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| **GE CLAS CORE****DIVERSITY AND INCLUSION AREA (DI)**Courses in this area develop students’ recognition of their positions in an increasingly pluralistic world while fostering an understanding of social and cultural differences. Courses in this area are generally discussion based. |
| Decisions | Comments | COURSE ATTRIBUTES REQUIRED FOR ALL GE CLAS CORE COURSES  |
|  |  | Assumes no prior student knowledge in the course content. |
|  |  | Builds from simple and/or informal assignments to more complex and/or formal ones. |
|  |  | Offers early and frequent evaluation of student work. |
|  |  | Uses models and/or rubrics to define academic expectations. |
|  |  | Uses a variety of teaching and assessment strategies throughout the semester. |
|  |  | Integrates the instructor’s research within the course when feasible.  |
|  |  | Encourages students to learn from each other whenever possible. |
|  |  | Uses technology as a supplemental tool to support learning when feasible. |
|  |  | Discusses academic integrity. |
| Decisions | Comments | GE CLAS CORE COMPREHENSIVE OUTCOMES REQUIRED FOR ALL GE COURSES |
|  |  | Students become more aware of the learning process. |
|  |  | Students have a better understanding of the ways that learning can transform the individual and motivate change within society. |
|  |  | Students use the skills, methods, and modes of inquiry central to the area of study represented by the course and by its GE status area within the GE program. |
|  |  | Students think critically, using analysis, deduction, inference and/or other analytical strategies to complete assignments and other course activities. |
|  |  | Students write and speak informally and/or formally about matters related to the course, while also using other methods of communication appropriate to the course content. |

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| Decision | Comments | DI AREA OUTCOMES |
|  |  | Students explore the historical and structural bases of inequality. |
|  |  | Students learn about the benefits and challenges of diversity. |
|  |  | Students reflect critically on their own social and cultural perspectives. |
|  |  | Students increase their ability to engage with people who have backgrounds or ideas different from their own.  |