

Appendix B: Diversity and Inclusion Category Course Submission Requirements and Evaluation Criteria and Rubrics

COURSE SUBMISSION REQUIREMENTS

Minimum Required Materials for GEOC Review (per GEOC Standing Rules):

1. Cover Letter/Rationale/Justification
 - a. Rationale must include sound justification as to why this course meets the requirements for the Diversity and Inclusion (D&I) category. The originator must demonstrate how the course will teach to and assess the Student Learning Outcomes assigned to the Diversity and Inclusion category.
 - i. Diversity and Inclusion SLO: Students will critically examine their own personal beliefs, attitudes, and biases about human diversity and the marginalization of people and cultures in the United States and/or across the world and the practices that lead to that marginalization.
 - b. Diversity and Inclusion category-specific list of criteria follow.
2. Course Syllabus
3. Example Assignment(s)
4. Example Assessment(s)

Minimum Rubric Evaluation Criteria for SLOs (per GEOC Standing Rules):

Diversity and Inclusion	Critically examine their own personal beliefs, attitudes, and biases about marginalization of people and cultures in the United States and/or across the world
	Critically examine the practices that lead to that marginalization

Diversity and Inclusion Category-Specific Materials/Responses:

1. Narrative explanations responding to the questions below (Area 1 and 2). Narrative responses should point as specifically as possible to discrete elements of the syllabus, course objective and assignments. Narrative responses should be no longer than the specified limit, not including syllabi or other materials.

Area 1: Course Learning Goals

What are the learning goals/outcomes for the proposed course? (150-word limit)

Area 2: Learning Outcomes and Course Integration

Courses proposed for the Diversity and Inclusion category should demonstrate at least the primary SLO identified above as pertinent to the specific field of study. Courses may also demonstrate any number of the following sub-SLOs. Although a particular course may not demonstrate all these outcomes, measurable Diversity and Inclusion objectives should be evident throughout the course. A set specific number of these SLOs are not required; however, all Diversity and Inclusion tagged courses must focus on at least the primary SLO identified above and faculty need to speak to how they meet the SLO(s) in this proposed course.

Describe how the proposed course meets the primary SLO identified above. (150-word limit)

Briefly describe how any Diversity and Inclusion sub-SLO(s) are met in the proposed course. Each included sub-SLO should be discussed. (250-word limit)

Sub-SLOs:

- D&I-1: Examine the intersections of inequity based on dimensions of identity, including, but not limited to, class, race, gender, LGBTQIA+, disability, national origin, and/or religion.
- D&I-2: Identify specific mechanisms by which racism may influence stakeholder outcomes, including, but not limited to, health, wellness, longevity, and prosperity.
- D&I-3: Identify ways to address systemic stakeholder inequity based on the dimensions of identity in the United States and/or across the world.
- D&I-4: Describe the history of issues related to diversity, social and economic inequities, and political power in the United States and/or across the world.
- D&I-5: Analyze the current social, political, artistic, and/or economic lives and contributions of historically marginalized people in the United States and/or across the world.
- D&I-6: Analyze the various institutions and power structures that create and maintain social, economic, and political inequality in the United States and/or across the world; and identify those that offer redress for these issues.

COURSE PROPOSAL EVALUATION CRITERIA AND RUBRICS

GEOC Advisory Subcommittee members will use the following rubrics when reviewing and providing feedback on faculty submissions for Diversity and Inclusion. Each rubric connects to the ideas of the areas above.

Every proposal needs to meet standards (score of 3) in every area of the rubric for full approval. Comments will be provided for any item marked below 3 (developing and does not meet standards). Faculty will be encouraged to review feedback and resubmit their course proposals if they receive developing (score of 2) in any of the following assessment categories.

Course Content Rubric: To be completed by the subcommittee			
Objectives and Outcomes			
Exemplary 4	Meets Standard 3	Developing 2	Below Standard 1
Course outcomes and objectives reflect the identified D&I SLO(s) with a high level of specificity, detail, and currency.	Course outcomes and objectives consistently reflect the identified D&I SLO(s).	Course outcomes and objectives reflect the identified D&I SLO(s) but may require clarification or detail to make the connections clear.	Course outcomes and objectives do not reflect the identified D&I SLO(s) or make only a cursory reference to the diversity and inclusion outcomes

General comments and suggestions for consideration:

Course Content Rubric: To be completed by the subcommittee			
Course Description			
Exemplary 4	Meets Standard 3	Developing 2	Below Standard 1
Course description references identified D&I SLO(s) as an explicit and fully integrated purpose of the course. The course description may reflect a high level of innovative or creative pedagogy.	Course description references identified D&I SLO(s) as an explicit purpose of the course.	Course description references identified D&I SLO(s) as a primary purpose of the course, but not the central purpose of the course, despite the syllabus content.	Course description does not reference identified D&I SLO(s) as a central purpose of the course.

General comments and suggestions for consideration:

Course Content Rubric: To be completed by the subcommittee

Course Rationale

Exemplary 4	Meets Standard 3	Developing 2	Below Standard 1
The course author(s) have made a detailed and well-supported case in the curriculum proposal for why this course meets the identified D&I SLO(s). Both the content and pedagogical evidence is strong.	The course author(s) have made a well-supported case in the curriculum proposal for why this course meets the identified D&I SLO(s).	The course author(s) have made a case in the curriculum proposal for why this course meets the identified D&I SLO(s), but the proposal may need clearer evidence.	The course author(s) have not made a compelling case in the curriculum proposal for why this course meets the identified D&I SLO(s) or has made the case without any substantive evidence of either content or pedagogy.

General comments and suggestions for consideration:

Course Content Rubric: To be completed by the subcommittee

Course Materials

Exemplary 4	Meets Standard 3	Developing 2	Below Standard 1
Course readings, materials, and authors are current, relevant, and specifically address the identified D&I course outcomes. Course materials may be unusually creative or innovative in form or content.	Course readings, materials, and authors are current, relevant, and specifically address the identified D&I course outcomes.	Course readings, materials, and authors address the identified D&I course outcomes, but their relevance to the course or their currency and relevance may need clarification.	Course readings, materials, and authors are not current, not relevant, or do not adequately and specifically address the identified D&I course outcomes.

General comments and suggestions for consideration:

Course Content Rubric: To be completed by the subcommittee

Integration of Course Materials

Exemplary 4	Meets Standard 3	Developing 2	Below Standard 1
Course materials that advance the identified D&I SLOs are integrated throughout the course and not an occasional or cursory feature of the course. The integration may be unusually innovative, creative, or cutting edge.	Course materials that advance the identified D&I SLOs are integrated throughout the course and not an occasional or cursory feature of the course.	Course materials that advance the identified D&I SLOs are integrated in the course but may need clarification as to how they are related to the SLOS or to the course assessments.	Course materials that advance the identified D&I SLOS are not fully integrated throughout the course or are merely an occasional and cursory feature of the course.

General comments and suggestions for consideration:

Course Content Rubric: To be completed by the subcommittee

Course Activities and Formative Assessment

Exemplary 4	Meets Standard 3	Developing 2	Below Standard 1
Course activities, homework, and assignments are thoroughly assessed throughout the course with clear and compelling connections to the identified D&I course outcomes.	Course activities, homework, and assignments are consistently assessed with clear connections to the identified D&I course outcomes.	Course activities, homework, and assignments are assessed with connections to the identified D&I course outcomes, but some of those connections may need refinement or clarification.	Course activities, homework, and assignments are not assessed or do not clearly reference the identified D&I course outcomes.

General comments and suggestions for consideration:

Course Content Rubric: To be completed by the subcommittee

Course Assessments

Exemplary 4	Meets Standard 3	Developing 2	Below Standard 1
Course assessments that advance the identified D&I SLOs are integrated throughout the course as a well-designed system of continual assessment, feedback, and support toward meeting the D&I SLOs.	Course assessments that advance the identified D&I SLOs are integrated throughout the course and not an occasional or cursory feature of the course.	Course assessments are placed within the course but may need clearer connections to the identified D&I SLOs or course outcomes.	Course assessments do not advance the identified D&I SLOs or are only a cursory or superficial feature of the course.

General comments and suggestions for consideration:

Course Content Rubric: To be completed by the subcommittee

Final Assessment

Exemplary 4	Meets Standard 3	Developing 2	Below Standard 1
The final course assessment (final exam, paper, presentation, etc.) specifically demonstrates that students have met all the course outcomes related to the identified D&I SLOs.	The final course assessment (final exam, paper, presentation, etc.) demonstrates that students have met all the identified course outcomes.	The final course assessment (final exam, paper, presentation, etc.) addresses some course outcomes but may need clarification as to whether all identified SLOs are met.	There is no final course assessment, or the assessment is largely irrelevant to the course outcomes and identified D&I SLOs.

General comments and suggestions for consideration:

Final remarks and decision, to be completed by the subcommittee:

- Accept the course, as submitted, for Diversity and Inclusion.
- Suggested revisions to meet Diversity and Inclusion requirements: