

**Task Force on Global Education  
Curriculum Subcommittee  
Global and Diversity/Multicultural Education Focus  
April 24<sup>th</sup>, 2008**

*Present:* Michelle Harris, Cecelia Ojeda, Blase Scarnati, Tom Paradis, Ramona Mellot, Harvey Charles, Miguel Vasquez, Sara Sullivan

**Minutes:**

Blase began the meeting by thanking everyone for coming. This meeting is based around the diversity/multicultural and global education themes of the task force. Blase hopes to reconvene the entire curriculum subcommittee in a half day the week before fall semester classes. However, for this meeting, he hopes that the group can assemble a list of student learning outcomes based about the diversity/multicultural education theme. These student learning outcomes comprise a student's skills, knowledge, and attitudes/values. The format is very open, and the meeting will essentially be a brainstorming session. Blase also passed out a handout with materials to help facilitate the conversation.

Harvey mentioned that assessment is also a key component to this process. Assessment runs parallel to student learning outcomes. He hopes that the group will make recommendations that will help integrate these student learning outcomes and infuse them into the curriculum. Blase added that these outcomes will frame the coming work of the subcommittee.

Cecelia said that the list from the handout provides concepts that fit well with Modern Languages. Modern Languages teaches skills through the teaching of language that allows students to understand cultural context. Blase said that this is an important aspect, but perhaps that group should focus more how NAU students should be prepared when they graduate and what knowledge, skills, and attitudes these students should acquire.

Harvey added that the list is not intended encompass all outcomes. The handout is to help organize the groups thinking. Blase said that the group can move in any direction. They can choose to enhance, supplement, or change anything that is already in place. Harvey said that the purpose of this task is to not attempt to do away with anything that has already been done, but to enhance what is already going on in an intentional way. We want students to have multiple encounters with internationally themed materials.

The group then brainstormed the following list of student learning outcomes:

1. Demonstrate transcultural/translingual competence
2. Eliminate ethnocentrism
3. Have knowledge of the scope of racial and ethnic diversity both in the US and globally
4. Fight monolingualism
5. Develop understanding of power relations in cultural structures

6. Develop understanding of how race and racism structure our world
7. Develop the ability to demonstrate cross-cultural empathy
8. Develop understanding of the interconnectedness of culture, community, environment, and language
9. Develop understanding of global political economy and its intersection with the human experience
10. Develop understanding of ourselves in relation to the world
11. Knowledge of history, politics, and cultural forces that shape our understanding of racial/ethnic relations today
12. Develop the ability to work effectively in culturally diverse teams
13. Develop insight in the practical application of ones skills, knowledge and values in different cultural settings
14. Develop understanding of how race and ethnicity intersect with other socio-demographic factors such as gender, class, sexuality, religion, age ablebodiness
15. Develop understanding of the centrality of cultural diversity to human survival
16. Develop understanding of how language shapes thought and determines how we interpret reality