

American Diversity Courses

UCGE Proposal Criteria Suggestions

The University of Idaho Faculty is invited to submit proposals for the American Diversity requirement of the general education curriculum.

Guidelines for the American Diversity Requirement:

Courses fulfilling the General Education American Diversity requirement seek to engage students in critical inquiry into contemporary and historical issues of social and cultural diversity in the United States.

The objectives of this requirement is to foster a greater awareness and understanding of our collective complexity as an American community by exploring the construction of differences in American society and by providing an overview of the social, economic, and political forces that have shaped the experiences of diverse communities throughout U.S. history. The student will also explore her or his roles and responsibilities for participating in and constructing diversity.

Topics in the category may include issues of power and privilege, systems of inequality, and forms of institutionalized discrimination within American society. These courses provide a conceptual framework for the analyses of diversity topics as they raise questions, stimulate thought and reflection, and challenge stereotypes and myths. Diversity attributes and characteristics might include ability, age, ethnicity, gender, race, religion, sexual orientation, socioeconomic status.

Proposals should consist of the following:

- 1) **Instructor.** Name and title of instructor. If the instructor is not a full-time faculty member, please briefly describe experience teaching general education or in teaching in professional preparation.
- 2) **Course Outline and Description.** Briefly describe the course and its objectives, and how the course will address the requirements listed below (bulleted guidelines). Please include a list of likely class materials and learning activities included in the course, and discuss how the course emphasizes and measures the University of Idaho and Course Specific learning outcomes. Consider using learning outcomes template below. The course syllabus may also be included in the course proposal packet to supplement this information.
 - Increase awareness of contemporary and historical issues surrounding the construction of social and cultural diversity in the U.S., and the ongoing role and responsibilities that students have in those constructions.
 - Explore conceptual academic disciplinary frameworks for analyzing diversity issues in American society.
 - Engage in critical thinking and inquiry into issues, complexities, and implications of our collective diversity in the United States, and how social, economic, and/or political forces have shaped American communities.
 - Stress collaborative work that provides students opportunities to raise questions, stimulate thought and reflection, and challenge diversity stereotypes and myths.
 - The course must be offered at least once every two academic years.

- Identify the specific Learning Outcomes of this course, and how they are linked to the University of Idaho level Learning Outcomes. Explain how the course's instructor(s) will determine that students have made progress toward achieving these learning outcomes.
- Identify a specific learning activity (e.g., written paper, oral presentation, collaborative project, poster, etc.) of the course that directly emphasizes and is integrated with both the learning outcomes of the course and the University Learning Outcomes, and provides some means of measuring the students' competencies in meeting these integrated Learning Outcomes.
- Be taught by a faculty member who is willing to meet with the Director of General Education, as needed, to discuss pedagogical approaches, General Education assessment, and other issues common to this course and General Education. The faculty member should also be willing to provide a copy of the course syllabus to the Director of General Education at the beginning of the semester in which the course is taught.

3) **Department Support.** A signature line indicating department support for the course.

For more information, contact the current UCGE Chair at ucge@uidaho.edu

For assistance with the course proposal, contact Kenton Bird, Director of General Education at kbird@uidaho.edu or visit the General Education, Resources for Faculty page at <http://www.uidaho.edu/class/general-education/faculty-advisor-information/resources-for-faculty>

Learning Outcomes to be considered in humanities general education courses:

University and Course specific learning outcomes broadly describe expected and desired consequences of learning through integrated curricular and co-curricular experiences. The outcomes become an expression of the desired attributes of an educated person and guide coherent, integrated and intentional educational experiences. They provide us with a basis for ongoing assessment to continuously improve teaching and learning.

The following Learning Outcomes Template has been designed to help faculty members easily demonstrate the links between their course objectives/learning outcomes and the University Learning Outcomes. This format is not required. As long as you provide the links between the course and university objectives, any format is acceptable.

Learn and integrate - Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.

1. (Course Specific Learning Outcomes)
- 2.

Think and create - Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.

1. (Course Specific Learning Outcomes)
- 2.

Communicate - Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society. (Program Level Learning Outcomes)

1. (Course Specific Learning Outcomes)
- 2.

Clarify purpose and perspective - Explore one's life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.

1. (Course Specific Learning Outcomes)
- 2.

Practice citizenship - Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.

1. (Course Specific Learning Outcomes)
- 2.

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