

**Office of the President
California State University, Chico**



Executive Memorandum 17-001

February 15, 2017

From: Gayle E. Hutchinson, President

A handwritten signature in blue ink that reads 'Gayle E. Hutchinson' is written over a horizontal line.

Subject: New Undergraduate Certificate Program in Interreligious and Intercultural Relations

Upon the recommendation of the Academic Senate and the concurrence of the Interim Provost, I approve the New Undergraduate Certificate Program in Interreligious and Intercultural Relations, effective immediately.

Policy Title:	EM 17-001 New Undergraduate Certificate Program in Interreligious and Intercultural Relations
Contact:	Department of Comparative Religion and Humanities
Supersedes:	N/A
Revision:	N/A
Enabling Legislation or Executive Order:	N/A

New Undergraduate Certificate Program

Interreligious and Intercultural Relations

Certificate Name: _____


Department Contact(s) w/phone #(s):

Kate McCarthy x4485

Jed Wyrick x6379

Required Signatures

Comparative Religion and Humanities
The Department of _____
has reviewed and approved this new certificate program



Chair, Department Curriculum Committee

4/6/16
Date



Department Chair

4/6/16
Date

Humanities and Fine Arts
The College of _____
has reviewed and approved this new certificate program



Chair, College Curriculum Committee

4.6.16
Date



College Dean

4/7/16
Date

Send signature page with proposal attached to Curriculum Services at Undergraduate Education, zip 680

Curriculum Review Completed

9/8/16
Date

Catalog effective date (if approved): Fall 2017

CSU Chico
Curriculum Services

APR 28 2016

RECEIVED

Note: The department will be notified on the of dates for EPPC, Academic Senate, and Chancellor's Office (if applicable) review and number of copies needed.

Proposal for a New Certificate

Proposed title of new certificate.

Certificate in Interreligious and Intercultural Relations

Academic year of intended implementation. 2017-2018

Name of the department and college submitting the proposal.

Comparative Religion and Humanities Department
College of Humanities and Fine Arts

- A. Identify the unit which will have primary responsibility for the certificate.

Comparative Religion and Humanities

- B. Identify the level of the certificate (i.e., undergraduate or post-baccalaureate).

Undergraduate

Statements on questions of need and demand.

- A. Relation of the program to the University [Strategic Plan](#).

Religious conflict often is, or is perceived to be, at the heart of America's most persistent social tensions, from the County Clerk's office in Rowan County, Kentucky to anti-Muslim rhetoric in the 2016 presidential campaign. On a global scale, a 2014 Pew Research report showed that religious conflict had reached a six year high (Pew Research Center). Meanwhile ordinary business leaders, service providers, and policy makers reckon daily with new religion-related challenges, from the manager of the meat-packing facility in Nebraska trying to accommodate Muslim prayer breaks for his Somali workers, to the delivery nurse in New Jersey caught between her hospital's requirement that a name be immediately entered on a birth certificate and the Orthodox Jewish parents' insistence that the name be withheld until after the 8th day religious naming ceremony.

Unfortunately, very few Americans have the education and practical training to effectively work with religion in a way that is socially engaged and explicitly pluralist in orientation (Prothero 2007, Pew Forum on Religion and Public Life 2010). In the absence of such education, public discourse around religion often devolves into ideological wrangling that obscures both shared religious values and the complexity and internal diversity of religious and non-religious groups.

The challenge of interreligious understanding is receiving growing attention nationally. The US State Department's recent establishment of an Office of Religious Engagement was premised on the recognition that "in many places around the world understanding religion is imperative to understanding the local civil society" (Dacey 2013), or as Secretary of State John Kerry put it, "we ignore the global impact of religion at our peril" (Markoe 2013). A curriculum focused on *religious diversity in pluralist societies* is therefore a timely initiative.

This undergraduate certificate program will equip students in a variety of programs with value-added competencies suitable to a range of professional activities involving religiously diverse populations—including education, healthcare, social services and community development, business, and governmental and non-governmental organizations—as well as serving those who wish to pursue further academic research in religion and ancillary fields.

This program speaks directly to Chico State’s deeply held values and commitments regarding active learning, multicultural understanding, and civic engagement. Our Strategic Plan states that “We promote active learning, curiosity, and the recognition that learning occurs in our classrooms, studios, and laboratories, and beyond, through the co-curricular experience, service engagements, social interactions, and other expressions of a full and healthy student environment.” The first of the University’s Strategic Priorities operationalizes this value: “Believing in the primacy of learning, we will continue to develop high-quality learning environments both inside and outside the classroom.” As a program focused on religion in public life, the certificate’s coursework and required internship will include robust opportunities for students to connect theory and practice across disciplinary lines and in real world settings.

Our Strategic Plan also states, “We hold dear the values of multicultural respect, awareness, and understanding and we pursue diversity not just as an idea to embrace, but as a community to form.” Religious diversity is an important but often neglected aspect of identity in pluralist societies; this curriculum will equip students with both religious literacy and tools for facilitating constructive engagement across lines of religious difference to help build that diverse community.

The Certificate in Interreligious and Intercultural Relations will also incorporate the High Impact Practices of diversity/global learning, community-based learning about real world problems, and professionally oriented internships (AAC&U 2008). In addition, this certificate will support the University’s commitment to developing students’ personal and social responsibility, which research shows is developed by engaging in meaningful dialogue across lines of difference (O’Neil 2012).

B. Rationale for seeking a certificate rather than another type of program (degree, option, minor).

This program aims to complement rather than replace a student’s chosen field of study; it is intended to draw together work on religion that they may already have done in general education with work in their major, and add to these sustained study and practice in interreligious relations. A review of the differences between certificates and minors at universities across the United States indicates that certificates are typically (a) more interdisciplinary and (b) more applied; and (c) often have a more narrow focus than a disciplinary minor. All of these factors make the certificate a more appropriate curricular model for this program. Twelve different departments have courses listed in this program; we aim to enrich the degrees of students in a variety of majors with deeper knowledge of an important aspect of the societies in which they will work and opportunities to practice navigating that diversity in real-world settings.

C. Need for the proposed certificate.
Identify other CSU campuses with the proposed certificate.

Identify neighboring institutions with the proposed certificate.
Identify differences, if any, between these programs and the proposed program.

Interreligious studies is a quickly growing field, defined by scholar and interfaith leader Eboo Patel this way:

As an academic field, interfaith studies would examine the multiple dimensions of how individuals and groups who orient around religion differently interact with one another, along with the implications of these interactions for communities, civil society, and global politics. (Patel 2013)

To date, however, this discipline has developed as a program of study primarily at private colleges and universities. No other CSU offers such a certificate (or major or minor), nor do any other institutions in the region. When this certificate is approved, Chico State will be the first public four-year institution in the country to offer a program in interreligious relations.

D. Identify other closely related curricula currently offered by the campus.
Explain the impact the proposed certificate will have on these programs.
Explain how current programs do not meet the proposed certificate's objectives.

The Department of Comparative Religion and Humanities, while it has a small number of majors, is responsible for a large part of the University's General Education curriculum; most students take at least one Religious Studies course before graduating. Students who pursue the major in Religious Studies engage in in-depth study of the histories, texts, ritual and social structures and contemporary manifestations of religious traditions worldwide. While it is one of the program goals of the major to "cultivate understanding of and respect for religious diversity and non-religious perspectives as an integral part of education for citizenship in a pluralistic society and world," this is done over the course of years of study, and is only one of a much broader set of comparative religion objectives. Students in other disciplines, especially those with a pre-professional focus, may be interested in issues of religious diversity, but not have the time or inclination to add a full humanities-style program to their course of study. This certificate will meet the needs of those students, as well as those Religious Studies majors seeking to focus in this particular area. All students will find the certificate academically rigorous, religiously neutral, and demonstrably linked to recognized civic and professional outcomes.

Student Learning Outcomes

Students completing this certificate can:

SLO 1: Describe the basic beliefs and practices of major world religious traditions and how they intersect with diverse social identities (e.g. race, ethnicity, gender, class)

SLO 2: Describe historical patterns of interreligious conflict and cooperation, and apply theoretical models to understand them

SLO 3: Identify laws, policies, and ethical and cultural frameworks that create barriers and opportunities for diverse religious groups

SLO 4: Participate in and facilitate effective dialogue among those with different religious or non-religious backgrounds and identities

In relation to the existing religious studies major and minor, then, the distinctive features of the proposed certificate are (1) its sustained attention to the *interaction* between different religious and non-religious groups, and (2) its *multi-disciplinary and practical focus* on real-world issues and challenges faced by those working in pluralist societies. The distinctiveness of the program is indicated by the fact that only three courses, RELS 322, RELS 402 and RELS 482, may be counted toward both the Religious Studies major and the proposed certificate. Of these, RELS 322 and RELS 402 are in the same area, so both could not count toward the certificate.

While there are other academic programs on campus, including the major and minors in Multicultural and Gender Studies, that foster engagement with racial/ethnic, gender, and socio-economic class diversity, this certificate brings attention to *religious* difference as a highly socially consequential dimension of diversity. Faculty from MCGS and other programs have been involved in the development of this proposal and have helped ensure that its curriculum integrates and supports existing offerings without duplication.

E. Student demand for the program.

Give evidence of serious student interest in the proposed certificate.

We administered a campus-wide student survey in December 2014 to gauge student interest in the proposed certificate. Of the 335 students who responded, over 85% thought the certificate was a good idea and almost 40% indicated that they would be interested in pursuing the program if it were available to them (141 students). Given the small size of our Religious Studies major (about 25 students) these are very robust numbers. We infer from the survey that religious diversity is of interest to students when it is framed for them as an *additional competency* that will serve them both personally and professionally.

Estimated number of students seeking the certificate

in the year of initiation.	5
after three years.	15
after five years.	20

Describe methodology for developing these estimates.

The student survey indicated wide interest across a breadth of majors, and written comments indicated awareness of the potential value of the certificate for multiple professional contexts. While it is impossible to predict just how many students will pursue the certificate in its first five years, we conservatively estimate that it will draw five additional students per year for the first four years, leveling out with 20 students at five years.

Estimate the number of certificates awarded

in the year of initiation.	2
after three years.	12
after five years.	20

Describe methodology for developing these estimates.

We estimate that students would enter the certificate with at least one course already completed, since many of the program's courses are part of General Education. We also assume that students would be able to double-count at least one additional course, since the certificate includes courses from a variety of majors and it is our goal that students pursue

courses in the certificate that pertain to their majors and future careers (see Area E of the proposed curriculum below). We therefore predict conservatively that students will need to complete approximately 15 of the required 21 units after entering the certificate program. Depending on when they declare and the demands on their other programs, students would then typically complete the certificate two to four semesters after declaring it. The following table illustrates our projection of certificate enrollment:

	Students initiating certificate	Students completing certificate
1. 2017-18	5	2
2. 2018-19	10	6
3. 2019-20	15	12
4. 2020-21	20	16
5. 2021-22	20	20

F. Identify professional uses for the proposed certificate.

Our students who will be teachers, journalists, nurses, social workers, business leaders, and countless other professionals will find themselves serving and working with religiously diverse populations. Knowing something about these diverse religious identities, understanding the constitutional frameworks that should guide policy, and the ability to facilitate collaboration across lines of religious and cultural difference will be vital competencies for these graduates. Students earning this certificate will develop (1) a knowledge base about major religious traditions; (2) an understanding of how religious identities intersect with those of ethnicity, nationality, gender, and other aspects of identity; (3) an appreciation of some of the global history of both conflict and cooperation among religious and non-religious groups; (4) understanding of public policy related to religious diversity; (5) skills in inter-cultural communication and collaboration across lines of difference; and (6) the opportunity to study and apply interreligious and intercultural engagement in a real-world setting appropriate to the students' areas of interest or expertise.

Resources

A. List the faculty members for the required courses in the program by

Name Kate McCarthy

Rank Professor

Appointment status Active full time

Highest degree earned PhD

Date and Field of highest degree 1994, Philosophy of Religion

Professional experience

- CSU, Chico faculty member since 1994.
- Author of *Interfaith Encounters in America* (Rutgers University Press 2007) and co-editor of *God in the Details: American Religion in Popular Culture*, Second Edition (Routledge, 2010) and multiple articles on American religious pluralism.

B. List the faculty members for the elective courses in the program by

Name

Rank
 Appointment status
 Highest degree earned

Elective Course	Faculty Member	Rank	Appt. Status	Highest degree
RELS 100	Patricia Lennon	Lecturer	3-year	MA
RELS 110	Jason Clower	Associate Professor	Active full time	PhD
RELS 202, HIST/MEST 262	Najm Yousefi	Assistant Professor	Active full time	PhD
RELS 205	Jed Wyrick	Professor	Active full time	PhD
RELS/MCGS 224	Sarah Pike	Professor	Active full time	PhD
ANTH 140	Brian Brazeal	Associate Professor	Active full time	PhD
MCGS 155/155I	Sherrow Pinder	Professor	Active full time	PhD
	Paul Lopez	Professor	Active full time	PhD
	Nandi Crosby	Professor	Active full time	PhD
INST 110I	Quirino DeBrito	Lecturer	Part time	PhD
	William Dantona	Lecturer	3-year	MA
ANTH 377/377Z	Jesse Dizard	Associate Professor	Active full time	PhD
GEOG 303	Xining Yang	Assistant Professor	Active full time	PhD
	Paul Melcon	Associate Professor	Active full time	PhD
GEOG 352	Steve Stewart	Lecturer	3-year	
HIST/MEST 363	Najm Yousefi	Assistant Professor	Active full time	PhD
RELS 322	Sarah Pike	Professor	Active full time	PhD
RELS 332	Daniel Veidlinger	Associate Professor	Active full time	PhD
RELS 332	Thomas Parker	Lecturer	Retired Annuitant	PhD
RELS 402	Patricia Lennon	Lecturer	3-year	MA
CHLD 333/333Z	Gail Walton	Associate Professor	Active full time	PhD
EDTE 302	Dorothy Kennedy	Lecturer	3-year	MA
	Frances Kidwell	Lecturer	3-year	EdD
	Victor Sbarbaro	Lecturer	3-year	EdD
	Paula Selvester	Professor	Active full time	EdD
	Richard Stout	Lecturer	3-year	MA
	Charles Zartman	Professor	Active full time	PhD
HCSV 328	Yan Huang	Assistant Professor	Active full time	PhD
JOUR 411	Nicole Williams	Lecturer	Part time	MSW
JOUR/CMST/POLS 424	Matthew Blake	Associate Professor	Active full time	PhD
PSYC/MCGS 341	Stephen Sherlock	Lecturer	3-year	JD
	Robert Stanley	Professor	Emeritus	PhD
RELS 358	Bruce Grelle	Professor	Active full time	PhD
RELS 482	Sarah Pike	Professor	Active full time	PhD
SWRK 305	Ellie Ertle	Lecturer	3-year	MA
POLS/MCGS 451B	Stephen Sherlock	Lecturer	3-year	JD
	Mahalley Allen	Associate Professor	Active full time	PhD, JD
MGMT 442	John Hames	Lecturer	Part time	JD
RELS 489	Kate McCarthy	Professor	Active full time	PhD

UNIV 389	Ellie Ertle	Lecturer	3-year	MA
----------	-------------	----------	--------	----

- C. List the resources needed to sustain the program for the first five years, including cost and funding source.

Faculty:

- .2 to teach new course RELS 368 once per AY (fall)
- .2 to teach the RELS 498 internship once per AY (spring). To date the RELS internship has been staffed as voluntary overload. As the certificate program grows, this will need to be an assigned part of faculty workload.

Staff

Facilities

Library resources:

- Approximately 10 new library books/ebooks to support the curriculum: \$300

Equipment

Specialized material

- D. Additional support resources required, including source of support.

The development of this curriculum has been supported by two Faculty Learning Communities, one in AY 2014-15 (\$8000) funded by the Teagle Foundation and one in Fall 2015 funded by CELT (\$5000). We are applying for another grant from the Teagle Foundation to support course-specific curriculum development FLCs.

Curriculum

Note: Proposed curriculum should take advantage of courses already offered in other departments when subject matter would otherwise overlap or duplicate existing course content.

- A. Total number of units required for certificate. 21-22
- B. Special criteria for admission and/or continuation (if applicable). None
- C. Explanation of any special program characteristics (e.g., terminology, credit units required, types of coursework, etc.).

The program has adopted the term “interreligious,” as opposed to “interfaith” as used by some universities, in order to emphasize the academic and religiously neutral (as opposed to faith-based) approach to the subject. Further, “interreligious and intercultural” explicitly includes non-religious identifies and acknowledges the embeddedness of religion in other cultural systems.

In addition to 18-19 units of conventional coursework, students in the Certificate will be required to complete a 3-unit internship that includes a placement in a religiously diverse community agency.

- D. List all new courses for the proposed program. Please see attached list.

Course number and title:

RELS 368, Interreligious Conflict and Collaboration

Units of credit: 3

Prerequisites: none

Proposed catalog description:

This course examines interreligious conflict and cooperation in a variety of historical and contemporary contexts. It explores belief systems regarding religious "others" and the social, political and cultural circumstances that shape interactions of religious groups. Emphasis is placed on developing skills for effective participation in a religiously diverse world.

Mode of course delivery if other than regular: Regular

Identify the new courses needed to initiate the program. RELS 368

Identify the new courses needed during the first two years after implementation.

E. **List all required courses for the program.**

Course number and title: RELS 368, Interreligious Conflict and Collaboration

Units of credit: 3

Prerequisites: none

F. **List all elective courses for the program.** (See table)

Course number and title

Units of credit

Area A: World Religions: One 3-unit course required		
Course #	Title	Units
RELS 180	Introduction to Religion	3
RELS 100	Judaism, Christianity, Islam	3
RELS 110	Asian Religions	3
RELS 202, HIST/MEST 262	Islam and the World	3
RELS 205	Jews, Muslims and the West	3
RELS/MCGS 224	Religion & America's Ethnic Minorities	3
RESL 264/264I	Death, Dying and the Afterlife	3
ANTH 140	Magic, Witchcraft and Religion	3

Area B: Intercultural Relations: One 3-unit course required		
Course #	Title	Units
MCGS 155/155I	Intro Multicultural & Gender Studies	3
INST 110I	Introduction to International Engagement	3

Area C: Religion and Social Issues: Two 3-unit upper division courses required

Course #	Title	Units
ANTH 377/377Z	Anthropology of the Muslim World	3
GEOG 303	Geography and World Affairs	3
GEOG 352	The United States	3
HIST/MEST 363	The Middle East After 1800	3
RELS 322	Religion in America	3
RELS 332	World Religions and Global Issues	3
RELS 402	Religion, Sex and Gender	3

AREA D: Interreligious Relations: One 3-unit course required		
Course #	Title	3
RELS 368	Interreligious Conflict and Cooperation	

AREA E: Professional or disciplinary focus: One 3- or 4-unit upper division course required		
Course #	Title	Units
CHLD 333/333Z	Children's Gender & Sexuality Development <i>Prerequisite: Junior standing.</i>	3
EDTE 302	Access and Equity in Education	3
HCSV 328	Multicultural Health	3
JOUR 411	Race and Diversity in Media	3
JOUR/CMST/POLS 424	Public Opinion and Propaganda <i>Prerequisites: CMST 131, CMST 330, CMST 331, CMST 350 with a grade of C- or higher for CMST majors only.</i>	3
PSYC/MCGS 341	Cross-Cultural Psychology	3
RELS 358	Religion in American Public Schools	3
RELS 482	Religion, Public Life and the Professions <i>Prerequisites: Completion of GE Written Communication (A2) requirement, RELS</i>	4

	480.	
SWRK 305	Community and Organizational Change <i>Prerequisite: Social Work majors only.</i>	3
POLS/MCGS 451B	Constitutional Law: Civil Rights Civil Liberties	3
MGMT 442	Managing Differences <i>Prerequisite: MGMT 303</i>	3

AREA F: Internship: One 3-unit course required		
Course #	Title	Units
RELS 489	Internship in Religious Studies	3
UNIV 389	Civic Engagement Internship	3
Other departmental internships by permission		

Curriculum Aligned with SLOs

SLO	Curriculum Area(s)
1: Describe the basic beliefs and practices of major world religious traditions and how they intersect with diverse social identities (e.g. race, ethnicity, gender, class)	A, C
2: Describe historical patterns of interreligious conflict and cooperation, and apply theoretical models to understand them	D
3: Identify laws, policies, and ethical and cultural frameworks that create barriers and opportunities for diverse groups	B, C, E
4: Participate in and facilitate effective dialogue among those with different religious or non-religious backgrounds and identities	F

G. For undergraduate certificates, explain provisions for articulation of the proposed certificate with community college courses.

There are two lower division areas of the certificate: World Religions and Intercultural Relations. All of the eight courses in the first area are articulated with community colleges (between 1 and 17 colleges for each). One of the two courses in the second area (MCGS 155/155I) is articulated with two regional community colleges. Transfer students should therefore be well positioned to complete the certificate, and of course other community college substitutions would be considered.

- H. Complete catalog copy, including admission and completion requirements. See the current University Catalog for correct format; please follow it exactly. Before the proposal is submitted to Academic Affairs (for undergraduate certificates) or to the Office of Graduate Studies (for post-baccalaureate certificates), it may be helpful to review catalog copy with Academic Publications.

Certificate in Interreligious and Intercultural Relations

This certificate equips students in a variety of majors with competencies suitable to a range of professional activities involving religiously diverse populations—including education, healthcare, social services and community development, business, and governmental and non-governmental organizations.

Course Requirements for the Certificate: 21-22 units

The following courses, or their approved transfer equivalents, are required of all candidates for this certificate.

World Religions: 3 units

1 course selected from:

ANTH 140	Magic, Witchcraft, and Religion	3.0	SMF	GE GC
RELS 100	Judaism, Christianity, Islam	3.0	FS	GE
RELS 110	Asian Religions	3.0	FS	GE GC
RELS 180	Introduction to Religion	3.0	FS	GE
RELS 202	Islam and the World	3.0	FA	GE GC

This course is also offered as HIST 261, MEST 261.

RELS 205	Jews, Muslims, and the West	3.0	FA	GE USD
----------	-----------------------------	-----	----	--------

This course is also offered as MJIS 205.

RELS 224	Religion and America's Ethnic Minorities	3.0	FA	GE USD
----------	--	-----	----	--------

This course is also offered as MCGS 224.

RELS 264	Dying, Death, and Afterlife	3.0	FS	GE GC
RELS 264I	Dying, Death, and Afterlife	3.0	FS	GE GC WI

Intercultural Relations: 3 units

1 course selected from:

MCGS 155	Introduction to Multicultural and Gender Studies	3.0	FS	GE USD
MCGS 155I	Introduction to Multicultural and Gender Studies - Writing Intensive	3.0	FS	GE USD WI
INST 110	Introduction to International Engagement	3.0	FS	GE
INST 110I	Introduction to International Engagement Writing Intensive	3.0	FS	GE WI

Religion and Social Issues: 6 units

2 courses selected from:

ANTH 377	Anthropology of the Islamic World	3.0	SP	GE GC
ANTH 377Z	Anthropology of the Islamic World - Capstone	3.0	SP	GE GC WI C
GEOG 303	Geography and World Affairs	3.0	FS	GE GC
GEOG 352	The United States	3.0	FS	GE USD
HIST 363	The Middle East After 1800	3.0	SP	GE GC
This course is also offered as MEST 363.				
RELS 322	Religion in America	3.0	SP	
RELS 332	World Religions and Global Issues	3.0	FS	GE GC
RELS 402	Religion, Sex, and Gender	3.0	SP	

Interreligious Relations: 3 units

1 course required:

RELS 368 (new)	Interreligious Conflict and cooperation	3.0	F	
-------------------	---	-----	---	--

Professional or Disciplinary Focus: 3-4 units

1 course selected from:

CHLD 333	Children's Gender and Sexuality Development	3.0	FS	GE
----------	---	-----	----	----

Prerequisite: Junior standing.

CHLD 333Z	Children's Gender and Sexuality Development – Capstone	3.0	FS	GE WI C
-----------	---	-----	----	---------

EDTE 302	Access and Equity in Education	3.0	FS	
----------	--------------------------------	-----	----	--

HCSV 328	Multicultural Health	3.0	FS	USD
----------	----------------------	-----	----	-----

This course is also offered as MCGS 328.

JOUR 411	Race and Diversity in Media	3.0	FS	
----------	-----------------------------	-----	----	--

Prerequisites: JOUR 260.

JOUR 424	Public Opinion and Propaganda	3.0	FS	
----------	-------------------------------	-----	----	--

Prerequisites: CMST 131, CMST 330, CMST 331, CMST 350 with a grade of C- or higher for CMST majors only.

This course is also offered as CMST 424 , POLS 424

PSYC 341	Cross-Cultural Psychology	3.0	FS	GC
----------	---------------------------	-----	----	----

This course is also offered as MCGS 341.

RELS 358	Religion in American Public Schools	3.0	FS	
----------	-------------------------------------	-----	----	--

RELS 482	Capstone: Religion, Public Life, and the Professions	4.0	FS	WP
----------	--	-----	----	----

Prerequisites: Completion of GE Written Communication (A2) requirement, RELS 480.

SWRK 305	Community and Organizational Change	3.0	SP	
----------	-------------------------------------	-----	----	--

Prerequisite: Social Work majors only.

POLS 451B	Constitutional Law: Civil Rights and Civil Liberties	3.0	FS	
-----------	--	-----	----	--

This course is also offered as MCGS 451B.

MGMT 442	Managing Differences	3.0	FS	
----------	----------------------	-----	----	--

Prerequisites: MGMT 303.

Internship: 3 units

1 course selected from:

RELS 489	Internship in Religious Stud	1.0 -3.0	FS	
----------	------------------------------	----------	----	--

Prerequisites: Faculty permission.

UNIV 389	Internship	1.0 -3.0	FS	
----------	------------	----------	----	--

Internships must be three units. Other appropriate departmental internships may be substituted by permission; please consult with the Certificate Coordinator.

Student Learning Outcomes

Students completing this certificate can

- SLO 1: Describe the basic beliefs and practices of major world religious traditions and how they intersect with diverse social identities (e.g. race, ethnicity, gender, class)
- SLO 2: Describe historical patterns of interreligious conflict and cooperation, and apply theoretical models to understand them
- SLO 3: Identify laws, policies, and ethical and cultural frameworks that create barriers and opportunities for diverse religious groups
- SLO 4: Participate in and facilitate effective dialogue among those with different religious or non-religious backgrounds and identities

Curriculum Aligned with SLOs

SLO	Curriculum Area(s)
1: Describe the basic beliefs and practices of major world religious traditions and how they intersect with diverse social identities (e.g. race, ethnicity, gender, class)	A, C
2: Describe historical patterns of interreligious conflict and cooperation, and apply theoretical models to understand them	D
3: Identify laws, policies, and ethical and cultural frameworks that create barriers and opportunities for diverse groups	B, C, E
4: Participate in and facilitate effective dialogue among those with different religious or non-religious backgrounds and identities	F

Works Cited

- American Association of Colleges and Universities. (2008). "High Impact Educational Practices: A Brief Overview". (<http://www.aacu.org/leap/hips>).
- Dacey, Austin. "State Department to Open an Office of "Religious Engagement." *Salon*. Salon, 8 August, 2013. (http://www.salon.com/2013/08/18/state_department_to_open_an_office_of_religious_engagement_partner).
- Markoe, Lauren. "Ethicist Shaun Casey to Oversee Religious Engagement for State Department" *Religion News Service*, 7 August, 2013. (<http://www.religionnews.com/2013/08/07/ethicist-shaun-casey-to-oversee-religious-engagement-for-state-department>).
- O'Neil, Nancy. *Promising Practices for Personal and Social Responsibility: Findings from a National Research Collaborative*. Washington, DC: American Association of Colleges and Universities, 2012.
- Patel, Eboo. "Toward a Field of Interfaith Studies." *Liberal Education* 9:4 (2013): 38-43.
- Pew Forum on Religion and Public Life "U.S. Religious Knowledge Survey: Executive Summary." (2010). (<http://www.pewforum.org/2010/09/28/u-s-religious-knowledge-survey>)
- Pew Research Center. "Religious Hostilities Reach Six-Year High." (2014). (<http://www.pewforum.org/files/2014/01/RestrictionsV-full-report.pdf>)
- Prothero, Stephen. *Religious Literacy: What Every American Needs to Know—And Doesn't*. San Francisco: HarperCollins, 2007.