**Student Learning Outcomes for UCORE EQJS designation**

Copy, complete, and submit the student learning outcomes grid provided on page two of this document with any course proposal or renewal request, along with other required materials (syllabus, assignment prompts, renewal form).

Web reference: <https://ucore.wsu.edu/faculty/curriculum/eqjs/>

***EQJS designation description:***

Inquiry into Equity and Justice courses equip students with intellectual tools and social contexts necessary to critically examine power dynamics and to recognize, question, and understand structural inequities and privileges. Courses demonstrate how inequalities and/or stereotypes, discrimination, systemic inequities, and violence along lines of race, ethnicity, class, gender, religion, national origin, sexuality, ability, or intersections thereof are produced, sustained, and adapted across time and/or geography. Students develop the ability to position themselves in relation to structural inequities and privileges using self-reflection and open dialogue. Courses provide vital intellectual foundations, tools, and literacies to assess and evaluate ideologies and narratives in order to ethically pursue inclusive and just societies.

***Adaptable EQJS description for course syllabi***

*Please adapt this EQJS course description for use in your syllabus. If possible, integrate with course specific description.*

XXXX XXX satisfies the EQJS requirement for WSU’s University Common Requirements (UCORE), which is designed to help you acquire broad understanding, develop intellectual and civic competencies, and apply knowledge and skills in real world settings. Upon completion of UCORE, you will have the tools needed to seek out information, interpret it, share it, and make reasoned and ethical judgements on a wide array of issues. With these broader goals in mind, XXXX XXX, as an Inquiry into Equity and Justice course, will help develop skills to analyze, interpret, reflect on, and pose questions about power, privilege, equity, and justice in society.

***WSU’s Seven Learning Goals and EQJS (for Reference)***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **UCORE Requirements & WSU’s Learning Goals** | **Critical & Creative Thinking** | **Information Literacy** | **Communication** | | **Quantitative Reasoning** | **Scientific Literacy** | **Diversity** | **Depth, Breadth, & Integration of Learning** |
| Written | Non-written |
| **WAYS OF KNOWING** | | | | | | | | |
| **Inquiry into Equity and Justice** [EQJS] | X | X | X |  |  |  | X | X  (Breadth) |

*EQJS courses may also contribute to other learning outcomes as determined by faculty.*

|  |  |  |  |
| --- | --- | --- | --- |
| **WSU Learning Goal of Undergraduate Education** | **EQJS Designator Learning Outcomes**  *Students who successfully complete a [EQJS] course should be able to:* | **Course Learning Outcomes** *Students who successfully complete this course should be able to:* | **Course Learning Activities, Assignments, and Assessments** |
| **Breadth of Learning** | Understand fundamental knowledge and concepts related to power, privilege, equity, and/or justice as appropriate to the discipline. |  |  |
| **Understand Diversity** | Recognize how structures of power and privilege shape unequal social positioning and/or sustain unethical worldviews or ideologies. |  |  |
| **Critical Thinking** | Recognize the ways in which one’s own social identities impact one’s engagement with others. |  |  |
| **Information Literacy** | Identify relevant sources of information that demonstrate how individuals, communities, and movements resist and/or transform institutions that (re-)produce inequality and oppression. |  |  |
| **Information Literacy** | Evaluate, at an appropriate level, claims or information about how and why ideologies, constructions, scripts, and other broad generalizations about groups are produced, replicated, adapted over time, and/or persist or manifest in oppressive beliefs and behaviors. |  |  |
| **Written Communication** | Communicate about power, privilege, equity, and/or justice in written forms appropriate to the discipline. |  |  |