

Diversity & Equity Graduation Requirement  
**GEC Evaluative Tool**  
v. 6/3/2020

<b>CRITERIA I: Intersectionality</b>		
<b>Basic Criteria</b>	<b>Expectation</b>	<b>Meets Expectation</b>
Course substantially addresses identity, intersectionality, conditions, experiences, perspectives and/or representations of at least three groups, including but not limited to race, socioeconomic status, gender, sexual orientation and LGBTQIA, ability, religion, age, language, nationality, citizenship status and/or place of origin.	<i>Course design must</i> substantially address 3 or more groups. {refer to Substantiality criteria}	Yes <input type="checkbox"/> No <input type="checkbox"/>  Notes:

**CRITERIA II (Domestic Context)**

<b>Competency</b>	<b>Expectation</b>	<b>Meets Expectation</b>
<b>Knowledge 1:</b> Analyze historical legacies and contemporary issues of injustice and systems of oppression both regionally and nationally.	<i>Course design MAY reflect:</i> <ul style="list-style-type: none"> <li>• inclusivity of multiple voices (for example about and by diverse authors and subject matter)</li> <li>• examination of historical segregation/discrimination/bias/privilege and/or dominant hegemony in the respective field and how it relates to current-day issues</li> </ul>	Yes <input type="checkbox"/> No <input type="checkbox"/>  Notes:
<b>Knowledge 2:</b> Critically examine assumptions about domestic visible and invisible structures of power and privilege.	<i>Course design MAY reflect:</i> <ul style="list-style-type: none"> <li>• Opportunities for students to identify structures of power and privilege by naming, reframing, and bringing hidden or silenced perspectives to the surface</li> </ul>	Yes <input type="checkbox"/> No <input type="checkbox"/>  Notes:
<b>Disposition 1:</b> Differentiate social locations and intersectional identities of self, persons, and/or social groups.	<i>Course design MAY reflect:</i> <ul style="list-style-type: none"> <li>• Opportunities for students to examine attitudes and beliefs from working within and learning from diversity of communities and cultures.</li> <li>• Opportunities for students to interrogate, reflect upon, and/or alter structures of inequality through advocacy and outreach.</li> <li>• Opportunities for students to assess the impact of assumptions, judgments, and/or biases related to one’s own and other cultures.</li> </ul>	Yes <input type="checkbox"/> No <input type="checkbox"/>  Notes:

<p><b>Disposition 2:</b> Develop respect, empathy, and compassion for difference.</p>	<p><i>Course design MAY reflect:</i></p> <ul style="list-style-type: none"> <li>• Promotion of complex questions about other cultures</li> <li>• Provision of strategies and opportunities for students to articulate and/or demonstrate understanding of other cultures or identities</li> <li>• Promotion of development of empathy and compassion for multiple perspectives</li> <li>• Provision of opportunities for community engagement and scholarship.</li> <li>• Opportunities for students to assess the impact of assumptions, judgments and/or biases related to one’s own and other cultures.</li> </ul>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Notes:</p>
<p><b>Skills 1:</b> Develop strategies to engage with unscripted problems, uncertainty, and conflict through difficult and meaningful communication.</p>	<p><i>Course design MAY reflect:</i></p> <p>Opportunities for students to engage by:</p> <ul style="list-style-type: none"> <li>• Connecting subject matter to real life contexts</li> <li>• Recognizing the experiences of cultural groups different from one’s own</li> <li>• Initiating and developing interactions with culturally different others</li> <li>• Continually interrogating their own unexamined biases, assumptions, and worldviews.</li> </ul>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Notes:</p>
<p><b>Skills 2:</b> Develop the ability to advocate and be an agent of social change for justice and equity.</p>	<p><i>Course design MAY reflect:</i></p> <p>Opportunities for students to ACT by:</p> <ul style="list-style-type: none"> <li>• Engaging with content centered around the eradication of disenfranchising practices, policies, and pedagogies that create outcome-disparities.</li> <li>• Application of abstract content or theory– Extension of their learning to change indoctrination or actions of oppressive norms, values, or knowledge within their communities of practice.</li> <li>• Engaging with underserved or oppressed communities to develop meaningful partnerships/relationships to affect positive material social change.</li> </ul>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Notes:</p>

## CRITERIA II (Global Context)

Competency	Expectation	Meets Expectation
<p><b>Knowledge 1:</b> Analyze historical legacies and contemporary issues of injustice and systems of oppression in a global context.</p>	<p><i>Course design may reflect:</i></p> <ul style="list-style-type: none"> <li>• Opportunities for students to explain, in a variety of ways, historical and contemporary processes of injustice and oppression in a global context, and the interconnection between the global/regional and national contexts.</li> </ul>	<p>Yes <input type="checkbox"/>      No <input type="checkbox"/></p> <p>Notes:</p>
<p><b>Knowledge 2:</b> Critically examine assumptions about global visible and invisible structures of power and privilege.</p>	<p><i>Course design may reflect:</i></p> <ul style="list-style-type: none"> <li>• Opportunities that engage all students in the examination of racial/ethnic, linguistic, ability, religious, and gendered sources of structural power and privilege with a purpose of raising awareness about global relations of inequality.</li> </ul>	<p>Yes <input type="checkbox"/>      No <input type="checkbox"/></p> <p>Notes:</p>
<p><b>Disposition 1:</b> Differentiate social locations and intersectional identities of self, persons, and/or social groups in countries and/or regions outside of the United States.</p>	<p><i>Course design may reflect:</i></p> <ul style="list-style-type: none"> <li>• Opportunities for students to examine attitudes and beliefs from working within and learning from the diversity of communities and cultures around the world.</li> <li>• Opportunities for students to interrogate and/or change structures of inequality through advocacy and outreach.</li> <li>• Opportunities for students to assess the impact of assumptions, judgements, and/or biases related to their own and other cultures.</li> </ul>	<p>Yes <input type="checkbox"/>      No <input type="checkbox"/></p> <p>Notes:</p>
<p><b>Disposition 2:</b> Develop respect, empathy, and compassion for difference in a global context.</p>	<p><i>Course design may reflect:</i></p> <ul style="list-style-type: none"> <li>• Promoting complex questions about other cultures outside the United States.</li> <li>• Providing strategies and opportunities for students to articulate and operationalize understanding</li> <li>• Develop empathy and compassion for multiple perspectives</li> <li>• Provide opportunities for community engagement and scholarship.</li> <li>• Opportunities for students to assess the impact of assumptions, judgments and/or biases related to one's own and other cultures.</li> </ul>	<p>Yes <input type="checkbox"/>      No <input type="checkbox"/></p> <p>Notes:</p>

<p><b>Skills 1:</b> Develop strategies to engage with unscripted problems, uncertainty, and conflict through challenging and meaningful communication in a global context.</p>	<p><i>Course design may reflect:</i></p> <p>Opportunities for students to ACT by:</p> <ul style="list-style-type: none"> <li>• Connecting subject matter to real life contexts</li> <li>• Recognize the experiences of cultural groups different from one's own</li> <li>• Initiate and develop interactions with culturally different others</li> <li>• Continually interrogate their own unexamined biases, assumptions, and worldviews.</li> <li>• Provide opportunities for community engagement in underserved, oppressed, and/or diasporic communities.</li> </ul>	<p>Yes <input type="checkbox"/>      No <input type="checkbox"/></p> <p>Notes:</p>
<p><b>Skills 2:</b> Develop the ability to advocate and be an agent of change for global justice and equity.</p>	<p>Course Design may reflect:</p> <p>Opportunities for students to ACT by:</p> <ul style="list-style-type: none"> <li>• Engaging with content centered around the eradication of disenfranchising practices, policies, pedagogies that create outcome-disparities.</li> <li>• Application of abstract content or theory— Extension of their learning to change indoctrination or enactment of oppressive norms, values, or knowledge within global communities of practice.</li> </ul>	<p>Yes <input type="checkbox"/>      No <input type="checkbox"/></p> <p>Notes:</p>