MULTICULTURAL COURSE DESIGNATION

In support of an increasingly diverse student body, Texas State is dedicated to increasing multiculturalism in the curriculum. Thus, courses are identified in the catalog and schedule of classes that offer students an opportunity to enhance their multicultural competence.

Classification System
The multicultural classification system helps Texas State track multicultural courses to determine the level at which we are 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. A course that is high in multicultural content (60% or more) may promote multicultural literacy through multicultural perspectives; that is, its approach to teaching strategies, interactions, and assessment promotes an awareness and appreciation of diversity.

Definitions
Multicultural Content (MC): Courses with 60% of the content multicultural (U.S. or international.)

Multicultural Perspective (MP): 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%).