



NEW PROGRAM PROPOSAL

i Please use this form if you are adding a new degree program, major, concentration, minor. If you are changing an existing program, use a “Changes to Existing Programs” form. If you are proposing a new degree or if the proposal involves more than one school or college, please notify the Office of the Provost early in the Fall Semester of the year in which you submit this proposal.



Before you proceed, please review the approval process in advance and leave time for each involved person or committee to review the proposal.

DATE: 11-5-09
DEPARTMENT/SCHOOL: Office of the Provost
CONTACT PERSON: Arturo E. Ocampo
PHONE: X2209
BLDG & ROOM NO: Anderson Hall Office of the Provost

1. Title of program:
Undergraduate Diversity Course Requirement

2. Provide a rationale for introducing this program (attach additional paperwork, if applicable). Include goals and a statement of learning objectives and their relationship to the mission and strategic goals of the University.
See attachment A.

3. Will the program seek accreditation or certification?

No Yes If yes, please indicate the agency:

4. Are additional faculty or additional capital equipment, space modification, library resources, or operational funds needed?

No Yes If yes, please describe:

5. Are other instructional departments/schools in the university affected by this proposal?

No Yes If yes, please indicate the department(s)/school(s):

All students seeking undergraduate degrees at the University of Pacific.



Please ensure that signatures of department chairs appear on the Program Approval Sheet.

6. What is your plan for marketing the new program to current and prospective students?

The requirement will be in the course catalogue. Counselors advisors and orientation personnel will be briefed on the requirement.



7. Please attach an outline of the new course requirements using a format similar to that shown in the table below: *See attachment B*

List the course requirements of the proposed program and show the kind of action. Necessary to create the curriculum (i.e., current course, revised course, new course, etc.)

GENERAL EDUCATION REQUIREMENTS

Proposed Program		Action
Subject & Course #/Title	Unit (s)	
PHIL 011 Introduction to Philosophy	4	Current course
Course #2	3	New Course
Course #3	3	Revised course

OTHER PROGRAM REQUIREMENTS (e.g., College/School)

Proposed Program		Action
Subject & Course #/Title	Unit (s)	
Course #1	4	Current course
Course #2	4	Current course
Course #3	4	New course

MAJOR OR PROGRAM REQUIREMENTS

Proposed Program		Action
Subject & Course #/Title	Unit (s)	
Course #1	4	Current course
Course #2	3	New Course
Course #3	3	Revised course


8. Please attach the program copy as it is to appear in the catalog. This includes the following:

- Admission criteria
- Program degree requirements
- Research requirements or comprehensive examinations
- Prerequisites or required sequence of course offerings by semester, if applicable
- Typical program of study

See Attachment C.



Please attach new and revised course forms for each new or revised course.

 **Please remember to make the corresponding changes to your program's catalog copy when you receive page proofs for next year's catalog.**



NEW PROGRAM PROPOSAL
APPROVAL SHEET

DATE: 11-5-09
DEPARTMENT/SCHOOL: Office of the Provost
CONTACT PERSON: Arturo E. Ocampo
PHONE: X2099
BLDG & ROOM NO:



Please obtain signatures in the order they appear below, as applicable.



1. **DEPARTMENT CHAIR:**
 _____ DATE: _____
 2. **CHAIRS OF OTHER INVOLVED DEPARTMENTS (if applicable):**
 (Signatures needed for new courses and deletions)
 _____ DATE: _____
 3. **CHAIR, SCHOOL/COLLEGE CURRICULUM COMMITTEE:**
 _____ DATE: _____
 4. **DEAN OF SCHOOL/COLLEGE:**
 _____ DATE: _____
 5. **PROVOST (Major/Minor/Degree):**
 _____ DATE: _____
 6. **GENERAL EDUCATION COMMITTEE (if applicable):**
 (Signature needed for new courses and deletions)
 _____ DATE: _____
 7. **DEAN OF THE LIBRARY:**
 _____ DATE: _____
 8. **DIRECTOR, EDUC. TECH. SERVICES (if computer lab, software needed):**
 _____ DATE: _____
 9. **GRADUATE STUDIES COMMITTEE (if applicable):**
 _____ DATE: _____
 10. **REGISTRAR:**
 _____ DATE: _____
-
- ACADEMIC AFFAIRS COMMITTEE:**
 _____ DATE: _____

ATTACHMENT “A”



UNIVERSITY OF THE PACIFIC

A PROPOSAL FOR AN UNDERGRADUATE
DIVERSITY COURSE REQUIREMENT

This proposal has been crafted by the Curriculum Development Sub-committee of the University Diversity Committee, in response to student and faculty feedback at the 2006 University Diversity Retreat.

Curriculum Development Sub-Committee of the UDC 2008-2010

Members:

Laura Bathurst, Associate Professor, School of International Studies

Gene Bigler, Associate Professor, School of International Studies

John Carvana, Assistant Vice President for Diversity and Community Engagement

Cynthia Dobbs, Assistant Dean of the College **(Co-Chair, 2007-2009)**

Gesine Gerhard, Associate Professor of History and Director of Gender Studies

Susan Giraldez, Associate Professor of Spanish

Berit Gunderson, Assistant Provost for Curriculum, Administration, and Special Programs

Craig Hawbaker, Professor and Reference Librarian

Marcia Hernandez, Assistant Professor of Sociology

Arturo Ocampo, Assistant Provost for Diversity **(Co-Chair, 2008-2010)**

Bob Oprandy, Professor, Benerd School of Education **(Co-Chair, 2009-2010)**

Xiaojing Zhou, Associate Professor of English and Director of Ethnic Studies

Curriculum Development Committee, 2007-2008

Members: Becky Beal, John Carvana, Lisa Cooper (co-chair), Cynthia Dobbs (co-chair), Diane Farrell, Susan Giraldez, Berit Gunderson, Marcia Hernandez, Katrina Jaggars, Peggy Rosson, Xiaojing Zhou

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PROPOSED DIVERSITY REQUIREMENT

Introduction

The President of the American Association of Colleges and Universities (AAC&U), Carol Schneider Geary, recently articulated the continuing demonstrable need for institutions of higher learning to support rigorous, intentional curricular and co-curricular programs addressing diversity in the United States. As Schneider Geary notes, however, to adequately address “diversity” in the context of the United States in the early 21st century means also to address issues of globalism and of civic engagement, both domestically and internationally. Schneider Geary argues that while higher education has produced solid work in the past several decades in the three areas critical for the education of future citizens in the 21st century – global studies, U.S. diversity studies, and civil responsibility – the challenge facing us now is to connect these efforts in better ways without collapsing them.¹

It is in this spirit that the University Diversity Committee at Pacific proposes a new “diversity requirement” for all undergraduates seeking a bachelor’s degree (B.A, B.S., B.F.A.) at the University of the Pacific.² The diversity requirement would serve as a key curricular component of the University’s commitment to inclusive excellence and to producing students with strong intercultural competencies. As our community continues to work toward moving diversity from an aspirational

¹ Carol Schneider Geary. “Civic Learning in a Diverse Democracy: Education for Shared Futures,” *Diversity and Democracy* 10.3 (Fall 2007): 1-3.

² A note on language: just as global studies, U.S. diversity studies, and civic leadership curricular efforts are inter-linked yet also crucially distinct, so are the terms “multiculturalism,” “gender studies,” “ethnic studies,” “queer studies,” “disability studies” “intercultural competence,” and “inclusive excellence” bound up but not coterminous with one another. Because “diversity” in its most capacious sense serves as an umbrella for all of these terms, far surpassing its initial usage as simply a demographic term, the University of the Pacific has chosen the term “diversity” for our efforts. See Janet Marie Bennett and Milton James Bennett’s “Multiculturalism and International Education: Domestic and International Differences,” *Learning Across Cultures: Intercultural Communication and International Educational Exchange*, Althen, Gary, ed. Washington DC: NAFSA: Association of International Educators, 1994: 145-172.

value to a core value, it is especially significant that this proposed requirement aligns with several of the Strategic Directions articulated in *Pacific Rising 2015*, including:

- **Strengthen current and develop new academic programs of distinction** through investment in existing programs, national stature for the first-professional schools, and new academic hallmarks.
- **Advance faculty teaching, scholarship and research** by expanding faculty development and increasing resources for scholarship and research.
- **Pursue university-wide marks of distinction**
- **Advance integrated, multidisciplinary experiences** for undergraduates through a first-year experience, new accelerated programs, and three-campus, three-city opportunities.
- **Leverage collaboration for innovative learning experiences**
- **Cultivate diversity, intercultural competence, and global responsibility** by ensuring student competencies, making diversity an integral part of curricula and student life, creating a more diverse student body, maintaining the "Diversity Hiring Plan for Faculty," increasing faculty and staff ethnic diversity, and increasing training.

Furthermore, we are confident that this requirement complements and supports several existing University initiatives including the General Education Program, the intercultural competency component of the e-Portfolio, the Global Leadership Initiative, and Student Life's emphasis on Inclusive Excellence in co-curricular programming. This requirement strengthens core-skills development, both in and outside of the classroom, enhancing self-reflection, self-awareness, and students' ability to be aware of and connect with others in more meaningful ways.

What follows are student learning objectives, content criteria, and recommended pedagogical approaches for the proposed diversity course requirement, as well as an implementation plan, should this proposal be accepted by all relevant governing bodies of the University. We propose that this requirement will be implemented for students seeking undergraduate degrees at Pacific, beginning with the first-year students in fall, 2010. The requirement will be implemented for transfer students beginning fall 2011. All students seeking an undergraduate degree from Pacific will be required to take at least three units of approved coursework to meet the diversity requirement.

LEARNING OBJECTIVES

First, students completing any approved “diversity course” will be able to articulate, in both written and oral forms, how notions of difference work within frameworks of social hierarchy. (Difference may be defined by such notions as age, class, citizenship, disability, ethnicity, gender identity, language, nationality, race, religion, sexual orientation, and/or socioeconomic status.)

Next, students completing an approved “diversity course” will also be able to do at least *three of the following four* tasks:

1. Articulate their own developing understanding of social difference and its impact on their discipline(s), personal life and society as a whole;
2. Express, in both written and oral forms, their understanding of how ideas and beliefs about diversity and difference in the United States have changed over time, identifying relevant historical movements and players;
3. Demonstrate a satisfactory understanding of how social institutions and individuals respond to issues of difference;
4. Apply their understanding of relevant theory and/or historical analysis of diversity to a specific “societal problem” for the purpose of developing solutions.

CRITERIA FOR DIVERSITY COURSES

Courses designated “diversity courses” at Pacific should:

- Be at least 3 units, or, if approved for less than 3 units, be combined with another approved diversity course so that the student takes at least 3 units of approved coursework to meet the diversity requirement.
- Analyze issues of difference within one or more societal and cultural contexts. Courses that engage in a comparative analysis of diversity are encouraged.
 - A. If the primary focus is on the United States, an effort should be made to place U.S. diversity issues within a global context.
 - B. If focusing on a non-U.S. societal context, the course must make connections to issues of difference within the United States.
- Complete at least *four of the following five*:
 - A. Analyze the intersections of social categories such as age, class, citizenship, disability, ethnicity, gender identity, language, marital status, nationality, race, religion, sexual orientation, and/or socioeconomic status;
 - B. Address how diversity (or the lack thereof) has influenced the discipline(s) of study;
 - C. Provide illustrations of ways in which structural, institutional, and ideological discrimination arise from socially defined meanings attributed to difference;
 - D. Focus on issues of diversity and difference across cultural, economic, social, and political institutions in historical and contemporary terms;
 - E. Include the study of the unequal distribution of power within the framework of particular disciplines and course content.

RECOMMENDED PEDAGOGICAL APPROACHES

- Incorporate active learning strategies (e.g. ungraded, in-class writing exercises, classroom discussion, peer-to-peer review of written assignments, web-based discussion forums, etc.);
- Course readings should offer diverse types of analysis and viewpoints. For example: first-person testimonies, historical documents, analysis of contemporary social conflicts, materials revealing or analyzing stereotypical representation of various social groups, etc.;
- Assess students' demonstration of the learning outcomes above, preferably in forms that include self-reflection and meta-cognition.

IMPLEMENTATION PLAN

1. Establish a Diversity Curriculum Advisory Board to the Academic Affairs Committee. The board would be responsible for reviewing and recommending for approving syllabi of courses proposed as “diversity courses.” Membership of the board would include *at least* the following: a member from the Ethnic Studies program, a member from the Gender Studies program, a student, and the Assistant Provost for Diversity (*ex-officio*). However, faculty from all bachelor degree-granting units and the Library will be invited to participate on the board.
2. Offer faculty development opportunities for interested faculty to revise their curricula and/or pedagogies to meet the criteria for official diversity courses. The first of these opportunities was a five-day seminar led by the Power, Difference, and Discrimination program from May 18-May22, 2009.
3. Hold an open forum for all affected academic units in Fall 2009 to discuss the degree requirement.
4. Work with the Office of the Registrar, the Academic Affairs Committee, and the Council of Associate and Assistant Deans to create an attribute for designated courses and incorporation into CAPP to ensure smooth tracking of the degree requirement.

Attachment "B"

Proposed Diversity Requirement Course Survey Results*Updated, September 30, 2009*

The faculty members teaching the following courses report that each course either currently meets or could meet, *with minor revisions*, the criteria and learning objectives of the proposed diversity requirement.

Course #	Course Name	Faculty	GE ?	Major Req?
ANTH 53	Cultural Anthropology	Richard		yes
ANTH 172	Culture and Power	Richard	IC	
BUSI 053	Legal and Ethical Environment of Business	Lichter-Heath	IB	yes
BUSI 165	International Marketing			
COMM 31	Media and Society	Bergman		
COMM 143	Intercultural Communication	Dong	IC	yes
EDUC 163	Teaching English Learners	Oprandy		yes
EDUC CURR 193	Social Justice and Diversity in Early Childhood Development	Arnold		
ENGL 25	Sport, Sex, and Scandal	Lehmann	2A*	yes*
ENGL 25	Multi-Ethnic American Literature	Zhou	*	*
ENGL 25	Between Two Worlds	Norton	*	*
ENGL 25	Desire/Power/Gender	Borden	*	*
ENGL 25	Black Women Writers	Dobbs	*	*
ENGL 25	Class & Desire in Film & Literature	Lessard	*	*
ENGL 51	American Literature Before 1865	various	IB	yes
ENGL 53	American Literature After 1865	various	IB	yes
ENGL 121	New Wave Cinemas	Lessard	2C	
ENGR 30	Engineering Ethics and Society			yes
ETHN 11	Introduction to Ethnic Studies	Zhou	IB	

GEND 11	Introduction to Gender Studies	various	IA	
HIST 20	Native American History	Swagerty	IC	
HIST 112	History of the Holocaust	Gerhard		
HIST 124	History of the American West	Swagerty		
HIST 130	History of California	Swagerty		
HIST 132	History of American Immigration	Ramos	IB	
HIST 133	US Women's History	Helgren	IB	
HIST 132	American Immigration History	Helgren	IC	
HIST 134	African American History	Cox	IB	
HIST 137	His-panic USA	Ramos		
HIST 139	Borderlands	Ramos		
HIST 167	History of Gender in Science, Technology, and Medicine	Kinukawa	3C	no
INTL 123	Literature Across Cultures	various		
INTL 151+ INTL 161	Cross-Cultural Training 1 and 2	various		yes
INTL 152	Inter-American Cross-Cultural Training	various		
INTL 185	SIS Capstone	Sample		yes
JCTR 06	Leadership	Sylvester		
MHIS 6	Music of the World's People	Wood	IC	
MHIS 8	History of Jazz	Langham	IB	
MTHR 135	Music with Children in Inclusive Settings	Hsiao		
POLS	Urban Politics	Benedetti		
POLS 134	American Political Thought	Becker	IB	Yes
PSYC 66	Human Sexuality	Schooler	1A	
PSYC 129	Developmental Psychology	Schooler		yes
SLPA 143	Multicultural Populations	Ward-Lonergan		

SOCI 21	Culture and Society	Various	IB	
SOCI 61	Urban Society	Various	IB	
SOCI 108	Food, Culture & Society	Lewis	IC	
SOCI 123	Sex and Gender	Hernandez		
SOCI 133	Criminology	Ackerman	IA	
SOCI 141	Prejudice and Racism	Hernandez		
SOCI 172	Social Inequality	Nicdao		
SOCI 193	Social Problems	Alkon		
SOCI 193	Environment and Society	Alkon		
SLPA	Multicultural Populations	Ward-Lonerger		
SPAN 124	Escritores hispanos en los Estados Unidos	Camps		
THEA	Theatre Heritage II	Mahala		yes
TOTAL	51 courses		23 GE	

GE Breadth Category	Number of Courses
IA Individual and Interpersonal Behavior	3
IB US Studies	11
IC Global Studies	6
2A Literature, Letters, and Language	1 (multiple sections)
2B Worldviews and Ethics	None at this time
2C Practice and Perspectives in the Arts	1
3A Lab Sciences	0
3B Formal Systems of Thought	0
3C Science, Technology, Society	1

Attachment “C”

Diversity Requirement Catalogue Copy (2010-2011 Catalogue)

The Diversity Course Requirement

The Requirement: The diversity course requirement serves as a key curricular component of the University of the Pacific’s commitment to diversity and inclusive excellence. The diversity requirement contributes to students’ intercultural competencies and to an understanding of the complex connections among domestic diversity, globalism, and democracy.

The University of the Pacific requires that all students earning a bachelor’s degree successfully complete a designated diversity course of a minimum of three semester units. [Exception: the two-unit INTL 151 and 161 Cross Cultural Training courses may be combined to meet the diversity requirement.] Beginning in fall 2010, this requirement is applicable to all students who enroll at Pacific with fewer than 28 units of college-level coursework, excluding AP and IB units. The diversity requirement will also apply to transfer students beginning in fall 2011.

Transfer Students: Students transferring into the university prior to fall 2011 are encouraged but not required to complete a designated diversity course prior to graduation. Transfer students are defined as students entering the university with 28 units or more of college-level coursework, excluding AP and IB units.

Transfer Approval Request: The University diversity requirement can be met by the successful completion of an approved course at Pacific or an approved course at another college or university. Students wishing to meet this requirement by taking a course at a different college or university must first complete a Transfer Course Approval Request form, available at the Office of the Registrar in Knoles Hall or online at <http://web.pacific.edu/x7909.xml>.

Objectives of the Diversity Course Requirement

Students completing any approved “diversity course” will be able to articulate, in both written and oral forms, how notions of difference work within frameworks of social hierarchy. (Difference may be defined by such notions as age, class, citizenship, disability, ethnicity, gender identity, language, nationality, race, religion, sexual orientation, and/or socioeconomic status.)

Students completing an approved “diversity course” will also be able to do at least *three of the following four* tasks:

1. Articulate their own developing understanding of social difference and its impact on their discipline(s), personal life and society as a whole;
2. Express, in both written and oral forms, their understanding of how ideas and beliefs about diversity and difference in the United States have changed over time, identifying relevant historical movements and players;
3. Demonstrate a satisfactory understanding of how social institutions and individuals respond to issues of difference;
4. Apply their understanding of relevant theory and/or historical analysis of diversity to a specific “societal problem” for the purpose of developing solutions.

The full Text of the Diversity Course Requirement can be found at:

http://web.pacific.edu/Documents/provost/acrobat/Diversity_Course_Requirement_FinalRev_2009.11.05.pdf

Approved Diversity Courses

Diversity courses, which are infused throughout the General Education and major curricula, are listed below.