



CERTIFICATE PRE-PROPOSAL FORM

Institution: University of Louisville	
Program Name	
Certificate in Diversity Literacy	
Degree Level (Select)	
<u>Undergraduate</u>	<u>Graduate (select one of the following):</u>
<input type="radio"/> Pre-Baccalaureate	<input checked="" type="radio"/> Post-Baccalaureate <input type="radio"/> Post-Master's
<input type="radio"/> Post-Professional	
Classification of Instructional Program (CIP) (2-digit) Code (Select One)	
30	
(CIP) Area of Study	
30.2301	
Proposed Implementation Date: (Semester and Year)	
Fall, 2013	
Institutional Contact Information	
Name: David S. Owen (First and Last Name)	
Title: Associate Professor & Director of Diversity Programs for the College of Arts and Sciences	
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2a. Provide a Brief Description of the Program.	
<p> This Certificate in Diversity Literacy will provide a unique regional opportunity for students who have already earned bachelor's degrees to enhance their knowledge and skills of the theory and practice of inclusion and equity. This knowledge base and skill set will allow, for example, educators to become more inclusive in their pedagogy, employees to more effectively work in multicultural teams, and managers to become better supervisors by better understanding the cultural assumptions of both themselves and their employees. The certificate will be an interdisciplinary program housed in the Department of Philosophy that will provide students the opportunity to gain a foundational understanding of the theories and practices of diversity, including what diversity means, what its personal and social effects are, and how it shapes lives, workplaces, and pedagogy. The program has three primary beneficial outcomes: 1) it will serve the civic mission of the University by cultivating valuable skills for participating effectively in a multicultural democratic society; 2) it will provide working professionals with a foundational set of skills for more effective performance in an increasingly multicultural workplace; and 3) it will also be a value-added complement to various graduate degree programs by providing a foundation of skills in teaching that</p>	

is inclusive and equitable.

The need for diversity literacy skills is driven by racial and ethnic demographic trends. The U.S. Census Bureau projects that nationally, the population of non-Hispanic whites will peak in 2024, while the population of Hispanics, Asians, American Indians, and Alaskan Natives will double by 2060, and the black population will increase from 41.2 million to 61.8 million by 2060. This will result in an increasingly racially and ethnically diverse nation as well as workplaces. Moreover, as noted by Ralph de Chabert, chief diversity officer and executive vice-president of Brown-Forman Corp., in a November 2012 interview in *Business First*, companies are increasingly discovering that growing their commitment to diversity increases workplace efficiency, and accordingly, profitability. As more companies recognize the importance of diversity to their business practices, the need for employees who are diversity literate will only increase.

Melissa Steyn's concept of diversity literacy best describes the scope and objectives of this certificate.¹ Individuals who are diversity literate value difference, recognize the differences that difference makes in people's lives, and understand how to intervene to reduce the impact of structural barriers that stand in the way of inclusion and social equity. Those who have achieved competency in diversity literacy are able to "read" the social landscape in terms of social difference and the impacts of those differences on intersubjective and group interactions. Students who complete this certificate will possess a critical understanding of diversity and know how to put that understanding into practice. The deeper understanding and enhanced skills acquired through this certificate will allow students to achieve a greater degree of excellence and success in their field of work or study. The relative novelty of the concept of diversity literacy reflects the innovative nature of this certificate.

The curriculum will consist of 18 total hours, including one course (3 credit hour) that will provide a competency in fundamental principles, four courses (total 12 credit hours) from electives already offered across the College that focus on specific content-related diversity, and one Capstone Experience course (3 credit hours).

The program will be administered by a Director, assisted by an advisory council constituted by a minimum of three faculty who teach courses offered in the program.

¹ Steyn, Melissa. "Critical Diversity Literacy: Diversity Awareness in Twelve South African Organizations." *Innovative Issues and Approaches in Social Sciences* 3, no. 3 (2010): 50-82.

2b. What are the objectives of the proposed program?

The Certificate in Diversity Literacy will contribute to the University of Louisville's commitment to "the intellectual, cultural, and economic development of our diverse communities and citizens" by increasing the diversity literacy of our community. The certificate will also meet the growing need for educators, scholars, managers, health care workers, and employees who are diversity literate. Individuals who are diversity literate value difference, recognize the differences that difference makes in people's lives, and understand how to intervene to reduce the impact of structural barriers that stand in the way of inclusion and social equity. |

2c. Explain how the objectives support the institutional mission and strategic priorities, the statewide [postsecondary education strategic agenda](#), and the [statewide strategic implementation plan](#).

The certificate in diversity literacy supports the mission of the College of Arts and Sciences in several respects. First, it leverages the A&S curriculum to prepare students "for life and work in a world of increasing diversity" by enhancing their level of cultural competency. Second, in critically thinking about diversity and what diversity means in individuals' lives, graduates will become better "informed and critical thinkers, problem-solvers, and confident communicators." Third, since diversity is fundamentally about self-reflection and creating the conditions for inclusion and equity it will develop the capacity of graduates to "include ethical considerations in their thinking, and experience the world from the perspectives of other cultures."

The certificate also supports the mission of the University of Louisville in its commitment to the "intellectual, cultural, and economic development of our diverse communities and citizens" by showing students how diversity promotes educational excellence, as well as economically viable and growing businesses. Further, the development of a flourishing program in diversity literacy will directly promote UofL's stated commitment to the pursuit of excellence in "Accessibility, Diversity, Equity, and Communication."

Furthermore, this certificate will directly contribute to achieving select goals in the University's 2020 Plan. That Plan states that "[w]e believe that education is the key to changing society, and it is through education that we will build a more tolerant, inclusive society both at home and abroad." The certificate will be one way the University puts this belief into practice. The 2020 Plan continues: "[o]ur mission then is to foster and sustain an environment of inclusiveness, free of prejudice and bias, empowering all we touch to achieve their highest potential." Expanding the community of individuals who are diversity literate, as this program will do, will directly promote an environment of inclusiveness, a decrease in prejudice and bias, and foster skills to allow those individuals to achieve their highest potentials.

The Strategic Agenda of the Kentucky Council on Postsecondary Education would also be furthered by this certificate in diversity literacy. The Vision of this strategic agenda, that “[a]ll Kentuckians will be prepared to succeed in a global economy,” will be directly promoted by increasing the diversity literacy of Kentuckians. This certificate reflects the values articulated in the Strategic Agenda of “a culture of inclusion that provides equitable opportunities and celebrates diversity in people and thought.” Moreover, being diversity literate will prepare Kentuckians who will be “informed, competent, knowledgeable, and engaged citizens and leaders.” Teachers who complete the certificate in diversity literacy will better contribute to the strategic objective to “increase high-quality degree production and completion rates at all levels and close achievement gaps, particularly for lower-income, underprepared, and underrepresented minority students.”

2d. Is an approval letter from Education Professional Standards Board (EPSB) ?
(Education Proposals Only)

Yes No

If yes, please attach and send the approval letter from EPSB with this form.

3. The admission, retention, and completion standards designed to encourage high quality. Provide projected enrollment and graduates for a five-year period.

Anyone who has earned a baccalaureate degree from an accredited college or university may apply for admission to the Graduate Certificate in Diversity Literacy. Admissions decisions will be made jointly by the program Director and three members of the program’s faculty advisory council.

Consistent with other applicants for graduate study at UofL, applicants to the Graduate Certificate in Diversity Literacy must submit official transcripts of all prior undergraduate and graduate work, at least two letters of recommendation, and a 2-3 page essay detailing the student’s interest in this program and how this certificate will benefit her or his course of study and/or career path.

Up to two courses may be transferred in, and at least four of the courses must be taken at the 600 level.

Retention standards will be consistent with both SIGS and College of A&S policies, which specify that students who fail to maintain a minimum GPA of 3.0 will be placed on academic probation.

Projected Enrollment and Graduation Numbers for the First Five Years

	Year One	Year Two	Year Three	Year Four	Year Five
Newly Admitted Students	20	20	20	20	20
All Enrolled Students		40	50	50	50
Graduates at End of Year		5	15	15	15
Students Leaving Program		5	5	5	5

4. The program curriculum and any options; indicate total number of credit hours required for degree completion.

The Graduate Certificate in Diversity Literacy will consist of a total of six courses for 18 credit hours earned as follows:

(1) A required 3 credit course, Fundamentals of Diversity, to be taught by the Director of the program. This will be a “blended course” such that at least 75% of the content will be delivered online, with the remainder delivered via traditional classroom methods.

(2) A required 3-credit hour Capstone in Diversity Literacy course in which students will synthesize their learning and apply this to their field of study or work. Fundamentals of Diversity must be completed before this course. The Capstone will also be a blended course.

(3) Four elective courses (3 credit hours each for a total of 12 credit hours) that cover a minimum of three dimensions of diversity (race/ethnicity, gender, class, religion, disability/non-disability, sexual identity, and language), and of these four courses one must be in the humanities and one in the social sciences. See attached matrix and lists of courses for specific course numbers satisfying this requirement. Courses not on this list may be substituted with the approval of the Director. The Director will work with Department Chairs to seek to maximize the number of elective offerings that are offered as distance ed courses.

(4) Plans of study must be approved by the Director. Approved plans of study may include special topics courses and up to two courses in other units.

5. The library resources available to support this program. Provide a letter from the appropriate University Library verifying available resources.

| See attached letter from the Dean of the Libraries.

6a. What are the intended learning outcomes of the proposed program?

| Upon successful completion of the Certificate in Diversity Literacy students will be able to:

- (1) Demonstrate a theoretical understanding of the theory of diversity, its value, and its purposes.
- (2) Demonstrate an empirical understanding of several of the dimensions of diversity, how these dimensions intersect one another, and the ways diversity impacts everyday lives.
- (3) Demonstrate a practical understanding of how to apply this knowledge and appreciation for diversity to the students' specific field of practice, study, or work.

6b. Identify both the direct and indirect methods by which the intended student learning outcomes will be assessed.

| The direct methods of assessment will include evaluation of student work in each course by the course's instructor, and a cumulative portfolio to be utilized for evaluation purposes in the capstone course. For purposes of program assessment, a rubric will be developed to determine its degree of effectiveness. The rubric will assess the degree of each student's learning in terms of 1) their theoretical understanding of diversity, its value, and its purposes; 2) their empirical understanding of several dimension of diversity and how these dimensions intersect one another, and the ways diversity impacts everyday lives; and 3) their practical understanding of how to apply these skills and this knowledge to each student's specific field of study, practice, or work. The Director will review the portfolio in light of this rubric with assistance from the committee of affiliated faculty who teach courses in the program.

Indirect methods of program assessment will include creating a database of program graduates, including their dissertation/thesis directors, principals, employers, or business partners, and bi-annually surveying those employers to determine the programs effectiveness at achieving its goals. Surveys will also be administered pre- and post-program to determine the growth in diversity literacy for each student throughout the course of the program. |

7a. Will this be a 100% distance learning program? *(Select One)*

Yes No

7b. Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)

(Please select all that apply)

- Distance learning
- Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, email, interactive television or World Wide Web.
- Technology-enhanced instruction
- Evening/weekend/early morning classes
- Accelerated Courses
- Instruction at nontraditional locations, such as employer worksite
- Courses with multiple entry, exit, and reentry points
- Courses with "rolling" entrance and completion times, based on self-pacing
- Modularized courses

8a. Provide justification and evidence to support the need and demand for this proposed program. Include any data or student demand; career opportunities at the regional, state, and national levels; and any changes or trends in the discipline(s) that necessitate a new program.

The growing need for diversity literacy skills is driven in the first instance by racial and ethnic demographic trends. The U.S. Census Bureau projects that nationally, the population of non-Hispanic whites will peak in 2024, while the population of Hispanics, Asians, American Indians, and Alaskan Natives will double by 2060, and the black population will increase from 41.2 million to 61.8 million by 2060.

Such a rapid increase in racial and ethnic diversity will put pressure on ordinary citizens to develop cross-cultural competencies in order to effectively participate in democratic deliberation. If the United States is to continue to be a functioning democratic republic in the face of these demographic trends, then a heightened ability to understand one another across our differences will be required. The certificate in diversity literacy will cultivate citizens who are better equipped to engage in cross-cultural political deliberation about values, goals, and strategies.

Since these changing demographics will result in increasingly racially and ethnically diverse workplaces, achieving a competence in diversity literacy is recognized to be essential to becoming successful in most fields, including education, business, law, health care, engineering and science. This requires that managers be ever more proficient at “managing diversity.” Executives, managers, and other industry leaders will need to know how to extract the greatest degree of productivity from complex multicultural teams. If managers fail to understand the cultural assumptions of both themselves and their employees and if they lack the skills for utilizing those cultural differences effectively, then their performance as managers will suffer. Developing the knowledge and skills of diversity literacy will provide a foundation for effective management of multicultural teams by creating a basis of cross cultural understanding and communication.

Further, diversity literacy is also now widely recognized as critical to business success. Yasha Gupta, Professor and Dean of Johns Hopkins Carey Business School articulated this in a 2011 article in Bloomberg Business week: “Smart small businesses today understand diversity is more than just a feel-good notion on a human resources poster. It is, in fact, crucial to doing business in a world whose populations, by virtue of speedy air travel and even speedier Internet service, become more interconnected by the day.” Developing the skills increasingly necessary to conduct business in global economy is why the certificate in diversity literacy will appeal as a career-enhancing credential in nearly any field. Accordingly, this certificate will be a valuable additional credential for graduate students in nearly any graduate program at UofL.

Highly successful organizations such as Johnson & Johnson and Hilton Hotels & Resorts already have incorporated a competency based cultural competency assessment into their professional development standards. And other companies, such as American Express and Novartis offer cultural competency training to their employees. Such organizations seek to cultivate in their employees such skills as: a cultural awareness of self and others; effects of cultural assumptions; means of working effectively cross culturally; understanding culturally different communication styles, and so on. A certificate in diversity literacy will offer a foundational knowledge base and set of skills that such organizations are seeking in their employees.

Diversity literacy is particularly relevant to education as educators, from K-16, face increasingly diverse classrooms. A fundamental premise of contemporary educational theory is that educational excellence cannot be achieved without the integration of

principles of diversity into pedagogical practices. In a study by The Civil Rights Project entitled “Are Teachers Prepared for Racially Changing Schools?” (2008), Erica Frankenberg and Genevieve Siegel-Hawley conclude in part that there is a need for “more recognition in schools of education and other teacher training institutions about the need to give priority to diversity and equity issues and to reflect this commitment in their own faculty.”

Significantly, Superintendent of the Jefferson County Public Schools, Donna Hargens, is committed to building the capacity for diversity literacy of all of the district’s current teachers as well as incoming new teachers (see attached letter of support). JCPS is committing to the recruitment and tuition funding for the initial cohort of teachers who will seek this certificate. As of March 14, 2013, 37 JCPS teachers have expressed to the Superintendent’s office an interest in the program and JCPS is proceeding with plans to fund the initial cohort beginning in summer or fall 2013. Once approved, the certificate program will provide a basis for JCPS to apply for further grant funding to support teachers who apply to the program.

Moreover, the increasing commitment to diversity by the leaders of businesses and educational institutions will grow the demand for diversity officers who can operationalize the principles of diversity in organizational practices and policies. The certificate in diversity literacy will serve as an essential first step towards achieving expertise in the theory and practice of diversity.]

8b. Specify any distinctive qualities of the proposed program.

[This program leverages the many courses that are already being taught in the College of Arts and Sciences that have diversity-related content to produce a new graduate certificate that supports the missions of the College, the University, and CPE. Further, there is no similar program anywhere in the state or the Kentuckiana region and thus provides a unique regional opportunity.]

8c. Does the proposed program serve a different student population (e.g. students in a different geographic area, non-traditional students, etc.) from existing programs? (Select One)

Yes No

If yes, please explain:

[The program will appeal especially strongly to non-traditional students, that is, those students who have already earned a baccalaureate and are working in their chosen field]

9a. How will the program support or be supported by other programs within the institution?

Yes No

If yes, please explain:

In the first three years after program approval, the Director will seek out opportunities for coordinating the graduate Certificate in Diversity Literacy with currently existing graduate degree programs in all units at UofL. Detailed discussions have already been conducted with CEHD concerning the coordination of this certificate with their M.A. degree programs, and further discussions with other units will be conducted once the program has been approved. While this Certificate might be obtained by any student seeking a post-graduate degree at UofL, the most likely coordinating opportunities appear to be with the following programs:

College of Arts and Sciences:

M.A. and Ph.D. in English
M.A. and Ph.D. in Pan-African Studies
M.A. in Women's and Gender Studies
Ph.D. in Administration of Justice
Ph.D. in Applied Sociology
Ph.D. in Humanities
M.A. in Humanities and Civic Leadership
Ph.D. in Urban and Public Affairs
M.A. in Anthropology
M.A. in Communication
M.A. in Sociology
M.A. in Political Science

College of Education and Human Development:

Ed.D. and Ph.D. in Educational Leadership and Organization Development
Ed.S. in Educational Administration
Ph.D. in Curriculum and Instruction
M.A. in Higher Education Administration
All M.A.T. and M.Ed. degree programs

College of Business:

M.B.A.
Ph.D. in Entrepreneurship

College of Law:

M.P.A. program

College of Nursing:

Ph.D. in Nursing

School of Interdisciplinary and Graduate Studies:

M.A. and Ph.D. in Interdisciplinary Studies

M.A. in Bioethics

School of Social Work:

Ph.D. in Social Work

School of Public Health and Information Systems:

Ph.D. in Public Health Sciences

M.P.H.

It should be noted that no formal coordinating agreements have been reached at this time.

|

9b. Will this program replace or enhance any existing program(s) or track(s), concentration(s), or specialization(s) within an existing program? Yes No***If yes, please explain:***

|The Certificate in Diversity Literacy will not replace any currently existing programs, tracks, concentrations, or specializations.

However, the Certificate will enhance both Masters and Doctoral programs in Arts and Sciences, Education, Business, Law, Social Work, Medicine, Nursing, and Public Health. During the first three years of the Certificate, the Director will cultivate interdisciplinary relationships with the goal of integrating the Certificate in Diversity Literacy into already existing graduate degree programs.

10. Relationship with programs at other institutions (if applicable)

|None |

11a. Faculty qualifications and resources - List the faculty supporting the new program and indicate the percentage of time each will devote to the proposed program. Submit curriculum vitae of full-time faculty members and adjunct/part-time faculty who will launch the program.

|David S. Owen, Associate Professor of Philosophy (c.v. attached)

-Director of Certificate in Diversity Literacy program

-10% of time devoted to administering the program |

11b. If additional faculty (including graduate assistants) will be required within the next five years, indicate the number and role of each new faculty member.

| No new faculty are required. However, one course release annually will be required to cover the administration of the certificate program. |

12a. Preliminary cost estimates - The resource requirements and planned sources of funding of the proposed program must be detailed in order to insure the adequacy of the resources to support a quality program. Will this program require additional resources?

Yes No

If yes, provide a brief summary of additional resources that will be needed to implement this program over the next five years.

|The program will be entirely funded by revenue earned through the two required blended courses (Fundamentals of Diversity and Capstone in Diversity Literacy).

See attached budget for details.|

12b. Will this program impact existing programs and/or organizational units?

Yes No

If yes, please describe the impact on existing programs, will resources be allocated (i.e. reassign faculty or staff, change course offerings, reduction in students served?)

|If anything, this program may increase interest in existing graduate degree programs in the College of Arts and Sciences.|

Financial Aid for Certificate Programs

Students enrolled in stand-alone certificate program are not eligible for federal financial aid. The university elected on 6.30.2012 to opt out of participation with the Department of Education (DOE). To qualify for federal aid, the law requires that most for-profit programs and certificate programs at nonprofit and public institutions prepare students for gainful employment in a recognized occupation. UofL students must be enrolled in a degree granting program in conjunction with the certificate program to receive federal aid.