General Education Committee
Report #2015-16-8

At the October 1 and December 3, 2015 General Education Committee Meetings, the Committee discussed and voted on the following matter.

The General Education Committee proposes to the Faculty Senate that the name of the Cultural Competency Student Learning Outcome be changed to "Diversity and Inclusion." This change will better reflect the purpose of the outcome and will help differentiate it from the others in the Responsibilities area. There are no changes in the elements of the associated rubric; courses already approved under this outcome will not have to be re-submitted.

Diversity and Inclusion ~~Cultural Competencies~~ General Education Rubric
Introduction
To be a fully functioning citizen, students must develop a sense of their place in society at the local, national, and global levels. While global engagement is addressed in a separate learning outcome, URI students will be exposed to the experience and practice of different perspectives in the United States to clearly perceive and engage with the society in which they live.

Framing Language
The 21st century is characterized by a rapidly expanding demographic profile of our nation replete with cross cultural opportunities, communication, and exchanges. Issues pertaining to understanding, respect, inclusion, and equity are critical to creating vibrant and inclusive learning communities at URI as well as to promoting a viable and functional society.

Definition
Responsibilities relating to diversity and inclusion ~~cultural competencies~~ refer to the set of knowledge and skills for which we hold students accountable with regard to privilege, bias, multiculturalism, and diversity as experienced in U.S. society. Through courses emphasizing this learning outcome, students will:

• Understand that diversity in the United States includes, but is not limited to issues of race, sex, religion, age, color, creed, national origin, disability, sexual orientation, gender identity or expression, and socio---economic class.

• Understand the processes of social power and its consequences as it relates to forms of difference.

• Recognize and analyze power structures, privilege, and explicit and implicit prejudice within the United States.

• Develop problem solving, and change management skills for achieving social equity.