

**U.S. & Global Diversity, Equity, Inclusion & Power (DEIP)**

**Syllabus Checklist**

**Deadlines: September 1 to be considered as a DEIP course in the catalog of the following academic year**

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title/Rank: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­

Instructor’s Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor’s Phone #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dept./Program: ­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dept./Program Chair­­­­­­ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chair’s Email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Subject/Prefix Code and Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(For courses with multiple sections, please submit one syllabus)

Course Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please specify the length of this 3-credit course: 16-week \_\_\_\_ 8-week \_\_\_\_ 4-week ­­­\_\_\_\_

(If other please explain the length and frequency) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­\_\_\_\_\_\_\_\_\_\_

[Current catalog](http://catalog.unm.edu/catalogs/2021-2022/) course description (This must be what is listed in the current catalog. Please paste below):

Is this a DEIP course renewal request?

No \_\_\_\_ Yes \_\_\_\_\_ If yes, year last approved \_\_\_\_\_\_\_\_\_\_\_\_

If you do not know when the course was last approved or whether it was/is a DEIP course, please visit the [UNM Gen Ed website](https://gened.unm.edu/us-global-diversity-requirement.html) to find out whether the course was once a DEIP course and the year it was approved.

Please note that the following types of courses are **not eligible** to be considered as a DEIP course:

* Special Topics courses
* Generic Courses with Varying Course Content
* Graduate Courses
* Courses of less than or more than 3-credit hours
* New courses currently under review in the curriculum workflow (i.e. courses not listed in the catalog)

**Please follow the four steps below to submit your DEIP course application:**

## **Step I: Please indicate whether the syllabus includes the Americans with Disability Act Statement**

No \_\_\_\_ Yes \_\_\_\_\_

## **Step II: Indicate whether your course covers one of the topics of a DEIP course and meets the learning outcomes of a DEIP course**

Does the course cover at least one of the following topics:

\_\_\_ heteropatriarchy or sexism or gender

\_\_\_ ageism

\_\_\_ capitalism or classism

\_\_\_ nativism or ethnocentrism or immigration

\_\_\_ heterosexism or homophobia or sexuality

\_\_\_ ableism or disability

\_\_\_ race or ethnicity or nationality

\_\_\_ faith or spiritual belief or

\_\_\_ other specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Below is a list of 5 learning outcomes associated with a DEIP course. Please review your syllabus and indicate whether your course meets at least 3 of the 5 course learning outcomes mentioned below. For each learning outcome that you affirmatively check “meets”, please provide at least one representative reading that addresses that specific learning outcome and at least one example of an assessment tool that can be used to document the same learning outcome below.

1. Students will analyze (not simply describe), evaluate, and/or interpret social issues from multiple perspectives while reflecting on their lived experiences, social location, identity, or position in contemporary U.S. society or in the global context.

\_\_\_ Meets

1(A). Include the full citation to one representative reading that focuses on this learning outcome. In a few sentences explain how it addresses this learning outcome.

1(B). Include at least one assessment that evaluates this learning outcome. Please explain how it assesses this learning outcome.

# (e.g., Reflection papers, journal entries, presentations, research papers, exams, portfolio.)

1. Students will explain and analyze the dynamics of historical and/or contemporary inequality, oppression (e.g. settler colonialism, sexism, racism, ageism, heterosexism, classism, nativism, etc.) and how these dynamics shape individual lives and impact the larger social structures of their communities either in the U.S. and/or in the global context.

\_\_\_ Meets

2(A). Include the full citation to one representative reading that focuses on this learning outcome. In a few sentences explain how it addresses this learning outcome.

2(B). Include at least one assessment that evaluates this learning outcome. Please explain how it assesses this learning outcome.

# (e.g., Reflection papers, journal entries, presentations, research papers, exams, portfolio.)

# Students will explain and analyze the resistance of an one marginalized group in society to the historical and/or contemporary inequality or oppression (e.g., settle colonialism, sexism, racism, ageism, heterosexism, classism, nativism, etc.).

\_\_\_ Meets

3(A). Include the full citation to one representative reading that focuses on this learning outcome. In a few sentences explain how it addresses this learning outcome.

3(B). Include at least one assessment that evaluates this learning outcome. Please explain how it assesses this learning outcome.

# (e.g., Reflection papers, journal entries, presentations, research papers, exams, portfolio.)

# Students will describe and explain the dynamics of one aspect of JEADI (justice, equity, accessibility, diversity and inclusion) with respect to race, sex, gender, class, SOGIE (sexual orientation, gender identity & expression), ethnicity, faith, ability, nationalities, or language in the U.S. and/or global context.

\_\_\_ Meets

4(A). Include the full citation to one representative reading that focuses on this learning outcome. In a few sentences explain how it addresses this learning outcome.

4(B). Include at least one assessment that evaluates this learning outcome. Please explain how it assesses this learning outcome.

# (e.g., Reflection papers, journal entries, presentations, research papers, exams, portfolio.)

# 

1. Students will describe and explain inequities and unequal treatment of one or more social groups that fall under any one of the following the categories: race, ethnicity, ability, faith, sex, SOGI, nationalities, and language.

\_\_\_ Meets

5(A). Include the full citation to one representative reading that focuses on this learning outcome. In a few sentences explain how it addresses this learning outcome.

5(B). Include at least one assessment that evaluates this learning outcome. Please explain how it assesses this learning outcome.

# (e.g., Reflection papers, journal entries, presentations, research papers, exams, portfolio.)

Please initial below to affirm your course meets 3 of the 5 aforementioned learning outcomes.

## Initials\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## **Step III: Documents to be submitted with this checklist:**

# A table of contents on the documents to be submitted.

# A syllabus with detailed information on the:

# Materials pertaining to the learning outcomes that you have selected. The learning materials can be full citations of the following: the textbook(s) with full citation, chapter title of an assigned book with full citation, titles of articles with full citation, or title of film(s) with full citation.

# Relevant assessment tools such as reflection/research papers, projects, journal entries, exams, etc.

# A bibliography of assigned readings or learning materials (if not already listed in the syllabus)

# A course map (if available)

## **Step IV: Submission Process**

# Please add a table of contents, and combine all documents (including this checklist) into one PDF file[[1]](#footnote-2) and use the following naming convention:

# CoursePrefix\_CourseNumber\_CourseTitle\_InstructorLastName.pdf

# Examples: SOCI\_430\_Intersectionality Race Gender Class for Social Policy\_López.pdf

# SOCI\_2135 \_ Dynamics of Prejudice\_So.pdf

# Please do not send two or more separate files.

# 2. Email your application package to: [usglobaldiversity@unm.edu](mailto:usglobaldiversity@unm.edu)

# You will receive confirmation within five business days.

# *Thank you for your interest in teaching a DEIP course!*

1. Here is a [link to Adobe](https://helpx.adobe.com/acrobat/using/merging-files-single-pdf.html) for the tutorial to combine pdf files into one single file. [↑](#footnote-ref-2)