**EPCC Proposal Form for Designation in Area of Engagement:**

**Diversity and Power in the U.S. (DP)**

**Department**: Click here to enter Department Name.

**Date**: Click here to enter a date.

**Proposed by**: Click here to enter proposer’s name

**Course Information**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Course prefix | | Course number | | | | Course title | |
| Course catalog description | | | | | | | |
| Current catalog course?  (Select Yes or No) | Yes | | How often will the course be offered? | Frequency of offerings | | | |
| Number of credit hours\* | Credits | | Designation to be effective: | | Effective Semester | | Effective Year |
| \*Areas of Engagement with fewer than 4 credit hours should have partner courses in order to complete the area requirements of 4 total credits. | | | | | | | |

**For administrative use only. Reviewed by**

Gen. Ed. Dir.: Click to enter Gen Ed Dir’s name Choose Approval. Choose date.

EPCC Chair: Click to enter EPCC Chair’s name Choose Approval. Choose date.

**Course Characteristics**: *By submitting this proposal the department agrees to verify that all offerings of this course, in any format, will contain these characteristics.* No information is needed here for this proposal. Choose an item.

DP CC1. provide students with opportunities to recognize power differentials between two or more groups within one or more communities in the U.S.

DP CC2. help students understand the subjective experience of a less powerful (often minority) group in the U.S. and thus gain the ability to recognize the perspective of members of that group

**Student Learning Outcomes (SLOs)**: 1) Describe examples of class activities (assignments, projects, papers, etc.) that might be used by the instructor to help students achieve each SLO.  2) Describe the artifacts that are collectible for assessment of each SLO.

A student who completes a DP course will be able to …

DP SLO1. describe the perspectives and experiences of a less powerful (often minority) group in the U.S.

Examples of activities and collectible student artifacts: Click here to enter activities and collectible student artifacts.

DP SLO2. evaluate the social inequities resulting from power differentials via the perspectives of both the advantaged and the disadvantaged groups.

Examples of activities and collectible student artifacts: Click here to enter activities and collectible student artifacts.

DP SLO3. describe the power differentials between two or more groups within one or more communities in the U.S.

Examples of activities and collectible student artifacts: Click here to enter activities and collectible student artifacts.