

Diversity Intensive Course Application Form

Diversity Intensive courses are diversity-centered, rather than diversity-inclusive or enhanced. DI courses focus on the meaning and experience of diversity and difference and the implications of living in a diverse society whether one is advantaged or oppressed. DI courses emphasize the complex and problematic processes of identity formation. These courses encourage awareness of the relationships between self and social institutions, both of which rest upon as well as reify difference and hierarchy.

This form should be used for *new course proposals*. To renew a course that has previously gained DI status, please use the Diversity Intensive Course Renewal form.

To submit a proposal, please email the following documents to the DI coordinator by the semester deadline.

- Course Information
- Vision Statement
- Course Syllabus
- Sample Assignment (that would be applicable for DI course assessment)

Proposals received by the deadline will be reviewed for DI status to begin the following semester.

Course Information

Date of application: _____

Name: _____

Department: _____

Course number (e.g., PSYC 310): _____

Course name (e.g., Psychology of Adolescence): _____

Are you seeking DI designation for this course whenever it is offered, or only when offered by the instructor noted above?

Special notes or Additional information for the DI committee to consider:

Vision Statement

The vision statement should be an articulation of how the course will meet DI course criteria and promote growth with regard to the DI student learning outcomes (SLOs). Please include some discussion of each of the following: the course subject matter, pedagogy and assignments, and the learning environment of the course. It is understood that instructors may not spend equal time on each SLO due to the nature of the course; however, please describe how the course will specifically address at least four out of the five SLOs.

For a list of DI course criteria, SLOs, and additional information regarding the vision statement, refer to: <http://registrar.unca.edu/information-faculty>

Course Syllabus

Although it is not necessary to submit a complete or final version of a syllabus or course calendar, please provide a functional syllabus that gives a sense of the readings and assignments in terms of how they would promote the DI student learning outcomes (SLOs). Whenever possible, readings should include the voices of under-represented groups. Also, the DI SLOs should be included in the syllabus.

Sample Assignment for Assessment

Faculty teaching DI courses will be expected to participate in DI course assessment once per three-year assessment cycle. The DI committee has created an “embedded” assessment method that minimizes the burden on faculty. The faculty member will be asked to select an assignment that is already part of the course. This assignment should measure mastery of one or more of the DI SLOs. The criteria for the assignment are that the product is student-generated (e.g., short answer responses vs. multiple-choice responses) and that student performance can be measured across a range of quality (e.g., unacceptable to excellent). Prior faculty have utilized exam questions, journals, presentations, and other projects for assessment purposes.

Please provide a description of a sample assignment that would be appropriate for assessment, as well as the SLO that this assignment would target.

Also, please note your preferred semesters (across the next three years) for participating in assessment. Prior faculty have noted that the DI assessment materials take approximately 15-20 minutes to complete and submit.