

**DIVERSITY AND EQUITY GRADUATION REQUIRMENTS**

**POLICY  
GEC 744-17**

**Implemented: 8 / 31 / 2020**

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**Definition** This policy implements a two-part graduation requirement to study questions of diversity and equity in United States and Global contexts

**Authority** The President of the University

**Scope** This policy applies to all students who complete a baccalaureate degree program at CSU San Marcos



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Karen S. Haynes, President

8/23/2018  
Approval Date



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Graham Oberem, Provost & Vice President for Academic Affairs

8/2/2018  
Approval Date

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**I. DEFINITIONS**

**Diversity**: Diversity is “the representation of multiple identity groups and their cultures in a particular group, organization, or society.” The term diversity serves as a large umbrella that includes principles of inclusion, social justice, and equity, as well as constructs such as intercultural proficiency, multiculturalism, pluralism, institutionalized inequality, power, and privilege.

**Equity**: Equity means giving everyone what they need in order to be successful. An equity perspective honors and attends to justice and diversity, signaling that true equality may only be possible by meeting the different needs of people and correcting for systemic exclusion and differential treatment and impact. Achieving equity can sometimes mean helping groups overcome obstacles that have been placed in their way.

**Intersectionality**: Intersectionality is the theory and perspective that individuals are best understood by examining the multiplicity of identities that make up who they are, and that looking at one aspect of identity, such as gender or race alone, is not as informative or complete as appreciating the integration and overlap of the many aspects of identity.

**Substantially Address**: The term “substantially address” indicates that diversity and equity must be integral to course content. The course need not address concepts of diversity and equity in 100% of the course content, however it should be integrated throughout the course, including areas such as Student Learning Outcomes (SLOs), literature/course readings, assessments and/or assignments, and class discussions and/or activities. The GEC will develop evaluative criteria to determine if applications “substantially address” diversity and equity.

**II. POLICY**

Students whose majors lead to the baccalaureate degree must satisfy two Diversity and Equity requirements: Diversity and Equity in the United States, and Diversity and Equity in Global Contexts.

**III. PROCEDURE**

Before graduation, the student must satisfy this requirement in the following ways:

- Pass one course certified for Diversity and Equity in the United States, and
- Pass one course certified for Diversity and Equity in Global Contexts

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**IV. GUIDELINES**

- The General Education Committee of the Academic Senate shall form a workgroup to develop appropriate forms and evaluate and award Diversity and Equity (DE) certification.
- Courses shall be subject to recertification by the workgroup every five (5) years, in keeping with General Education practices.
- Diversity and Equity courses must be upper-division courses. Exceptions to the upper division guidelines may be made under circumstances in which the lower division course meets the higher order thinking required by the DE core competencies.
- Any department or program may submit courses for DE certification.
- Diversity and Equity courses may also be certified for General Education.
- Diversity and Equity courses can “double count” with other current GE required courses (such as BB, CC, or DD courses) as well as major course requirements or electives, and therefore should not involve students taking additional units to graduate.
- Diversity and Equity courses must substantially address identity intersectionality. This includes conditions, experiences, perspectives and/or representations of at least three identities, 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
- Diversity and Equity courses must substantially address at least three out of the six Diversity and Equity Core Competencies (for either U.S. or Global courses), with one from each of the core areas:
  - 1) Knowledge
  - 2) Disposition, and
  - 3) Skills

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**V. CORE COMPETENCIES**

**A. Diversity & Equity in the U.S. Course Core Competencies**

**1) Knowledge**

- K1: Analyze historical legacies and contemporary issues of injustice and systems of oppression both regionally and nationally
- K2: Critically examine assumptions about domestic invisible and visible structures of power and privilege

**2) Disposition**

- D1: Differentiate social locations and intersectional identities of self, persons, and/or social groups
- D2: Develop respect, empathy, and compassion for difference

**3) Skills**

- S1: Develop strategies to engage with unscripted problems, uncertainty, and conflict through difficult and meaningful communication
- S2: Develop the ability to advocate and be an agent of change for justice and equity

**B. Diversity & Equity in Global Contexts Course Core Competencies**

**1) Knowledge**

- K1: Analyze historical legacies and contemporary issues of injustice and systems of oppression in a global context
- K2: Critically examine assumptions about global invisible and visible structures of power and privilege

**2) Disposition**

- D1: Differentiate social locations and intersectional identities of self, persons and/or social groups in countries and/or regions outside of the United States
- D2: Develop respect, empathy, and compassion for difference in a global context

**3) Skills**

- S1: Develop strategies to engage with unscripted problems, uncertainty and conflict through challenging and meaningful communication in a global context
- S2: Develop the ability to advocate and be an agent of change for global justice and equity