General Education Cultural Diversity and Community (D) Course Expedited Review 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. The review and approval process outlined below is modeled after the process approved by Faculty Senate last year for the recertification of W courses.

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. A previously approved schedule of recertification reviews rotates the timing of each Department’s review to coincide 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 documents for each course:
   a. A brief evaluation form (see attached).
   b. A course syllabus.
   c. Any supporting documentation the instructor/department feels is needed to support the self-evaluation.

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. In addition, the chair of UCPRC advises the Faculty Senate at each full Faculty Senate meeting of courses that have been approved to meet the new “D” requirements.

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](http://www.millersville.edu/assocprovost/UGcurrchange.php)

Courses labeled with a “D” that are not taken through the scheduled recertification process will lose the “D” label beginning with fall semester of the following academic year. Such courses will need to follow the process for adding a General Education label to an existing course should they desire to add the “D” label back at a later date.
Guidelines for the Cultural Diversity and Community Requirement
Based on the 2008 Governance and Policies

To satisfy the Gen Ed Cultural Diversity and Community (D) requirement, all students must successfully complete one approved 3-credit course meeting the D criteria described below. This course may also count for credit in a student’s major or minor program or may satisfy another Gen Ed requirement.

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.

Specifically, a D course:

a) involves 3 semester hours at the 100-level or above.
b) 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.
c) examines historical and environmental (e.g., social and/or physical) factors that underlie cultural differences.
d) examines the potential global, regional, or local factors that underlie cultural differences.
e) helps students to identify, critically analyze, and apply scholarship and experience related to cultural diversity.
f) provides academic structure in support of students’ positive engagement with peoples of diverse histories and communities.
g) challenges students to evaluate their own personal worldview.
h) has meaningful written\(^1\) and oral\(^2\) components.
i) may also count as part of any additional requirement (major, minor, or Gen Ed) of the Baccalaureate degree.

\(^1\) 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.

\(^2\) 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.
### Evaluation Form for Existing Courses to Retain “D” Label

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<tr>
<th>Subject and Course Number</th>
<th>Course Title</th>
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<tr>
<th>Proposing Department</th>
<th>Proposal Representative’s Name</th>
<th>Contact Email</th>
<th>Campus Phone Extension</th>
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### Approval/Submission Record:

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<tr>
<th>Name</th>
<th>Signature</th>
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<tbody>
<tr>
<td>Proposal Representative</td>
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<tr>
<td>Department Chair</td>
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<tr>
<td>Diversity Subcomm. Chair</td>
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<tr>
<td>UCPRC Chair</td>
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<td>Assoc. Provost/President’s Designee</td>
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Please attach the course syllabus to this form. Also, feel free to copy and paste information directly from the course syllabus (syllabi) for any of the items below.

1) Does the proposed course involve 3 semester hours at 100-level or above?

2) Explain how the proposed course 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.

   Please remember that a D 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.

3) Explain how the course will examine historical and environmental (e.g., social and/or physical) factors that underlie cultural differences. Provide one or more examples of how this will be implemented.

4) Explain how the course will examine global, regional, or local factors underlying cultural differences.

5) Provide examples of how students will be challenged to identify, critically analyze, and apply scholarship and experience related to cultural diversity.

6) The intent of this D requirement is to provide the academic structure (through lecture, theory, assignments, debate or experiential learning) to improve students’ capacity for positive engagement with peoples of diverse histories and communities. Explain and provide examples of how your course will accomplish this.

7) Explain how course content, expectations, or evaluation mechanisms will challenge students to evaluate their own personal worldview.

8) Explain how the course will have meaningful written and oral components.