEdit, Comment, highlight, or label to detail alignment of the course and "D" objectives within the syllabus. If NO, please explain at the end of the re-certification application how those objective(s) will be met.

Learning Objectives	Syllabus
1) The course involves students in active speaking and listening roles. These roles could include such tasks as student oral presentations (individually or in groups), oral exams, debates, and classroom discussions.	
2) The course requires students to be in roles that place them in interaction with an audience of their peers so that oral communication is interactive and reciprocal. This has been interpreted to mean <u>synchronous oral communication</u>.	
3) Assessment of student learning in oral communication roles contributes to students' overall course grade.	
4) The course involves students in writing activities. These writing activities may include research papers, analytical essays, position papers, lab reports, personal journals.	
5) Writing assignments constitute at least 20% of a students' overall course grade.	
6) The course is intercultural and/or cross-cultural. Culture is defined as a worldview that reflects beliefs, customs, values, politics, and experiences as shaped by age, economics, education, gender, geography, language, nationality, occupation, physical ability, race and ethnicity, religious affiliation, and/or sexual orientation among other factors.	
7) The course examines historical and environmental factors that underlie cultural differences.	
8) The course examines the potential global, regional, or local factors that underlie cultural differences.	
9) The course helps students to identify, critically analyze, and apply scholarship and experience related to cultural diversity.	
10) The course provides academic structure in support of students' positive engagement with peoples of diverse histories and communities.	
11) The course challenges students to evaluate their own personal worldview.	

Please acknowledge that the course helps students achieve the established diversity competencies.

<i>Upon successful completion of a diversity course students will be able to:</i>	<i>Initial</i>
i) Demonstrate awareness of our own cultural rules and biases.	
ii) Demonstrate understanding of the complexity of cultural elements through various lenses such as history, values, politics, communication styles, gender, economy, or beliefs and practices.	
iii) Demonstrate the ability to interpret events and/or actions in a manner that recognizes the worldview of oneself and other cultural groups.	

Please attach a course syllabus that documents how this course meets the expectations of a diversity “D” course. If the course is approved for DL, the syllabus should clearly indicate how the synchronous oral communication requirements will be met. For any objective that is not clearly stated or described in the syllabus (marked NO above), please explain below.