

# Application for Approval as University Studies Integration Course

## Strand J – Diversity and Global Awareness

Course Number \_\_\_\_\_ Course Title \_\_\_\_\_

Name(s) of Proposer(s) \_\_\_\_\_

In what term/year will this course first be offered? \_\_\_\_\_

Instructional Delivery Method (check one):  Classroom  Hybrid  Online  All

The purpose of this application form is to allow the University Studies Committee to determine whether the proposed course meets the criteria for an Integrations course appropriate to this University Studies strand, and to understand how the course will align with TracDat levels of instruction (Introduce, Teach and Assess, Refine and Apply – see hints embedded with checkboxes below).

### Strand Description: J – Diversity and Global Awareness

Understand institutions, assumptions, and values from national and global perspectives.

### Course Requirements

At least one goal must be a primary focus of the class, with all proficiencies clearly present in the assignments and design of the course. Addressed goals introduce students to proficiencies but receive less emphasis.

Please indicate which goals and proficiencies are primary and which are addressed. For each goal or proficiency, briefly explain what students will do to demonstrate understanding or mastery. Proficiencies should be developed through course assignments to optimize students' appreciation for the role of diversity and global awareness in their role in the human experience.

Please also indicate the TracDat level of instruction for each goal.

### Strand Goals and Proficiencies

**Goal 1. Understand how one's society is complex, contested, and dynamic.** Proficiencies - Students will be able to:

- Show how categories, ideologies, assumptions and roles are culturally constructed and maintained.
- Identify power structures and explain their relationship to social class, race, gender and other systems of privilege and inequality.
- Explain contributions of marginalized groups and how differences (e.g., race, ethnicity, gender, sexual orientation, physical ability, class, religious affiliation) shape people's lives

Emphasis on Goal 1 (check one):  Primary  Addressed

Level of Instruction for Goal 1 (check one):  Introduce  Teach & Assess  Refine & Apply

List and briefly describe or explain the assignments that will be used to assess students' proficiency for each part of the goal. Please include one example assignment in full, either by pasting it into the text box below or by attaching hard copy. If appropriate, the same example assignment may be used for more than one goal.

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## **Goal 2. Understand world views and cultural practices different from one's own.**

Proficiencies - Students will be able to:

- Analyze cultural meanings, beliefs, institutions and cultural practices in other societies according to one's point of view.
- Identify patterns of cultural diversity in a particular region or country and understand how they developed.
- Assess attitudes and cultural practices inhibiting tolerance and cultural understanding.

Emphasis on Goal 2 (check one):     Primary     Addressed

Level of Instruction for Goal 2 (check one):  Introduce     Teach & Assess     Refine & Apply

List and briefly describe or explain the assignments that the instructor will use to assess students' proficiency for each part of the goal. Please include one example assignment in full, either by pasting it into the text box below or by attaching hard copy. If appropriate, the same example assignment may be used for more than one goal.

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**Goal 3. Understand how historical, economic, social, and political conditions affect cultural values and beliefs.** Proficiencies - Students will be able to:

- Analyze how relations between values & conditions differ in various societies or groups.
- Explain limits & potential of individuals in a particular setting.
- Describe how life experiences & situations influence perception of self & others.

Emphasis on Goal 3 (check one):     Primary     Addressed

Level of Instruction for Goal 3 (check one):  Introduce     Teach & Assess     Refine & Apply

List and briefly describe or explain the assignments that the instructor will use to assess students' proficiency for each part of the goal. Please include one example assignment in full, either by pasting it into the text box below or by attaching hard copy. If appropriate, the same example assignment may be used for more than one goal.

**Goal 4. Understand dynamics of power in the world situation from global perspectives.**

Proficiencies - Students will be able to:

- Analyze effects of power differences on specific peoples, societies, and cultural groups.
- Describe the development & impact of global institutions that transcend national economic, political, social and cultural jurisdiction.
- Explain how and why the term globalization is interpreted differently in different contexts.

Emphasis on Goal 4 (check one):     Primary     Addressed

Level of Instruction for Goal 4 (check one):  Introduce     Teach & Assess     Refine & Apply

List and briefly describe or explain the assignments that the instructor will use to assess students' proficiency for each part of the goal. Please include one example assignment in full, either by pasting it into the text box below or by attaching hard copy. If appropriate, the same example assignment may be used for more than one goal.

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## Building on Foundational Strands

Because Explorations Strands build on the skills and knowledge developed in the Foundational Strands, it is important that students continue to have opportunities to develop these areas. Briefly describe specific assignments or classroom activities that will allow students to hone their skills in each Foundational Strand.

**Foundational Strand A - Communication.** Students will be able to communicate effectively in various ways: written, oral, and visual.

**Foundational Strand B - Critical Thinking.** Students will be able to use appropriate modes of inquiry, including identifying and framing problems, investigating and supplying evidence, and conceptualizing.

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**Foundational Strand C - Information Literacy.** Students will be able to access and use information resources effectively and ethically.

**Foundational Strand D - Quantitative Reasoning.** Students will be able to effectively formulate and use mathematical models and procedures to address abstract and applied problems.

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## Condensed Syllabus

A condensed version of the syllabus should contain the following elements. Specific class schedule and similar details are not required, but may be included if you wish.

- Course description (same as catalog copy or longer, as needed)
- Learning objectives of the course
- Required texts or other media
- Other – please add any other relevant materials needed to explain the goals and teaching methods of this course to the University Studies Committee.

Please attach a condensed syllabus.

## Complete Syllabus

Please attach a complete course syllabus, as it will be provided to the students.

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**Signatures**

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Instructor

Date

Reviewed and approval signatures

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Chair/Program Director

Date

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University Studies Director

Date