

SALISBURY UNIVERSITY
DIVERSITY AND INCLUSION SUBCOMMITTEE
COURSE PROPOSAL

Complete applications include

1. A detailed syllabus
2. Course proposal form (see below)

Information that will be collected via Curriculog when faculty submit a course proposal:

Name of submitter:

Department or School:

Course Name and Course Number:

Quarter and year to be offered:

Enrollment Limit (if any):

Is this course cross-listed? If so, provide the course number and name:

Course Rationale (150-word limit)

What are the learning goals/outcomes for your course? (150-word limit)

Faculty, please describe how your course meets this SLO: (150-word limit)

Student Learning Outcome: Students will demonstrate an openness to the pluralist nature of local, national, and global institutions, societies, and cultures as well as develop characteristics of respect, connections, and involvement among people with different experiences and perspectives.

Courses proposed for the D&I General Education designation should demonstrate **at least one** of the following outcomes as pertinent to the specific field of study. Although a particular course may not demonstrate all these outcomes, measurable D&I objectives should be evident throughout the course. A set **specific number** of these SLOs are not required; however, all D & I tagged courses must focus on **at least one** and faculty need to speak to how they meet them in this course.

Please check the sub-SLOs that are included in this course.

- D&I-1: Examine the intersections of inequity based on dimensions of identity, including but not limited to class, race, gender, LGBTQIA+, disability, national origin, and/or religion
- D&I-2: Identify specific mechanisms by which racism may influence stakeholder outcomes, including but not limited to health, wellness, longevity, and prosperity.
- D&I-3: Identify ways to address systemic stakeholder inequity based on the dimensions of identity in the United States and/or across the world
- D&I-4: **Describe** the history of issues related to diversity, social and economic inequities, and political power in the United States and/or across the world;
- D&I-5: Analyze the current social, political, artistic, and/or economic lives and contributions of historically marginalized people in the United States and/or across the world;
- D&I-6: Analyze the various institutions and power structures that create and maintain social, economic, and political inequality in the United States and/or across the world; and identify those that offer redress for these issues.
- D&I-7: Critically examine their own personal beliefs, attitudes, and biases about historically marginalized people and cultures in the United States and/or across the world.

Briefly describe how these SLOs are met in the class (each SLOs that is checked should be discussed) (250-word limit)

- Faculty are encouraged to review the D & I subcommittee course assessment rubric for information on how each course will be assessed by the committee.

SALISBURY UNIVERSITY
DIVERSITY AND INCLUSION SUBCOMMITTEE
COURSE ASSESSMENT RUBRIC

Course: _____ Term: _____ Title: _____

Instructor: _____ Evaluator Initials: _____

Every proposal needs to meet standards (score of 3) in every area of the rubric for full approval. Comments will be provided for any item marked below 3 (developing and does not meet standards). Faculty will be encouraged to review feedback and resubmit their course proposals if they receive developing (score of 2) in any of the following assessment categories.

Student Learning Outcome: Students will demonstrate an openness to the pluralist nature of local, national, and global institutions, societies, and cultures as well as develop characteristics of respect, connections, and involvement among people with different experiences and perspectives.

Evaluate the submitted course syllabus by selecting the appropriate evaluation that matches each statement:

<u>1. Course Content: Objectives and Outcomes</u>				
Exemplary 4 Course outcomes and objectives reflect the identified D&I SLOs with a high level of specificity, detail, and currency.	Meets Standard 3 Course outcomes and objectives consistently reflect the identified D&I SLOs.	Developing 2 Course outcomes and objectives reflect the identified D&I SLOs but may require clarification or detail to make the connections clear.	Below standard 1 Course outcomes and objectives do not reflect the identified D&I SLOs or make only a cursory reference to the diversity and inclusion outcomes	Comments:

1b. Course Content: Course Description

<p>Exemplary 4</p> <p>Course description references identified D&I SLOs as an explicit and fully integrated purpose of the course. The course description may reflect a high level of innovative or creative pedagogy.</p>	<p>Meets Standard 3</p> <p>Course description references identified D&I SLOs as an explicit purpose of the course.</p>	<p>Developing 2</p> <p>Course description references identified D&I SLOs as a primary purpose of the course, but not the central purpose of the course, despite the syllabus content.</p>	<p>Below Standard 1</p> <p>Course description does not reference identified D&I SLOs as a central purpose of the course.</p>	<p>Comments:</p>
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1c. Course Proposal: Course Rationale

<p>Exemplary 4</p> <p>The course author(s) have made a detailed and well-supported case in the curriculum proposal for why this course meets the identified D&I SLOS. Both the content and pedagogical evidence is strong.</p>	<p>Meets Standard 3</p> <p>The course author(s) have made an well supported case in the curriculum proposal for why this course meets the identified D&I SLOS.</p>	<p>Developing 2</p> <p>The course author(s) have made a case in the curriculum proposal for why this course meets the identified D&I SLOS, but the proposal may need clearer evidence.</p>	<p>Below Standard 1</p> <p>The course author(s) have not made a compelling case in the curriculum proposal for why this course meets the identified D&I SLOS or has made the case without any substantive evidence of either content or pedagogy.</p>	<p>Comments:</p>
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1. <u>Course Materials</u>				
Exemplary 4	Meets Standard 3	Developing 2	Below Standard 1	Comments:
Course readings, materials, and authors are current, relevant, and specifically address the identified D&I course outcomes. Course materials may be unusually creative or innovative in form or content.	Course readings, materials, and authors are current, relevant, and specifically address the identified D&I course outcomes	Course readings, materials, and authors address the identified D&I course outcomes, but their relevance to the course or their currency and relevance may need clarification.	Course readings, materials, and authors are not current, not relevant, or do not adequately and specifically address the identified D&I course outcomes	

1. <u>Course Materials: Integration of course materials</u>				
Exemplary 4	Meets Standard 3	Developing 2	Below Standard 1	Comments:
Course materials that advance the identified D&I SLOs are integrated throughout the course and not an occasional or cursory feature of the course. The integration may be unusually innovative,	Course materials that advance the identified D&I SLOs are integrated throughout the course and not an occasional or cursory feature of the course.	Course materials that advance the identified D&I SLOs are integrated in the course but may need clarification as to how they are related to the SLOS or to the course assessments.	Course materials that advance the identified D&I SLOS are not fully integrated throughout the course or are merely an occasional and cursory feature of the course.	

creative, or cutting edge.				
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2. Course Activities and Formative Assessment:

<p>Exemplary 4</p> <p>Course activities, homework, and assignments are thoroughly assessed throughout the course with clear and compelling connections to the identified D&I course outcomes.</p>	<p>Meets Standard 3</p> <p>Course activities, homework, and assignments are consistently assessed with clear connections to the identified D&I course outcomes.</p>	<p>Developing 2</p> <p>Course activities, homework, and assignments are assessed with connections to the identified D&I course outcomes, but some of those connections may need refinement or clarification.</p>	<p>Below Standard 1</p> <p>Course activities, homework, and assignments are not assessed or do not clearly reference the identified D&I course outcomes.</p>	<p>Comments:</p>
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3. Course Assessments

<p>Exemplary 4</p> <p>Course assessments that advance the identified D&I SLOs are integrated throughout the course as a well-designed system of continual assessment,</p>	<p>Meets Standard 3</p> <p>Course assessments that advance the identified D&I SLOs are integrated throughout the course and not an occasional or cursory feature of the course.</p>	<p>Developing 2</p> <p>Course assessments are placed within the course but may need clearer connections to the identified D&I SLOs or course outcomes.</p>	<p>Below Standard 1</p> <p>Course assessments do not advance the identified D&I SLOs or are only a cursory or superficial feature of the course.</p>	<p>Comments:</p>
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feedback, and support toward meeting the D&I SLOs.				
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3. <u>Final Assessment</u>				
<p>Exemplary 4</p> <p>The final course assessment (final exam, paper, presentation, etc.) specifically demonstrates that students have met all the course outcomes related to the identified D&I SLOs.</p>	<p>Meets Standard 3</p> <p>The final course assessment (final exam, paper, presentation, etc.) demonstrates that students have met all the identified course outcomes.</p>	<p>Developing 2</p> <p>The final course assessment (final exam, paper, presentation, etc.) addresses some course outcomes but may need clarification as to whether all identified SLOs are met.</p>	<p>Below Standard 1</p> <p>There is no final course assessment, or the assessment is largely irrelevant to the course outcomes and identified D&I SLOs.</p>	Comments:

Please feel free to make additional comments here:
