

A - New Course Proposal V. 7.2022 : Entry # 3533**DEAN Decision**

Approved

Date

09/08/2025

Is this course intracollegiate or intercollegiate?

Intercollegiate

SCHOOL EPC Decision

Approved

Date

10/23/2025

GEC Decision

Approved

Date

01/09/2026

APIRC Decision

Approved

Date

02/02/2026

Begin Form**Today's Date**

09/08/2025

Your Name:

Michael Grider

Your Email:mgrider@highpoint.edu**Are you a Department Chair?**

No

Department Chair Name

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Dr. Bill Kochen

Email address of your Department Chair

wkochen@highpoint.edu

By checking below, I certify that my department chair has seen and approved the new course that I am proposing.

Yes

Please select the appropriate school overseeing this proposal:

Natural Sciences

When should this proposal take effect?

Fall 2026

Information for the Registrar**Choose the department designator from the list below.**

DIS

Proposed Course Number?

no preference, 1000 level

Is this course cross listed?

No

Does this course replace a current course?

No

What is the title of the new course?

Neuroscience of Bias

Write the catalog description of your proposed course:

In this course, students will read, write, and discuss topics concerning the biological basis of social biases while introducing concepts in the field of neuroscience. As a group, we will explore of framework of how the human brain handles intergroup relations, how unconscious biases can be addressed, and how we can use neuroscience techniques to address these questions.

How many credit hours will this course be?

4

How will the course be graded?

Letter grade

Please select the course repeat option for this course:

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Not repeatable for credit

What is the offering cycle for this course?

Fall semester

Does your course have any prerequisites?

No

Is this new course being proposed because of a new or revised major or minor proposal?

No

Gen Ed and Academic Programs**Is this course part of Gen Ed?**

- Yes

Does your course count in the general education core (one of the core classes that cannot be double-dipped in your major or minor)?

Intellectual Discovery [DIS]

Does your course count in any general education categories that can be double-dipped in the core or in a major/minor?

- Diversity

Does this course count towards a major or a minor?

No, it does not count toward any particular major or minor

Is this course part of an academic program?

- This course does not fulfill academic program requirements

Does this course include any community engagement?

No

Does this course participate in the GoGlobal Program?

No

Information for Curriculum Review**Rationale and evidence for new course's consistency with departmental mission:**

The department of Neuroscience is currently offering specialized courses for our majors. In order to serve the University's general education, and to promote the field of Neuroscience to freshman students, an Intellectual Discovery course on an important social phenomenon has the potential to recruit freshman to Neuroscience or the natural sciences, in general. The subject matter of the

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course directly addresses learning objectives of approaching thinking in scientific ways, effective and confident communicating with oral and written activities, and the preparation to work in a diverse global market.

List all student learning outcomes for this course.

1. Demonstrate an understanding of how cells and circuits dictate behavior and the natural variability associated with these biological systems
2. Integrate information across multiple academic disciplines
3. Demonstrate understanding about the concepts and theories in the study of unconscious decision making, and apply these to the problem of bias.
4. Analyze diverse cultural elements and how power and privilege influence people's lives.
5. Discuss current topics in neuroscience and practice being confident communicators (both through writing and oral communication)
6. Use evidence to synthesize an answer to scientific questions in neuroscience
7. Retrieve current scientific literature
8. Teamwork: Demonstrate the ability to operate in a constructive team environment.
9. Integrative Learning: Synthesize concepts, theories, or frameworks of fields of study and apply them to situations or problems.

List any units or content areas that will be required for all sections of this course.

A current, non-fiction book that addresses social biases.

List any assignments, tests, or other assessments that will be required for all sections of this course.

Students will write often in this course, but not at great lengths. Written reflections on the assigned book chapters will be required throughout the course.

Group activity, specifically aimed at building teamwork within small groups.

Activities that directly address logical flaws in thinking and deceptive methods of analysis or displaying information.

Evaluation (low stakes) of the ability for a student to find primary literature.

List any readings or other materials that will be required for all sections of this course.

A current, non-fiction book that addresses social biases.

List any course policies that will be required for all sections of this course.

Attendance is key for participation within class. While the exact 'penalty' for missing classes may vary between instructors, an attendance/participation policy should be in effect such that missing more than 10% of classes results in increasing loss of points.

If you would like to specify how requirements for contact hours must be met for all sections of this course, please indicate below. (e.g., if any experiential learning activities will replace seat time)

2 x 1h40m

OR

3 x 1h15m

Sample Syllabus

- [DISCOVERY-Grider.docx](#)