

STUDENT LEARNING OUTCOMES FOR EQUITABLE SPACES COURSES

Each Equitable Spaces (EQS) course will have student learning outcomes (SLOs) that map onto the Core Curriculum's SLOs of Diversity-Equity-Inclusion and Integration. EQS courses will also incorporate one of the Changemaker SLOs described below.

All EQS instructors will administer the same EQS course eval that will assess their students' growth in the following areas:

1. DIVERSITY, EQUITY, AND INCLUSION: Students will engage in critical practices and discussions about diversity, equity, and inclusion. Students will be able to:

- **1, a.)** Compare and contrast one's own worldview, positionality, core values, and biases and their connection to those in other local, national and global communities
- **1, b.)** Identify the impact of pluralism, diversity, equity, and inclusion or lack thereof in the world
- **1, c.)** Analyze the social and historical construction of cultural values, perceptions, and beliefs in differing historical, scientific, and cultural contexts that influence the power dynamics among individuals and societies
- **1, d.)** Analyze the impact of prejudice, discrimination, and oppression in our world and strategies to dismantle the systems that generate and maintain them
- **1, e.)** Communicate in a manner that acknowledges and respects the differences and autonomy of all people in accordance with the Nazareth College Statement of Diversity and Inclusion

[Click here for the DEI rubric](#)

2. INTEGRATION: Students will apply knowledge from multiple disciplines and experience to new, complex situations. Students will be able to:

- **2, a.)** Synthesize examples, facts, or theories from multiple disciplines or perspectives to deepen relational understanding
- **2, b.)** Adapt and apply skills or methodologies gained from multiple disciplines and personal and co-curricular experiences to explore complex issues

[Click here for the Integration Rubric](#)

3. CHANGEMAKER: Students gain awareness of and are able to articulate a deep understanding of their own experiences & intentions, strengths & limitations, insights & biases. Students act on this personal awareness, investing in continued growth to promote a just/equitable society. Students will be able to:

- **3, a.) Intrapersonal** - reflect on personal growth and areas for development, identifying ways that they play a role in change.
- **3, b.) Interpersonal** - provide examples of how they apply *empathy* and *inclusion* to build relationships of trust/reciprocal relationships with community members and partnering organizations.
- **3, c.) Systemic** - identify structures (and structural context) that serve as barriers to and pathways towards a just/equitable society.
- **3, d.)** Provide examples of how they can take action to promote a just/equitable society.