

Education & Scholarship – Review of Diversity-Related Curriculum



Purpose of the Document

This report presents, explores, and evaluates the data gathered Fall 2008 to Spring 2009 as part of a review of diversity-related curriculum to ascertain the baselines for Education and Scholarship, under the Campus Diversity Framework: the presence of diversity-related courses & requirements; the degree to which courses include diversity issues; and the location of such courses in Core Curriculum & Majors/Programs. In addition to evaluating these three institutional indicators, a comparative study of Diversity Requirements at sister colleges helped us determine the currency, relevancy, consistency, frequency, and degree of cross-curriculum integration of our diversity-related course offerings. Action Steps, designed to address findings, are also reported; a number of Actions Steps were implemented.

Collaborators

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Special thanks to Eric de Roulet for his excellent assistance.

Table of Contents

Part I. Area under Evaluation: Education & Scholarship (sub-area in Curriculum)

Part II. Institutional Indicators (developed by James Irvine Foundation):

Section A. Presence of diversity-related courses & requirements;

Section B. Degree to which courses include diversity issues; and

Section C. Location of such courses in Core Curriculum & Majors/Programs.

Part III. Measures & Data Collection

Section A. Review of Diversity/Multicultural Exposure Course Requirement

Section B. Table One: Diversity/Multicultural Requirements:
A Comparative Study of CCCU Colleges

Section C. Table Two: Catalog Review of Diversity-Enhanced (DE),
Diversity-Focused (DF) Courses for Diversity/Multicultural Exposure
Course Requirement

Section D. Table Three: New Diversity Student Learning Outcomes (SLOs)

Section E. Faculty Questionnaire: Diversity-Related Course Offerings

Section F. Table Four: Matrix of Diversity-Related Courses in Core Curriculum
& Majors

Section G. Table Five: Diversity SLOs adopted & tailored to a Major/Program

Part IV. What happens next? Summary of Action Steps

Part V. Appendices: Diversity-Focused/Diversity-Enhanced Course Listings

Appendix 1: Diversity-Focused (DF) Courses, 2008-09 VUSC Catalog

Appendix 2: Diversity-Enhanced (DE) Courses, 2008-09 VUSC Catalog

Part VI. References

Part I: Area under Evaluation
Education & Scholarship (sub-area in Curriculum)

As elucidated by Vanguard University's Campus Diversity Framework (CDF), "Education and Scholarship" is one of four institutional areas crucial to data evaluation as we learn how to improve diversity infrastructures within our spiritual and academic community of higher learning. The CDF lists indicators whose baselines are determined primarily by reviewing diversity-related curriculum, which is the focus of study in this document. In addition to Education and Scholarship, the other data evaluation areas are Campus Climate and Intergroup Relations, Institutional Viability and Vitality, and Student Access and Success. The brand-new University Diversity Committee (UDC), chaired by Vice President of Student Life Ann Hamilton, launched by President Carol Taylor, and populated by members of faculty, staff, and administrative groups, is a permanent institutional Committee (not a Task Force) that coordinates data evaluation in all these areas. It has also been instrumental in the development, fine-tuning, and implementation of the Campus Diversity Framework in strategic planning.

Part II: Institutional Indicators
Campus Diversity Initiatives, James Irvine Foundation

The product of research funded by the James Irvine Foundation, developed for Claremont Graduate University's Campus Diversity Initiatives, and housed on a diversity resources website sponsored by the Association of American Colleges and Universities (AACU), the Campus Diversity Framework -- adopted and refined by Vanguard University faculty members Mikki Gil and Marty Harris, with continual development and implementation by the University Diversity Committee -- lists several institutional indicators for the four main areas of data evaluation. This document focuses upon the curricular institutional indicators in the area of Education and Scholarship: The baseline presence of diversity-related courses & requirements and Vanguard's goals of updating the catalog and increasing the presence of diversity-related curriculum; and the degree to which courses include diversity issues and location of such courses in Core Curriculum & Majors/Programs.

According to the James Irvine Foundation, other institutional indicators to evaluate under Education and Scholarship include "levels of faculty expertise on issues related to diversity, level of faculty participation in diversity-related efforts, diversity of faculty participating in curriculum transformation, how much actual exposure students have to diversity-related curriculum and diverse faculty, and how much and what have students learned about diversity & about their increased capacity to work in diverse settings," as directly cited from the Campus Diversity Initiative Evaluation Project 2002. Strategies for achieving benchmarks include the integration

of a new Diversity Metric across disciplines, increased diversity-related course offerings; greater consistency across programs, the establishment of Faculty Experts and Faculty Affiliates to support the Office of Diversity, and the creation of multiple Affinity/Focus groups to provide academic & professional mentoring beyond disciplines, enhance campus climate, and overall offer faculty development to assist with retention of faculty of diverse backgrounds.



Part III: Measures & Data Collection

Before embarking on an extensive curriculum review of diversity-related courses, our committees desired to pose the following questions.

1. How current, relevant, and well-integrated is our Diversity/Multicultural Exposure Course requirement and catalog list of Diversity-Focused, Diversity-Enhanced courses?
2. What might a cross-curriculum, bird's eye perspective of the Core Curriculum and Majors tell us about our diversity-related course offerings?
3. What can we do to improve our diversity-related curriculum offerings?
4. How are we making progress?

Section A. The following text is quoted directly from the 2008-09 Vanguard University Catalog, pages 45 through 46.

-----* catalog text * -----

DIVERSITY/MULTICULTURAL EXPOSURE COURSE REQUIREMENT (*VUSC 2008-09 Catalog, pp. 45-46*)

It is the desire of the University to increase student understanding of the world's diversity as an essential component of the educational process. Thus, the diversity/multicultural exposure course requirement in the curriculum aims to increase awareness of the richness and variety of contributions to society, culture, and knowledge without respect to race or gender. Diversity/multicultural exposure courses thus consider: (1) the concerns and contributions of women and minorities (as defined by race, ethnicity, religious, or national orientations), and (2) a national need for more tolerant cooperation within a complex and increasingly interdependent global community. Furthermore, as a community of Christians, (3) equipping all students to fulfill the mandate of enabling reconciliation and extending mercy in the name of Jesus Christ.

Broad Scope and Flexibility

The diversity/multicultural exposure requirement can be fulfilled with either:

- Three (3) units of Diversity Focused (DF) courses, or
- Twelve (12) units of Diversity Enhanced (DE) courses.

Diversity Focused (DF) courses are wholly centered on matters related to either gender, race, ethnicity, religion, lifestyle, and/or global perspectives. The subject matter is identified in the syllabus as such, and the course title often reflects the content as "diversity focused."

Diversity Enhanced (DE) courses devote at least one-quarter of their content and time to diversity topics.

The requirement guarantees that every student who takes at least one DF, or a series of DE courses, will have exposure(s) that promote(s) greater understanding of some aspect of the many cultural, gender, or other diversities

which characterize the modern world.

-----* end of catalog text *-----

Comments: The second sentence is ambiguous towards the end – “without respect to race or gender” sounds like color-blind language denying difference, differential power dynamics, & social inequities. The references to “minorities” and “tolerant cooperation” sound outdated. Actual course descriptions in the catalog lack DE or DF flags as clear indicators; students must consult the list at the beginning of the catalog. Indeed, we need to revisit the language for the Multicultural Requirement and perhaps the requirement itself: It is actually fulfilled by taking either HIST 203C World Civ I or HIST 204C World Civ II, required Core Curriculum (“choose one of two”) & DF courses. In addition to this unit-requirement “hiccup,” we should further encourage explorations of courses that address diversity-related issues beyond the Core, developing depth in Majors & Disciplines, if possible. Members of the Faculty Diversity Committee and Core Curriculum Committee noted that diversity is already woven throughout the Core requirements, including 11 units of courses focusing on diversity (75% to 100%) and at least 6 units enhanced by diversity (25% to 50%). Additionally, programs & disciplines should also adopt a way of measuring student learning outcomes related to diversity.

Action Steps: First, a comparative study of diversity/multicultural requirements at Vanguard’s sister CCCU colleges followed by a catalog review of our Diversity-Enhanced (DE), Diversity-Focused (DF) Courses for the Multicultural Exposure course requirement will give us an informed perspective of our expectations for students in relation to diversity-related subject matter.

Step 1. Perform a comparative study of diversity/multicultural requirements at sister CCCU colleges to determine necessary improvements or adjustments, if necessary. Psychology Professor and faculty diversity expert Dr. Praslova pointed out that, according to research conducted by *Diversity Web*, many colleges & universities require 6 units (two courses), not 3 (1 unit). According to *Diversity Web*, as cited by Dr. Praslova, in the year 2000, 58% of colleges & universities required 1 course vs. 42% required 2 or more diversity courses; but in 2009, more colleges & universities now require a greater number of units. A comparative study elucidates these useful pieces of information, as included below.

Section B. Table One:
Diversity/Multicultural Requirements: A Comparative Study of CCCUs

Special thanks to Eric de Roulet for his excellent assistance.

Comments: George Fox University requires 2 classes. Azusa & Biola do not have a diversity

Sister CCCU College	Total # Diversity Units Required	# Core/Gen Ed Div. Units (if specified)	# Major/Upper-Division Diversity Units (if specified)	Comments
Westmont	1 global knowledge & 1 cultural communication or social justice class	N/A	N/A	Modern Language majors available in English, French, German and Spanish
Biola	12 units foreign language	12 units	N/A	# of language years taken in H.S. will affect undergrad requirement
Point Loma	26-29 units in Seeking Cultural Perspectives component of core curriculum	26-29 units	N/A	6 units History of World Civilizations; 4-5 units The Fine Arts; 3 units Philosophy; 5-6 units Literature; 8-9 units Foreign Language
Azusa Pacific University	8 units foreign language	8 units	N/A	most language courses are 100 classes except for Biblical languages courses (200); ASL offered; Modern Language includes Russian, Italian, & Portuguese
Wheaton	no diversity req. specified, but majors in multiple language and cultural/ethnic studies available	N/A	N/A	language majors: Chinese, English, German, Greek, Latin and Russian; cultural/ethnic studies majors: African/African American/Diaspora, American, Asian, French, Hispanic, Italian, Latin American and Russian
Calvin	3 units global and historical studies; 1 unit cross-cultural engagement; 3-16 foreign language units	3/1/3-16 units	N/A	exemption from lang. req. for ESL students and for 4 yrs. in H.S. foreign language courses; exemption from cross-cultural req. for students from other cultures or w/ significant cross-cultural experience
Cal Baptist	9 units multicultural coursework	9 units multicultural coursework	N/A	English and Spanish majors and Global Studies minor offered, courses in Mandarin Chinese, Greek and Hebrew also available
Gordon	8 credits foreign language, thematic req. can be fulfilled w/ course from Global Understanding category	8 credits (foreign language)	not specified (thematic req.)	language placement based on SAT II: Achievement or Advanced Placement tests in foreign languages OR diagnostic exams on-campus; languages offered include French, German and Spanish
George Fox	min. 6 hours in global understanding	6 hours	N/A	language courses can be taken to fulfill this requirement
Vanguard	3 units DF or 12 units DE	not specified	not specified	Spanish major (suspended) and Greek and Hebrew courses offered

requirement, but rather, a foreign language requirement; Westmont appears to require 1 global knowledge and 1 cultural communication or social justice class (total of 2 courses). Point Loma requires 1 “Social World” class and 9 “Cultural perspectives classes”, including foreign languages. According to Dr. Praslova’s observations, catalog groupings also vary, so comparisons can be challenging.

Step 2. Perform a catalog review of Vanguard University’s Diversity-Enhanced (DE), Diversity-Focused (DF) Courses for the Multicultural Exposure course requirement to determine whether the list is antiquated, needs updating, should include more courses that aren’t listed, and what disciplines are (or aren’t) represented. Please refer to Table Two in Section C.

Section C. Table Two

Catalog Review of Diversity-Enhanced (DE), Diversity-Focused (DF) Courses for Multicultural Exposure Course Requirement

	Diversity-Enhanced (DE) ~ 12 units req.	Diversity-Focused (DF) ~ 3 units req.
Number of DE or DF Courses listed in catalog	32 (DE)	6 (DF)
Courses no longer offered or conference-only	6 (Am Div, Anthro Teaching Internship, Field Practicum, Individual Studies, Spanish)	0
Number of DE or DF Core courses	5 (two are actually Eng. upper-division that may count towards Core credits)	1 (ENGL 300 Lit Perspectives)
Numbers of Majors/Disciplines represented Total Majors/Disciplines: 34 http://www.vanguard.edu/academics/index.aspx Accessed 4.4.09	8 -1 (Spanish is temporarily suspended) = 7	3
Number of Major/Discipline Upper-Division courses	26 (not counting courses that are no longer offered/conference-only)	5

Comments: The DE/DF listings are rather sparse across disciplines. Consequently, the

Multicultural Requirement appears not well-integrated or consistently distributed throughout the curriculum. Psychology, Kinesiology, and Communications are underrepresented, to name a few programs with diversity-rich courses that aren't included. Of 34 total majors & disciplines, only 7 are represented in the DE listings with 26 courses (Spanish courses are listed but only available as conference-courses); only 3 are represented in the DF listings with 5 courses. 6 DE courses out of 32 listed are no longer offered or conference-only. It would be helpful to update this list by removing extinct courses. Additionally, we should re-evaluate diversity offerings (perhaps create a curriculum matrix) and use a Diversity Metric (Diversity Student Learning Outcomes, "Diversity SLOs") to align Diversity Student Learning Outcomes across general education & disciplines for consistency of measurement. Majors/disciplines will also use the Diversity Metric to assess direct evidence of student learning outcomes (reflective essays, research papers, exams, reports, oral presentations, in both summative – portfolios, term papers – and formative states). A review of the course listings in Part C and Part F also suggests the disparity and lack of connection between courses from discipline to discipline.

Dr. Praslova observed: "From what I can see, we have numerous offerings of classes of historical and descriptive perspectives, while psychological perspective is underrepresented. We have classes that have not been offered in a long time, class titles that might need more precise alignment with class content, and offerings that might need some review in light of most recent developments in disciplinary approaches and terminology."

Action Steps: Perform a catalog review to create a holistic, interdisciplinary perspective of diversity-related courses in Core Curriculum & Majors, organizing the data in a matrix. Use this matrix to identify strengths & weaknesses in the presence of diversity-related courses & requirements, and the degree to which courses include diversity issues and the location of such courses in Core Curriculum & Majors.

Step 1. The Core Curriculum Committee completed Fall 2008 and Spring 2009 data reports on general education courses based on course catalog descriptions, course syllabi, some course evaluations, and follow-up faculty interviews. In terms of diversity content, findings are that the "take 2 of 3" Core requirement for Introduction to Sociology, Introduction to Cultural Anthropology, and General Psychology offer two-thirds to a hundred percent coverage of diversity-related subject matter. U.S. History and Persuasive Writing also covered diversity content with fair consistency across syllabi designed by various instructors. Core 100C Cornerstone, the first-year introduction to college life & learning, should articulate more directly the connection between its diversity-related learning outcomes in relation to the community service project, and include more diversity-focused activities. It was recommended that a writing-intensive course be developed to address remedial writing needs as a replacement for ENGL 111 Reading & Writing Lab, a 1 unit course. This new course, Core 102C Writing-Intensive Cornerstone, contains 75% diversity-focused subject matter and includes a technology (e-learning) component on Moodle. Course materials designed for Core 102C are available for

integration into Core 100C, as well, and the Cornerstone coordinator, Professor Barbi Rouse, is exploring possibilities.

Step 2. Use Dr. Praslova's diversity evaluation areas – as categorical approaches to culture, creating a matrix as one way to measure diversity content across disciplines. This use of categories to study diversity approaches & content was performed by Kroeber & Kluckhohn (1952/1963) and Berry, Poortinga, Segall and Dasen (1992), as cited in Matsumoto & Juang (2008).

Structural - societal or organizational elements

Historical - heritage and tradition associated with a group of people

Descriptive - different types of activities and behaviors associated with a culture

Normative - rules and norms associated with a culture

Psychological – cognition, emotion, and other psychological aspects as influenced by culture

Step 3. Develop new Diversity Student Learning Outcomes for assessment purposes. These Diversity SLOs cut across programs for integration into major/program reviews. As we move beyond the antiquated DF/DE catalog list -- due to insufficient, unevenly integrated coverage of diversity content across disciplines, as indicated by the sparse listing – and achieve comparable requirements to our sister colleges, we should determine whether a class is appropriate for satisfying Diversity/Multicultural Requirement units might be determined by whether it meets 3 out of 4 Diversity SLOs, or still have some percentage guidelines, such as 50% or 75% diversity-related content. Furthermore, as we revise the Multicultural Exposure Requirement description and/or the Requirement itself, the new language should reflect the new Diversity SLOs developed by the Faculty Diversity Committee in Fall 2008: **Knowledge, Self-Examination, Personal Engagement, and Social Engagement.** (see Section D, Table Three.)

The Faculty Diversity Committee consulted several sister CCCU colleges to establish a comparative perspective on Diversity Student Learning Outcomes and diversity-related learning goals at institutions similar to ours. We also consulted a number of secular colleges in southern California, such as Pierce College in Los Angeles, Whittier College in Whittier, and Pomona College in Claremont. The findings are summarized below.

Azusa Pacific: (1) Articulate their own intellectually-informed values and cultural perspectives as well as those of others. (2) Demonstrate respectful and equitable relationships with persons from diverse backgrounds in a manner that values differences. Provost's Office: <http://www.apu.edu/provost/student/>

Biola: University Diversity (statement & theology rather than SLOs)
<http://www.biola.edu/about/mission/diversity/>
<http://studentlife.biola.edu/diversity/multi-ethnic-programs/diversity-theology>

George Fox: (a couple action steps) Create mechanisms to raise concerns regarding racial and cultural awareness and sensitivity for the general faculty. Encourage integration of racial and multicultural diversity focus in courses across the curriculum as appropriate.
www.georgefox.edu/offices/student_life/BlueprintDiversity.pdf

Pierce College: Definition: Valuing open-mindedness, inclusion, multicultural perspectives and multiple ways

of knowing, thinking and being. Outcomes: (1) Builds knowledge of diverse ideas, values, perspectives and experiences. (2) Engages others with civility, empathy, honesty and responsibility. (3) Examines one's own attitudes, values, and assumptions and considers their impact. (4) Challenges past, present and future discrimination and privilege of individuals, societies, groups and institutions.

Accessed: http://www.pierce.ctc.edu/Library/1stagrnt/?page_id=10

Point Loma: (1) Global perspective and experience. (2) Ethnic and cultural diversity.

WASC CPR & Response Letter

(Diversity):<http://www.pointloma.edu/Accreditation/InstitutionalPortfolio/CPR.htm>

Pomona College: Difficult to summarize; "learning outcomes" vary according to department; unable to find outcomes that cut across programs.

Westmont: Intercultural Programs. *Our goal is to foster an environment in which students, staff and faculty live out their faith while impacting our global society.* (1) To create opportunities to share and express our own unique and individual backgrounds. (2) To encourage students to embrace their cultural heritage while accepting others. (3) To build God's global kingdom for his glory. (4) To seek justice and equity for all through our attitudes and actions. http://www.westmont.edu/_offices/intercultural_programs/index.html

Whitworth: Strategic Plan.

<http://www.whitworth.edu/GeneralInformation/StrategicPlan/KeyResultAreas/InterculturalRelations.htm>

Whittier College: From the Statement of Goals

<http://www.whittier.edu/FacultyAndStaff/FacultyResources/FacultyHandbook/Appendix9.aspx>

"The Whittier College community believes that intellectual growth and ethical conduct are enhanced by providing: An intellectually challenging program that encourages a love of learning, an appreciation for the connections between academic disciplines, and exposure in some depth to a single area of concentration;

An atmosphere in which members of the community can develop as individuals, engaging in a responsible search for standards of value and knowledge of self while recognizing that they are part of a larger society for which they can provide leadership and service;

An environment which fosters sensitivity to and tolerance of others and offers each member an opportunity to become informed about an interdependent world;

Opportunities for each member of the community to be creative and to enhance his or her ability to communicate with others through creative, artistic, physical, or verbal expression" (Whittier College, Fall 2008).

Section D. Table Three: Diversity Student Learning Outcomes

Developed Fall 2008 by the Faculty Diversity Committee

Valuing Diversity in our Christ-Centered Communities and Global Contexts

	Goal	Application
1	Knowledge: Demonstrate knowledge of multiple cultural perspectives and global experiences...	...by articulating the value of diversity through reports, presentations, examinations, field-work, and discipline-appropriate projects.
2	Self-Examination: Evaluate one's own attitudes, assumptions, and behavior towards diversity concerns and issues...	...by recognizing, examining, and challenging underlying assumptions and prejudices through coursework such as self-reflective essays, reading responses, and journal entries, with the recognition that such work is a life-long endeavor .
3	Personal Engagement: Demonstrate respectful and appropriate behavior when interacting with people of different gender, generation, ethnicity, race, national origin, socioeconomic status, and ability...	...by developing sensitivity to equity issues (such as power dynamics and social privilege) through field experience, research, and analytical reading and writing.
4	Social Engagement: Identify and begin to seek out transformative and redemptive opportunities in the church, in society, and in the evolving realities of global change....	...through academic, co-curricular, internship, and vocational opportunities.

Thanks to Dr. Karen Lee, Dr. Jerry Camery-Hoggatt, the Vanguard University Faculty Diversity Committee, the Core Curriculum Task Force, and Pierce College for their work and models used in constructing these diversity SLOs.

In summary, we use the diversity content & SLOs matrix to determine coverage of new Diversity Student Learning Outcomes across programs. These new Diversity SLOs, developed in Fall 2008 by the Faculty Diversity Committee after researching student learning outcomes at comparative institutions, replace the outdated DE/DF course listings. This matrix elucidates course coverage of specific diversity content, opportunities for learning cultures (from various perspectives) existing across disciplines, and which Diversity SLOs are thoughtfully engaged. The following Faculty Questionnaire was created to ascertain diversity-related coverage across the curriculum.

Section E. Faculty Questionnaire: Diversity-Related Course Offerings

1. Department:

2. Number & Title of Course:

3. Professor Submitting Report (thank you!):

4. Please explain briefly how this course is diversity-related (race, ethnicity, gender, religion, nationalities, non-Western cultures, age/generation, health, or ableness . . .).

5. In the following table, please check all Diversity Student Learning Outcomes addressed in this course (yes or no), briefly describe related activities (discussion, lecture, lab, field trips . . .), and give examples of assessment (exams, essays, reports, oral presentations . . .).

Diversity: Student Learning Outcomes (SLOs)

Valuing Diversity in our Christ-Centered Communities and Global Contexts

Present? yes/no	Competency	Description of SLO	Related Activities	Assessment
	Knowledge	Demonstrate knowledge of multiple cultural perspectives and global experiences by articulating the value of diversity through reports, presentations, examinations, field-work, and discipline-appropriate projects.		
	Self-Examination	Evaluate one's own attitudes, assumptions, and behavior towards diversity concerns and issues ...by recognizing, examining, and challenging underlying assumptions and prejudices through coursework such as self-reflective essays, reading responses, and journal entries, with the recognition that such work is a life-long endeavor .		
	Personal Engagement	Demonstrate respectful and appropriate behavior when interacting with people of different gender, generation, ethnicity, race, national origin, socioeconomic status, and ability by developing sensitivity to equity issues (such as power dynamics and social privilege) through field experience, research, and analytical reading and writing.		
	Social Engagement	Identify and begin to seek out transformative and redemptive opportunities in the church, in society, and in the evolving realities of global change through academic, co-curricular, internship, and vocational opportunities.		

6. What estimated percentage of the course content (readings, activities, essays, exams, field trips, films . . .) is diversity-related? Please circle one.

25% 33% 50% 66% 75% 100% Other: _____

7. Please circle all that apply:

Core Curriculum Requirement Major/Discipline Requirement Major/Discipline Elective

8. When was the last time this course was offered?

9. What was the enrollment (if precise data not readily available, approx. #)?

10. How often is this course offered? Please circle one.

every semester once a year every other year other: _____

----- *end of survey! thank you * -----

Section F. Table Four Diversity-Related Courses in Core Curriculum & Majors

This curriculum matrix does not list courses that are deemed conference-only or “extinct” by faculty survey responses, since the Faculty Diversity Committee chair’s primary concern was to ascertain the presence of *active* diversity-related course offerings.

Course	Struct/ Hist	Descr/ Norm	Psych	US	Global	S L O # 1	S L O # 2	S L O # 3	S L O # 4	% diversity- related content	Core, Major Req'd, Elective	Last time offered/ enrollm't
Core Curriculum												
Core 100C Cornerstone (1 unit)	X					X				10%	C	Fa 08
Core 102C Writing-Intensive Cornerstone (3 units)	X		X	X		X	X	X		75%	C	Fa 08
Core 103C College Learning Concepts (3 units)	X					X				10%	C	Fa 08
SOC 100C Intro to Sociology	X			X	X	X	X	X	X	100%	CR	Sp 09
ANTH 102C Intro to Cultural Anthro (DF)		X		X	X	X	X	X	X	100%	CR	Sp 09
PSYC 103C General Psychology			X	X	X	X	X	X	X	100%	CR	Sp 09
HIST 156C U.S. History	X					X	X	X	X	33%	CR	Sp 09, 45-60
HIST 203C • World Civilizations I (DF)	X				X	X	X	X		100%	CR	Sp 09, 55
HIST 204C • World Civilizations II (DF)	X				X	X	X	X		100%	CR	Fa 08, 55

ENGL 300C Literary Perspectives (DE)	X	X	X	X	X	X				75%	C	Sp 09, 27-35
CHIS 300C Christian Worldview	X				X	X				75%	C	Sp 09
CHIS 400C Christian Heritage	X			X	X	X				50%	C	Sp 09
Major: Anthropology												
ANTH/SOC/ICST 320 Social & Cultural Change (DF)	X	X		X	X	X	X	X	X	100%	R	
ANTH/ICST 322 • Ethnographic Perspectives (DF)	X	X		X	X	X	X	X	X	100%	R	
ANTH/SOCI 343 • Class, Race, Ethnicity and Gender (DF)	X	X		X	X	X	X	X	X	100%	E	
ANTH/ICST 358 • Primal and World Religions (DF)	X	X			X	X	X	X	X	100%	E	
ANTH 440 • Culture, Personality, and the Individual (DF)	X	X		X	X	X	X	X	X	100%	R	
ANTH 450 • Anthropology Teaching Internship (DF)	X	X		X	X	X	X	X	X	100%	E	
ANTH/ENGL/SPAN 453 • Language, Culture, and Linguistics (DF)	X	X		X	X	X	X	X	X	100%	E	
ANTH 460 • Field Practicum/Field Work (Placements) (DF)	X	X		X	X	X	X	X	X	100%	E	
ANTH 480 • Individual Studies (DF)	X	X		X	X	X	X	X	X	100%	E	
Major: Communications												
COMM 273 Visual Technology	X			X	X	X	X	X	X	25%	R	Sp 09, 62
COMM 345 Intercultural Communication	X	X	X	X	X	X	X	X	X	100%	R	Fa 08, 25
COMM 459 Film Production	X			X	X	X	X	X	X	25%	R	Sp 09, 62

COMM 350 The Network	X			X	X	X	X	X	X	25%	R	Sp 09, 62
COMM 351 Documentary & Ethnographic Film Production	X			X	X	X	X	X	X	25%	R	Sp 09, 62
COMM 374 Gender Communication	X	X	X	X	X	X	X	X	X	100%	R	Sp 08, 30
COMM 376 • Interracial Communication (DF)	X	X	X	X	X	X	X	X	X	100%	R	Sp 09, 21
Major: History & Political Science												
HIST 315 Modern China (DF)	X				X	X	X	X	X	100%	E	Sp 08, 17
HIST 320 • African- American History (DF)	X			X		X	X	X	X	100%	E	Fa 07, 9
HIST 330 • History of East Asia (DF)	X				X	X	X	X	X	100%	E	Sp 09, 14
HIST 360 • Women in American History (DF)	X				X	X	X	X	X	100%	E	Fa 07, 90
HIST 456 • History and Geography of California (DF)	X			X		X	X	X	X	50%	E R for Lib Studies	Sp 09, 17
POLS/MRKT 482 International Politics	X				X	X	X	X	X	100%	R	
Major: English												
ENGL 310 American Literature I (DE)	X	X	X	X		X				66%	R	Fa 08, 23
ENGL 311 American Literature II (DE)	X	X	X	X		X				66%	R	Fa 07, 25
ENGL 325 Postcolonial Literature (DF)	X	X	X		X	X	X			100%	E	Sp 06, 14
ENGL 431C • World Literature I (DF)	X	X	X		X	X	X			100%	R	Fa 08, 20
ENGL 432C • World Literature II (DF)	X	X	X		X	X	X			100%	R	Sp 09, 20
ENGL 444 • Culture Focus (DF)	X	X	X	X	X	X	X			100%	E	Sp 08, 12
Major: Intercultural Studies												

CFST/ICST/PLST/YL ST 102 • Introduction to Intercultural Studies (DF)	X			X	X	X	X	X	X	100%	R	
ICST 345 • Intercultural Communication in Ministry (DF)	X			X	X	X	X	X	X	100%	R	
ICST 315 • Globalization of Church Mission (DE)	X				X	X	X	X	X	100%	R	
ICST 454 • Principles and Methods of Intercultural Ministry (DE)	X			X	X	X	X	X	X	100%	R	
Major: Business												
BUOM 476 Human Resources Mgt (SPS)	X						X		X	33%	R	Sp 09, 13
MRKT 367 Multinational Marketing	X				X		X			25%	R	
Major: Kinesiology												
KINE 231 • Global Games and Recreation Activities (DE)	X			X			X	X	X	75%	R	Fa 08
KINE /SOC 258 Sociology of Sport & Physical Activity	X			X			X	X	X	75%	R	Sp 08
Major: Liberal Studies												
EDUC 100 Intro to Education	X		X	X			X	X	X	50%	R	Sp 09, 20
EDUC 305 Tutoring in an Urban Setting	X		X	X			X	X	X	50%	R	Sp 09, 5
EDUC 315/CHEM 315/HIST 316/MUSC 311 • Teaching in a Multicultural Setting (DF)	X		X	X			X	X	X	100%	R	Sp 09, 20
EDUC 330 Integrating Tech/Classroom Teaching	X		X	X			X		X	25%	R	Sp 09, 19
Major: Mathematics												
MATH 370 History of Mathematics	X			X	X		X			25%	E	
Major: Psychology												
PSYC 324 Social Psychology	X		X				X	X	X	75%-80%	R	Sp 09, 29

PSYC 331 • Diversity Issues in the Helping Professions (DF)	X		X			X	X	X	X	100%	E	Fa 06, 10-20
PSYC 352 Culture and Psychology	X		X			X	X	X	X	100%	E	Fa 08, 20
SOCI/PSYC 355 Social/Psychological Aspects of Aging			X	X		X	X			75%	E	Sp 09, 50+
PSYC 432 Social & Cultural Psychology (SPS Program)	X		X			X	X	X	X	90-95%	R	SP 09, 14
PSYC 434 Group Dynamics (SPS Program)	X		X			X	X	X		25%	R	Sp 09, 10-18
Major: Sociology												
SOCI 333 • Sociology of Women (DF)	X					X	X	X	X	100%	E	
SOCI/PSYC 345 Family Violence	X					X	X	X	X	100%	E	
SOCI/PLST Religion & Society	X					X	X	X	X	100%	E	
SOCI 352 Urban Sociology	X					X	X	X	X	100%	E	
SOCI 430 Religion & Human Rights in the World	X					X	X	X	X	100%	E	
Minor: Spanish												
SPAN 101 Beginning Spanish	X			X	X	X	X	X		100%	R	Fa 08
SPAN 102 Beginning Spanish II	X			X	X	X	X	X		100%	R	Sp 09
SPAN 203 Intermediate Spanish	X			X	X	X	X	X		100%	R	Fa 08
SPAN 204 Intermediate Span II	X			X	X	X	X	X		100%	R	Sp 09
Minor: Women's Studies												
WMST 110 Intro to Women's Studies	X			X	X	X	X	X	X	100%	R	
WMST 210 Conf in Women's Studies	X			X	X	X	X	X	X	100%	R	
WMST 310 Topics in Women's Studies	X			X	X	X	X	X	X	100%	R	
WMST 410 Research in Women's Studies	X			X	X	X	X	X	X	100%	R	

Comments: The curriculum matrix indicates that, indeed, more diversity-related courses are

offered than evidenced by the DE/DF catalog listings, with highest concentrations in Sociology/Anthropology, Psychology, History, English, Liberal Studies, Intercultural Studies, and Women’s Studies. With the adoption of the Diversity SLOs as part of the Core Curriculum SLOs, a possible increase of Diversity/Multicultural Exposure unit requirements from 3 to 6, and the integration of diversity-related issues throughout Core courses, Vanguard students will have richer exposure through the Core Curriculum. However, once students declare their majors, their exposure to diversity-related course materials currently varies from discipline to discipline.

Action Steps: We should periodically review diversity-related courses across the curriculum (semi-annually, annually, biannually, or in synchrony with the five-year internal program reviews). We should also continue using the Diversity SLOs to assess direct evidence of student learning across the Core Curriculum and Majors/Programs as a means to cut across disciplines. Moreover, it would be helpful for Majors/Programs to tailor the Diversity SLOs to their disciplines and use them in the five-year departmental internal reviews (see example from the English Department, Table Four). This way, students would continue have exposure to diversity-related subject matter after completing their Core Curriculum requirements. Associate Provost of Learning & Assessment Daniel de Roulet further noted that Graduate programs in Psychology, Religion, Education, Business and School of Professional programs should be assessed in the near future.

The following section displays an example of how one department tailored the Diversity SLOs to its discipline and used it in its internal program review. It was also approved by an external program review by the California Commission on Teacher Credentialing. The English Department uses this diversity metric to assess direct evidence of student learning in the English Program Portfolios developed by students, reviewed by advisors, and evaluated in the English Senior Capstone Seminar taken in the Spring semester of each student’s senior year. The diversity metric is used as one of the English Department’s seven learning outcomes. This past year, this rubric was used in an annual evidence review, and the department decided that one of a potential three-course sequence in American literature would be phased out due to adequate coverage of diversity-related curriculum in the two surveys. Comparing student writing projects to the diversity metric also demonstrated that sophistication in understanding diversity issues increased with advanced courses in literature, theory, and criticism, although we could increase participation in Social Engagement through community outreach activities.

Section G. Table Five: English Learning Outcome #6, Diversity.

Demonstrate social awareness of diversity issues by interpreting, analyzing, and writing about various cultural perspectives in literature.

Institutional Source: Accessed 4.13.08 from Pierce College, Los Angeles: http://www.pierce.ctc.edu/Library/lstagrant/?page_id=10

Adapted to the English Department at Vanguard University of Southern California.

	Excellent	Competent	Developing	Beginning
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<p>KNOWLEDGE</p> <p>Builds knowledge of diverse ideas, values, perspectives and experiences.</p>	<p>Writing project exceeds competence; articulates value and impact of multiple points of view in a given context. Integrates new points of view in relation to Christian faith.</p>	<p>Writing project engages literary perspectives and respects multiple points of view. Examines the impact of considering multiple points of view.</p>	<p>Writing project demonstrates tolerance towards other people's and culture's points of view.</p>	<p>Writing project acknowledges that different ways of knowing, thinking, and being exist.</p>
<p>SELF-EXAMINATION</p> <p>Examines one's own attitudes, values, and assumptions and considers their impact.</p>	<p>Continually re-evaluates own values, attitudes, and assumptions in the interest of fostering a multicultural point of view. Actions value and foster inclusion, regardless of similarities or differences. Regularly re-evaluates personal opinions on multicultural issues, identifying and overcoming latent prejudices as needed.</p>	<p>Attempts to evaluate the multiculturalism of one's own values, attitudes, and assumptions. Actions may demonstrate respect of some differences but not of others. Seeks opportunities to enlarge personal understanding of diversity. Identifies and works toward overcoming own latent prejudices.</p>	<p>Identifies one's own values, attitudes, and assumptions. Actions demonstrate tolerance: willing to withhold personal beliefs/assumptions while exploring new ideas, experiences. Attempts to identify own latent prejudices. Identifies, acknowledges, and tracks institutional issues related to multiculturalism.</p>	<p>Attempts to identify one's own values, attitudes, and assumptions. Acknowledges that personal prejudices and assumptions about others can impact daily activities. Acknowledges that one may harbor latent prejudices.</p>
<p>PERSONAL ENGAGEMENT</p> <p>Engages others with civility, empathy, honesty and responsibility with awareness of equity issues such as power dynamics and social privilege in these interactions.</p>	<p>Student values and fosters inclusion of multiple points of view. Is able to understand and collaborate with others in complicated, dynamic, and ambiguous situations. Demonstrates appropriate, thoughtful and socially conscious interactions with others regardless of differences or similarities.</p>	<p>Student respects differences through inclusive behavior. Attempts to rectify any hostility and/or misunderstandings due to differences.</p>	<p>Student tolerates others' perspectives and feelings, but may stereotype or over generalize. Tolerates and considers different points of view. Is able to set aside one's own prejudices to communicate or work with others.</p>	<p>Student avoids knowingly offensive behavior and attempts neutrality with those different from oneself. Is willing to hear, read or otherwise expose self to different points of view. Is willing to acknowledge own beliefs, actions, assumptions represent only one's own point of view.</p>
<p>SOCIAL ENGAGEMENT</p> <p>Challenges past, present and future discrimination and privilege of individuals, societies, groups and institutions.</p>	<p>Writing assignment or service project challenges present and future attitudes that cause discrimination at personal, institutional, cultural, and higher levels. Advocates social justice to overturn the dynamics of power and privilege. Avoids stereotyping when making ethical judgments. Resists erosion of inclusive practices in place, actively breaks down barriers to social equity outcomes.</p>	<p>Writing assignment or service project recognizes power and privilege and understands the impacts power and privilege have had, can have, and will have on society. Attempts to make positive change, but in attempts to demonstrate cultural awareness or social consciousness, may mistakenly stereotype in the name of multiculturalism.</p>	<p>Writing assignment or service project acknowledges the many instances of past and present discrimination. Considers effects of misuse of power and privilege on individuals and cultures, including the dominant one.</p>	<p>Writing assignment or service project is able to identify past discrimination. Is able to acknowledge some present discrimination. Doesn't restrict or disrupt others' discussions of power and privilege.</p>

Part IV. What happens next? Summary of Action Steps

After evaluating the 2008-09 catalog's Diversity/Multicultural Exposure Requirement and Diversity-Enhanced/Diversity-Focused course listings, the Faculty Diversity Committee performed a few comparative studies of sister CCCUs to ascertain the health of our baseline institutional indicators in the area of curriculum (Campus Diversity Framework sub-area, Education & Scholarship). While we discovered that our diversity requirement doesn't vary distinctly in numbers of units from those required by our sister colleges, we saw that our lower-division and upper-division Core Curriculum courses actually provide more than *Diversity Web's* national norm of 6 diversity-focused units. As the Core Curriculum Chair, John Wilson, pointed out, our required lower-division Core Curriculum courses provide over 11 units of diversity-focused material alone. Moreover, with upper-division diversity-enhanced Christian Worldview and Christian Heritage courses, and the anticipated integration of student learning outcomes rubrics into all Core syllabi, students should also receive consistent diversity-related Core exposure with clearly articulated learning outcomes and measures of assessment.

Therefore, we decided our Diversity/Multicultural Exposure Requirement was not only outdated in terms of language but utterly failed to reflect the existing richness of our curriculum. We agreed it would be more effective to remove the DE/DF catalog course listings and develop new Diversity Student Learning Outcomes to match a national trend in higher education. With the removal of DE/DF catalog course listings, however, we needed to determine whether we wished to retain the DE/DF criteria for identifying these courses. Members of the Faculty Diversity Committee and Core Curriculum Committee noted that these flags or indicators -- as they pertain to the outdated Multicultural Exposure Requirement -- are potentially redundant or misleading since diversity is already woven throughout the Core requirements, including 11 units focusing on diversity (75% to 100%) and at least 6 units enhanced by diversity (25% to 50%+): Cornerstone, "choose 2 out of 3" Anthropology-Sociology-Psychology sequence, World Civ I or II, U.S. History, Literary Perspectives, and CHIS 300 Christian Worldview and/or CHIS 400 Christian Heritage.

We should articulate the presence of these diversity-focused and diversity-enhanced units in the Core Curriculum statement itself. Additionally, programs & disciplines should also adopt a way of measuring student learning outcomes related to diversity. Consequently, the Faculty Diversity

Committee researched Vanguard's comparative colleges and three secular colleges in southern California to create Diversity Student Learning Outcomes in the areas of Knowledge, Self-Examination, Personal Engagement, and Social Engagement.

Next, moving further onward from the limitations of the outdated DE/DF catalog listings, we wished to learn more about diversity-related offerings in all programs & disciplines at Vanguard. We created a curriculum matrix to establish a bird's eye perspective of diversity-related courses across the Core Curriculum and Majors/Programs.

The curriculum matrix indicates that, indeed, more diversity-related courses are offered than evidenced by the DE/DF catalog listings, with highest concentrations in Sociology/Anthropology, Psychology, History, English, and Women's Studies. The Faculty Diversity Committee Chair, Karen Lee, who is also a member of the Core Curriculum Committee, contributed feedback for the Core Assessment Task Force's work in developing Core Curriculum Student Learning Outcomes. Under the guidance of Associate Provost Daniel de Roulet, the Diversity SLOs are integrated into Core SLOs for assessment of student learning.

How else can we improve the way we establish goals & expectations and assess learning outcomes for diversity-related curriculum? First, we should periodically review the presence of diversity-related courses across the curriculum. We should also continue using the Diversity SLOs (including their integrated form in the Core SLOs) to assess direct evidence of student learning, providing consistency: As cited by our institutional indicators in this area, we need to keep asking ourselves, "how much and what have students learned about diversity & about their increased capacity to work in diverse settings?" Moreover, it would be helpful for Majors/Programs (plus graduate programs) to tailor the Diversity SLOs to their disciplines and use them in the five-year departmental internal reviews. As more disciplines adopt the Diversity SLOs, professors also need faculty development preparation to understand diversity at Vanguard, engage students of diverse backgrounds, and design & deliver diversity-related curriculum, fortified by Human Resources training on multiculturalism and gender issues.

To this end, professors in the Communications Department, led by Ann-Caryn Cleveland, recently designed an on-line faculty course on Culturally Responsive Teaching. The Faculty Development Committee & Provost's Office could offer this on-line course as a resource for preparing colleagues to engage diversity-related subject matter in their disciplines. The Provost's Office, Associate Provost for Learning & Assessment, the college deans, and department chairs will play important roles in preparing faculty and tailoring & adopting the Diversity SLOs as key parts of upholding Vanguard's goals of spiritual engagement, educational quality, and academic excellence.

Part V: Appendices
Diversity-Focused/Diversity-Enhanced Course Listings

Appendix 1: DIVERSITY FOCUSED (DF) COURSES, 2008-09 VUSC Catalog
Italicized courses are no longer offered or conference-only.

Number of Courses listed: 32

Courses no longer offered or conference-only (italicized):

6 (American Diversity, Anthro courses, Spanish, ICST, Hist of Africa)

Number of Core courses: 5 (Intro to Cult Anthropology, World Hist I/II, World Lit I/II<<prim. English)

Number of Majors/Disciplines represented: 8 -1 (Spanish) = 7

Number of Major/Discipline Upper-Division courses: 32 – 6 not offered/conference only = 26

ANTH 102C • Introduction to Cultural Anthropology (3 units)

A study of human culture emphasizing culture's origins and processes. The development of concepts and theories about human culture which apply to life in both primitive and modern societies.

ANTH 316 • Environment, Culture, and Behavior (3 units)

Analysis of the relationship between humans and their environment. Natural phenomena, design, space, population density, and organizational structure will be examined.

ANTH/ICST 320 • Culture Change (3 units)

Note: *This course is being renamed "Social & Cultural Change".*

The course number will therefore change for the 2009-2010 catalog (not yet assigned).

It is also being cross-listed with Sociology.

Prerequisite: ANTH 102C; SOCI 100C recommended. The study of change, its processes and consequences in non-Western and contemporary societies. Special emphasis will be given to cross-cultural change involving migrants, minorities, religious contacts, as well as change at the personal level.

ANTH/ICST 322 • Ethnographic Perspectives (3 units)

Prerequisite: ANTH 102C. Examines family life, religious belief, social and economic organization, politics and genders from a detailed, cross-cultural perspective. Ethnographic case studies provide in-depth comparisons of the cultural practices and beliefs of non-Western peoples with the cultural traditions of Westerners. Course will stress appreciation for and comprehension of ethnography as both a research method and genre of writing.

ANTH 333 • Gender, Culture, and Society (3 units)

Prerequisite: SOCI 100C, ANTH 102C. Gender as a social construction with powerful consequences is explored in this course along with those cultural values and ideologies which perpetuate the discourse of differences. Contemporary studies of gender cross-culturally will enable an appreciation of the broad diversity in the application of gender constructs and their resultant cultural effects.

ANTH/SOCI 343 • Class, Race, Ethnicity and Gender (3 units)

Prerequisites: ANTH 102C or SOCI 100C. This course focuses on the distribution of power and resources across racial and ethnic/cultural groups, class structure, and gender. Phenomenological, institutional, and structural aspects of prejudice and discrimination are examined using the matrix of domination (the intersection of attributes related to class, race, ethnicity and gender) to explore the life experiences of individuals.

ANTH/ICST 358 • Primal and World Religions (3 units)

Prerequisites: ANTH 102C or SOCI 100C. A comparison of the major non-Christian religions, with emphasis on their cultural origins, elements, forms, and symbols, and the role of religion as an institution in such societies.

ANTH 440 • Culture, Personality, and the Individual (3 units)

Prerequisites: ANTH 102C and PSYC 103C; PSYC 320 or PSYC 345 recommended. Western conceptions of the person and the self-concept are reassessed in light of cross-cultural studies and the contributions of anthropologists. The course is oriented to broaden a student's understanding of how personality is formed and how cultural ideas about the person influence personal and interpersonal dynamics. The course is practical for those intending to work crossculturally, in counseling, business applications, development, social work or ministry.

ANTH 450 • Anthropology Teaching Internship (1-4 units)

Open to seniors with a grade point average of 3.0 or above with approval of the department chair. Regular hours each week for classes and/or meetings are established at the beginning of the semester. The intern assists an instructor in planning and conducting a course and/or laboratory sessions. May be repeated for a maximum of eight units.

ANTH/ENGL/SPAN 453 • Language, Culture, and Linguistics (3 units)

Prerequisite: ANTH 102C. This course surveys the acquisition and use of language within a cultural context. It examines the relationship of language to culture, language acquisition, and language analysis or linguistics, emphasizing the utility of such knowledge for educators. Stress is given to understanding language's reciprocal relation with culture, the nature of language systems, and linguistic analysis to enable educators a better comprehension of second language acquisition within learning environments.

ANTH 460 • Field Practicum/Field Work (1-4 units)

Prerequisite: Senior year standing and consent of the instructor. Guided ethnographic field experience based on student's research prospectus.

ANTH 480 • Individual Studies (1-3 units)

Prerequisite: Consent of the instructor and department chair. May be repeated for credit.

COMM 376 • Interracial Communication (3 units)

Surveys how race influences the communication process. This course deals with major issues of race and ethnic relations and how each affects interracial communication are considered. Major theories of interracial communication, the universal human processes which contribute to racial differences, and the practical approaches to communicating more effectively with persons from the other and same races.

EDUC 315/CHEM 315/HIST 316/MUSC 311 • Teaching in a Multicultural Setting (3 units)

This course provides the philosophical background and classroom experience necessary to introduce a person to the teaching profession in a public or private school in a multicultural environment. The purpose of the class is to assist the student to gain an understanding of the resources and challenges facing a teacher serving a linguistically and culturally diverse student population. Discussion will focus on educational research and the philosophical, historical, and demographic developments of American education. Students will complete a fieldwork component to observe classroom management and organization, Specially Designed Academic Instruction Delivered in English (SDAIE) instructional practices, and the curricula of grades K-12. The role and function of Christian beliefs and values in the public school will be integrated throughout the course. This course is a prerequisite requirement for the Multiple and Single Subject Credential programs. May not be taken concurrently with EDUC 100.

ENGL 312C • American Diversity (3 units)

A study of the past and present American literature composed by African American, Asian American, Hispanic American, and Native American writers, with emphasis on theme, background, heritage, and culture. This course is not recommended to fulfill the core curriculum requirement in literature for non-English majors or students with a limited background in literature.

ENGL 431C • World Literature I (3 units)

An examination of the contours of international literature, including European, African, Asian, and Latin American literature up to the European Renaissance. This course may fulfill the core curriculum requirement in literature for non-English majors but is not recommended for students with a limited background in literature.

ENGL 432C • World Literature II (3 units)

An examination of the contours of international literature, including European, African, Asian, and Latin American literature from the European Enlightenment to the present. This course may fulfill the core curriculum requirement in literature for non-English majors but is not recommended for students with a limited background in literature.

ENGL 444 • Culture Focus (3 units)

Prerequisite: ENGL 240. The specialized study of the creative expression of a particular cultural group, including written, oral, visual, musical, and performative creative traditions. Content will vary according to instructor, but might include Women writers, African American literature, Asian American, Native American literature, or the literature of Ireland, with commensurate critical approaches. May be repeated for credit.

HIST 203C, 204C • World Civilizations I, II (3, 3 units)

Emphasizes the development of the basic ideas, institutions, individuals, and the outstanding cultural, economic, political, and social movements that have shaped humanity from ancient times. The course divides in 1648. Students may take either course to fulfill the core curriculum requirement. Strongly recommended as a prerequisite for upper division non-U.S. History courses.

HIST 315 • Modern China (3 units)

A study of the political and social history of China from the mid-nineteenth century, when European aggression forced China on a path to modernization, to the present.

HIST 320 • African-American History (3 units)

A study of the issues, events, and personalities that have shaped the African-American experience from colonial times to the present.

HIST 325 • History of Africa (3 units)

The historical development of the continent of Africa with primary emphasis upon Africa south of the Sahara, presenting an overview from the prehistory of Africa up to the present political development of the continent.

HIST 330 • History of East Asia (3 units)

An introduction to the histories of China and Japan including institutional and cultural interactions within the region and interaction with the West.

HIST 360 • Women in American History (3 units)

A survey of the role of women in the development of the nation, including the lives of average women and a look at some of the pioneers who reshaped attitudes about women's proper sphere.

HIST 456 • History and Geography of California (3 units)

A study of California from pre-Spanish times to the present, with emphasis on political, economic, and social developments and on its physical, political, and human geography.

CFST/ICST/PLST/YLST 102 • Introduction to Intercultural Studies (2 units)

Recommended Prerequisite: NT 101C, OT 201C. An introduction to the basic elements of intercultural communication and service. Course content will compare and contrast the cognitive processes, linguistic forms, and behavioral patterns within diverse cultural contexts. The student will integrate theory with practice in

order to communicate effectively a holistic gospel.

ICST 345 • Intercultural Communication in Ministry (3 units)

Prerequisite: ICST 102. A study of the processes of communicating the gospel interculturally. Special attention is given to the development of attitudes and tools that will enable effective communication interculturally.

ICST 345 • Intercultural Communication in Ministry (3 units)

Prerequisite: ICST 102. A study of the processes of communicating the gospel interculturally. Special attention is given to the development of attitudes and tools that will enable effective communication interculturally.

ICST/THEO/SPAN 464 • Religion and Culture in Latin America (3 units)

This course aims to investigate the dynamics of traditional and evangelical forms of religion in Latin America, including the milieu of popular culture and beliefs, the functions of the Catholic church, current movements within Catholicism, evangelical influences, and Pentecostal growth.

PSYC 331 • Diversity Issues in the Helping Professions (3 units)

Prerequisite: PSYC 103C. Exposes students to the psychological literature relevant to becoming more culturally sensitive to diverse ethnic populations and other forms of diversity. It addresses the unique changes required to the traditional psychological counseling theories and counseling practices that are associated with helping individuals from diverse backgrounds. The course is applicable to students who intend to work with, minister to, or do clinical counseling with people of diverse ethnic and cultural backgrounds.

SOCI 333 • Sociology of Women (3 units)

Provides students with sociological ways of thinking about gender and the status of women. Analyzes the social and historically situated constructions of gender and explores the impact of race and class on gender. Focuses on women in US society but includes opportunities to explore cross-nation aspects. Fee required.

SPAN 330 • Literature of Latin America (3 units)

The study of past and present Latin American authors with emphasis on theme, background, heritage, and culture.

SPAN 365 • Curso Panorámico de Latinoamérica (3 units)

Prerequisite: Consent of the instructor. Portrays a brief historical view of Latin America through themes rather than pure history. Some topics will be explored more for the insights they offer into Hispanic culture, while others will be for the interest they might have for class members. The course is taught in Spanish.

Appendix 2: DIVERSITY ENHANCED (DE) COURSES, 2008-09 VUSC Catalog ***Italicized courses are no longer offered or conference-only.***

Number of DE Courses listed: 6

Courses no longer offered or conference-only: 0
Number of Core courses: 1 (Literary Perspectives)
Number of Majors/Disciplines represented: 3
Number of Major/Discipline Upper-Division courses: 5

ENGL 300C • Literary Perspectives (3 units)
Introduces the student to a variety of literary genres as well as diverse authors, cultures and experiences. (meets a Humanities/Fine Arts requirement)

ENGL 310 • Survey of American Literature I (3 units)
Prerequisite: ENGL 240. A historical survey of American prose and poetry from the Colonial Period to 1865. This course does not fulfill a core curriculum requirement.

ENGL 311 • Survey of American Literature II (3 units)
Prerequisite: ENGL 240. A historical survey of American prose and poetry from 1865 to the present. This course does not fulfill a core curriculum requirement.

ICST 315 • Globalization of Church Mission (3 units)
Prerequisite: ICST 102. This course explores cogent features of Western and non-Western Christianity. Current missiological trends, strategies for ministry, and models of mission are presented. This study aims to provide a starting point from which meaningful and intentional missionary formation and practice can be realized.

ICST 454 • Principles and Methods of Intercultural Ministry (3 units)
Prerequisite: ICST 102. A study of effective church establishment among unreached people groups globally. Special attention will also be given to intercultural strategies for church ministries in urban North American contexts. This course is offered at the Costa Rica Study Center.

KINE 231 • Global Games and Recreation Activities (3 units)
This class will provide students with an exposure to games, sports, and recreational activities from cultures around the world. The student will also be exposed to a variety of teaching methodologies including peer instruction and demonstration, cooperative learning groups, and participation in activities. This course is only offered even years in the Fall.

Part VI. References

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