

Fiscal Unit/Academic Org Sociology - D0777
Administering College/Academic Group Arts and Sciences
Co-administering College/Academic Group
Semester Conversion Designation New Program/Plan
Proposed Program/Plan Name Diversity, Equity, and Inclusion
Type of Program/Plan Undergraduate certificate program
Program/Plan Code Abbreviation DEI
Proposed Degree Title

Credit Hour Explanation

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program				12	
Required credit hours offered by the unit	Minimum			3	
	Maximum			9	
Required credit hours offered outside of the unit	Minimum			3	
	Maximum			9	
Required prerequisite credit hours not included above	Minimum			0	
	Maximum			0	

Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

Program Learning Goals

- Develop a quantitative understanding of the magnitude of social diversity, particularly with respect to the three dimensions that are often responsible for major divisions in society: social class and economic inequalities, race/ethnicity, and gender
- Develop the analytic tools for analyzing and interpreting fundamental social trend data related to diversity and equity.
- Articulate the relationship between individuals, groups, organizations and societies.
- Identify and communicate the major patterns and trends in group-based inequality across time and place.
- Understand the evolution of these social cleavages across time and the roots of divisions, e.g. the nature of their social construction.
- Summarize the major theories of social inequality, particularly the how and why of societal divisions.
- Critically evaluate debates and policy recommendations related to increased diversity, ameliorating inequality, and fostering social equity.
- Integrate insights from cultural and identity-based assessments of social diversity.
- Communicate the existing evidence base behind policies that promote diversity, reduce inequality, and maximize equity.

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? No

Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major

Does this Program have a Pre-Major? No

Attachments

- diversity certificate college letter.docx: ASC cover letter
(Letter from the College to OAA. Owner: Vankeerbergen, Bernadette Chantal)
- DEI Certificate Letter of Support - Signed CB.pdf: Sociology cover letter
(Letter from Program-offering Unit. Owner: Vankeerbergen, Bernadette Chantal)
- CSW Concurrence.pdf: College of SW concurrence
(Support/Concurrence Letters. Owner: Martin, Andrew William)
- DEI certificate proposal final.docx: DEI program proposal, revised
(Program Proposal. Owner: Martin, Andrew William)
- Sample Advising Sheet for Diversity Certificate Final 5.docx: Sample Advising Sheet
(Semester Advising Sheet(s). Owner: Martin, Andrew William)
- Sample Certificate Completion DEI.pdf: Certificate completion form
(Other Supporting Documentation. Owner: VanPelt, Susan J)
- Documentation of Support final.pdf: Concurrences
(Support/Concurrence Letters. Owner: VanPelt, Susan J)
- Concurrences.pdf: Concurrences
(Support/Concurrence Letters. Owner: Vankeerbergen, Bernadette Chantal)

Comments

- This is a bit confusing as there are several versions uploaded. Could Susan please remove the original doc she submitted but keep the original set of concurrences & the sample certificate completion sheet. Otherwise, one has to pick and choose what part of each doc has to be reviewed by committee. *(by Vankeerbergen, Bernadette Chantal on 03/15/2019 03:43 PM)*
- We have revised the proposal to address the suggestions of the SBS panel. We have also included concurrence from the College of Social Work. *(by Martin, Andrew William on 03/13/2019 03:51 PM)*
- 02.05.19: Support letters from Chair and college will be forthcoming from DMH. *(by Haddad, Deborah Moore on 02/05/2019 05:28 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	VanPelt, Susan J	02/05/2019 04:13 PM	Submitted for Approval
Approved	Martin, Andrew William	02/05/2019 05:14 PM	Unit Approval
Approved	Haddad, Deborah Moore	02/05/2019 05:29 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	02/21/2019 01:26 PM	ASCCAO Approval
Submitted	Martin, Andrew William	03/13/2019 03:51 PM	Submitted for Approval
Approved	Martin, Andrew William	03/13/2019 03:52 PM	Unit Approval
Approved	Haddad, Deborah Moore	03/13/2019 04:13 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	03/15/2019 03:44 PM	ASCCAO Approval
Submitted	VanPelt, Susan J	03/20/2019 11:29 AM	Submitted for Approval
Approved	Martin, Andrew William	03/20/2019 11:30 AM	Unit Approval
Approved	Haddad, Deborah Moore	03/20/2019 11:50 AM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	03/20/2019 11:50 AM	ASCCAO Approval



February 7, 2019

Vice-Provost Randy Smith
Office of Academic Affairs
Ohio State University

Dear Randy,

I am writing to express the College of Arts and Sciences' strong support for the proposed certificate program in Diversity, Equity, and Inclusion. This is a wide-reaching and important interdisciplinary program that should appeal both to our population of matriculated undergraduate students and also to students who have already earned Bachelor's degrees returning from the workforce to earn this certificate. This program will make an important contribution toward achieving our university mission of "Education for Citizenship." Thank you, and the Council on Academic Affairs, for considering this curricular proposal.

Sincerely,

Steve Fink
Associate Executive Dean
College of Arts and Sciences
fink.5@osu.edu



THE OHIO STATE UNIVERSITY

Claudia Buchmann
Chair, Department of Sociology
College of Arts and Sciences
Distinguished Professor

238 Townshend Hall
1885 Neil Avenue Mall
Columbus, OH 43210
614-292-3959 Phone
614-292-6687 Fax

Buchmann.4@osu.edu

February 19, 2019

Assistant Dean Deborah Haddad
114 G University Hall
230 N Oval Mall
Columbus, OH 43210

Dear Dean Haddad,

The Department of Sociology enthusiastically supports the creation of the new undergraduate Certificate in Diversity, Equity, and Inclusion. We believe this certificate will serve the needs of Ohio State students across the university, as well as individuals in the community who would like to receive additional training in this important area. The department's undergraduate advising staff can provide advising support for students pursuing this certificate.

Sincerely,

Claudia Buchmann

College of Arts and Sciences, Department of Sociology
Distinguished Professor and Department Chair

DIVERSITY, EQUITY, AND INCLUSION CERTIFICATE PROGRAM PROPOSAL

I. Overview

The proposed certificate in “Diversity, Equity and Inclusion” is an interdisciplinary curricular program designed to provide participants with the understanding, knowledge, and skills to navigate increasingly diverse social environments and promote equity in the process. Our country has grappled with questions of diversity, inclusion, and equity since its inception, and there is little doubt that we are entering a period of increased consequence for the social cleavages that underpin our nation’s diversity.

The proposed curriculum will expose students to cutting-edge social research on diversity as well as equip them with the analytic tools necessary to work towards maximizing societal equity. Emphasis will be placed, not only on the magnitude and types of contemporary diversity, but also on identifying the distinct power differentials among social groups. Upon successful completion of the curriculum, students will possess an in-depth understanding of the evidence base behind contemporary social diversity, particularly with respect to the three dimensions that are the root of major societal cleavages: social class, race/ethnicity, and gender/sexuality. The knowledge acquired will uniquely position participants to confront the challenges associated with social inequality at the same time that it enables them to work towards maximizing equity. In preparation for 21st century demands for those working across sectors (including in government, industry, and non-profit sectors), this certificate is ideally positioned to prepare students, and those already in their careers, to sharpen their skills to address emergent issues related to our increasing diversity.

II. Rationale

“Post-millennials” (which includes today’s undergraduate students) are the most racially and ethnically diverse generation in our country’s history. Alongside increased racial/ethnic diversity, U.S. society is in the midst of an opening up around issues of gender/sex identity as well as a societal reckoning with sexual harassment and assault. Increases in income inequality have also captured the nation’s attention and become a pronounced undercurrent in today’s polarized politics.

These shifts towards greater diversity and increased attention to social issues bring clear opportunities for maximizing equity and societal advancement. However, they also involve significant challenges associated with the realities of inequality and stratification. Scholars across the Arts and Sciences have long brought attention to the inequalities linked to different social statuses, particularly those involving class, race/ethnicity, and gender. Many of the country’s most pressing social issues, including mass incarceration, police brutality, income inequality, and

immigration, to name but a few, find their roots in these social cleavages. Beyond our own borders, growing nationalism and xenophobia in other parts of the world add urgency to a more thorough assessment of the challenges and opportunities embedded in contemporary social diversity. Today's students will be on the forefront of grappling with these challenges.

The purpose of a certificate in diversity and equity is to provide participants with an in-depth understanding of contemporary social cleavages at the same time as it provides them with the analytic tools necessary to confront these challenges in ways that promote societal equity. The certificate program envisions diversity and equity as representing different sides of the same coin—representation of individuals from diverse social groups on one hand and a commitment to fairness and inclusion on the other. The competencies gained in the program will tap into both dimensions equally and will produce informed citizens who will be uniquely positioned to critically engage some of this era's most pressing social issues. We anticipate broad-based demand and anticipate drawing students from: 1) within the College of Arts and Sciences, 2) outside of the College (e.g. students who plan to go into industries that are increasingly recognizing the value of diversity, such as from the College of Engineering), and 3) non-enrolled post-bachelor degree individuals who are employed in occupations that have identified the increasing relevance of diversity for the 21st century workforce.

III. Competencies/Goals

Participants will gain the following competencies through participation in the program:

- Develop a quantitative understanding of the magnitude of social diversity, particularly with respect to the three dimensions that are often responsible for major divisions in society: social class and economic inequalities, race/ethnicity, and gender
- Develop the analytic tools for analyzing and interpreting fundamental social trend data related to diversity and equity
- Articulate the relationship between individuals, groups, organizations and societies
- Identify and communicate the major patterns and trends in group-based inequality across time and place
- Understand the evolution of these social cleavages across time and the roots of divisions, e.g. the nature of their social construction
- Summarize the major theories of social inequality, particularly the *how* and *why* of societal divisions
- Critically evaluate debates and policy recommendations related to increased diversity, ameliorating inequality, and fostering social equity
- Integrate insights from cultural and identity-based assessments of social diversity
- Communicate the existing evidence base behind policies that promote diversity, reduce inequality, and maximize equity

Upon completion of the academic certificate in “Diversity, Equity, and Inclusion” learners will be better prepared to confront the challenges associated with social inequality at the same time that they are better equipped to maximize inclusion and equity.

III. Proposed Curriculum

There are two required courses. The curriculum’s overall emphasis is on exposing participants to the major social cleavages embedded in contemporary patterns of diversity. At the same time, insights from a more identity-based cultural orientation will be a critical and necessary addition to the curriculum. In particular, theoretical contributions from intersectionality scholarship will provide a basis upon which to build the analytic tools necessary to critically evaluate evidence-based scholarship on diversity and inequality. For this reason, the two required foundational courses draw from the social sciences (SOCIOL 3463) and from the arts and humanities (AFAMAST 1101 OR COMPSTD 1100 OR WGSST 1110). The required courses do not have prerequisites (with the exception of AFAMAST 1101 which has ENGL 1110 as a prereq). Of the list of elective courses, most do not have prerequisites. In the cases where there are prerequisites, they are often one of the required courses (i.e. AFAMAST 1101 OR COMPSTD 1100 OR WGSST 1110). Importantly, the entire certificate can be completed without any prerequisites. Additionally, a number of the courses are offered online. Those are marked with an asterisk.

Required Foundational Courses (2):

- SOCIOL 3463/3463H: Social Stratification: Race, Class, and Gender
 - The study of social inequality with a focus on inequalities by class and status, race and ethnicity, and gender.

- And then choose ONE of the following:
 - AFAMAST 1101: Introduction to African American and African Studies
 - Introduction to the scholarly study of the Africana experience, focusing on patterns of resistance, adaptation, diversity, and transnational connections.
 - COMPSTD 1100/1100H: Introduction to Cross-Cultural Perspectives
 - Explores the role of literature and the arts in constructing, maintaining, and questioning the values and beliefs of diverse cultures and historical periods.
 - WGSST 1110/1110H: Gender, Sex and Power*

- Introduces students to the study of gender, sex, and power. Draws on a variety of literatures to analyze gender, race, and other identities.

In addition to the two required courses, students will choose AT LEAST 2 elective courses from two different groups. There is a rich availability of courses in the OSU undergraduate curriculum that touch upon topics related to the broader theme of diversity. Emphasis for the elective courses for this particular certificate will be in-line with the certificate's competencies which focus on assessments of the magnitude, causes, and consequences of contemporary social diversity and related inequalities. If there is a course that fits the parameters of the certificate's goals but is not listed as an elective, the student can petition to have it added as an elective.

- Electives (at LEAST 2) from at least 2 different sub-headings:

Social Class/Economic Inequality

- SOCIOL 1101 or 1101H Introductory Sociology*
- SOCWORK 1120 Introduction to Social Welfare
- GEOG 2400/GEOG 2400H Economic and Social Geography
- SOCWORK 3201 Social and Economic Justice
- SOCIOL 3306 Sociology of Poverty
- SOCIOL 3464 Work, Employment and Society
- POLITSC 4282 The Politics of Income Inequality
- WGSST 4404 Global Sexual Economies
- WGSST 4524 Women and Work
- ECON 4553 Economics of Population
- GEOG 5401 Economies, Space, and Society
- SOCIOL 5463 Advanced Social Stratification

Gender/Sexuality

- COMPSTD/SXLTYST 2214 Introduction to Sexuality Studies
- WGSST 2230 Gender, Sexuality and Race in Popular Culture*
- WGSST/ENGLISH 2282 Introduction to Queer Studies*
- WGSST 2305 Gender and Sexuality in Global Perspective
- WGSST 2325 Health and Inequality*
- AFAMAST 3230: Black Women, Culture, and Politics
- SOCIOL 3435 Sociology of Gender
- COMM 3662 Communication and Gender
- ECON 3820 The Economics of Gender in Labor Markets
- POLITSC 4138 Women and the Law
- POLITSC 4170 Gender and Politics
- SOCIOL 4510 Gender, Crime, and the Criminal Justice System
- WGSST 4513/POLITSC 4175 Women Government and Public Policy

- AFAMAST 4535: Topics in Black Masculinity Studies
- WGSST 4597/POLITSC 4597.03 Gender and Democracy in the Contemporary World
- SOCIOL 4635 Men and Women in Society
- WGSST/COMPSTD 4845 Gender, Sexuality, and Science
- COMPSTD/RELSTDS 4875 Gender, Sexuality and Religion
- SOCWORK 5006 Sexualities, Diversity and Social Work
- SOCIOL 5605 Sociology of Sexuality

Race/Ethnicity

- COMPSTD 2105: Literature and Ethnicity
- AFAMAST 2218: The Black Urban Experience
- AFAMAST 2270: Introduction to Black Popular Culture
- AFAMAST 2300: Issues in the Contemporary Black World
- COMPSTD 2321 Introduction to Asian American Studies
- COMPSTD 2322 Introduction to Latino Studies
- COMPSTD 2323 Intro to American Indian Studies
- AFAMAST 2367.02: Debates in African American Studies
- COMPSTD 2367.02 U.S. Latino Identity
- AFAMAST/ENGL 2367.07S: Literacy Narratives of Black Columbus
- AFAMAST/HIST 3083: Civil Rights and Black Power Movements
- SOCIOL 3200 Sociology of Immigration*
- PSYCH 3375 Stereotyping and Prejudice
- SOCIOL 3380 Race in America*
- AFAMAST/PHILOS 3440 Theorizing Race
- POLITSC 3596 Nationalism and Ethnicity
- POLITSC 4143 Race, Ethnicity, and American Politics
- WGSST 4401/HIST 3612 Asian American Women: Race, Sex, Representation
- WGSST 4402 Black Women: Race, Sex, Representation
- WGSST 4405 Race and Sexuality
- COMM 4445 Stereotypes in Media*
- AFAMAST 4504/POLITSC 4140 Black Politics
- WGSST 4520 Women of Color and Social Activism
- AFAMAST 4610: African Americans and the Law
- COMPSTD 4685 Comparative Ethnic and American Studies
- COMPSTD 4804 Studies in Latino Literature and Culture
- COMPSTD 4822 Native American Identity
- COMPSTD/WGSST/AFAMAST 4921 Intersections: Approaches to Race, Gender, Class and Sexuality
- POLITSC 4940 The Politics of Immigration
- AFAMAST/PUBAFRS/COMPSTD 5240 Race and Public Policy in the U.S.
- SOCIOL 5629 Health Disparities in Social Context
- AFAMAST 5650: The Black Body in Race and Medicine

Given the minimum requirement of 12 semester hours, this certificate can be completed in one year. The two required courses and the many electives are offered frequently enough and have the capacity to meet this expectation.

IV. Prospective Enrollment

This curriculum program is an undergraduate academic certificate program that falls under Type 1b (embedded certificate for degree seeking undergraduates who are currently enrolled at Ohio State University), and Type 2 (as a stand-alone certificate for post-bachelor degree students). The curriculum will provide an evidence-based assessment of social diversity, inequality, and equity. This assessment and the related competencies can be broadly relevant to degree seeking undergraduate students (type 1b) as well as individuals who are post-bachelor degree and are interested in earning a stand-alone certificate (type 2).

Prospective enrollment. The expected enrollment in the first year is a rough estimate of 10, increasing by a magnitude of 10 additional participants each year (i.e. 20 in year 2, 30 in year 3, 40 in year 4 etc).

Application Process: To enroll, students will submit an intent form. Enrollment is on a rolling basis. Students are notified of their eligibility.

Completion Process: Upon successful completion of the required and elective courses with an in-academy GPA of 2.0 and a total of a minimum of 12 credit hours, students must submit the completion form to their academic advisor. This begins the process for generating their certificate and formally recognizing their work with the University Registrar. See Appendix C for a full copy of the completion form.

The desired implementation semester for the certificate is Autumn semester 2019.

V. Administrative Arrangements and Support of the Certificate

The DEI certificate will be administered by the undergraduate advising staff in the department of Sociology in the College of Arts and Sciences (ASC). The following faculty have agreed to serve as a liaison to the DEI certificate: Reanne Frank, Associate Professor of Sociology and Townsend Price-Spratlen Associate Professor of Sociology.

COLLEGE OF ARTS AND SCIENCES
THE OHIO STATE UNIVERSITY

DIVERSITY, EQUITY, AND INCLUSION CERTIFICATE

The 12 credit hour Diversity, Equity and Inclusion (DEI) Certificate (DEI) introduces students to an interdisciplinary approach to understanding diversity and social inequality. * indicates potential online course option

Required core courses (6 credits):

- **SOCIOL 3463/3463H:** Social Stratification: Race, Class, and Gender (3)
- **Choose ONE from the following three courses**
 - **AFAMAST 1101:** Introduction to African American and African Studies (3)
 - **COMPSTD 1100/1100H:** Introduction to Cross-Cultural Perspectives (3)
 - **WGSST 1110/1110H:** Gender, Sex, and Power* (3)

Elective courses (6 credits):

In addition, students will select two or more courses (minimum 6 credits) from those listed below (temporally, the elective courses can be taken before or after the required courses). Students must choose their electives from at least **TWO** of the different groups listed below.

Group 1: Social Class/Economic Inequality

- SOCIOL 1101 or 1101H Introductory Sociology*
- SOCWORK 1120 Introduction to Social Welfare
- GEOG 2400/GEOG 2400H Economic and Social Geography
- SOCWORK 3201 Social and Economic Justice
- SOCIOL 3306 Sociology of Poverty
- SOCIOL 3464 Work, Employment and Society
- POLITSC 4282 The Politics of Income Inequality
- WGSST 4404 Global Sexual Economies
- WGSST 4524 Women and Work
- ECON 4553 Economics of Population
- GEOG 5401 Economies, Space, and Society
- SOCIOL 5463 Advanced Social Stratification

Group 2: Gender/Sexuality

- COMPSTD/SXLTYST 2214 Introduction to Sexuality Studies
- WGSST 2230 Gender, Sexuality and Race in Popular Culture*
- WGSST/ENGLISH 2282 Introduction to Queer Studies*
- WGSST 2305 Gender and Sexuality in Global Perspective
- WGSST 2325 Health and Inequality*
- AFAMAST 3230: Black Women, Culture, and Politics
- SOCIOL 3435 Sociology of Gender
- COMM 3662 Communication and Gender
- ECON 3820 The Economics of Gender in Labor Markets
- POLITSC 4138 Women and the Law
- POLITSC 4170 Gender and Politics
- SOCIOL 4510 Gender, Crime, and the Criminal Justice System
- WGSST 4513/POLITSC 4175 Women Government and Public Policy
- AFAMAST 4535: Topics in Black Masculinity Studies
- WGSST 4597/POLITSC 4597.03 Gender and Democracy in the Contemporary World
- SOCIOL 4635 Men and Women in Society
- WGSST/COMPSTD 4845 Gender, Sexuality, and Science

- COMPSTD/RELSTDS 4875 Gender, Sexuality and Religion
- SOCWORK 5006 Sexualities, Diversity and Social Work
- SOCIOL 5605 Sociology of Sexuality

Group 3: Race/Ethnicity

- COMPSTD 2105: Literature and Ethnicity
- AFAMAST 2218: The Black Urban Experience
- AFAMAST 2270: Introduction to Black Popular Culture
- AFAMAST 2300: Issues in the Contemporary Black World
- COMPSTD 2321 Introduction to Asian American Studies
- COMPSTD 2322 Introduction to Latino Studies
- COMPSTD 2323 Intro to American Indian Studies
- AFAMAST 2367.02: Debates in African American Studies
- COMPSTD 2367.02 U.S. Latino Identity
- AFAMAST/ENGL 2367.07S: Literacy Narratives of Black Columbus
- AFAMAST/HIST 3083: Civil Rights and Black Power Movements
- SOCIOL 3200 Sociology of Immigration*
- PSYCH 3375 Stereotyping and Prejudice
- SOCIOL 3380 Race in America*
- AFAMAST/PHILOS 3440 Theorizing Race
- POLITSC 3596 Nationalism and Ethnicity
- POLITSC 4143 Race, Ethnicity, and American Politics
- WGSST 4401/HIST 3612 Asian American Women: Race, Sex, Representation
- WGSST 4402 Black Women: Race, Sex, Representation
- WGSST 4405 Race and Sexuality
- COMM 4445 Stereotypes in Media*
- AFAMAST 4504/POLITSC 4140 Black Politics
- WGSST 4520 Women of Color and Social Activism
- AFAMAST 4610: African Americans and the Law
- COMPSTD 4685 Comparative Ethnic and American Studies
- COMPSTD 4804 Studies in Latino Literature and Culture
- COMPSTD 4822 Native American Identity
- COMPSTD/WGSST/AFAMAST 4921 Intersections: Approaches to Race, Gender, Class and Sexuality
- POLITSC 4940 The Politics of Immigration
- AFAMAST/PUBAFRS/COMSTD 5240 Race and Public Policy in the U.S.
- SOCIOL 5629 Health Disparities in Social Context
- AFAMAST 5650: The Black Body in Race and Medicine

DEI Certificate guidelines

The following guidelines govern the Diversity, Equity and Inclusion Certificate. Required for certificate: Yes.

Credit hours required: Minimum of 12 semester credit hours.

Overlap with a major/minor

- All courses applied toward the certificate must have been taken at Ohio State.
- Max 50% overlap with major/minor program courses is permitted.

Grades required

- Minimum C- for a course to be listed on the certificate.
- Minimum 2.00 cumulative point-hour ratio required for the certificate.

Filing the certificate program form: The certificate program form must be filed at least by the time the graduation application is submitted to a college/school counselor.

Coordinating Staff: Sociology Undergraduate Advising (socadvising@osu.edu)

(SAMPLE CERTIFICATE COMPLETION SHEET)

COLLEGE OF ARTS AND SCIENCES

DIVERSITY EQUITY AND INCLUSION CERTIFICATE (DEI-CRT)

STUDENT NAME: _____

STUDENT OSU EMAIL: _____

CERTIFICATE ADVISOR NAME: _____

REQUIRED CORE COURSES (6 HOURS)

Course (Hours)	Course Grade	Term Completed
Sociology 3463/3463H (3)		
Choose 1 of the following: AFAMAST 1101 (3) COMPSTD 1100/1100H (3) WGSST 1101/1101H (3)		

ELECTIVE COURSES (6 HOURS MINIMUM)

In addition, students will select two or more courses (**6 credits minimum**) from the approved electives (see advising sheet). Students must choose their electives from at least TWO of the different groups (Group 1: Social Class/Economic Inequality. Group 2: Gender/Sexuality Group 3: Race/Ethnicity).

Course (Hours)	Course Grade	Term Completed
GROUP 1: SOCIAL CLASS/ECONOMIC INEQUALITY		
GROUP 2: GENDER/SEXUALITY		
GROUP 3: RACE/ETHNICITY		

SUBSTITUTIONS APPROVED: _____

CERTIFICATE ADVISOR SIGNATURE _____

DATE _____

From: [Gregoire, Tom](#)
To: [Price-Spratlen, Townsend](#)
Cc: [Frank, Reanne](#); [Martin, Andrew](#); [VanPelt, Susan](#); [Babcock, Jennie](#); [Meshelemiah, Jacquelyn](#)
Subject: Re: DEI Certificate
Date: Monday, March 11, 2019 6:31:41 PM
Attachments: [image001.png](#)
[image002.png](#)

Dear Townsend,

Thank you for updating us on the status of this certificate program. This is an important certificate and the College of Social Work does extend its concurrence. I believe a number of our students could be interested in this certificate.

Additionally, I list below a few courses in social work that we would hope to have considered for inclusion in this certificate program. It is my understanding that a member of our faculty who served on the ASC committee that initially reviewed this proposal was informed that Social Work would be contacted to determine the potential for inclusion, although I do not believe that has happened yet. To that end we offer the following:

Best wishes,

Tom Gregoire

In the Social Class/Economic Inequality electives list:

1120: Introduction to Social Welfare (a GE course): This course provides an introduction to the history, structure and function of the social welfare institution. students will examine the nature and causes of social problems, explore the influence of societal values and beliefs on the social welfare system, consider issues of diversity and discrimination and explore their own values and beliefs related to social welfare issues. Topical areas include aging, criminal justice, poverty and homelessness, mental illness, health care, substance abuse, and the welfare of families.

3201: Social and Economic Justice (we do allow non-social work majors in this course): This course will introduce students to social policy analysis and strategies to promote social justice through advocacy. Students will learn how social policy shapes the development, design, and delivery of social welfare programs. Students will also learn how policy contributes to social justice (and injustice). Finally, students will learn different strategies to pursue social justice, with a particular emphasis on policy advocacy.

In the Gender/Sexuality electives list:

5006: Sexualities, Diversity and Social Work: Grounded in ecological and social systems perspectives, course content provides social workers as well as physical and mental health care professionals with a working knowledge of diversity in sexual identities, beliefs, behavior, and lifestyles. Sexual issues are explored in the context of social work's mission, especially its commitment to advocacy for the

marginalized and oppressed. The primary aim of the course is to promote informed decision-making and competent, professional practice consistent with social work ethics and values. Therefore, course content emphasizes understanding of sexually diverse groups (e.g., lesbian, gay and bisexual persons, transgender persons, persons with disabilities, and persons living alternative lifestyles). Additionally, the political, economic, religious and cultural influences on the social construction of human sexualities are addressed.

From: "Price-Spratlen, Townsend" <price-spratlen.1@osu.edu>

Date: Wednesday, February 27, 2019 at 7:50 AM

To: Tom Gregoire <gregoire.5@osu.edu>

Cc: "Frank, Reanne" <frank.219@osu.edu>, "Martin, Andrew" <martin.1026@osu.edu>, "VanPelt, Susan" <vanpelt.2@osu.edu>

Subject: DEI Certificate

Dear Dean Gregoire,

I write to make you aware of a Certificate of Diversity, Equity and Inclusion program that my colleague, Reanne Frank, and I are proposing (overview attached). The DEI Certificate Program is under review with the Social and Behavioral Sciences Panel of the ASC Curriculum Committee. They specifically requested that we reach out to your College for your consideration and concurrence.

The core of the Certificate's backstory rests in it being an initiative of Executive Dean and Vice Provost Box-Steffensmeier. It is the product of the contributions of, and concurrence from, Comparative Studies, African American and African Studies, Journalism, and multiple other units. There is more to the story, of course, and if you are interested in additional information, please let Reanne or me know.

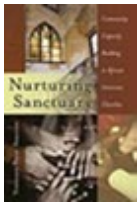
Thank you for your time and consideration, and we look forward to hearing from you.

Sincerely,

Townsend

Townsend Price-Spratlen
Associate Professor
Ohio State University
Department of Sociology
238 Townshend Hall
1885 Neil Avenue
Columbus, OH 43210

Nurturing Sanctuary: Community Capacity Building in African American Churches



Reconstructing Rage: Transformative Reentry in the Era of Mass Incarceration



Documentation of Support

Below we include emails indicating concurrence from the following departments: Sociology, Comparative Studies, Communication, and African American & African Studies (AFAMAST). Note WGSST expresses some remaining concern about the requirements but concludes that, "we do not want to block this process and so I will not voice any further concerns." The final count for course representation across the 4 core departments is (alone and including crosslistings): WGSST: 15; Comparative Studies: 13; Sociology 11; AFAMAST: 15.

SOCIOLOGY

Martin, Andrew

Wed 10/24/2018, 3:05 PM

Hi Townsend and Reanne

On behalf of the Department of Sociology, I am pleased to offer support/concurrence for this new certificate.

Best

Andrew Martin

Andrew W. Martin

Professor and Director of Undergraduate Studies

Department of Sociology

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COMPARATIVE STUDIES

Re: Certificate Program in Diversity, Equity and Inclusion

Shank, Barry

Mon 1/14/2019 12:34 PM Price-Spratlen, Townsend Frank, Reanne

Dear Townsend,

Yes, the proposal as it currently stands and is represented in this email and its attachment receives our concurrence and our best wishes for its success.

Yours,

Barry

AFRICAN AMERICAN & AFRICAN STUDIES (AFAMAST)

Re: Certificate Program in Diversity, Equity and Inclusion

Drake, Simone

Fri 12/28/2018 2:21 PM Price-Spratlen, Townsend Frank, Reanne

Hello Townsend,

Yes, AAAS grants concurrence for the proposed certificate in Diversity, Equity and Inclusion.

I hope you both are having a great holiday break.

Simone

Simone C. Drake, PhD, MSL

Hazel C. Youngberg Trustees Distinguished Professor & Chair
College of Arts & Sciences | African American & African Studies
486B University Hall | 230 N. Oval Mall | Columbus , OH 43210
614-296-8796 Mobile | 614-292-2293 Fax
drake.194@osu.edu <https://www.simonedrake.com>

Faculty Affiliate: English | Film Studies | Popular Culture Studies | Women's, Gender, and Sexuality

WOMEN, GENDER AND SEXUALITY STUDIES (WGSST)

From: Winnubst, Shannon <winnubst.1@osu.edu>

Sent: Thursday, January 17, 2019 5:11 PM

To: Price-Spratlen, Townsend <price-spratlen.1@osu.edu>

Cc: Lindsey, Treva B. <lindsey.268@osu.edu>; Stotlar, Jackie <stotlar.1@osu.edu>

Subject: Re: Certificate Program in Diversity, Equity and Inclusion

Hi Townsend,

Thanks for these responses and your ongoing work on this project.

We in WGSS remain fairly concerned that a person could complete an OSU certificate in “Diversity, Equity, and Inclusion” without taking a single course from WGSS, the department that works most directly on these issues across our entire curriculum. However, we do not want to block this process and so I will not voice any further concerns about the disparity in requirements along SBS/A&H lines except to note, yet again, that there is a glaring disparity.

I wish you the best in completing this project.

Shannon

COMMUNICATION

From: Slater, Michael <slater.59@osu.edu>

Sent: Wednesday, October 24, 2018 12:24 PM

To: Price-Spratlen, Townsend <price-spratlen.1@osu.edu>

Cc: Fink, Steven <fink.5@osu.edu>; Frank, Reanne <frank.219@osu.edu>

Subject: RE: Certificate Program in Diversity, Equity and Inclusion

This sounds like an excellent certificate program and we enthusiastically concur.

I request that you consider adding as an elective our Media and Stereotypes class, taught usually by Osei Appiah, that seems to me very much on target in terms of the foci of this certificate.

The syllabus is attached.

Mike



Michael D. Slater

Director

Social and Behavioral Science Distinguished Professor

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