Equity, Diversity, and Inclusion
GenEd Course Proposal Guide

Equity, Diversity, and Inclusion Capacity Requirements

A student's capacity for Equity, Diversity, and Inclusion prepares them to engage in a lifelong, intentional, and continuous process of learning culturally affirming ways of being, interacting, and behaving that contribute to equitable living outcomes in both global and local communities. EDI prioritizes the critical awareness of historical and contemporary structural inequity and its causes; encourages the development of empathy, respect, and skills for communicating across differences (including but not limited to: race, ethnicity, Indigeneity, gender, gender identity or expression, disability, body size, age, sexuality, social class, religion, linguistic background, and nationality); and develops tools in service of a diverse, equitable, and inclusive society.

Students who have developed their capacity for Equity, Diversity, and Inclusion will:

(Please see notes at the end of this document for detailed examples of proficiency skills.**)**

1. *Identify the intersectional positions occupied by themselves and other people.*
2. *Decode and interrogate representations of identity, culture, and other social categories.*
3. *Recognize how systems of power shape society, and how to reinvent society to promote a more equitable world.*

All courses approved for the Equity, Diversity, and Inclusion capacity must provide substantial opportunities for students to practice and apply proficiencies 1 through 3.

All Equity, Diversity, and Inclusion courses must be offered through an **anti-racist** and/or **decolonial** framework. See SOU's **EDI Glossary** for more.

All Equity, Diversity, and Inclusion courses must include a signature assignment in which students exhibit evidence of their developing capacity.

Examples of signature assignments may include but are not limited to:

- **Process artifacts**, *such as lab journals, field diaries, literature reviews, recorded observations, sketches, drafts, mockups, and prototypes, etc.*
- **Culminating artifacts**, *such as papers, essays, videos, articles, reports, presentations, podcasts, designs, programs, exhibitions, demonstrations, other performances, and various media, etc.*

All lower-division courses approved for the Communication & Expression capacity will also be mapped to the E, F, and/or G strand of University Studies for backward compatibility (no additional application is required).

Wherever possible, upper-division courses approved for the Communication & Expression capacity will also be mapped to the H, I, or J strand of University Studies for backward compatibility, *but this is not a requirement*.

Required Materials to Submit with Application

The Capacity Course Application can be found here and is due Friday, April 1, 2022.

While completing your application, you will need to upload the following deliverables:

a) a complete **course design map** (see: **template** & **instructions**) that demonstrates how each capacity proficiency will be taught and assessed in your course.

b) a complete **syllabus** for the proposed course (we encourage you to use **this template** if it is helpful; see **template instructions here**). Whatever format you choose, your syllabus must include:

- these **GE Syllabus Common Elements**;
- a statement communicating the course's anti-racist or decolonial framework;
- a list of course learning outcomes that clearly align with required capacity proficiencies;
- a clear list of assignments used to assess all capacity proficiencies.

Course Review Process

Each Capacity Course Application will be reviewed and evaluated by Capacity Mentors using a copy of **this checklist**. Applications that clearly meet the outlined requirements above will move forward to the University Studies Committee, then Faculty Senate, with a recommendation to approve provisionally for 2 or 3 years. This determination must be unanimous among reviewing mentors.

Applications that do not clearly meet the requirements will be returned to course developers with feedback for further clarification or revision.

If Capacity Mentors cannot reach a consensus recommendation, the application will be elevated for a full review by the entire University Studies Committee, which will have the final say.

Course Development Support

PLEASE NOTE THE FOLLOWING ELIGIBILITY GUIDELINES:

- **Support for Courses That Exist in AY 21-22 Catalog:** $1,500 stipend per approved application of an existing course (limit 1 stipend per capacity, capped at 2 stipends per faculty member).

- **Support for New Courses Proposed for the AY 22-23 Catalog:** $2,000 stipend per approved application of a newly created course (limit 1 stipend per capacity, capped at 2 stipends per faculty member, subject to Undergraduate Curriculum approval of new course).
- **Aggregate limit:** faculty may receive up to four stipends between the existing and new course categories, but no more than 1 stipend in any capacity.
- **Course Release Option:** Faculty may request 2 ELU release per approved application in place of stipend, up to 4 ELU of release.

Equity, Diversity, and Inclusion Capacity Notes

Below we outline the kinds of skills students should exhibit in each proficiency in greater detail.

Students who have developed their capacity for Equity, Diversity, and Inclusion will:

1. ***Identify the intersectional positions occupied by themselves and other people.***

   Example skills:

   - Recognize social positions defined by race, ethnicity, Indigeneity, gender identity and expression, sexuality, ability, class, nationality, and others, and their effect on identities
   - Recognize and apply key concepts underlying EDI, including Diversity, Equality vs. Equity, Inclusion, Bias, Stereotype, Privilege, Oppression, Intersectionality and Anti-Racism
   - Empathize with people who occupy different intersectional positions from their own
   - Recognize the intersectional impacts of multiple systems of oppression (e.g., racism, ethnocentrism, settler colonialism, sexism, cissexism, heterosexism, ableism, classism, and others) in shaping societal, group, and individual experiences of privilege and oppression

2. ***Decode and interrogate representations of identity, culture, and other social categories.***

   Example skills:

   - Understand how evidence has been used to both legitimize and resist inequity, and how such evidence is created, collected and deployed via political, cultural and social practices
   - Identify specific examples of bias, stereotypes, prejudice, privilege, omission, and erasure
   - Recognize systemic patterns of oppression (e.g., racism, ethnocentrism, settler colonialism, sexism, cissexism, heterosexism, ableism, classism, and others)

3. ***Recognize how systems of power shape society, and how to reinvent society to promote a more equitable world.***

   Example skills:

   - Create and execute strategies that help to redress oppression and create opportunity across the boundaries of intersectional positions
   - Recognize how systems of privilege/power impact one's personal experiences
   - Recognize how systems of privilege/power shape one's perceptions of the world and of others
   - Reimagine systems of oppression to create opportunities for marginalized groups.