



January 13, 2026

Via U.S. Mail and Email

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Re: Violations of the Freedom of Inquiry in Higher Education Act

Dear Attorney General Labrador:

We write to inform you of violations of Idaho Code § 67-5909D—the Freedom of Inquiry in Higher Education Act (“Act”). The Act provides that any person may notify the Attorney General of potential violations of the Act by an institution of higher education and that the Attorney General *shall* investigate the alleged violation.¹ If the attorney general determines that an institution has violated the Act, “the attorney general *shall* send written notice to the institution of higher education with a detailed description of the violation.”² The Attorney General may also file suit to compel the institution to comply with the Act and seek civil penalties for any violations.³

Under the Act, institutions of higher education—including public universities, community colleges, career technical schools, and private colleges that receive directly-appropriated state funding—are prohibited from “[e]stablish[ing] curricula or designat[ing] courses at the institution in a manner that requires or otherwise compels a student to enroll in a DEI-related course in order to satisfy the requirements of any academic degree program,” unless the degree program is exempted in accordance with the Act.⁴

This letter highlights the violations by the Idaho State Board of Education (“Board”),⁵ University of Idaho, Boise State University, Idaho State University, and Lewis-Clark State College.

¹ Idaho Code § 67-5909D(5).

² *Id.* (emphasis added).

³ *Id.*

⁴ Idaho Code § 67-5909D(2)(f).

⁵ The Board serves as the Board of Trustees for all state-sponsored public four-year colleges and universities and the Board of Regents for the University of Idaho. *See* <https://boardofed.idaho.gov/board-facts/board-governance-structure/state-public-education-institutions/>.

The Board promulgated guidance that exceeds the limitations of the Act, and that guidance has been followed by the institutions leading to violations of the Act.⁶

Background

The Freedom of Inquiry in Higher Education Act was signed into law in April 2025 and took effect July 1, 2025. The Act was a powerful reform to end political indoctrination by eliminating mandatory instruction in Diversity, Equity, and Inclusion (“DEI”) from the curricula of publicly funded universities in Idaho. The Idaho Legislature’s express intent was to “eliminate all programs and initiatives within all public institutions of higher education predicated on the tenets of critical theory” (commonly known as DEI) and restore public universities to their core academic purposes.⁷ The Act provides that the governing board for higher education institutions—the Idaho State Board of Education in this case—may exempt certain degree programs where the titles indicate that the programs are primarily focused on racial, ethnic, or gender studies.⁸

On May 16, 2025, the Idaho State Board of Education issued a memorandum regarding the “process related to academic programs for Idaho Code § 67-5909D.” (“Memorandum”).⁹ The Memorandum provided guidance related to academic programs, including a provisional exemption process for degree programs with required courses that primarily focus on racial, ethnic, or gender studies, regardless of whether the academic degree program’s title reflects that focus.¹⁰ The institutions followed this process to seek exemptions for course offerings and those exemptions were approved by the Board on August 20, 2025.¹¹ But these exemptions were improperly granted. The Memorandum’s relaxed standards and creation of an easy exemption procedure allows nearly any degree program to mandate DEI in violation of the Act. As a result, the institutions have now received exemptions to the Act to compel students to take mandatory DEI-related courses in several degree programs that are *not* exempt from the Act (i.e., programs whose titles do *not* indicate that the programs are primarily focused on racial, ethnic, or gender studies).

Legal Argument

The Act prohibits institutions of higher education from:

[e]stablish[ing] curricula or designat[ing] courses at the institution in a manner that requires or otherwise compels a student to enroll in a DEI-related course in order to satisfy the requirements of any academic degree program, including general education, major, minor, or certificate requirements.”¹²

DEI is defined as “any trainings, programs, activities, or instruction that is *derived from* or that promotes the tenets or concepts of critical theory.”¹³ A DEI-related course is defined as “a course of

⁶ Idaho Code § 67-5909D(2)(f).

⁷ 2025 Idaho Session Laws 1322 (S.B. 1198, 68th Leg., 1st Reg. Sess.).

⁸ Idaho Code § 67-5909D(3).

⁹ See Exhibit 1.

¹⁰ *Id.* at 6.

¹¹ See Exhibit 2.

¹² Idaho Code § 67-5909D(2)(f).

¹³ Idaho Code § 67-5909D(1)(b)(i) (emphasis added).

instruction taken for credit whose subject matter or pedagogical methodology is *derived from or promotes* any of the concepts of critical theory or DEI.”¹⁴

Under the Act, institutions:

shall provide a procedure to allow the governing board of the institution of higher education to exempt, upon written request to the board, any academic degree program requirements of any major, minor, certificate, or department the title of which clearly establishes its course of study as primarily focused on racial, ethnic, or gender studies from the prohibitions.”¹⁵

Here, the Act directs that the institutions should provide a procedure for exemptions to the Board.¹⁶ Presumably interpreting this directive, the Board provided the institutions with a Memorandum giving guidance on an exemption procedure. That procedure has been followed by the University of Idaho, Boise State University, Idaho State University, and Lewis-Clark State College, for at least the Summer and Fall 2025 terms.¹⁷

Establishing curricula or designating courses at the institutions in a manner that requires or otherwise compels enrollment into DEI-related courses to satisfy the requirements of academic degree programs that are *not* primarily focused on racial, ethnic, or gender studies—as indicated by their titles—violates the Act.¹⁸ The violations are done by first, establishing or designating DEI-related courses as required to complete non-exempt programs, and, second, improperly exempting programs that are not statutorily exempt by using a procedure that’s inconsistent with the Act.

I. Compelled DEI Courses Prohibited by the Act

The University of Idaho, Boise State University, Idaho State University, and Lewis-Clark State College, with approval from the Board, unlawfully compel students to take certain DEI-related courses to graduate from degree programs whose titles indicate they are *not* primarily focused on racial, ethnic, or gender studies. The Act does not permit these institutions to require DEI-related courses for program completion of these degree programs, with or without an exemption. By requiring students to take DEI-related courses to complete these programs, these four institutions violate the Act.

The institutions have applied for and received exemptions for programs that should not qualify for exemptions under the Act. For example, exemptions have been granted for Sociology/Anthropology and Human Development and Family Studies at the University of Idaho, and for Social Work and

¹⁴ Idaho Code § 67-5909D(1)(f) (emphasis added). *See also* DERIVE, *Merriam-Webster*, <https://www.merriam-webster.com/dictionary/derive> (“to take, receive, or obtain especially from a specified source”); PROMOTE, *Merriam-Webster*, <https://www.merriam-webster.com/dictionary/promote> (“to contribute to the growth or prosperity of”).

¹⁵ Idaho Code § 67-5909D(3).

¹⁶ Given the Board’s roles as the governing board for each institution, it’s unclear whether the Legislature envisioned the Board itself creating the exemption procedure.

¹⁷ *See* Ex. 2.

¹⁸ Idaho Code § 67-5909D(2)(f).

Counseling programs at the other institutions.¹⁹ But these academic programs do not contain anything within their titles that clearly establish that they are primarily focused on racial, ethnic, or gender studies.

A. The University of Idaho

The University of Idaho requires students seeking a BS, BA, or Minor in Sociology to pass *SOC 2010: Introduction to Inequity and Justice*. *SOC 2010* is “[a]n interdisciplinary and historical study of social inequities and inclusion in a cross-cultural global context. The course examines multiple forms of diversity and stratification including, but not limited to, culture, class, race/ethnic, gender/sexuality, religious diversity, and political ideology in an effort to raise students’ ability to interact with and understand others in our increasingly multicultural world.”²⁰ A student in this Sociology major must also take one of the following courses:

<i>ANTH 4630:</i>	<i>Contemporary Issues Affecting Men & Masculinities</i>
<i>CRIM 4210:</i>	<i>Gender and Crime</i>
<i>CRIM 4390:</i>	<i>Inequalities in the Justice System</i>
<i>SOC 4230:</i>	<i>Economic (In)Justice</i>
<i>SOC 4240:</i>	<i>Sociology of Gender</i>
<i>SOC 4270:</i>	<i>Racial and Ethnic Relations.</i> ²¹

B. Boise State University

Boise State University requires students pursuing a Bachelor’s degree in Social Work to take both *SOCWRK 355: Diversity and Social Justice* and *SOCWRK 420: Human Behavior and the Social Environment II*.²² *SOCWRK 355* is an “[i]ntroduction of concepts related to power, privilege, and oppression in society and the role these play in the lives of clients, communities, and society as a whole. Examines the role of implicit and explicit bias in society, and ways to use self-awareness to monitor and address personal biases. Explores the concept of a human rights approach in social work practice.”²³ *SOCWORK 420* “[d]raws on . . . the role of systemic oppression and discrimination to examine how experiences differ across factors such as race/ethnicity, gender, sexual orientation, ability, social and economic status, and religiosity/spirituality. Strategies designed to eliminate oppressive structural barriers and ensure human rights are protected will be examined.”²⁴

C. Idaho State University

¹⁹ See Ex. 2.

²⁰ *2025-2026 Catalog: Sociology*, University of Idaho, <https://catalog.uidaho.edu/courses/soc/>.

²¹ *2025-2026 Catalog: Sociology (B.A. or B.S.)*, University of Idaho, <https://catalog.uidaho.edu/colleges-related-units/letters-arts-social-sciences/culture-society-justice/sociology-ba-bs/>.

²² *BSW in Social Work: Curriculum*, Boise State University, <https://www.boisestate.edu/socialwork/undergraduate-bsw/curriculum/>.

²³ *Courses: Undergraduate: Fall 2025*, Boise State University, <https://my.boisestate.edu/course-search/courses/1259/ugrd/SOCWRK>.

²⁴ *Courses: Undergraduate: Fall 2025*, Boise State University, <https://my.boisestate.edu/course-search/courses/1259/ugrd/SOCWRK>.

Idaho State University requires its students who want to obtain a BA in Social Work to pass *SOWK 4471: Social Justice, Advocacy, and Policy Practice*.²⁵ This course “[e]xamine[s] social policies created as society’s strategy for addressing social concerns such as unemployment, poverty, and mental illness. Students will critically evaluate programs and policies in order to develop skills to advance social, racial, economic and environmental justice and to deliver effective social work services.”²⁶ And the University requires students in the Master’s in Counseling program to complete *COUN 6624: Cultural Counseling*,²⁷ in which students “explore issues of diversity, social justice, and multiculturalism including race/ethnicity, gender, sexual orientation and other cultural factors, and participate in experiential activities relevant to culturally responsive counseling.”²⁸

D. Lewis-Clark State College

Lewis-Clark State College requires students in the Bachelor’s in Social Work program to complete both *SW-321: Human Behavior in Social Environment I* and *SW-480: Diversity Awareness in Social Work Practice*.²⁹ In *SW-321*, “[c]lass, ethnicity, race, and gender are emphasized, while family, group, organization, community and society provide the person/environment transactional context.”³⁰ *SW-480* “focuses on the intersectionality of multiple factors of age, class, color, culture, physical and mental ability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, spirituality, sex, and sexual orientation. The course will address the consequences of human differences that may include oppression, poverty, marginalization, and alienation, as well as privilege and power.”³¹

All of the aforementioned degree programs across the four respective institutions compel students to take DEI-related courses even though none of them have a “[degree program] title ... which

²⁵ *B.A. in Social Work: Program Admissions Requirements*, Idaho State University, <https://coursecat.isu.edu/undergraduate/artsandletters/sociologysocialworkcriminology/ba-social-work/>.

²⁶ *Social Work (SOWK)*, Idaho State University, <https://coursecat.isu.edu/undergraduate/allcourses/sowk/>.

²⁷ *Master of Counseling*, Idaho State University, <https://coursecat.isu.edu/graduate/college-of-health/counseling/mcounseling/>.

²⁸ *Counseling (COUN)*, Idaho State University, <https://coursecat.isu.edu/graduate/allcourses/coun/>.

²⁹ *General Catalog 2025-2026: Social Work - BSW*, Lewis-Clark State College, <http://catalog.lcsc.edu/academic-programs/social-sciences-division/baccalaureate-degrees/social-work-bsw/#programrequirementstext>.

³⁰ *General Catalog 2025-2026: Social Work - BSW*, Lewis-Clark State College, <http://catalog.lcsc.edu/academic-programs/social-sciences-division/baccalaureate-degrees/social-work-bsw/#programrequirementstext>.

³¹ *General Catalog 2025-2026: Social Work - BSW*, Lewis-Clark State College, <http://catalog.lcsc.edu/academic-programs/social-sciences-division/baccalaureate-degrees/social-work-bsw/#programrequirementstext>.

clearly establishes its course of study as primarily focused on racial, ethnic, or gender studies.” These violations perpetuate the mandatory DEI indoctrination which the Act was designed to prohibit.

II. Procedural Violations of the Act

The Act requires that “[e]very institution of higher education”³² adopt procedures for exempting degree programs that are “primarily focused on racial, ethnic, or gender studies.”³³ It is unclear whether the Board’s Memorandum fulfills this procedural requirement for each institution. Even if it does, the Memorandum is inconsistent with the requirements of the Act. In either case, each of the exemptions flagged in this letter were improperly granted.³⁴

A. *The Memorandum Omits Critical Language from the Act*

The Act states that exemptions are limited to “any academic degree program requirements of any major, minor, certificate, or department *the title of which* clearly establishes its course of study as primarily focused on racial, ethnic, or gender studies.”³⁵ Yet the Board’s guidance omits the “title” requirement from the Act, mischaracterizing the statute. The Memorandum states: “Idaho Code § 67-5909D requires the creation of an exemption process for credited, required DEI-related courses for which no alternative exists and where the ‘academic degree program requirements ... clearly establishes [the program’s course of study] as primarily focused on racial, ethnic, or gender studies.’”³⁶ This misleading rephrasing of the Act permits the academic *degree program requirements*—rather than the *title of the major*—to establish whether a program focuses on racial, ethnic, or gender studies.

Stated simply, DEI-related courses may not be mandated unless the *title* of the degree program (e.g., ethnic studies) clearly establishes that *the degree program itself* is primarily focused on racial, ethnic, or gender studies. Only then may the institution require a DEI-related course for completion of the degree program. By omitting the title requirement, the guidance mischaracterizes which programs are eligible for an exemption under the Act, making exemptions available for a much broader category of degree programs.

In fact, the Memorandum makes the exemption process circular—a program can require DEI-related courses if its required courses “primarily focus on racial, ethnic, or gender studies.” This allows virtually any major entirely unrelated to DEI to be converted to a primarily DEI major while masquerading under an unassuming name, misleading students, the public, and the Legislature. This approach undermines and violates Idaho law.

³² For purposes of the Act, “[i]nstitution of higher education” is defined at Idaho Code § 67-5909D(1)(g), and “[p]ublic institution of higher education” is defined at Idaho Code § 67-5909D(1)(h). Each of the four institutions identified in this letter fit both definitions.

³³ Idaho Code § 67-5909D(3).

³⁴ If the Board’s Memorandum does *not* meet the procedural requirements of the Act for one or more institutions, then *every* exemption requested and granted for those institutions was improper—even for degree programs whose titles *do* indicate that they’re primarily focused on racial, ethnic, or gender studies.

³⁵ Idaho Code § 67-5909D(3) (emphasis added).

³⁶ Ex. 1, at 9 (spelling in context; parenthetical and ellipsis in original).

B. The Memorandum Alters the Meaning of “Derived From” in the Act

The Memorandum contravenes the Act in another way—it weakens the definition of “derived from” to allow exemptions the Act does not permit.³⁷ The Act prohibits compelled enrollment in courses that are derived from DEI concepts.³⁸ The Memorandum maintains that a course is only derived from DEI concepts when:

considering the course as a whole as designed by the faculty/instructor, the *primary* subject matter is drawn from, depends upon, or is fundamentally shaped by critical theory or the specifically listed concepts (e.g., 90% of the course material is focused on critical theory or the specifically listed concepts). A course’s pedagogical method is “derived from” critical theory or the specifically listed concepts when the methodology of the course is aimed at the *adoption of*, or *advocacy for* critical theory or the specifically listed concepts as normative truths, rather than merely analyzing or discussing them in an academic or critical context.^[39]

This definition contains two critical errors.

First, the definition suggests that derivation of the course’s content from DEI concepts is acceptable so long as DEI is not the “primary” subject of the course. The Memorandum suggests a 90% DEI-related content threshold, suggesting that a course could have up to 89% of the material focused on DEI without violating the Act. But, neither the definition of “DEI” nor “DEI-related course” contemplates a threshold percentage of critical theory content that renders a course “DEI-related.”

Second, the definition impermissibly narrows the term “derived from” to mean “aimed at the *adoption of*, or *advocacy for* [DEI concepts] as normative truths, *rather than* merely analyzing or discussing them in an academic or critical context.”⁴⁰ But that’s not what “derived from” means.⁴¹ In effect, the Memorandum allows courses that are “derived from” DEI concepts to survive—even without a formal exemption—as long as they fall just short of express advocacy. But courses that *promote* DEI are already covered by the Act’s text.⁴² The Board’s construction renders the statutory “derived from” language mere surplusage, purportedly allowing courses intertwined with DEI concepts—DEI-related courses as defined by the Act—to continue to be foisted on Idaho students regardless of the degree program. This is exactly what the Act was designed to prohibit.

The University of Idaho, Boise State University, Idaho State University, and Lewis-Clark State College appear to have embraced the Memorandum’s procedure and interpretation that undercuts the

³⁷ See Idaho Code § 67-5909D(1)(b)(i) (“‘Diversity, equity, and inclusion’ or ‘DEI’ means any trainings, programs, activities, or instruction that is *derived from* or that promotes the tenets or concepts of critical theory.” (emphasis added)). See *supra* n. 14.

³⁸ Idaho Code § 67-5909D(2)(f).

³⁹ Ex. 1, at 7-8 (emphases added).

⁴⁰ Ex. 1 at 8 (emphases added).

⁴¹ See *supra* n. 14.

⁴² Idaho Code § 67-5909D(1)(b)(i).

definitions and purpose of the Act. The Act plainly prohibits any academic degree program requirements that compel a student to enroll in DEI-related courses—those that derive from *or* promote DEI—unless those requirements are exempted pursuant to the Act. Program and course exemptions obtained under the guidance provided by the Memorandum have been impermissibly granted and violate the Act.

Conclusion

Idaho adopted the Freedom of Inquiry in Higher Education Act to eliminate mandatory instruction on DEI in the curricula of publicly funded universities so that universities would be restored to their core academic purposes. However, the Board provided guidance to the University of Idaho, Boise State University, Idaho State University, and Lewis-Clark State College on an exemption procedure that is not consistent with Idaho law. That guidance has now been followed by the institutions to improperly exempt academic programs from the Act that are not focused on racial, ethnic, or gender studies, and to permit mandatory DEI-related courses across a wide range of programs in violation of the Act.

Accordingly, we respectfully request that you thoroughly investigate these and any other potential statutory violations and take appropriate action to enforce the Act in accordance with the authority granted and duties imposed on you by the Act. At the conclusion of your investigation, we urge you and your Office to bring an action to compel compliance with the Act and restore public universities to their core academic purposes.

We look forward to seeing updates on this matter. Should you have any questions in the meantime, please do not hesitate to contact Stacy Skankey at sskankey@goldwaterinstitute.org.

Sincerely,



Stacy Skankey
Staff Attorney
Admitted in Arizona only
Scharf-Norton Center for
Constitutional Litigation at the
Goldwater Institute

Ron Nate
Idaho Freedom Foundation

cc:

Idaho State Board of Education
board@edu.idaho.gov

University of Idaho
Boise State University
Idaho State University
Lewis-Clark State College



MEMORANDUM

To: Boise State University, Lewis-Clark State College, Idaho State University, University of Idaho, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College

From: Office of the Idaho State Board of Education (OSBE)

Date: May 16, 2025

Re: Interim OSBE Process Related to Academic Programs for Idaho Code § 67-5909D

The “Freedom of Inquiry in Higher Education” law, or [SB1198](#) (2025), takes effect on July 1, 2025, codified as Idaho Code § 67-5909D. The law prohibits state higher education institutions (including four-year institutions, community colleges, career technical schools and private universities/colleges that receive state-appropriated funding) from engaging in certain “diversity, equity, and inclusion” activities. The law may require organizational changes and adjustments to campus services. It may also impact certain academic programs on campus. However, the law also recognizes protections for academic freedom in research, creative works and teaching, and the “free discussion of ideas in a classroom setting.”

Due to the effective date of the law, this memorandum prioritizes curricular impacts to summer and fall session(s). Necessary policy revisions will be considered by the Idaho State Board of Education (Board) in accordance with existing Board policies. This memorandum will be considered by the Board and may be revised or updated as directed or otherwise deemed necessary.

1. COMMITMENT TO ACADEMIC FREEDOM AND FREE EXPRESSION

This memorandum is informed by the Board's stated commitment to free expression, academic freedom and academic responsibility expressed in existing Board policies and resolutions which are based on the United States Constitution, the Idaho Constitution, Idaho statutes and existing caselaw.

As Board Policy III.B Academic Freedom and Academic Responsibility states, in part:

- "Students may not be directed or otherwise compelled to personally affirm, adopt or adhere to any particular political, religious or philosophical tenets or ideology."
- "Students also agree to acknowledge that faculty may expose students to a broad range of diverse perspectives, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off campus."
- "Faculty may not refuse to enroll or teach a student because of the student's beliefs, interpretations, or applications of knowledge."
- "Faculty have the responsibility to facilitate pluralistic learning and work environments, but shall not require others to make personal or political choices against their beliefs or values."

The Idaho State Board of Education Resolution on Freedom of Expression in Higher Education (adopted December 18, 2024) states that institutions must take action to:

- "Protect a speaker's right to free expression, including controversial, unpopular, or offensive expression. This includes prohibiting individuals or groups from substantially disrupting others' protected expression. Institutions have a solemn responsibility not only to promote the freedom to debate and scrutinize all ideas in appropriate forums but also to protect that freedom when others attempt to restrict it."
- "Protect and cultivate academic freedom and academic responsibility. Faculty must be free to investigate, research, discuss, publish, and teach within their academic expertise and on topics relevant to course curricula without interference from institutional administrators, elected officials, governing boards, or other entities. Political neutrality should not be interpreted to allow for restrictions on curriculum, research, expression germane to research or curriculum or to otherwise restrain academic exploration within the bounds of traditional academic freedom and academic responsibility."

- “Introduce campus communities to diverse viewpoints, including inviting speakers, sponsoring symposiums and lecturers, or presenting other opportunities to hear differing perspectives and ideas.”

2. IDAHO CODE § 67-5909D

A. Exceptions Relevant to Idaho Code § 67-5909D

As it relates to academic programs, Idaho Code § 67-5909D(7) states that it “shall **not** be construed to”:

- “Limit **research** by students, faculty, or other research personnel of an institution of higher education or the dissemination of such research;”
- “Limit **creative works** by students, faculty, or other personnel of an institution of higher education or the dissemination of such creative works;”
- “Limit **activities of student organizations** registered with an institution of higher education as long as the organization and activity do not use state funds;”
- “Limit the **appearance of guest speakers and performers** who do not receive any form of compensation in exchange for their presentations, performances, or appearances as long as attendance is voluntary;” and
- “Limit the **academic freedom of any individual faculty member** of an institution of higher education to direct the instruction within such faculty member’s own course not otherwise subject to this section or to limit the **free discussion of ideas in a classroom setting.**”

B. Key Definitions from Idaho Code § 67-5909D

“Diversity, equity, and inclusion’ or ‘DEI’ means any trainings, programs, activities, or instruction that is **derived from or that promotes** the tenets or concepts of critical theory, including but not limited to[:]

- unconscious or implicit bias,
- microaggressions,
- internalized racism,

- cultural appropriation,
- structural equity,
- settler colonialism,
- group marginalization,
- systemic oppression,
- social justice,
- institutional or systemic racism,
- white fragility,
- racial privilege,
- disparate impact,
- intersectionality,
- sexual privilege,
- patriarchy,
- gender theory,
- queer theory,
- neopronouns,
- transgender ideology,
- misgendering,
- othering,
- deadnaming,
- heteronormativity,
- allyship, or
- any other related formulation of these tenets or concepts.”

The foregoing terms are subsequently referred to as the “specifically listed concepts.” Idaho Code § 67-5909D(1)(b)(i).

“‘DEI-related course’ means a course of instruction taken for credit whose subject matter or pedagogical methodology is **derived from or promotes** any of the concepts of critical theory or DEI described in this section.” Idaho Code § 67-5909D(1)(f).

**NOTE: Certain key terms and phrases (including “critical theory,” “derived from,” and “promotes”) are not defined by the bill but are addressed below.

C. Key Requirements of Idaho Code § 67-5909D

- ***Students cannot be compelled to take “DEI-related courses” except as part of an exempted Program.*** Idaho Code § 67-5909D(2)(f) prohibits institutions of higher education from “establish[ing] curricula or designat[ing] courses at the institution in a manner that requires or otherwise compels a student to enroll in a DEI-related course in order to satisfy the requirements of an academic degree program, including general education, major, minor, or certificate requirements, except as provided in subsection (3) of this section.”
- ***Institutions cannot “require, solicit, or incentivize Faculty... to apply or participate in DEI practices or include DEI-related content in any course”*** as a condition of course-approval, performance review, or employment incentives, among other things. Idaho Code § 67-5909D(2)(g) prohibits institutions of higher education from “requir[ing], solicit[ing], or incentiviz[ing] faculty to apply or participate in DEI practices or include DEI-related content in any course as a condition of approval, designation, or listing as part of any course as a condition of approval, designation, or listing as part of any academic degree program, including general education, major, minor, or certificate requirements, or as a condition of consideration in any faculty member’s performance assessment, promotion, tenure, salary adjustment, or any other incentive, except as provided in subsection (3) of this section.”
- ***Institutions may seek a Board exemption for specific “academic degree program requirements” where the course of study is “primarily focused on racial, ethnic, or gender studies.”*** Idaho Code § 67-5909D(3) states that, “Every institution of higher education in the state of Idaho shall provide a procedure to allow the governing board of the institution of higher education to exempt, upon written request to the board, any academic degree program requirements of any major, minor, certificate, or department the title of which clearly establishes its course of study as primarily focused on racial, ethnic, or gender studies from the prohibitions of subsection (2)(f) and (g) of this section, provided that a student may not be required or otherwise compelled to enroll in any such program, department, or course in order to satisfy the requirements of any other academic degree program, including general education requirements, or any other major, minor, or certificate requirements.”

3. OSBE PROCESS GUIDE RELATED TO ACADEMIC PROGRAMS

A. Academic Freedom and Responsibility

Postsecondary students enter into a voluntary higher educational experience. Students have the right, and corresponding responsibility, to engage in their learning and select the courses and programs most suitable for their own personal learning objectives. No student may be compelled or required to enroll in an academic program. Faculty may not refuse to enroll or teach a student because of the student's beliefs, interpretations, or applications of knowledge. See SBOE Policy III.B.

Idaho Code § 67-5909D does not ban the use of specific words in the classroom, even those listed in the definition of "DEI." The law also provides that it shall not be construed to limit classroom discussion or academic freedom. Faculty and students are encouraged to engage in respectful dialogue about educationally-appropriate subjects in all courses, whether "DEI-related" or not.

B. Provisional Exemption Process for Academic Degree Program Requirements with Courses of Study Primarily Focused on Racial, Ethnic or Gender Studies

Idaho Code § 67-5909D states that, "Every institution of higher education in the state of Idaho shall provide a procedure to allow the governing board of the institution of higher education to exempt, upon written request to the board, academic degree program requirements of any major, minor, certificate, or department the title of which clearly establishes its course of study as primarily focused on racial, ethnic, or gender studies." The Program Exemption Determination Flow Chart (below) is designed to guide institutions as they decide whether and which degree programs to submit to the Board to consider for an Exemption.

Process of Program Exemption Determination:

1. ***Identify courses offered for credit at the institution.***

Idaho Code § 67-5909D defines "DEI-related courses" as only those courses "taken for credit" at the institution.

2. ***Of those courses offered for credit, identify which courses are required by the institution for a degree/certificate program, or part of a set of required courses.***

Idaho Code § 67-5909D prohibits institutions from requiring or otherwise compelling students to take “DEI-related courses.” The bill does not impact elective offerings that students may independently select.

“Compelled” or “required” are not defined by Idaho Code § 67-5909D. A course is either compelled or required when necessary to complete a Program. If two or more courses meet a Program requirement, and at least one of the courses is not a “DEI-related course,” then the DEI-related course is not considered to be “compelled” or “required” to complete that Program. Programs which contain DEI-related course requirements may qualify for exemption, as further described below.

For purposes of this memorandum, “Program” refers to a combination of for-credit courses organized for the achievement of specific learning outcomes, as defined by the Institution, that culminates in a minor, major, degree or certificate, based on receipt of a certain number of academic course credits.

3. ***Of required courses, identify which courses meet the definition of “DEI-related courses.”***

Based on the definitions provided in Idaho Code § 67-5909D and a reasonable interpretation of the terms not otherwise defined in the statute, a course is “DEI-related” if it is derived from or promotes tenets or concepts of critical theory, including [specifically listed concepts](#) in the statutory definition of DEI.

- “Critical theory” is not defined in Idaho Code § 67-5909D. For purposes of this memorandum, it is understood to be a Western European philosophy initiated with the work of the Frankfurt School and the [specifically listed concepts](#) in the legislative definition of DEI.
- A course is “derived from” critical theory or the [specifically listed concepts](#) when, considering the course as a whole as designed by the faculty/instructor, the primary subject matter is drawn from, depends upon, or is fundamentally shaped by critical theory or the [specifically](#)

[listed concepts](#) (e.g., 90% of the course material is focused on critical theory or the [specifically listed concepts](#)). A course’s pedagogical method is “derived from” critical theory or the specifically listed concepts when the methodology of the course is aimed at the adoption of, or advocacy for critical theory or the specifically listed concepts as normative truths, rather than merely analyzing or discussing them in an academic or critical context.

- A course “promotes” critical theory (including the [specifically listed concepts](#)) when the instructor actively encourages students to personally affirm, adopt or adhere to the identified concepts. Requiring students to “affirm, adopt or adhere” to the identified concepts would also violate existing Board Policy III.B. (“students may not be directed or otherwise compelled to personally affirm, adopt, or adhere to any particular political, religious, or philosophical tenet or ideology”) and Idaho Code § 33-138. Applying the guidance provided by the Attorney General in the context of the No Public Funds for Abortion Act, Chapter 87, Title 18, Idaho Code, “The plain meaning of these terms [promote] do not prohibit professors from speaking on [specified topics] in their teaching and scholarship even if that teaching or scholarship could be viewed as supporting [the topic].” AG Opinion 23-4, page 7.

4. ***For required “DEI-related courses,” identify whether the institution offers alternatives to meet the academic program requirements.***

Idaho Code § 67-5909D prohibits institutions from compelling students to take DEI-related courses. It does not prohibit the institution from offering Programs which may require DEI-related courses so long as alternatives are available, or where the Program has been granted an exemption (see No. 5, below). **The institution does not need to seek an exemption if it offers an alternative to a required DEI-related course, so long as the alternative course is not a “DEI-related course.”**

Institutions should work diligently to assist students with identifying academic programs and courses that meet their educational and professional objectives, consistent with this law.

5. ***Where an alternative to a “DEI-related course” is not possible or available, the institution may seek an exemption for the academic degree program requirements from the Board.***

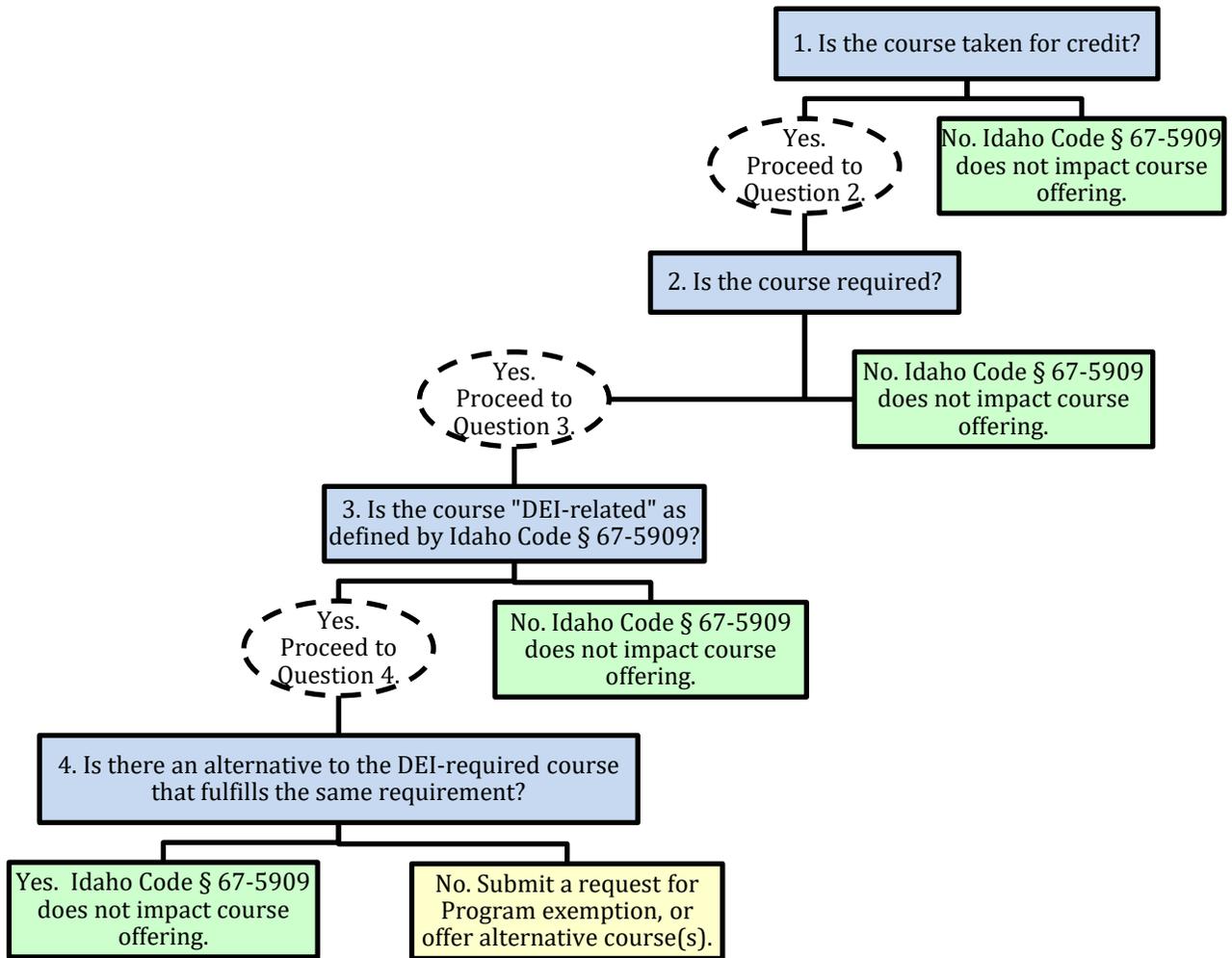
Idaho Code § 67-5909D requires the creation of an exemption process for credited, required DEI-related courses for which no alternative exists and where the “academic degree program requirements . . . clearly establishes [the program’s course of study] as primarily focused on racial, ethnic, or gender studies.”

OSBE intends to request a delegation of authority from the Board to consider these requests for Summer 2025 sessions (any session that is continuing as of July 1 or commencing between July 1 and August 15) and will work at the direction of the Board to adopt a policy detailing requirements for future sessions.

FOR SUMMER SESSION(S): Institutions seeking an exemption must identify academic programs (majors, minors, or certificates) that include required, credit-bearing DEI-related courses for which no alternative course exists using the Program Exemption Determination Flow Chart. If the Program does not seek or receive an exemption, the law requires the institution to offer alternatives to the Program’s DEI-related courses as described in No.4, above, to avoid running afoul of the prohibition on compelling or requiring students to take DEI-related courses.

For summer session, academic program names must be submitted to OSBE by June 6, 2025. Institutions must identify the Program submitted for exemption, provide a brief explanation for its connection to “racial, ethnic or gender studies,” and include for each required DEI-related course within it, the Course Prefix, Number, Title, and number of credits.

PROGRAM EXEMPTION FLOW CHART



INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

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ATTACHMENT 1

Approved Program Exemption Requests

Instit.	Program Name	Brief Explanation	Course Prefix	Course Number	Course Title	Number of Credits	Timeframe
BSU	Critical Theory Minor	This minor requires GENDER 200 course, which examines how concepts of gender shape lives, personal relationships, and social institutions. Gender issues studied from a multicultural perspective across lines of class, race, and ethnicity.	GENDER	200	Intro to Gender Studies	3	Summer 2025
BSU	Gender Studies Minor	This minor requires GENDER 200 course, which examines how concepts of gender shape lives, personal relationships, and social institutions. Gender issues studied from a multicultural perspective across lines of class, race, and ethnicity.	GENDER	200	Intro to Gender Studies	3	Summer 2025
BSU	Bachelor of Social Work (BSW and BSW Online)	This bachelor's program requires SOCWRK 101, which is a survey and critical analysis of contemporary social welfare policies and programs, their historical development, underlying philosophy, and the need for social services in modern society.	SOCWRK	101	Introduction to Social Welfare	3	Summer 2025
		This bachelor's program requires SOCWRK 201, which is an overview of the generalist intervention model with a focus on strengths, perspectives, dimensions of poverty, cultural humility, values and ethics.	SOCWRK	201	Foundations of Social Work	3	Summer 2025
		This bachelor's program requires SOCWRK 320 that provides knowledge of empirically based theories that focus on the interactions between and among individuals, families, groups, communities, institutions, and societies. This course explores the role of cultural identity in human development, utilizing theory to better understand experiences of disadvantage and inequity across the life course. This information is professionally necessary to be able to practice in any state in the United States, and contributes greatly to the value of the degree.	SOCWRK	320	Human Behavior and the Social Environment I	3	Fall 2025
		This bachelor's program requires SOCWRK 355, which introduces concepts related to power, privilege, and oppression in society and the role these play in the lives of clients, communities, and society as a whole. This course examines the role of implicit and explicit bias in society, and ways to use self-awareness to monitor and address personal biases, and explores the concept of a human rights approach in social work practice. This information is professionally necessary to be able to practice in any state in the United States, and contributes greatly to the value of the degree.	SOCWRK	355	Diversity and Social Justice in Social Work Practice	3	Fall 2025
		This bachelor's program requires SOCWRK 420, which is the second course in the Human Behavior and the Social Environment (HBSE) sequence. Drawing on traditional and alternative/conflict theoretical perspectives and the role of systemic oppression and discrimination, course examines how experiences differ across factors such as race/ethnicity, gender, sexual orientation, ability, social and economic status, and religiosity/spirituality, and examines strategies designed to eliminate oppressive structural barriers. This information is professionally necessary to be able to practice in any state in the United States, and contributes greatly to the value of the degree.	SOCWRK	420	Human Behavior and the Social Environment II	3	Fall 2025
BSU	Master of Social Work (MSW, MSW Online and MSW Advanced Standing)	MSW program requires SOCWRK 512, which explores the role of cultural identity in human development, utilizing theory to better understand experiences of disadvantage and inequity across the life course.	SOCWRK	512	HBSE I Human Development through the Life Cycle	3	Summer 2025
		MSW Advanced Standing program requires SOCWRK 514, which focuses on exploration of power, privilege, and oppression experienced by identity-based groups and communities.	SOCWRK	514	Navigating Identity in Social Work	3	Summer 2025

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Instit.	Program Name	Brief Explanation	Course Prefix	Course Number	Course Title	Number of Credits	Timeframe
		MSW program requires SOCWRK 513, which focuses on understanding of the social work profession's commitment to practice grounded in equity and social justice.	SOCWRK	513	Advanced Issues in Human Diversity	3	Summer 2025
		MSW programs require SOCWRK 505, which critically examines welfare policies that affect wellbeing, human rights, service delivery, and access to social services in the context of U.S. Emphasis is placed on examination of policies for effectiveness, equity, and access to basic social and economic security, particularly for vulnerable populations. This information is professionally necessary to be able to practice in any state in the United States, and contributes greatly to the value of the degree.	SOCWRK	505	Foundation of Social Welfare Policy	3	Fall 2025
		MSW programs require SOCWRK 521, which examines strategies designed to eliminate oppressive structural barriers and ensure human rights are protected. This course draws on traditional and alternative/conflict	SOCWRK	521	HBSE II Social Dimensions of Human Behavior	3	Fall 2025
BSU	Ethnic Studies BS	This bachelor's program requires ETHNIC 230 (also listed as SOC 230) course, which examines concepts such as majority and minority relations, societal problems (including racism, prejudice, etc.), questions of economic and political power, the distribution of the power, and American society's institutional role in maintaining and perpetuating systematic inequality.	ETHNIC (cross-listed as SOC)	230	Introduction to Ethnic Studies	3	Fall 2025
		This bachelor's program requires SOC 305 course, which provides a comparative study of inter-ethnic relations, and examines problems and possibilities of genocide, oppression, integration, pluralism and equality.	SOC	305	Racial and Cultural Minorities	3	Fall 2025
BSU	Ethnic Studies Minor	This minor requires ETHNIC 230 (also listed as SOC 230) course, which examines concepts such as majority and minority relations, societal problems (including racism, prejudice, etc.), questions of economic and political power, the distribution of the power, and American society's institutional role in maintaining and perpetuating systematic inequality.	ETHNIC (cross-listed as SOC)	230	Introduction to Ethnic Studies	3	Fall 2025
		This minor requires SOC 305 course, which provides a comparative study of inter-ethnic relations, and examines problems and possibilities of genocide, oppression, integration, pluralism and equality.	SOC	305	Racial and Cultural Minorities	3	Fall 2025
BSU	Mexican American Studies Minor	This minor requires ETHNIC 230 (also listed as SOC 230) course, which examines concepts such as majority and minority relations, societal problems (including racism, prejudice, etc.), questions of economic and political power, the distribution of the power, and American society's institutional role in maintaining and perpetuating systematic inequality.	ETHNIC (cross-listed as SOC)	230	Introduction to Ethnic Studies	3	Fall 2025
		Comparative analysis of contemporary socioeconomic and political issues confronting Mexican Americans in U.S. society. Topics include study of community, gender, labor, immigration, heterogeneous identity, environmental justice, and social change. Special attention given to comparing the Mexican American experience with other racial-ethnic groups. Institutional and social responses to contemporary issues will also be examined.	SOC	333	Contemporary Chicanx Issues	3	Fall 2025
BSU	MA in Counseling	This master's program requires COUN509 course, which is a theoretical course with an experiential component to develop awareness, knowledge, and skills for counselors-in-training preparing to work in a pluralistic society. This information is professionally necessary to be able to practice in any state in the United States, and contributes greatly to the value of the degree.	COUN	509	Culturally Aware Counseling	3	Fall 2025

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Instit.	Program Name	Brief Explanation	Course Prefix	Course Number	Course Title	Number of Credits	Timeframe
BSU	PhD in Counselor Education and Supervision	This PhD program requires COUN 609 course, which explores advocacy models and current multicultural issues as they relate to social change theories. Student learn about models, leadership roles, and strategies for responding to community, national, and international crisis and disasters, as well as understand current topical and political issues in counseling. This information is professionally necessary to be able to practice in any state in the United States, and contributes greatly to the value of the degree.	COUN	609	Advanced Culturally Aware Counseling	3	Fall 2025
ISU	Gender and Sexuality Studies -- Minor	This course will examine gender and sexuality from a sociological perspective. It will focus on the socio-cultural meanings of femininity and masculinity and how these intersect with race, ethnicity, class, sexuality, age and other aspects of identity. This course will also consider how incorporating the concept of gender into theories of human life can help explain broader social processes, and the ways in which our social conceptualization of gender change over time.	SOC	2201	Introduction to Gender and Sexuality Studies	3	Summer 2025
ISU	Social Work -- Bachelor of Arts in Social Work	This course will examine gender and sexuality from a sociological perspective. It will focus on the socio-cultural meanings of femininity and masculinity and how these intersect with race, ethnicity, class, sexuality, age and other aspects of identity. This course will also consider how incorporating the concept of gender into theories of human life can help explain broader social processes, and the ways in which our social conceptualization of gender change over time.	SOC	2201	Introduction to Gender and Sexuality Studies	3	Summer 2025
ISU	Social Work -- Master of Social Work (Standard Admissions and Advanced Standing Admissions)	This course is designed to familiarize students with the ways in which diversity impacts social work practice. Course content will focus on increasing students' knowledge of the lived experiences of diverse populations, awareness of theoretical frameworks regarding privilege, oppression, and perception of others, and increased knowledge of contemporary social issues related to diversity. Students will explore their personal positionality and learn to identify the ways in which this can shape their practice with diverse populations. This class will emphasize cultural humility and examine how this can be practically applied in a social work setting.	SOWK	6635	Diversity in Social Work Practice	3	Summer 2025
ISU	Master of Counseling (all areas)	In this course, students will explore issues of diversity, social justice, and multiculturalism including race/ethnicity, gender, sexual orientation and other cultural factors, and participate in experiential activities relevant to culturally responsive counseling. This course builds core competency in counselor populations so that they can deliver responsive care with improved outcomes for various human populations.	COUN	6624	Cultural Counseling	3	Fall 2025
ISU	Doctor of Philosophy in Counselor Education and Counseling	In this course, students will explore issues of diversity, social justice, and multiculturalism including race/ethnicity, gender, sexual orientation and other cultural factors, and participate in experiential activities relevant to culturally responsive counseling. These trainings build core competency in counselor populations so that they can deliver responsive care with improved outcomes for different human populations. Pedagogy relevant to current social and cultural issues is engaged in, as well. The role of diversity issues in counselor education, supervision, and counseling are also examined. This course builds core competency in counselor and counselor educator populations so that they can deliver responsive education for counselors in training as well as care with improved outcomes for various human populations.	COUN	7724	Advanced Diversity Issues	3	Fall 2025
ISU	Doctor of Philosophy in Clinical Psychology	This course focuses on the critical evaluation of scholarship on and social representations of cultural diversity and individual differences. It includes a review of current theory, research, assessment, and intervention practices with diverse populations. It facilitates an understanding of and skill in working with diverse populations when seeking psychological care.	PSYC	6634	Cultural Diversity and Individual Difference	3	Fall 2025

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Instit.	Program Name	Brief Explanation	Course Prefix	Course Number	Course Title	Number of Credits	Timeframe
LCSC	Social Work BSN	Students who complete a minimum of 3 credit hours in accredited social work courses that integrate cultural competency, anti oppressive frameworks, and ethical mandates	SW	340	Social Work Policy	3	Summer 2025
		Students who complete a minimum of 3 credit hours in accredited social work courses that integrate cultural competency, anti oppressive frameworks, and ethical mandates	SW	343	Social Work Practice with Families	3	Summer 2025
		Students who complete a minimum of 3 credit hours in accredited social work courses that integrate cultural competency, anti oppressive frameworks, and ethical mandates	SW	364	Social Work Children/Adolescents	3	Summer 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	140	Intro/Social Work	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	241	Social Work Practice Foundations	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	321	Human Behavior/Social Envir I	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	322	Human Behavior/Social Envir II	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	340	Social Work Policy	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	341	Practice/Individuals	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	355	Self-Care	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	386	Social Work Research	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	407	Treatment/Complex/Trauma	3	Fall 2025

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Instit.	Program Name	Brief Explanation	Course Prefix	Course Number	Course Title	Number of Credits	Timeframe
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	410	Dialectic/Behavioral Therapy	3	Fall 2025
		DEI exemption request for the Social Work program, which is required to teach non-ideological professional competencies—such as understanding and serving diverse populations across race, gender, age, ability, and socioeconomic status—that are essential for licensure and ethical practice.	SW	480	Diversity Awareness	3	Fall 2025
LCSC	Women & Gender Studies Minor	Disciplinary standards require content and approaches that necessitate an exemption.	SS	200	Intro/Women's Studies	3	Summer 2025
		Disciplinary standards require content and approaches that necessitate an exemption.	ID	300F	Gender/Culture	3	Fall 2025
		Disciplinary standards require content and approaches that necessitate an exemption.	ID	300U	Women/20th Century	3	Fall 2025
		Disciplinary standards require content and approaches that necessitate an exemption.	JS/SOC	422	Race/Class/Gender/Justice	3	Fall 2025
UI	Women's, Gender, and Sexuality Studies Minor	This minor requires one course with > 90% DEI content, SOC 2010. This course introduces sociological lenses for analyzing inequity and justice. It includes the following DEI concepts: social justice, intersectionality, racial/white privilege, heteronormativity, settler colonialism, implicit bias, racism, systemic oppression, and microaggressions.	SOC	SOC 2010	Introduction to Inequity and Justice	3	Summer 2025
		This minor requires one course with > 90% DEI content, SOC 2010. This course introduces sociological lenses for analyzing inequity and justice. It includes the following DEI concepts: social justice, intersectionality, racial/white privilege, heteronormativity, settler colonialism, implicit bias, racism, systemic oppression, and microaggressions.	SOC	SOC 2010	Introduction to Inequity and Justice	3	Fall 2025
UI	Equity and Justice Academic Certificate	This certificate program requires one course with > 90% DEI content, SOC 2010. This course introduces sociological lenses for analyzing inequity and justice. It includes the following DEI concepts: social justice, intersectionality, racial/white privilege, heteronormativity, settler colonialism, implicit bias, racism, systemic oppression, and microaggressions.	SOC	SOC 2010	Introduction to Inequity and Justice	3	Fall 2025
UI	Sociology/Anthropology Teaching Minor	This certificate program requires one course with > 90% DEI content, SOC 2010. This course introduces sociological lenses for analyzing inequity and justice. It includes the following DEI concepts: social justice, intersectionality, racial/white privilege, heteronormativity, settler colonialism, implicit bias, racism, systemic oppression, and microaggressions.	SOC	SOC 2010	Introduction to Inequity and Justice	3	Fall 2025
UI	Human Development and Family Studies (BS)	This degree program requires one course with > 90% DEI content, SOC 2010. This course introduces sociological lenses for analyzing inequity and justice. It includes the following DEI concepts: social justice, intersectionality, racial/white privilege, heteronormativity, settler colonialism, implicit bias, racism, systemic oppression, and microaggressions.	SOC	SOC 2010	Introduction to Inequity and Justice	3	Fall 2025
UI	Disability and Inclusive Human Services Undergraduate Academic Certificate	This certificate program includes one course with > 90% DEI content, SOC 2010. This course introduces sociological lenses for analyzing inequity and justice. It includes the following DEI concepts: social justice, intersectionality, racial/white privilege, heteronormativity, settler colonialism, implicit bias, racism, systemic oppression, and microaggressions.	SOC	SOC 2010	Introduction to Inequity and Justice	3	Fall 2025

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Instit.	Program Name	Brief Explanation	Course Prefix	Course Number	Course Title	Number of Credits	Timeframe
UI	Sociology (BA or BS)	This degree program requires one course with > 90% DEI content, SOC 2010. This course introduces sociological lenses for analyzing inequity and justice. It includes the following DEI concepts: social justice, intersectionality, racial/white privilege, heteronormativity, settler colonialism, implicit bias, racism, systemic oppression, and microaggressions.	SOC	SOC 2010	Introduction to Inequity and Justice	3	Fall 2025