THE FACULTY SENATE

December 21, 2009

MEMORANDUM

TO: Dr. R. Bowen Loftin, President

FROM: R.S. Bednarz, Speaker

SUBJECT: Approval of University Curriculum Committee Item (FS.27.67)

At its regular meeting on December 14, 2009, the Faculty Senate approved the following curriculum item from the University Curriculum Committee. The Faculty Senate submits it for your approval. Attached is a copy of the material sent to our Senators.

Special Consideration - November 13, 2009

College of Liberal Arts
Request for a Diversity Certificate Program between the College of Liberal Arts and the Department of Multicultural Services

Thank you for your time and consideration. Please inform me of your action on this matter.

Attachment

cc: Karan Watson
Martyyn Gunn
Antonio Cepeda-Benito
Sandra Williams
Ben Crouch

Approved: 

Dr. R. Bowen Loftin, President

Date 1/12/10

RECEIVED JAN 13 2010
CURRICULAR SERVICES
October 26, 2009

Memorandum

To: Sandra Williams
   Associate Director
   Curricular Services

From: Michael T. Stephenson, Ph.D.
      Acting Associate Dean
      College of Liberal Arts

Subject: Diversity Certificate Program for the College of Liberal Arts

I am attaching the details of the new Diversity Certificate Program, a joint creation of the College of Liberal Arts and the Department of Multicultural Services. The certificate has received the approval of the CLLA Undergraduate Instruction Committee and the CLLA Liberal Arts Council. If you have questions, please feel free to contact me.
Diversity Certificate Program
For Texas A&M University College of Liberal Arts

Summary
The College of Liberal Arts and Department of Multicultural Services proposes the creation of a Diversity Certificate Program for Texas A&M University. Drawing from existing courses, programs and associations within the university, the Diversity Certificate Program will enable its students to create, synthesize and integrate academic coursework, co-curricular experience, and service learning engagement in order to demonstrate their preparedness for participation in the modern global economy and community.

Justification
There are numerous threads of evidence that support the notion that Texas A&M students would be well served to have more ways in which to demonstrate multicultural competence. The university mission statement and the Vision 2020 imperatives recognize the importance of understanding and respecting other cultures, while acknowledging that this is an area which needs improvement.

While this university is perceived as creating competent professionals in a technical sense, our graduates are also perceived as lacking in diversity awareness and multicultural sophistication (Murdock Report, 1998). The existence, and completion, of a certificate program as proposed in this concept paper would both continue to exemplify our university’s willingness to tackle this issue, and also be a sign to future employers that the holder of such a certificate is coming to them with the skills and willingness to function in a pluralistic society.

There are multiple efforts across campus to promote diversity and multiculturalism. The purpose of this certificate program is to bring together these efforts into a cohesive whole. The various components we include in this proposal recognize, and utilize, these efforts, and will hopefully consolidate them into a meaningful and enriched undergraduate experience.

Components
The Diversity Certificate Program will have the following components:

1) An orientation session during which the purpose, structure and requirements of the certificate will be explained. Included in this orientation will be an introduction to the terminology of diversity education, the principles of social justice and inclusion, and a guiding philosophy for the certificate. An advisor from Multicultural Services will be assigned to each student, and they will meet regularly (bi-monthly) to assess progress and involvement in the program.

2) The academic component will consist of the completion of a minimum of twelve hours to include nine hours of diversity related courses from the College of Liberal Arts plus an additional three hours chosen in consultation with the
certificate advisers. The additional three hours could consist of a research project, internship, directed study or other option, including a regular approved course. Students will be provided with a sample list of courses, and advice about the most appropriate choices for their long term goals. Certificate advisers may approve additional courses not on the sample list to count towards the completion of this requirement. The core courses required for this certificate may also count towards other degree requirements. Student should maintain a GPA of 3.0 in certificate courses.

3) A co-curricular component, which will consist of a minimum of 10 hours of participation in diversity related co-curricular lectures, presentations and activities such as the ones provided by diversity education in the Department of Multicultural Services, or in multicultural/social justice organizations on or off campus. Attendance at national or local diversity conferences could also count towards this requirement. Certificate advisers will supply a preapproved list of activities to participants at the beginning of each semester. Additional activities would need to be approved by certificate advisers.

4) A service learning component, which will consist of at least 20 hours of involvement in an approved project. This component will draw upon existing programs, such as the International Service Project sponsored by the L. T. Jordan Institute, the various opportunities offered by the Study Abroad Programs Office, or many of the local service opportunities provided by many departments at Texas A&M and in the local community.

5) A capstone retreat will be offered at the end of the fall and spring semesters. During this retreat, participants will demonstrate how they have integrated and made sense of their experiences by sharing their portfolios containing academic work and reflections on co-curricular and service learning opportunities. They will also be guided to reflect on how the process will allow them to participate more fully in a global society.

Learning Outcomes
1) Students will be able to articulate the complexity and multiplicity of issues that surround global diversity.

2) Students will be able to explain how the behavior of individuals, groups, and nations affects others, in terms of human rights and environmental, social and economic well-being.

3) Students will be able to perceive and articulate any given event from more than one cultural viewpoint.

4) Students will be able to demonstrate their knowledge of appropriate discourse when addressing issues of race, ethnicity, gender, disability, and socio-economic status.
Assessment
In addition to the GPA requirement of 3.0 for academic courses, progress towards the certificate will be assessed by certificate advisers using the following methods:

1) portfolios, consisting of course materials produced, journal entries, and reflection papers about their service learning and co-curricular activities; portfolio materials will be evaluated using criteria derived from certificate learning outcomes
2) attendance records and sign in sheets for conferences and/or co-curricular participation
3) participation in a service learning program approved by certificate adviser
4) participation in the orientation and capstone experience
5) attendance at bi-monthly meetings with certificate adviser

Eligibility
To apply for the certificate, a student must be in the College of Liberal Arts, have a 2.0 grade point average and must apply prior to completing 90 hours. Exceptions may be made for students who have completed more than 90 hours, but will be determined on a case by case basis by a committee from the College of Liberal Arts and the Department of Multicultural Services.

Application Process
Students interested in the certificate should complete an application and include a statement of why they are interested in this certificate. A committee made up of individuals from the College of Liberal Arts and the Department of Multicultural Services will evaluate applications based on demonstrated interest in issues of multiculturalism and diversity as well as ability to comprehensively answer all application questions. The committee reserves the right to conduct interviews with applicants to make final selections. Students who are admitted will be assigned an advisor in the Department of Multicultural Services to coordinate the co-curricular requirements of the certificate. The application will be available online at the College of Liberal Arts and the Department of Multicultural Services websites.

Award of Certificate
Students completing all requirements will receive the certificate. Certificate completion will appear on a student’s official transcript.

Administration
The Department of Multicultural Services will conduct the orientation and capstone retreat, and retain and manage student records for those participating in the certificate. Staff from the department will serve as advisers to students participating in the program and will approve the co-curricular and experiential activities.

The College of Liberal Arts will ensure compliance of the registration process and communicate with the registrar’s office when a student has successfully completed the certificate requirements.
Course Options
See Appendix for an extensive list. Some examples are:
ANTH 205 - Peoples and Cultures of the World
ECON 312 - Poverty, Inequality and Social Policy
ENGL 337 - Life and Literature of the American South

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Service Learning

Definition:
Service-learning is an educational approach that combines service to the community with classroom curricula. It is a hands-on approach to mastering subject material while fostering civic responsibility.

Goals:
The goals of service learning include, but are not limited to, the following:

1) To enhance student learning by joining theory with experience and thought with action.
2) To assist students to see the relevance of the academic subject to the real world.
3) To expose students to societal inadequacies and injustices and empower students to remedy them. To enable students to help others, give of themselves, and enter into caring relationships with others.
4) To develop a richer context for student learning.

Examples

- English composition students help a non-profit organization write manuals/brochures and/or organize a writing contest on civic responsibility for high school students.
- Developmental reading students tutor elementary school students, the elderly, sick or disabled in the area of reading in a four-week timeframe. Some of the objectives that are met through their service-learning include: enhancing and expanding their vocabulary; improvement in fluency in oral reading; practice in locating main ideas, topic sentences, supporting details; and enhancing critical thinking skills which can assist them with critical reading skills. Students write a reflection essay which details their first impressions of the project, their expectations, the benefits/drawbacks of the project, what they learned, how they applied the skills learned in class, how the experience related to the course objectives, their recommendation of the experience, and how/if the experience affected their life goals.
- Psychology students work with a victim service program to provide crisis intervention to crime victims by way of phone or on-site contact. They become court advocates for domestic violence victims, and facilitate groups for at-risk youth in the school system.
- Resources for service learning at Texas A&M University: http://studentactivities.tamu.edu/leadandserve/resources/servicelearning
Co-curricular Component

**Definition**
The Co-curricular component of the Diversity certificate consists of attendance to 20 hours of educational and experiential diversity education opportunities offered outside of the classroom by various constituents on or off campus.

**Requirements**
To fulfill the co-curricular requirements of the certificate, the students must document their participation in the event, receive the approval of their advisor (prior or after the event), and write a reflection piece in their portfolio. Students are expected to cover an array of events and not simply concentrate on a specific area.

**Examples of Co-Curricular Activities**
- Presentations, workshops and lectures by Department of Multicultural Series (CommUnity Conversation, Film Series, Book Club)
- Evans Library Diversity Series
- Women’s Studies Lecture Series
- NCORE National Conference on Race and Ethnicity
- NCBI National Coalition Building Institute
- Social Justice Week at Texas A&M
- Distinguished Lecture Series
- Residence Life Diversity Programs (Tunnel of Oppression)
- U-ACT Programs
- Women’s Resource Center Programs
- Gender Issues Equity Center Programs
- Race and Ethnic Studies Programs
- Student Government Association Diversity Symposium
- Other National and Local Diversity Conference
- George Bush Library Programs
- SIETAR- Houston
- Anthropology Events and Programs
- Cultural Day Trips through DMS
- Attendance at museums, different religious services, etc
- Study Abroad Trips (unless service component attached and then can count for service learning component)
- Participation in International Week (I-Week) or other cultural festivals
- Participation in Hispanic Heritage Month, Asian Heritage Month, or Black History Month.
Orientation Session

Every student wanting to enroll in the Diversity Certificate needs to participate in an orientation and a capstone session. The orientation session will be offered a few times during and prior to the semester as needed.

**Duration:** 2 to 3 hours

**Objectives:**
1) To introduce students to the requirements and logistics of the program
2) To introduce students to the diversity certificate staff and other students
3) To familiarize students with resources and co-curricular offerings
4) To explain how to build a portfolio
5) To introduce concepts of multicultural competence, social justice, privilege, diversity education and the connection to their academic and professional careers.
6) To develop a common terminology.

**Orientation Outline**

I. Introductions and Ice Breakers

II. Logistics
   a. Learning outcomes
   b. Explanation of requirements
   c. Logistics of the program
   d. Expectations of students

III. Diversity Education
    a. Philosophy of Social Justice and Diversity Education
    b. Definition of terms related to diversity

IV. Test over basic definitions and concepts

V. Questions and closing
Capstone for Diversity Certificate

Upon completing all other requirements of the certificate program, students will register for a capstone workshop. The workshop will be capped at 20 participants and will be offered 2-3 times a semester.

Duration: 3 - 4 hours

Objectives
1) To make connections between classroom and co-curricular activities
2) To provide the opportunity to publically present the work done towards the certificate
3) To reflect on the implications of this work, both personally and globally

Capstone Outline
I. Introductions & warm up activity

II. Presentation of portfolios

III. Small group discussions of particular topics, including but not limited to how have the things learned in the classroom been reflected in the experience of the world outside the classroom.

IV. Implication for future practice

V. Assessment
Sample of Course Options

Certificate advisers may approve additional courses not on the sample list to count towards the completion of this requirement.

ANTH 205 - Peoples and Cultures of the World
ANTH 210 - Social and Cultural Anthropology
ANTH 300 - Cultural Change and Development
ANTH 301 - Indians of North America
ANTH 306 - Indians of Texas
ANTH 314 - Agrarian Peasant Societies
ANTH 315 - Peoples and Cultures of Africa
ANTH 319 - Indians of Mexico and Central America
ANTH 324 - Music in World Cultures
ANTH 403 - Anthropology of Religion
ANTH 404 - Women and Culture
ANTH 426 - Anthropology of Food and Nutrition
COMM 335 - Intercultural Communication
COMM 365 - International Communication
COMM 407 - Women, Minorities and Mass Media
COMM 415 - New Media and Civil Society
COMM 420 - Gender and Communication
COMM 425 - Rhetoric of Civil Rights
COMM 431 - Rhetoric of Social Movements
ECON 312 - Poverty, Inequality and Social Policy
ECON 319 - Economic Development of the United States
ECON 320 - Economic Development of Europe
ECON 324 - Comparative Economic Systems
ECON 330 - Economic Development
ENGL 204 - Introduction to African-American Literature
ENGL 205 - Introduction to Africana Literature
ENGL 222. (ENGL 2333) World Literature
ENGL 232. (ENGL 2323) Survey of English Literature II
ENGL 251 - The Language of Film
ENGL 333 - Gay and Lesbian Literature
ENGL 336 - Life and Literature of the Southwest
ENGL 337 - Life and Literature of the American South
ENGL 338 - American Ethnic
ENGL 339 - African-American Literature Post-1930
ENGL 340 - Twentieth-Century Drama. (3-0). Credit 3.
ENGL 352 - Twentieth-Century Literature Post-World War II
ENGL 362 - Hispanic Literature in the United States. (3-0). Credit 3.
ENGL 374 - Women Writers
ENGL 378 - The English Novel, 1870 to Present
ENGL 393 - Studies in Africana Literature and Culture
ENGL 474 - Studies in Women Writers
FREN 301 - French Culture and Civilization
FREN 322 - Survey of French Literature II
FREN 336. Contemporary France
FREN 418. Seminar in French Civilization
GERM 322. German Culture and Civilization II
HIST 210. Russian Civilization
HIST 214. (HIST 2314) History of England
HIST 258. American Indian History
HIST 301. Blacks in the United States Since 1877
HIST 305. Mexican-American History 1848-Present
HIST 307. Latino Communities of the U.S.
HIST 319. U.S. Immigration and Ethnicity
HIST 324. European Society in the Industrial Age
HIST 336. Europe Since 1932
HIST 339. Eastern Europe Since 1453
HIST 342. Latin America Since 1810
HIST 343. Inter-American Relations
HIST 345. Modern Africa
HIST 346. History of South Africa
HIST 348. Modern Middle East
HIST 352. Modern East Asia
HIST 355. Modern China
HIST 356. Twentieth Century Japan
HIST 402. Germany Since 1815
HIST 405. History of the Holocaust
HIST 407. History of France Since 1815
HIST 412. Soviet Union 1917-Present
HIST 439. Twentieth Century England
HIST 440. Latin American Cultural and Intellectual History
HIST 441. History of Mexico, 1821 to the Present
HIST 449. History of Brazil, 1822 to the Present
HIST 451. The New South, 1876 to the Present
HIST 455. History of the American City
HIST 460. American Society and Culture Since 1877
HIST 461. History of American Women
HIST 464. International Developments Since 1918
HIST 473. History of Modern American Women
HIST 477. Women in Modern European History
HLTH 236. Race, Ethnicity and Health
HUMA 303. Near Eastern Religions
HUMA 304. Indian and Oriental Religions
LBAR 331. Studies in European Civilization and Culture I
LBAR 332. Studies in European Civilization and Culture II
LBAR 333. Studies in Italian Civilization and Culture I
LING 307. Language and Culture
LING 402. Language and Society
MODL 222. World Literature
MODL 352. Hispanic Literature and Film
MODL 362. Hispanic Literature in the United States
MODL 363. Borderlands: U.S. and Mexico
MUSC 312. Music in Modern Western Culture
MUSC 315. Music in the 20th Century
MUSC 319. Music in the United States
MUSC 324. Music in World Cultures
PERF 301. Performance in World Cultures
PERF 325. Dance and World Cultures
PERF 326. Dance and Identity in the United States
PERF 327. Popular Musics in the African Diaspora
PHIL 283. Latin American Philosophy
PHIL 416. Recent British and American Philosophy
PHIL 419. Current Continental Philosophy
POLS 304 - Latino Politics in the US
POLS 317. Women in Politics
POLS 320 - Race & Politics in the US
POLS 362 - Latin American Political Thought
POLS 367 / WMST 367 - Women in Government in Comparative Perspective
POLS 322. Western European Government and Politics
POLS 323. Political Systems of Latin America
POLS 324. Politics of Global Inequality
POLS 326. Government and Politics of Eastern Europe
POLS 328. Globalization and Democracy
POLS 329. Introduction to Comparative Politics
POLS 331. Introduction to World Politics
POLS 338. Government and Politics of the Former Soviet Union
POLS 365. Asian Governments and Politics
POLS 424. Comparative Governmental Institutions
POLS 432. The Politics of European Union
POLS 462. Women and the Law
PSYC 300. Psychology of Women
RELS 303. Near Eastern Religions
RELS 304. Indian and Oriental Religions
RELS 403. Anthropology of Religion
SOCI 207. Introduction to Gender and Society
SOCI 316. Sociology of Gender
SOCI 317. Minority Groups
SOCI 321. Urban Sociology
SOCI 323. Sociology of Black Americans
SOCI 324. Social Change
SOCI 325. International Business Behavior
SOCI 329. Pacific Rim Business Behavior
SOCI 330. Sociology of Nutrition
SOCI 340. Post-Soviet Societies
SOCI 350. Sociology of Islamic Societies
SOCI 403. Sociology of Mexican Americans
SOCI 419. Social Class in Contemporary Society
SOCI 423. Globalization and Social Change
SOCI 424. Women and Work in Society
SPAN 312. Hispanic Culture and Civilization: 18th Century to Present
SPAN 320. Introduction to Hispanic Literature
SPAN 410. Hispanic Film
SPAN 411. Contemporary Hispanic Society and Culture
SPAN 412. Hispanic Writers in the U.S.
SPAN 421. Spanish Language Poetry
SPAN 450. Contemporary Spanish and Spanish-American Literature
THAR 201. Introduction to World Theatre
THAR 281. (DRAM 2362) History of the Theatre II
WMST 200. Introduction to Women's Studies
WMST 300. Psychology of Women
WMST 316. Sociology of Gender
WMST 317. Women in Politics
WMST 333. Gay and Lesbian Literature
WMST 374. Women Writers
WMST 404. Women and Culture
WMST 407. Women, Minorities and the Mass Media
WMST424. Women and Work in Society
WMST 430. Employment Discrimination Law
WMST461. History of American Women
WMST 462. Women and the Law
WMST473. History of Modern American Women
WMST 474. Studies in Women Writers
WMST 477. Women in Modern European History