DCRC Periodic Review Purpose and Intent

Purpose and Intent: The Diversity Curricular Review Committee (DCRC) undertakes periodic review of “D1” and “D2” - designated courses every 5 years. More information for faculty about the Diversity General Education course review process (including sample proposals) can be found at the following website:

<https://www.uvm.edu/generaleducation/information-faculty-diversity>

The language below must be included on the first page of syllabi for approved courses in the two following designation categories respectively:

**Category 1 – D1: Race and Racism in the US**

Courses in this category have as a primary focus race and racism in the United States as it pertains to ALANA populations.  A D1 course must promote an understanding of:

* Race and racism in the U.S.;
* The meaning of power and privilege;

**Category 2 – D2: The Diversity of Human Experience**

Courses in this category focus on expanding students’ cultural awareness. A D2 course is intended to:

* Promote an awareness of and appreciation for the diversity of human experience in any of its forms including, but not limited to race, ethnicity, religion, socio-economic status, language, sex, gender identity, sexual orientation, age, and disability; and/or
* Foster an understanding of global and national issues including the histories, health, contexts, and flows of people, cultures, ideas, and capital or other resources within or across political and geographical boundaries

The overall purpose of the periodic review process for all general education initiatives is to maintain the integrity of the general education process at UVM and to ensure that courses dedicated for these purposes maintain alignment with the learning outcomes for which they were intended. At its heart, this process is intended to be a dialogue with new instructors that have taken on these courses since the original D1/D2-designation, and also to receive feedback from instructors who have been teaching these courses since their original designation. The periodic review process can result in 1 of 3 outcomes:

1. Re-designation (the course will be assigned “D1” or “D2” designation for an additional 5 years)
2. Revisions requested (the DCRC may ask for a revision to the form based on changes to the course which may have occurred since the original designation)
3. Loss of designation (this is the default outcome for instructors who choose not to participate in the Periodic Review process)

Deadline for periodic review submission is 02/28/2020 to the DCRC Committee ([pbose@uvm.edu](mailto:pbose@uvm.edu)). Adherence to this deadline is the only way to guarantee continuous “D1” or “D2” designation for the 2020-2021 Academic Year.

**DCRC Periodic Review Form**

How many times have you taught this course in the last 5 years (please list year/s and semester)?

Has this course ever been reviewed for “D1” or “D2” approval?

Yes / No

Are you the original instructor who submitted this course for “D1” or “D2” approval?

Yes / No

*If no – fill out the existing form below:*

Refer to the course’s historical record (including its “D1” or “D2”-related content in the electronic Courseleaf system at the following link by searching for the course prefix and number (https://catalog-next.uvm.edu/courseadmin/). In order to view the full information of the courses previous “D1” or “D2” application, you will need to check the “history” box to the right of the search bar and view the “historical” course record that comes up in the search. Provide a brief history of the course/curriculum, general reasons why the course satisfies the Diversity Learning Competencies (DLC), and any other contextual information that can assist the committee in its review process. The following are the criteria for meeting the diversity requirements:

**D1 Competencies**

D1 courses focus on the topic of race and racism in the US in more than 75% of the course content (weekly topics, readings, assignments). Students completing these courses are expected to have developed at least 3 of the 4 following competencies:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Competency** | **Level** | **Activities/Topics** | **Assessment** |
| DLC#1: *Awareness* | Develop an awareness of race and racism in the US at the individual or systemic levels including historical and/or contemporary issues | Introductory  Intermediate  Advanced |  |  |
| DLC#2: *Knowledge* | Understand and contextualize foundational concepts, theories, histories, frameworks and/or methodologies regarding race and racism in the US | Introductory  Intermediate  Advanced |  |  |
| DLC#3: *Analysis* | Analyze arguments, processes, and debates including multiple perspectives related to race and racism in the US | Introductory  Intermediate  Advanced |  |  |
| DLC#4: *Application* | Demonstrate the ability to apply theoretical knowledge to recognize and name dynamics and/or problem-solve in specific cases related to race and racism in the US | Introductory  Intermediate  Advanced |  |  |

**D2 Competencies**

D2 courses focus on the topic of the diversity of human experience in more than 75% of the course content (weekly topics, readings, assignments). Students completing these courses are expected to have developed at least 3 of the 4 following competencies:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Competency** | **Level** | **Activities/Topics** | **Assessment** |
| DLC#1: Awareness | Develop an awareness of the diversity of individuals, cultures, communities and/or processes | Introductory  Intermediate  Advanced |  |  |
| DLC#2:  Knowledge | Understand and contextualize foundational concepts, theories, histories, frameworks and/or methodologies regarding the diversity of the human experience | Introductory  Intermediate  Advanced |  |  |
| DLC#3: Analysis | Analyze arguments, processes, and debates including multiple perspectives related to the diversity of the human experience | Introductory  Intermediate  Advanced |  |  |
| DLC#4: Application | Demonstrate the ability to recognize identity-related power dynamics at the individual, group, and/or systems levels and/or address diversity-related problems. | Introductory  Intermediate  Advanced |  |  |

*If yes -* *fill out the existing form below:*

1. Submit most current course syllabus
2. Review original proposal, and please provide a reflection (no more than 1- 1.5 pages) that addresses the following:

* What have you changed about the course from 5 years ago as related to the Diversity Learning Competencies (DLCs)?
* Which of the Diversity Learning Competencies (DLCs) do you feel like your students are meeting the best and why?
* If applicable, which of the DLCs are you still working to improve and how?

DCRC Rubric for Review of New Submissions and Existing Courses

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Expectations** | *Unsatisfactory* (1) | *Satisfactory* (2) | *Good* (3) |
| Syllabus | Objectives and weekly assignments clearly indicated, statement regarding how the course fulfills diversity requirement included |  |  |  |
| Course Focus | 75% of the course will focus on relevant material |  |  |  |
| Competencies | At least three competencies are covered |  |  |  |
| Readings | Relevant and sufficient reading materials included |  |  |  |
| Activities | Course assignments and activities clearly linked to objectives and outcomes |  |  |  |
| Assessments | Course indicates how learning outcomes of students will be assessed |  |  |  |

Courses must meet achieve a minimum score of 12 (out of a maximum of 18) to be approved