

December 12, 2011

To: Faculty Teaching Perspectives on Diversity Courses, Fall 2011  
Faculty Teaching Perspectives on Diversity Courses, J-term 2012  
Faculty Teaching Perspectives on Diversity Courses, Spring 2012

From: Jan Lewis, Associate Provost for Curriculum  
General Education Council Members

Re: Curriculum Map of Perspectives on Diversity and the Multiple Frameworks ILO  
Project

### *Introduction*

The General Education Council is responsible for finding ways through which to assess and describe how PLU students understand and apply (think about and embrace) the Integrative Learning Objectives as they are represented throughout the curriculum, particularly in the General Education experience. To that end, the council has developed an assessment cycle that can provide insight into where our students find interaction with the concepts and values of the ILOs and how these are, indeed, integrative. (Visit the General Education website for the assessment cycle description.)

We understand and embrace the idea that the Integrative Learning Objectives are avenues through which students integrate and consider their experiences. However, given the complexity and enormity of the task at hand, we have created an assessment cycle that focuses on particular aspects, intentionally working to combine and integrate the intersection of data over time. Our ultimate goal is to create a curriculum map of the possibilities for students to experience and take ownership of the essence of the ILOs.

The council considers the ILOs of critical reflection, expression, and interaction with others to be the cornerstones of a PLU education, and given that, assumes that courses across both General Education and all majors/minors will include multiple opportunities for exposure, integration, and application. It is also likely that the General Education Program curriculum offers unique and distinct opportunities for students to be introduced to the particular ILOs of valuing and multiple frameworks.

For this academic year (2011-12), we have chosen to focus on the ILO “Multiple Frameworks” within the context of those courses that carry the Perspectives on Diversity designation (A, C). We consider this data collection to be a beginning point, and do not assume that this single effort will provide a comprehensive understanding of the Perspectives on Diversity courses. Nor do we assume that the aspects of the Multiple Frameworks ILO are found only within the parameters of the Perspectives on Diversity courses. Rather, we see this as an entrée within a set of courses with potentially strong alignment where most students should be able to have an opportunity to interact with and apply those values, skills, and abilities represented by the Multiple Frameworks ILO.

(Please see the attachment for the complete list of Integrative Learning Objectives and General Education Elements.)

*Your Role in this Task*

For this academic year (2011-2012), we are asking those instructors of courses that carry the Cross-cultural (C) designation, or the Alternative (A) designation, to provide the council with this information:

- A copy of the course syllabus
- Using the grid document attached, describe an example of one assignment that you believe provides students with ways of interacting with any of the aspects of the Multiple Frameworks ILO. If you have multiple assignments you would like to include, please do so.
- Describe typical student response to this assignment, and, if possible, provide an example.