



Date Submitted: _____ Submitted by: _____
Criteria Checklist for "U.S. & Global Diversity & Inclusion" Undergraduate Requirement

Please fill out this form and email to: usglobaldiversity@unm.edu and attach course syllabus. The courses submitted to meet the requirement should meet two (2) of the four (4) learning outcomes, should include the ADA Statement on the syllabus and provide content to address the learning outcomes in at least half of the class.

For a list of the 2016-2017 Approved Diversity Requirement courses please visit:
http://unmcore.unm.edu/common/images/Diversity%20Courses%202016-2017.pdf.
For more information on this requirement please refer to diverse.unm.edu.

RATIONALE & OBJECTIVES

The stated aim of the "U.S. & Global Diversity & Inclusion" undergraduate degree requirement is to promote a broad-scale understanding of the culture, history or current circumstance of diverse groups of people who have experienced historic and/or contemporary inequitable treatment in the U.S. or in a global context.

The Division for Equity and Inclusion posits that inclusive excellence requires a healthy and inclusive campus climate and refers to the processes by which the University leverages diversity as its' strength to enhance an understanding and connection with diverse communities, ensure the success of all UNM students, and advance the academic enterprise. For more information: diverse.unm.edu.

Courses that address at least two of the following four diversity outcomes will be listed as meeting the U.S. Global, Diversity and Equity requirements. The Diversity Council Curriculum Subcommittee is collecting the syllabi for potentially diversity inclusive courses that were identified and approved by the Faculty Senate. Please complete the checklist to identify which of the four diversity outcomes are being addressed in your course. Please include the student learning outcome from your syllabus that meets the diversity and inclusion learning outcome. It should take approximately three minutes to complete the checklist. Courses that addresses two or more of the diversity outcomes will be included on the final list of approved courses.

Table with 5 columns: Course Prefix, Number, Title, Instructor Name & Title, Email. Below the table is a text box asking for primary emphasis areas (gender, race, class, ethnicity, sexual orientation, disability, religion, other marginalized group) with checkboxes and a space to specify groups.

(Note: If class is cross-listed or offered with another course, ALSO list course prefix, number, and title.)

Table with 4 columns: YES, NO, LEARNING OUTCOMES (engages two or more of the key learning outcomes for half or more of the course content), Paste relevant student learning outcome from syllabus (please reference specific activities or assignments from your syllabus). Rows describe four learning outcomes related to multiple perspectives, inequality, critical literacy, and inequitable treatment.

AMERICANS WITH DISABILITIES ACT STATEMENT INCLUDED - MARK ONE: () YES () NO

All submitted syllabi **must** include a disability statement. Below is an example shared with the Diversity Council Curriculum Subcommittee Joan Green, Director of Accessibility Services, UNM.

In accordance with UNM Policy 2130 and the Americans with Disabilities Act (ADA), academic adjustments may be made for students with disabilities. Accessibility Resource Center, 2021 Mesa Vista Hall, 277-3506 (voice/TT), coordinates accommodations and services. If you have a disability for which you may request academic adjustments and have not registered with their office, please do so as soon as possible. Also meet with me privately to discuss your specific accommodations and how they relate to course expectations and assignments.

SYLLABI LEARNING OUTCOMES INCLUDED IN SYLLABUS INCLUDED – MARK ONE: () YES () NO

All submitted syllabi must include clear and identifiable student learning outcomes/goals/objectives.

U.S. & GLOBAL DIVERSITY & INCLUSION EVALUATION QUESTIONS (OPTIONAL):

1. This course sought to promote a broad-scale understanding of the culture, history or current circumstance of diverse groups of people who have experienced historic and/or contemporary inequitable treatment in the U.S. or global context with a primary emphasis on one or more of the following: gender, race, class, ethnicity, sexuality, (dis)ability, spirituality, language, residency status, and/or other marginalized group. On the following scale, how well did this course address the diversity curriculum criteria described above?
 - a. Strongly agree
 - b. Agree
 - c. Unsure/neutral
 - d. Disagree
 - e. Strongly disagree
2. The primary emphasis of the class content was focused on helping me understand social inequalities in any of the following social dimensions (e.g., race, gender, class, age, ethnicity, sexual orientation, disability) in the U.S. and/or the global context.
 - a. Yes or No
3. Additional comments:
