DPD Objectives, Outcomes, Rubric

DPD Objectives	DPD Outcomes	DPD Assessment Rubric	
DPD Objectives are three-fold: 1) **DPD Courses engage students in the intellectual examination of the structures, systems, and ideologies that create and sustain discrimination and the unequal distribution of power and resources in society, e.g., social, political, economic, environmental, or cultural.** 2) **DPD Courses review the causes and effects of unequal distribution of power and discrimination within the framework of particular disciplines and course content.** 3) **DPD Courses provide an opportunity to examine the contributions of underrepresented groups within the framework of particular disciplines.**	**DPD Outcomes have three characteristic traits:** 1. Students should 1) identify specific examples of unequal distribution of power and resources in a given society and 2) describe those structures, systems, and ideologies related to the specific examples, e.g., social, political, economic, environmental, or cultural. 2. Students should apply discipline-specific knowledge and concepts to distinguish between the causes and effects of the unequal distribution of power that create the conditions for discrimination. 3. Students should 1) apply discipline-specific knowledge and concepts to identify societal contributions of under-represented groups and 2) explain how those contributions affect and/or are affected by thinking and learning in that discipline.	**<u>Students should demonstrate the ability to employ approaches to DPD from a specific discipline.</u>**	**3 Proficient** • Identifies specific examples of unequal distribution of power and resources in a given society and describes appropriate structures, systems, and ideologies related to the specific examples, e.g., social, political, economic, environmental, or cultural. • Consistently applies discipline-specific knowledge and concepts to distinguish between the causes and effects of the unequal distribution of power that create the conditions for discrimination. • Consistently applies discipline-specific knowledge and concepts to identify societal contributions of under-represented groups and effectively explains how those contributions affect and / or are affected by thinking and learning in that discipline. **2 Adequate** • Identifies general examples of unequal distribution of power and resources in a given society and describes appropriate structures, systems, and ideologies related to the general examples, e.g., social, political, economic, environmental, or cultural. • Often applies discipline-specific knowledge and concepts to distinguish between the causes and effects of the unequal distribution of power that create the conditions for discrimination. • Often applies discipline-specific knowledge and concepts to identify societal contributions of under-represented groups and sometimes explains how those contributions affect and / or are affected by thinking and learning in that discipline. **1 Developing** • Identifies general examples of unequal distribution of power and resources in a given society and describes generalized structures, systems, and ideologies related to the general examples, e.g., social, political, economic, environmental, or cultural. • Seldom applies discipline-specific knowledge and concepts to distinguish between the causes and effects of the unequal distribution of power that create the conditions for discrimination. • Seldom applies discipline-specific knowledge and concepts to identify societal contributions of under-represented groups and ineffectively explains how those contributions affect and / or are affected by thinking and learning in that discipline.