.Fall 2024 Gen Ed: Diversity and Inclusion (New Course)

Course

# General Catalog Information 

\*\* Read before you begin \*\*

1. **FILL IN** all required fields marked with an \*. You will not be able to launch the proposal without completing required fields. For all other fields, fill in only those for which a change is

being requested. Writing in N/A is not necessary.

1. **LAUNCH** proposal by clicking "Validate and Launch Approval Process" in the top left corner. Once you have launched this proposal, you will have a chance to edit the proposal before APPROVING it and sending it along in the approval process.
2. **APPROVE** proposal. Once you have made final edits after launching, you must approve the proposal to send it along to the next person in the approval process. The proposal will appear in your task list under the "My Proposals" tab, and you may easily view its progress at any time.

**CURRICULUM DEADLINES**

**September 1, 2023** - Submission Deadline for Fall 2024 Diversity and Inclusion Courses

**Mid-December, 2023** - Proposal must be approved by the final committee in the workflow - the General Education Oversight Committee (GEOC) - by their last meeting in December 2023 to be implemented by fall 2024.

**First Date of Offering:** General Education designation changes will go into effect for the fall 2024 term.

**If you would like for the course to be offered (without Gen Ed designation) prior to fall**

**2024, indicate the term here:**

Spring 2024

**Requesting Department\***

*IDIS and PACE courses should show Fulton School, and HONR courses should show Honors College. \*If the appropriate Requesting Department doesn't appear, please contact Melissa Boog or Jennifer Ellis in the Office of Academic Affairs before moving forward.*

**Course Type\***

*Choose the discipline that corresponds with the course's prefix. (e.g., FILM = Film).*

**Course Prefix\* Course Number\***

**Course Title\***

**Course Title for GullNet (Limited to 30 Characters)**

**Course Description\***

**Will this impact a teacher education course / program?\***

Yes No

**Will this impact a secondary education or P12 course / program?**

Yes No

**# of Credits\***

**Hours Per Week\***

**If # of credit exceeds hours per week, the** [**Course Credit Rationale**](https://www.salisbury.edu/administration/academic-affairs/ugrad-curriculum-committee/curriculum.aspx) **form must be included.**

**Enrollment Limit (If Any)\***

**Course Rationale - This speaks to the need for the course in general. How does the creation of the course relate to the departmental or university mission.\***

**Staffing and Cost Implications\***

*Discuss Staffing Implications and Additional Costs*

**Prerequisites**

**Corequisites**

**Major Prerequisites**

**Non-Major Prerequisites**

**Pre or Corequisites**

**Major Pre or Corequisites**

**Non-Major Pre or Corequisites**

**Recommended Prerequisites**

**Recommended Pre or Corequisites**

**May Not Receive Credit**

*List any courses for which students who take this course cannot earn credit. (Ex. If a course is renumbered, students may not earn credit for the prior numbered course and the new numbered course. OR If another course is so similar to this, students may not earn credit for both.)*

**Cross-Listed**

**Graduate Swing Equivalent**

**Activity Code\***

**The rubric that will be used to evaluate this proposal can be found in MyClasses in the *General Education Revision: Ongoing Work* course under GEOC Standing Rules – Faculty Senate Approved Spring 2022 and Fall 2022.**

**Gen Ed Rationale - Rationale must include sound justification as to why this course meets the requirements for the Diversity and Inclusion category. (150 word limit)\***

**AREA I: COURSE LEARNING GOALS**

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

**AREA II: LEARNING OUTCOMES AND COURSE INTEGRATION**

**DIVERSITY AND INCLUSION SLO:** Students will be able to:

* Critically examine their own personal beliefs, attitudes, and biases about marginalization of people and cultures in the United States and/or across the world
* Critically examine the practices that lead to that marginalization

Courses proposed for the Diversity and Inclusion requirement should demonstrate at least the primary SLO identified above as pertinent to the specific field of study. Courses may also demonstrate any number of the sub-SLOs below. Although a particular course may not demonstrate all these outcomes, measurable Diversity and Inclusion objectives should be evident throughout the course. A set specific number of these SLOs are not required; however, all Diversity and Inclusion courses must focus on at least the primary SLO identified above and faculty need to speak to how they meet the SLO(s) in this proposed course.

**How will students demonstrate that they have achieved the DIVERSITY AND INCLUSION Student Learning Outcome (Check all that apply.): \***

Homework Quiz/Exam

Lab Report/Essay

Research Paper/Project/Portfolio Case Study

Oral Presentation/Performance

Other (Described in the answers below.)

**Describe how the proposed course meets the primary SLO identified above. (150 word limit)\***

**Courses proposed for the Diversity and Inclusion designation should demonstrate at l east one of the following outcomes. Although a particular course may not demonstrate all of these outcomes, measurable D&I objectives should be evident throughout the course.**

**Briefly describe how any of the Diversity and Inclusion sub-SLO(s) below are met in the proposed course.**

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.**
2. **Identify specific mechanisms by which racism may influence stakeholder outcomes, including but not limited to health, wellness, longevity, and prosperity.**
3. **Identify ways to address systemic stakeholder inequity based on the dimensions of identity in the United States and/or across the world.**
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.**
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.**
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.**

**Impacted Programs:** List all majors/programs, concentrations, tracks or minors for which this course will be required or will be an option. **NOTE:**  Change to Minor Proposals and

Chang e to Major, Program or Track Proposals are required if this course will be added as a *r* *equirement* or to a list of preset electives; those proposals should be initiated by the department that houses the major or minor.

**Impacted Majors/Programs\***

Attachments and Acknowledgments

**Confirm\***

Click here to confirm that a rationale, syllabus, and request for a resource analysis has been sent to your Library Liaison.

**Attached\***

A detailed course syllabus that includes the Course SLOs, the General Education Designation, the General Education SLO.

At least two example assignments.

If applicable, detailed assessment tools, materials, and/or reports related to the Diversity and Inclusion SLO.

**Acknowledge\***

I understand that this course is subject to institution-wide general education assessment.

I acknowledge that new Change to Minor Proposals and/or Change to Major, Program or Track Proposals are required if this course will be added as a requirement or to a list of preset electives.