

# Diversity Course Requirement Aims and Outcomes

Adopted by the Academic Senate December 4, 2012

## PREAMBLE

Loyola University Maryland strives to increase student awareness of and critical understanding of three aspects of human diversity: differences across nations and world cultures, especially those outside the Western intellectual tradition; experiences of distinct minority groups in the United States; and justice-oriented movements or intellectual traditions that address diversity and systems of injustice. All students must complete one designated diversity course as part of the university's graduation requirements. The purpose of the requirement is to meet the Core Values Statement call "to prepare students to dedicate themselves to diversity that values the richness of human society as a divine gift and to pursue justice by making an action-oriented response to the needs of the world." The diversity course requirement contributes to the university mission to "inspire students to learn, lead, and serve in a diverse and changing world" by introducing students to groups and histories that have been historically underrepresented in the Loyola curriculum.

## COURSE GOALS AND AIMS

The table below describes the three diversity-designated categories. A "diversity" designated course must accord with one of the categories. To achieve diversity designation, the predominance of the course content (e.g., assignments, readings, topics) will fulfill the goal, aim, and outcomes for one of the three diversity categories.

COURSE GOAL	GLOBAL FOCUS	DOMESTIC FOCUS	JUSTICE FOCUS
	LEARNING AIM		
	Courses will provide students with a meaningful understanding of the distinctive histories and perspectives of non-Western societies and cultures.	Courses will provide students with a meaningful understanding of the histories and perspectives of non-dominant cultures and minority groups in the U.S.	Courses will provide students with a meaningful understanding of justice-oriented movements and intellectual traditions that address systems of injustice.
	Students will develop competency in discerning the ways in which non-Western societies and cultures embody and are shaped by specific histories, beliefs, practices, and ideologies.	Students will develop competency in discerning the ways in which factors such as power, place, and privilege shape the lives of historically disenfranchised groups.	Students will develop competency in discerning the origins of, explanations for, and movements against experiences of injustice.

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LEARNING OUTCOMES		
	The table below describes the learning outcomes that must be addressed by any course within each diversity designation.	
	GLOBAL FOCUS	DOMESTIC FOCUS
1 PERSPECTIVES	STUDENTS WILL DEMONSTRATE A MEANINGFUL UNDERSTANDING OF:	STUDENTS WILL DEMONSTRATE A MEANINGFUL UNDERSTANDING OF:
2 CONTEXT	<ol style="list-style-type: none"><li>the history, perspectives, and values of at least one non-Western society or culture;</li><li>how at least one non-Western society or culture shapes and is shaped by local, regional, national or global contexts;</li><li>the status/place of at least one non-Western society or culture in a global context;</li><li>ways to analyze and conceptualize difference.</li></ol>	<ol style="list-style-type: none"><li>the history, perspectives, and values of at least one non-dominant culture or minority group in the United States;</li><li>how at least one non-dominant culture or minority group shapes and is shaped by local, regional, national or global contexts;</li><li>structural sources of disenfranchisement and privilege in a domestic context;</li><li>ways to analyze and conceptualize difference.</li></ol>
3 SYSTEM		
4 ANALYSIS		
		STUDENTS WILL DEMONSTRATE A MEANINGFUL UNDERSTANDING OF:
		<ol style="list-style-type: none"><li>the history, perspectives, values, and methods of at least one justice-oriented movement or intellectual tradition;</li><li>how at least one movement or intellectual tradition addresses injustices experienced by a marginalized group;</li><li>structural sources of injustice;</li><li>ways to analyze and conceptualize difference.</li></ol>

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## ASSESSMENT OF LEARNING OUTCOMES

Fulfillment of the diversity learning aim requires that students demonstrate an intellectual understanding of difference. Therefore, we recommend that direct academic evidence be a part of any assessment effort. It is also important to note that the diversity course requirement contributes to, but is not solely responsible for, the university-level diversity learning aim. This ad hoc committee recommends that the aim be assessed in the same manner as all other university learning aims, using a process similar to that used in assessing the critical understanding aim.

For the purposes of development and evaluation of individual diversity-designated courses, we recommend including the following two mandatory questions on student evaluations for diversity-designated courses. We trust that such student responses would be useful to faculty and the responses will also play a role in the course renewal process. In addition, this indirect evidence may prove useful for university-level assessment.

### PERSPECTIVES/ CONTEXT (CONTENT)

### SYSTEM/ ANALYSIS (TOOLS)

1. This course helped me understand the diversity of human experience through the history and perspectives of at least one group or justice-oriented movement.
2. This course provided me with a conceptual understanding of difference that I can apply to other settings.