

## Faculty Senate Resolution #12-75

Approved by the Faculty Senate: April 17, 2012

Approved by the Chancellor: May 24, 2012

### Recommendation establishing Domestic and Global Diversity Course Requirements

This recommendation revises the current three-hour diversity requirement, which does not contain any goals.

This requirement has two components: domestic diversity and global diversity. Domestic diversity addresses understanding diversity within the USA in the context of problems faced by members of specific groups. Global diversity addresses understanding diversity in other cultures in the context of globalization.

Effective Fall 2013, undergraduate students will be required to complete *two three-hour diversity courses*: one course with a domestic diversity (USA) focus and one with a global diversity focus. These courses can be chosen from courses that meet the Liberal Arts Foundations requirements and/or the requirements for the major. This requirement will be stated in the undergraduate catalog.

Courses that address diversity provide opportunities for students to learn about the beliefs, values and achievements of people other than those of their own age, ethnicity, culture, national origin, ability, religion, sexual orientation, and gender identity. These courses also provide opportunities to examine problems that may arise from differences, and opportunities to learn how to deal constructively with these issues.

Requests for diversity credit for a course are evaluated by the Foundations Curriculum and Instructional Effectiveness Committee and approved by the Faculty Senate and the Chancellor. For a course to receive domestic diversity credit or global diversity credit, it must address either the generic domestic or global diversity goals stated below.

Courses that transfer to ECU as equivalent to an ECU course that is approved for diversity credit receive diversity credit. Transfer courses that are not equivalent to existing ECU diversity courses may be approved for diversity credit by the Foundations Curriculum and Instructional Effectiveness Committee.

#### Domestic Diversity Course Goals

1. Students understand problems that arise in the USA from differences in age, ethnicity, culture, national origin, ability, religion, sexual orientation, and gender identity in the context of their historical and contemporary causes and effects, including attempts to resolve these problems.
2. Students demonstrate the ability to use critical thinking skills to evaluate from different perspectives domestic problems arising from differences in age, ethnicity, culture, national origin, ability, religion, sexual orientation, and gender identity.

#### Global Diversity Goals

1. Students understand how cultural beliefs and values shape people's perceptions and impact global decisions and actions.
2. Students apply critical thinking skills to evaluate global issues and events from multiple perspectives.