MULTICULTURAL COURSE DESIGNATION

Texas State believes that freedom of thought, innovation, and creativity are fundamental characteristics of a community of scholars. To promote such a learning environment, the university has a special responsibility to seek diversity, to instill an international perspective in its students, and to nurture sensitivity, tolerance, and mutual respect. The promotion of the values of diversity and equal opportunity for all people through understanding of the contributions and perspectives of people of differing race, ethnicity, culture, language, religion, gender, sexual orientation, and physical abilities and disabilities. (Multicultural Curriculum Transformation in Higher Education, Eds., A. I. Morey and M. K. Kitano, 1997). In support of an increasingly diverse student body, Texas State is dedicated to increasing multiculturalism in the curriculum. Many professors have transformed their courses through the Multicultural Curriculum Transformation and Research Institute coordinated by the Center for Diversity and Gender Studies. Thus, courses are identified in the catalog and schedule of classes that offer students an opportunity to enhance their learning about multiculturalism and global perspectives.

Classification System

The multicultural classification system helps Texas State track multicultural courses to determine the level at which it is providing U.S. and international diversity issues in the curriculum. The system is an accountability measure that is used as a tool to help departments/schools and colleges communicate diversity infusion to faculty, staff, students, and the community through published data reports. The classification system recognizes the significance of multicultural content and multicultural perspectives. Students benefit from multicultural content as well as perspectives.

Definitions

Multicultural Content (MULT): Courses with 60 percent multicultural content (U.S. or international)

Multicultural Perspective (MULP): Courses using a variety of strategies to encourage multicultural literacy, including content, instructional strategies, assessment, and classroom interactions. (When this is the only classification noted, the content is less than 60 percent).

Multicultural Content and Perspectives (MULP, MULT): combination of the above.