

Revised D&E Criteria Rubric (Revised Policy Language Embedded)

Diversity and Equity in the United States (DEu)

Criterion I: Intentional Integration			
	Meets D&E Criteria	Needs Minor Revision	Needs Major Revision
Intentional Integration To meet this requirement, D&E content must: - Form a central organizing framework of the course rather than functioning as a discrete unit, module, or isolated topic. - Appear across at least 75% of the term (as determined by the number of weeks in the schedule). - Be explicitly aligned with the designated Knowledge, Disposition, and Skills criteria	The course meets the intentional integration criterion. D&E concepts form a central organizing framework of the course rather than functioning as a discrete unit, module, or isolated topic. D&E concepts appear across at least 75% of the term. D&E concepts are explicitly aligned with the Knowledge, Disposition, and Skills criteria.	The course partially meets the intentional integration requirement. D&E concepts are present, but function primarily within limited units, modules, or isolated topics rather than as a central organizing framework. D&E concepts appear in 50-75% of the term. Alignment with the Knowledge, Disposition, and Skills criteria is present, but requires clarification, strengthening, or more explicit articulation.	The course does not meet the intentional integration requirement. D&E concepts function primarily as isolated content rather than as an organizing framework for the course. D&E concepts are in less than 50% of the term. Alignment with the Knowledge, Disposition, and Skills criteria is unclear, minimal, or not demonstrated.
Course Student Learning Outcomes (CSLOs)	CSLOs consistently address D&E criteria (Knowledge, Disposition, and Skills).	CSLOs address D&E criteria (Knowledge, Disposition, and Skills), but the wording may be vague or insufficiently aligned.	CSLOs do not address D&E criteria (Knowledge, Disposition, and Skills).
Course Readings and Materials	A significant portion of assigned readings (e.g., peer-reviewed articles, textbook chapters, case studies, or multimedia) engages with D&E concepts, ensuring students are consistently exposed to these issues across 75% of the term.	Some assigned readings (e.g. peer-reviewed articles, textbooks chapters, case studies or multimedia) incorporate D&E concepts, but coverage is inconsistent or inadequate or cover only 50-75% of the term.	There is little to no indication that assigned readings (e.g. peer-reviewed articles, textbooks chapters, case studies or multimedia) engage with D&E concepts, or they cover under 50% of the term.
Class Discussions and/or Activities	In-class or online discussions regularly engage with D&E concepts, via structured activities (e.g., debates, role-playing, or peer-led	In-class or online discussions inconsistently engage with D&E concepts via some structured activities (e.g. debates, role-playing,	In-class or online discussions and/or structured activities (e.g. debates, role-playing, or peer-led discussions, internships, service

	discussions, internships, service learning, etc.), with clear prompts that encourage students to critically examine D&E concepts across 75% of the term.	or peer-led discussions, internships, service learning, etc.), or include unclear prompts that minimally encourage students to critically examine D&E concepts, or they cover only 50-75% of the term.	learning, etc.) do not engage with D&E concepts, do not include prompts that encourage students to critically examine D&E concepts, or they cover less than 50% of the term.
Assessments and/or Assignments	Major assessments and/or assignments (e.g. exams, quizzes, written reflections, research projects, presentations, case study analyses, etc.) include questions or prompts that require students to demonstrate an understanding of D&E concepts within the discipline, with clear criteria and/or rubrics aligned to D&E requirements.	Major assessments and/or assignments (e.g. exams, quizzes, written reflections, research projects, presentations, case study analyses, etc.) include questions or prompts that require students to demonstrate an understanding of D&E concepts within the discipline, but clear criteria and/or rubrics aligned to D&E requirements are vague or inconsistent.	Major assessments and/or assignments (e.g. exams, quizzes, written reflections, research projects, presentations, case study analyses, etc.) do not include questions or prompts that require students to demonstrate an understanding of D&E concepts within the discipline, or criteria and/or rubrics aligned to D&E requirements are absent.
Criterion II: Knowledge			
	Meets D&E Criteria	Needs Minor Revision	Needs Major Revision
K1: Analyze historical legacies and contemporary issues of systemic injustice in the US. OR K2: Examine through a critical lens how implicit and/or explicit structures of power and privilege impact historically marginalized communities in the US.	The course meets the Knowledge criterion as K1 or K2 is meaningfully embedded across multiple components of the course.	The course partially meets the Knowledge criterion as K1 or K2 is inconsistently embedded across multiple components of the course.	The course does not yet meet the Knowledge criterion, as K1 or K2 is not addressed substantially.
Course Student Learning Outcomes (CSLOs)	At least one CSLO addresses K1 or K2.	At least one CSLO addresses K1 or K2, but the wording may be vague or insufficiently aligned to K1 or K2.	CSLO(s) do not address K1 or K2.
Course Readings and Materials	Course readings (e.g., peer-reviewed articles, textbook chapters, case studies, or multimedia) consistently address K1 or K2.	Course readings (e.g. peer-reviewed articles, textbook chapters, case studies, or multimedia) inconsistently or inadequately address K1 or K2.	Course readings (e.g. peer-reviewed articles, textbook chapters, case studies, or multimedia) do not address K1 or K2.
Class Discussions and/or Activities	In-class or online discussions regularly engage with K1 or K2 via	In-class or online discussions inconsistently engage with K1 or K2	In-class or online discussions and/or structured activities (e.g.

	structured activities (e.g., debates, role-playing, or peer-led discussions, internships, service learning, etc.) and include clear prompts that explicitly align with K1 or K2.	via some structured activities (e.g. debates, role-playing, or peer-led discussions, internships, service learning, etc.) or include unclear prompts that minimally encourage students to critically examine K1 or K2.	debates, role-playing, or peer-led discussions, internships, service learning, etc.) do not engage with K1 or K2, or do not include prompts that encourage students to critically examine K1 or K2.
Assessments and/or Assignments	Major assessments and/or assignments (e.g. exams, quizzes, written reflections, service learning projects, research projects, presentations, case study analyses, etc.) include questions, prompts, or activities that require students to demonstrate an understanding of K1 or K2, with clear criteria and/or rubrics aligned to K1 or K2.	Major assessments and/or assignments (e.g. exams, quizzes, written reflections, service learning projects, research projects, presentations, case study analyses, etc.) include questions or prompts that require students to demonstrate an understanding of K1 or K2, but clear criteria and/or rubrics aligned to K1 or K2 are inconsistent or unclear.	Major assessments and/or assignments (e.g. exams, quizzes, written reflections, service learning projects, research projects, presentations, case study analyses, etc.) do not include questions or prompts that require students to demonstrate an understanding of K1 or K2 and/or rubrics aligned to K1 or K2 are absent.
Criterion III: Disposition			
	Meets D&E Criteria	Needs Minor Revision	Needs Major Revision
D1: Reflect on how multiple-intersectional identities of self, persons, and/or social groups experience systemic injustice in the US. OR D2: Cultivate a mindset of respect, empathy and/or compassion toward historically marginalized communities experiencing systemic injustice in the US.	The course meets the Disposition criterion as D1 or D2 is meaningfully embedded across multiple components of the course.	The course partially meets the Disposition criterion as D1 or D2 is inconsistently embedded across multiple components of the course.	The course does not yet meet the Disposition criterion, as D1 or D2 is not addressed substantially.
Course Student Learning Outcomes (CSLOs)	At least one CSLO addresses D1 or D2.	At least one CSLO addresses D1 or D2, but the wording may be vague or insufficiently aligned to D1 or D2.	CSLO(s) do not address D1 or D2.
Course Readings and Materials	Course readings (e.g., peer-reviewed articles, textbook chapters, case studies, or multimedia) consistently address D1 or D2.	Course readings (e.g. peer-reviewed articles, textbook chapters, case studies, or multimedia) inconsistently or inadequately address D1 or D2.	Course readings (e.g. peer-reviewed articles, textbook chapters, case studies, or multimedia) do not address D1 or D2.

Class Discussions and/or Activities	In-class or online discussions regularly engage with D1 or D2 via structured activities (e.g., debates, role-playing, or peer-led discussions, internships, service learning, etc.) and include clear prompts that explicitly align with D1 or D2.	In-class or online discussions inconsistently engage with D1 or D2 via some structured activities (e.g. debates, role-playing, or peer-led discussions, internships, service learning, etc.) or include unclear prompts that minimally encourage students to critically examine D1 or D2.	In-class or online discussions and/or structured activities (e.g. debates, role-playing, or peer-led discussions, internships, service learning, etc.) do not engage with D1 or D2, or do not include prompts that encourage students to critically examine D1 or D2.
Assessments and/or Assignments	Major assessments and/or assignments (e.g. exams, quizzes, written reflections, service learning projects, research projects, presentations, case study analyses, etc.) include questions, prompts, or activities that require students to demonstrate an understanding of D1 or D2, with clear criteria and/or rubrics aligned to D1 or D2.	Major assessments and/or assignments (e.g. exams, quizzes, written reflections, service learning projects, research projects, presentations, case study analyses, etc.) include questions or prompts that require students to demonstrate an understanding of D1 or D2, but clear criteria and/or rubrics aligned to D1 or D2 are inconsistent or unclear.	Major assessments and/or assignments (e.g. exams, quizzes, written reflections, service learning projects, research projects, presentations, case study analyses, etc.) do not include questions or prompts that require students to demonstrate an understanding of D1 or D2 and/or rubrics aligned to D1 or D2 are absent.
Criterion IV: Skills			
	Meets D&E Criteria	Needs Minor Revision	Needs Major Revision
S1: Develop the ability to actively engage with difficult problems/situations pertaining to systemic injustice. OR S2: Develop the ability to advocate and be an agent of change for justice and equity.	The course meets the Skills criterion as S1 or S2 is meaningfully embedded across multiple components of the course.	The course partially meets the Skills criterion as S1 or S2 is inconsistently embedded across multiple components of the course.	The course does not yet meet the Skills criterion, as S1 or S2 is not addressed substantially.
Course Student Learning Outcomes (CSLOs)	At least one CSLO addresses S1 or S2.	At least one CSLO addresses S1 or S2, but the wording may be vague or insufficiently aligned to S1 or S2.	CSLO(s) do not address S1 or S2.
Course Readings and Materials	Course readings (e.g., peer-reviewed articles, textbook chapters, case studies, or multimedia) explicitly address S1 or S2.	Course readings (e.g. peer-reviewed articles, textbook chapters, case studies, or multimedia) inconsistently or inadequately address S1 or S2.	Course readings (e.g. peer-reviewed articles, textbook chapters, case studies, or multimedia) do not address S1 or S2.

Class Discussions and/or Activities	In-class or online discussions regularly engage with S1 or S2 via structured activities (e.g., debates, role-playing, or peer-led discussions, internships, service learning, etc.) and include clear prompts that explicitly align with S1 or S2.	In-class or online discussions inconsistently engage with S1 or S2 via some structured activities (e.g. debates, role-playing, or peer-led discussions, internships, service learning, etc.) or include unclear prompts that minimally encourage students to critically examine S1 or S2.	In-class or online discussions and/or structured activities (e.g. debates, role-playing, or peer-led discussions, internships, service learning, etc.) do not engage with S1 or S2, or do not include prompts that encourage students to critically examine S1 or S2.
Assessments and/or Assignments	Major assessments and/or assignments (e.g. exams, quizzes, written reflections, service learning projects, research projects, presentations, case study analyses, etc.) include questions, prompts, or activities that require students to demonstrate an understanding of S1 or S2, with clear criteria and/or rubrics aligned to S1 or S2.	Major assessments and/or assignments (e.g. exams, quizzes, written reflections, service learning projects, research projects, presentations, case study analyses, etc.) include questions or prompts that require students to demonstrate an understanding of S1 or S2, but clear criteria and/or rubrics aligned to S1 or S2 are inconsistent or unclear.	Major assessments and/or assignments (e.g. exams, quizzes, written reflections, service learning projects, research projects, presentations, case study analyses, etc.) do not include questions or prompts that require students to demonstrate an understanding of S1 or S2 and/or rubrics aligned to S1 or S2 are absent.

Diversity and Equity in Global Contexts (DEg)

Criterion I: Intentional Integration			
	Meets D&E Criteria	Needs Minor Revision	Needs Major Revision
Intentional Integration To meet this requirement, D&E content must: - Form a central organizing framework of the course rather than functioning as a discrete unit, module, or isolated topic. - Appear across at least 75% of the term (as determined by the number of weeks in the schedule). - Be explicitly aligned with the designated Knowledge, Disposition, and Skills criteria	The course meets the intentional integration criterion. D&E concepts form a central organizing framework of the course rather than functioning as a discrete unit, module, or isolated topic. D&E concepts appear across at least 75% of the term. D&E concepts are explicitly aligned with the Knowledge, Disposition, and Skills criteria.	The course partially meets the intentional integration requirement. D&E concepts are present, but function primarily within limited units, modules, or isolated topics rather than as a central organizing framework. D&E concepts appear in 50-75% of the term. Alignment with the Knowledge, Disposition, and Skills criteria is present, but requires clarification, strengthening, or more explicit articulation.	The course does not meet the intentional integration requirement. D&E concepts function primarily as isolated content rather than as an organizing framework for the course. D&E concepts are in less than 50% of the term. Alignment with the Knowledge, Disposition, and Skills criteria is unclear, minimal, or not demonstrated.
Course Student Learning Outcomes (CSLOs)	CSLOs consistently address D&E criteria (Knowledge, Disposition, and Skills).	CSLOs address D&E criteria (Knowledge, Disposition, and Skills), but the wording may be vague or insufficiently aligned.	CSLOs do not address D&E criteria (Knowledge, Disposition, and Skills).
Course Readings and Materials	A significant portion of assigned readings (e.g., peer-reviewed articles, textbook chapters, case studies, or multimedia) engages with D&E concepts, ensuring students are consistently exposed to these issues across 75% of the term.	Some assigned readings (e.g. peer-reviewed articles, textbooks chapters, case studies or multimedia) incorporate D&E concepts, but coverage is inconsistent or inadequate or cover only 50-75% of the term.	There is little to no indication that assigned readings (e.g. peer-reviewed articles, textbooks chapters, case studies or multimedia) engage with D&E concepts, or they cover under 50% of the term.
Class Discussions and/or Activities	In-class or online discussions regularly engage with D&E concepts, via structured activities (e.g., debates, role-playing, or peer-led discussions, internships, service learning, etc.), with clear prompts	In-class or online discussions inconsistently engage with D&E concepts via some structured activities (e.g. debates, role-playing, or peer-led discussions, internships, service learning, etc.), or include	In-class or online discussions and/or structured activities (e.g. debates, role-playing, or peer-led discussions, internships, service learning, etc.) do not engage with D&E concepts, do not include

	that encourage students to critically examine D&E concepts across 75% of the term.	unclear prompts that minimally encourage students to critically examine D&E concepts, or they cover only 50-75% of the term.	prompts that encourage students to critically examine D&E concepts, or they cover less than 50% of the term.
Assessments and/or Assignments	Major assessments and/or assignments (e.g. exams, quizzes, written reflections, research projects, presentations, case study analyses, etc.) include questions or prompts that require students to demonstrate an understanding of D&E concepts within the discipline, with clear criteria and/or rubrics aligned to D&E requirements.	Major assessments and/or assignments (e.g. exams, quizzes, written reflections, research projects, presentations, case study analyses, etc.) include questions or prompts that require students to demonstrate an understanding of D&E concepts within the discipline, but clear criteria and/or rubrics aligned to D&E requirements are vague or inconsistent.	Major assessments and/or assignments (e.g. exams, quizzes, written reflections, research projects, presentations, case study analyses, etc.) do not include questions or prompts that require students to demonstrate an understanding of D&E concepts within the discipline, or criteria and/or rubrics aligned to D&E requirements are absent.
Criterion II: Knowledge			
	Meets D&E Criteria	Needs Minor Revision	Needs Major Revision
K1: Analyze historical legacies and contemporary issues of systemic injustice in a global context. OR K2: Examine through a critical lens how implicit and/or explicit structures of power and privilege impact historically marginalized communities in a global context.	The course meets the Knowledge criterion as K1 or K2 is meaningfully embedded across multiple components of the course.	The course partially meets the Knowledge criterion as K1 or K2 is inconsistently embedded across multiple components of the course.	The course does not yet meet the Knowledge criterion, as K1 or K2 is not addressed substantially.
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Criterion III: Disposition			
	Meets D&E Criteria	Needs Minor Revision	Needs Major Revision
D1: Reflect on how multiple-intersectional identities of self, persons, and/or social groups experience systemic injustice in a global context. OR D2: Cultivate a mindset of respect, empathy and/or compassion toward historically marginalized communities experiencing systemic injustice in a global context.	The course meets the Disposition criterion as D1 or D2 is meaningfully embedded across multiple components of the course.	The course partially meets the Disposition criterion as D1 or D2 is inconsistently embedded across multiple components of the course.	The course does not yet meet the Disposition criterion, as D1 or D2 is not addressed substantially.
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Course Readings and Materials	Course readings (e.g., peer-reviewed articles, textbook chapters, case studies, or multimedia) explicitly address D1 or D2.	Course readings (e.g. peer-reviewed articles, textbook chapters, case studies, or multimedia)	Course readings (e.g. peer-reviewed articles, textbook chapters, case studies, or

		inconsistently or inadequately address D1 or D2.	multimedia) do not address D1 or D2.
Class Discussions and/or Activities	In-class or online discussions regularly engage with D1 or D2 via structured activities (e.g., debates, role-playing, or peer-led discussions, internships, service learning, etc.) and include clear prompts that explicitly align with D1 or D2.	In-class or online discussions inconsistently engage with D1 or D2 via some structured activities (e.g. debates, role-playing, or peer-led discussions, internships, service learning, etc.) or include unclear prompts that minimally encourage students to critically examine D1 or D2.	In-class or online discussions and/or structured activities (e.g. debates, role-playing, or peer-led discussions, internships, service learning, etc.) do not engage with D1 or D2, or do not include prompts that encourage students to critically examine D1 or D2.
Assessments and/or Assignments	Major assessments and/or assignments (e.g. exams, quizzes, written reflections, service learning projects, research projects, presentations, case study analyses, etc.) include questions, prompts, or activities that require students to demonstrate an understanding of D1 or D2, with clear criteria and/or rubrics aligned to D1 or D2.	Major assessments and/or assignments (e.g. exams, quizzes, written reflections, service learning projects, research projects, presentations, case study analyses, etc.) include questions or prompts that require students to demonstrate an understanding of D1 or D2, but clear criteria and/or rubrics aligned to D1 or D2 are inconsistent or unclear.	Major assessments and/or assignments (e.g. exams, quizzes, written reflections, service learning projects, research projects, presentations, case study analyses, etc.) do not include questions or prompts that require students to demonstrate an understanding of D1 or D2 and/or rubrics aligned to D1 or D2 are absent.
Criterion IV: Skills			
	Meets D&E Criteria	Needs Minor Revision	Needs Major Revision
S1: Develop the ability to actively engage with difficult problems/situations pertaining to systemic injustice in a global context. OR S2: Develop the ability to advocate and be an agent of change for global justice and equity.	The course meets the Skills criterion as S1 or S2 is meaningfully embedded across multiple components of the course.	The course partially meets the Skills criterion as S1 or S2 is inconsistently embedded across multiple components of the course.	The course does not yet meet the Skills criterion, as S1 or S2 is not addressed substantially.
Course Student Learning Outcomes (CSLOs)	At least one CSLO addresses S1 or S2.	At least one CSLO addresses S1 or S2, but the wording may be vague or insufficiently aligned to S1 or S2.	CSLO(s) do not address S1 or S2.

Course Readings and Materials	Course readings (e.g., peer-reviewed articles, textbook chapters, case studies, or multimedia) explicitly address S1 or S2.	Course readings (e.g. peer-reviewed articles, textbook chapters, case studies, or multimedia) inconsistently or inadequately address S1 or S2.	Course readings (e.g. peer-reviewed articles, textbook chapters, case studies, or multimedia) do not address S1 or S2.
Class Discussions and/or Activities	In-class or online discussions regularly engage with S1 or S2 via structured activities (e.g., debates, role-playing, or peer-led discussions, internships, service learning, etc.) and include clear prompts that explicitly align with S1 or S2.	In-class or online discussions inconsistently engage with S1 or S2 via some structured activities (e.g. debates, role-playing, or peer-led discussions, internships, service learning, etc.) or include unclear prompts that minimally encourage students to critically examine S1 or S2.	In-class or online discussions and/or structured activities (e.g. debates, role-playing, or peer-led discussions, internships, service learning, etc.) do not engage with S1 or S2, or do not include prompts that encourage students to critically examine S1 or S2.
Assessments and/or Assignments	Major assessments and/or assignments (e.g. exams, quizzes, written reflections, service learning projects, research projects, presentations, case study analyses, etc.) include questions, prompts, or activities that require students to demonstrate an understanding of S1 or S2, with clear criteria and/or rubrics aligned to S1 or S2.	Major assessments and/or assignments (e.g. exams, quizzes, written reflections, service learning projects, research projects, presentations, case study analyses, etc.) include questions or prompts that require students to demonstrate an understanding of S1 or S2, but clear criteria and/or rubrics aligned to S1 or S2 are inconsistent or unclear.	Major assessments and/or assignments (e.g. exams, quizzes, written reflections, service learning projects, research projects, presentations, case study analyses, etc.) do not include questions or prompts that require students to demonstrate an understanding of S1 or S2 and/or rubrics aligned to S1 or S2 are absent.