May 24, 2012

MEMORANDUM

TO: Donna Wiseman  
Dean, College of Education

FROM: Elizabeth Beise  
Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to Modify the Curriculum of the M.A. and M.Ed. in Counseling and Personnel Services College Student Personnel Concentration (PCC log no. 11034).

On March 2, 2012, the Senate PCC committee approved your proposal to modify the curriculum of the M.A. and M.Ed. in Counseling and Personnel Services College Student Personnel Concentration. A copy of the approved proposal is attached.

The change is effective Fall 2012. The College should ensure that the change is fully described in the Graduate Catalog and in all relevant descriptive materials, and that all advisors are informed.

MDC/

Enclosure

c: David Salness, Chair, Senate PCC Committee  
Sarah Bauder, Office of Student Financial Aid  
Reka Montfort, University Senate  
Erin Howard, Data Administration  
Donna Williams, Institutional Research & Planning  
Anne Turkos, University Archives  
Linda Yokoi, Office of the Registrar  
Arthur Popper, Graduate School  
Margaret McLaughlin, College of Education  
Dennis Kivlghan, Counseling, Higher Education, and Special Education
College/School: Education

College/School Unit Code-First 8 digits: 01203100

Department/Program: EDUC-Counseling & Personnel Services
Department Code: 1310701

Type of Action (choose one):
- Curriculum change (including informal specializations)

Summary of Proposed Action:

The College Student Personnel (CSP) specialization engaged in a curriculum review on the occasion of the reorganization in the College of Education, the formation of the Counseling, Higher Education, and Special Education Department (CSHE), and the proposed formation of the Higher Education, Student Affairs, and International Education Policy program (HSI).

This proposal concerns modified curricular requirements in the current M.Ed. and M.A. College Student Personnel degree requirements. Note: These proposed changes are independent of the MHEC action and are proposed whether or not the new program is formed.

Specifically, the proposal adjusts the credit level of one current course, revises and renames one current course, offers a new course as an option to a practicum requirement, revises the research options, and deletes one of the pre-practicum experience requirements. This remains a 40 credit masters degree. No new resources are needed.

=============================================================================

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair
   [Signature] 11/30/2011

2. Department Chair
   [Signature] 1-26-12

3. College/School PCC Chair
   [Signature] 3/8/12

4. Dean
   [Signature] 3/2/12

5. Dean of the Graduate School (if required)
   [Signature] 3/8/12

6. Chair, Senate PCC
   [Signature] 3/2/12

7. University Senate Chair (if required)

8. Senior Vice President and Provost
   [Signature] 5/24/12
MEMORANDUM

Date: November 29, 2011

TO: PCC and VPAC
Via Department and College Committees

FROM: Susan R. Komives, Professor
College Student Personnel Counseling, Higher Education, and Special Education Department

RE: College Student Personnel Master's Degree Revisions

This packet contains College Student Personnel Master's degree requirement changes (PCC) as well as course proposals and revisions (VPAC).

Rationale: CSP foundational master's course work is guided by the Council for the Advancement of Standards in Higher Education standards for graduate preparation. The Maryland CSP program is foundationally strong and meets these standards. Note no new resources are required.

Packet: This Master's packet contains a cover memo, a grid noting dropping/adding courses, as well as changing credit hours for one course. This proposal offers an option to the counseling practicum (i.e., intergroup dialogue facilitation) that advances the social justice focus of the program. Current requirements are noted along with proposed changes. Comments and rationale on those changes are included. Syllabi are included for new course proposals. Degree goals are mapped onto the curriculum offerings. Materials for prospective students are included. VPAC forms are included.

<table>
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<tr>
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<th>page</th>
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</thead>
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<td>Overview of dropping, adding, regularizing, changing courses, and changing degree requirements</td>
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<td>• Prospective student materials</td>
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<td>• Mapping Masters goals onto the curriculum</td>
<td>11</td>
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<td>VPAC EDCP 672 ADD (Revised course with new number)</td>
<td>12</td>
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<td>• EDCP 672 syllabus</td>
<td>15</td>
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<tr>
<td>VPAC EDCP 671 ADD (new course)</td>
<td>22</td>
</tr>
<tr>
<td>• EDCP 671 syllabus</td>
<td>25</td>
</tr>
<tr>
<td>VPAC EDCP 741 change credits</td>
<td>32</td>
</tr>
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</table>
## Master's College Student Personnel Program Changes
(M.Ed. and M.A.)
11-29-11

<table>
<thead>
<tr>
<th>Course (credits)</th>
<th>Current Course title</th>
<th>Proposed</th>
<th>Comment</th>
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</thead>
<tbody>
<tr>
<td>EDCP 610 (3)</td>
<td>Professional Orientation</td>
<td>EDCP 610 (3)</td>
<td>No change</td>
</tr>
<tr>
<td>EDCP 616 (3)</td>
<td>Counseling II: Theory and Practice</td>
<td>EDCP 616</td>
<td>No change</td>
</tr>
<tr>
<td>EDCP 618 (1)</td>
<td>Counseling Skills: Introduction to Practicum</td>
<td>EDCP 618 (1) (Fall)</td>
<td>No change</td>
</tr>
<tr>
<td>(Fall) EDCP 655 (3)</td>
<td>Organizational Dimensions of Student Affairs</td>
<td>EDCP 655 (3)</td>
<td>No change</td>
</tr>
<tr>
<td>EDCP 771 (3)</td>
<td>The College Student Special Problems in Counseling and Personnel Services</td>
<td>EDCP 771 (3)</td>
<td>No change</td>
</tr>
<tr>
<td>M.Ed.: EDCP 798 (3)</td>
<td>Master's Thesis Research</td>
<td>EDCP 798 (3)</td>
<td>No change</td>
</tr>
<tr>
<td>M.A.: EDCP 799 (6)</td>
<td>Apprenticeship in Counseling and Personnel Services</td>
<td>EDCP 799 (6)</td>
<td>No change</td>
</tr>
<tr>
<td>EDCP 888A (3)</td>
<td>Quantitative Research Methods I</td>
<td>EDCP 888A (3)</td>
<td>No change</td>
</tr>
<tr>
<td>EDMS 645 (3)</td>
<td>Elective (3)</td>
<td>EDMS 645 (3)</td>
<td>No change</td>
</tr>
<tr>
<td>Elective (3)</td>
<td>M. Ed.: two professional concentration courses (6)</td>
<td>M. Ed.: two professional concentration courses (6)</td>
<td>No change</td>
</tr>
</tbody>
</table>

These courses continued to be degree requirements.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Proposal</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCP 615 (3)</td>
<td>Counseling I: Appraisal</td>
<td>Replace EDCP 615 with EDCP 672 (3) M</td>
<td>This requirement would substitute the new EDCP 672 for the current EDCP 615. The proposal is to create a new course EDCP 672 &quot;Individual and Organizational Assessment in Student Affairs&quot; to replace the current EDCP 615 requirement; this course includes material that has been covered historically in EDCP 615 but has expanded in recent years to include assessment of college student learning and development and assessment of organizational practices that contribute to those outcomes. CHSE retains the EDCP 615 course for other concentrations in CSHE as a counseling appraisal course. VPAC materials are included in this packet to propose adding this course as a replacement.</td>
</tr>
<tr>
<td>EDCP 671 (3) X</td>
<td>New Course: EDCP 671 &quot;Intergroup Dialogue Facilitator Practicum&quot;; will be a new option to the EDCP 619B Counseling Practicum requirement</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Action</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCP 618 (1) (Spring)</td>
<td>Counseling Skills: Introduction to Practicum</td>
<td>Delete</td>
<td>Currently EDCP 618 (1 credit) is required both Fall and Spring of the first year. CAPS changed the nature of this experience in which students engaged volunteer clients in the Spring course and moved that into the Fall experience. The Fall course continues and the Spring section is deleted as a requirement. Therefore only one EDCP 618 will be required (Fall). This is a one credit course.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Requirement Change</td>
<td>New Course</td>
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</tr>
<tr>
<td>EDCP 615</td>
<td>Counseling I: Appraisal</td>
<td>Delete</td>
<td></td>
</tr>
<tr>
<td>EDCP 619B (3)</td>
<td>Practicum in Counseling</td>
<td>EDCP 619B (3) or EDCP 671 (3) X</td>
<td>EDCP 671</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The purpose of these requirement changes is to include options for current requirements.</td>
<td></td>
</tr>
<tr>
<td>M.A.: EDMS 646 (3)</td>
<td>Quantitative Research Methods II</td>
<td>M.A.: EDMS 646 (3) or EDCP 773 (3)</td>
<td>Students will complete either the quantitative requirement (EDMS 646) or this qualitative option (EDCP 733) for the master's thesis.</td>
</tr>
<tr>
<td>EDCP 741 (2)</td>
<td>Multicultural Practice in Student Affairs: Self, Education, and Society</td>
<td>EDCP 741 (3)</td>
<td>Raise by one credit hour; Was offered for 2 credits but material has substantially expanded to include social justice dimensions of student affairs practice including additional assignments to explore course topics with populations of students. Additional credit is needed.</td>
</tr>
</tbody>
</table>
Master's Degree Program in College Student Personnel

Counseling, Higher Education, and Special Education Department
College of Education • University of Maryland, College Park

The College Student Personnel concentration is committed to the professional preparation of counselors, administrators, and student development educators in higher education environments. The program is designed to meet the 2009 Council for the Advancement of Standards criteria for Master's graduate preparation programs. The Council for the Advancement of Standards (CAS) is a cooperative effort of over 41 professional associations in Student Affairs Administration who have designed standards of preparation and practice for this profession (see www.cas.edu).

The foundation of the master's program rests on two mutually enhancing "core" curricula: counseling knowledge and skills and knowledge and skills concerning the college student population and the student affairs profession. From these perspectives, skills are developed to enable the graduates of the program to effect developmental changes for individuals, groups, and environments. The course work is in itself developmental. For example, individual differences are recognized and a developmentally appropriate sequence is followed to facilitate the learning of specific competencies. The program also emphasizes skills in assessment and research.

The Master of Arts (M.A.) or Master of Education (M.Ed.) degree recipient will have professional entry-level competencies in each of the following areas:

a) defining the role and functions of student affairs work in higher education;

b) interpreting research significant to the profession and conducting related research;

c) identifying factors affecting human and organizational behavior;

d) translating theoretical knowledge about the development of organizations and individuals into meaningful practices of the profession: counseling, instruction, supervision, program design, administration, and research;

e) developing multicultural competence and social justice perspective to engage with diverse students with effectiveness and confidence;

f) performing the functions of program assessment, design, implementation, and evaluation as appropriate for individuals, student services offices, and organizations.

Individuals who complete this program are prepared to seek employment in a variety of student affairs settings such as: student activities centers, academic advising offices, career planning and placement centers, offices of resident life, orientation, and commuter affairs, multicultural centers, college unions, and counseling centers at community colleges and smaller colleges and universities. Students may also continue their studies and earn a doctorate in higher education administration, student affairs administration, counseling psychology, counselor education, and numerous other fields.

Degree Options

Students may elect to earn either a Master of Arts degree (M.A.) or a Master of Education degree (M.Ed.). Students choosing to complete the M.A. are expected to complete a Master's thesis. Students electing to complete the M.Ed. complete one seminar paper and two professional concentration courses. We expect all master's students to become competent readers of research and know how to engage in
research design. Students in both degree programs will complete a one-credit research proposal seminar (EDCP 799/798) in which they will design their study for either their thesis or their seminar paper.

The program for M.A. students additionally requires one additional methods course (either a statistics course EDMS 646 or a Qualitative methods course EDCP 773) and four additional research thesis credits. Students in the M.Ed. program will complete six credits (two courses) of a professional concentration or focus to explore topics of interest to their professional practice or research. Students will develop the conceptual focus in consultation with their advisor. Professional concentrations might include such examples as:

| College Counseling | EDCP 611 Career Development Theory and Programs and EDCP 617 Group Counseling |
| Career Development | EDCP 611 Career Development Theory and EDCP 888 (individually designed experience); teaching EDCP 108D (career development for undergraduates) |
| Retention of Students of Color | EDHI 660 Retention Theories and EDHI 662 Research on Ethnic Minority Students |
| Student Leadership Development | EDCP 694 (Student Leadership Development) and EDCP 888 (individually designed experience); teaching EDCP 217 (Introduction to Leadership) |
| Multicultural Development | EDCP 776 (Social Justice in Student Affairs) and EDCP 888 (individually designed experience); teaching EDCP 220 Intro. to Human Diversity or EDCP 612 Multicultural Counseling |
| Service-Learning | EDCP 770 (Service-Learning and College Student Development) and EDCP 888 (individually designed experience); teaching EDCP 318 Leadership and Service-Learning |

**Faculty Advising**

The College Student Personnel faculty is dedicated to providing quality advising. Advisers are faculty members of the CHSE department or affiliate faculty members who are full time professional staff at the University of Maryland. Students are strongly encouraged to establish and maintain adviser/advisee contact; to take initiative in seeking advising meetings; and to consult with the adviser on a regular basis concerning course work, involvement in professional organizations and activities, and other career/professional development issues.

**Completing Your Program**

**Previous statistics coursework:** EDMS 645 is required for both master’s degrees. Students who have successfully completed an undergraduate behavioral science statistics course may petition to waive this requirement. See http://www.education.umd.edu/EDMS/SFinfo/645-646.htm

**Program duration:** Each student is an individual with different talents and family and work responsibilities. Program requirements are designed so that full-time students can complete their program in four semesters. Students may also enroll part time during some of or their entire program; program completion is then extended to approximately three years. We encourage each student to work diligently but plan to take the time needed to become a top quality professional. Electives are also offered in January and summer terms. All programs must be completed within five years.
The Master's Curriculum

THE PROGRAM WILL TOTAL 40 CREDIT HOURS. The master's curriculum in College Student Personnel consists of the following required courses.

A. Required courses for all students:

EDCP 610 Professional Orientation: Student Affairs 3 credits
EDCP 771 The College Student (Student Development Theories) 3 credits
EDCP 741 Multicultural Practice in Student Affairs: Self, Education, and Society 3 credits
EDCP 655 Organizational Dimensions of Student Affairs 3 credits
EDCP 672 Individual and Organizational Assessment in Student Affairs 3 credits
EDCP 616 Counseling II: Theory and Practice 3 credits
EDCP 618 Pre-practicum lab (Fall term) 1 credit
EDMS 645 Quantitative Methods I 3 credits
EDCP 799/798 Research Design & Proposal Writing Seminar 1 credit
M.A. students register for 2 credits of EDCP 799; M. Ed. students register for 2 credits of EDCP 798
EDCP 888A Apprenticeship in Student Personnel Services 3 credits
EDCP 619B Practicum in College Counseling 3 credits
Or
EDCP 671 Intergroup Dialogue Facilitator Practicum
Elective One course of your choosing to enrich your program 3 credits

B. Additional Requirements by degree: (8 credits)

M.A. 
EDMS 646 Quantitative Methods II 3 credits
Or
EDCP 773 Designing Qualitative Research in Counseling and Student Affairs Contexts
EDCP 799 Remaining Thesis Credits 5 credits

M. Ed.
EDCP 798 Remaining Seminar Paper credit 2 credit
Two Professional Concentration/focus Courses 6 credits
Sample Electives

Students have the opportunity, depending on their goals and individual circumstances, to take additional courses such as:

- EDCP 611 Career Counseling
- EDCP 617 Group Counseling
- EDCP 694 Student Leadership Development
- EDCP 660 Retention Theories
- EDHI 682 Research on Ethnic Minority Students
- EDHI 672 Modes of Inquiry
- EDHI 750 International Higher Education
- EDCP 770 Service-Learning and Student Development
- EDCP 776 Social Justice in Student Affairs
- EDCP 789R Social Justice and Disability Issues

Schedule of Course Offerings

Some graduate courses are offered on a rotating basis or during alternate years. In planning your schedule you will want to double-check the systematic basis of offering courses. Check with related departments for updates as this information may change. At the current time:

Once per year

- **Fall Only**
  - EDCP 610
  - EDCP 616
  - EDCP 741
  - EDCP 799/798
  - EDCP 776
  - EDCP 618
  - EDCP 671

- **Spring Only**
  - EDCP 672
  - EDCP 655
  - EDCP 694
  - EDCP 771
  - EDCP 773
  - EDCP 619B

Twice per year

- **Summer and Fall**
  - EDCP 888A (NOTE: those who complete their internship out of the College Park area in the summer between their first and second years must take the course in the fall of their second year)

Three times per year

- EDMS 645, EDMS 646, EDCP 798, EDCP 799, EDCP 888

A Note About Sequencing of Courses:

As you plan your program, note prerequisites and important sequences for some courses.

- EDCP 610 must be taken prior to EDCP 771 which must be completed prior to the administrative apprenticeship -- EDCP 888A.
- EDCP 616, EDCP 672 and EDCP 618 must be taken PRIOR to the counseling practicum EDCP 619B or the EDCP 671 IGD practicum and must be completed with a B or better letter grade.
- EDCP 671 will be offered each Fall and EDCP 619B is offered in spring of your second year. An additional EDCP 619B section may be offered Fall depending on student preferences.
Sample Program Plans

Full-time Students

Sample schedules for a full time M. A. student:

Many variations are possible; these illustrate only ONE possibility for each emphasis area. Electives may also be taken in January or Summer term. The first year is foundational and usually taken in this format:

**Fall First Year**
- EDCP 610 Intro to CSP
- EDCP 616 Couns. Theory
- EDCP 618 Pre-practicum
- EDMS 645 Statistics I

**Spring First Year**
- EDCP 771 College Student
- EDCP 672 Assessment
- EDMS 646 Statistics II or
- EDCP 773 Qualitative

**Summer First Year**
- EDCP 888A
- Apprenticeship

**Fall 2nd Year**
- EDCP 741 Multicultural Seminar
- EDCP 798/799 Research Proposal
- EDCP 619B Counseling Prac. OR
- EDCP 671 IGD Prac
- Elective

**Spring 2nd Year**
- EDCP 655 Organizational Dimensions
- EDCP 799 Thesis credit
- EDCP 619B Counseling Prac. OR EDCP 671 IGD Prac

Sample schedules for a full time M. Ed. student:

Many variations are possible; these illustrate only ONE possibility for each emphasis area. Electives may also be taken in January or Summer term. The first year is foundational and usually taken in this format:

**Fall First Year**
- EDCP 610 Intro to CSP
- EDCP 616 Couns. Theory
- EDCP 618 Pre-practicum
- EDMS 645 Statistics I

**Spring First Year**
- EDCP 771 College Student
- EDCP 672 Assessment
- Concentration/elective

**Summer First Year**
- EDCP 888A
- Apprenticeship

**Fall 2nd Year**
- EDCP 741 Multicultural Seminar
- EDCP 798/799 Research Proposal
- EDCP 619B Counseling Prac. OR
- EDCP 671 IGD Prac
- Concentration/elective

**Spring 2nd Year**
- EDCP 655 Organizational Dimensions
- Concentration/elective
- EDCP 798 Seminar paper credit
- EDCP 619B Counseling Prac. OR EDCP 671 IGD Prac
<table>
<thead>
<tr>
<th>Requirement</th>
<th>EDCP 610</th>
<th>EDCP 616</th>
<th>EDCP 618</th>
<th>EDCP 672</th>
<th>EDCP 771</th>
<th>EDCP 741</th>
<th>EDCP 655</th>
<th>EDCP 888A</th>
<th>EDCP 619B/EDCP 671</th>
<th>Research courses/thesis or sem paper</th>
</tr>
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<tbody>
<tr>
<td>a) defining the role and functions of student affairs work in higher education;</td>
<td>x</td>
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<td>x</td>
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<td>b) interpreting research significant to the profession and conducting related research;</td>
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<td>x</td>
<td></td>
<td></td>
<td>x</td>
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<td>c) identifying factors affecting human and organizational behavior;</td>
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<td>x</td>
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<tr>
<td>d) translating theoretical knowledge about the development of organizations and individuals into meaningful practices of the profession: counseling, instruction, supervision, program design, administration, and research;</td>
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<td></td>
<td>x</td>
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<td>x</td>
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<td>e) developing multicultural competence and social justice perspective to engage with diverse students with effectiveness and confidence;</td>
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<td>x</td>
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<td>x</td>
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<td>f) performing the functions of program assessment, design, implementation, and evaluation as appropriate for individuals, student services offices, and organizations.</td>
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</tbody>
</table>
### University of Maryland Course Proposal Form

**Department/Program:** EDCP  
**College/School:** EDUC  
**Action:** add  
**Date initiated:** 12/18/11  
**Unit Code:** 012025001250101  
**ACAF log no.:**

<table>
<thead>
<tr>
<th><strong>Course Prefix and Number:</strong> EDCP672</th>
<th><strong>Transcript Title:</strong> Stdt Affairs Assessment</th>
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<tbody>
<tr>
<td><strong>Title:</strong> Individual and Organizational Assessment in Student Affairs</td>
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</tr>
<tr>
<td><strong>Credits:</strong> Minimum 3 Maximum 3</td>
<td>Repeatable to a maximum of 0 if content differs</td>
</tr>
<tr>
<td><strong>Hour commitment per week:</strong> Lecture: 3 Internship: Discussion: Laboratory: Seminar:</td>
<td></td>
</tr>
<tr>
<td><strong>Can this course be waived through an AP exam?</strong> No</td>
<td></td>
</tr>
<tr>
<td><strong>Has this course been approved to fulfill a CORE distribution requirement?</strong> No</td>
<td></td>
</tr>
<tr>
<td><strong>Grading Method:</strong> Regular/Audit (RA)</td>
<td>Formerly:</td>
</tr>
<tr>
<td><strong>Prerequisite(s):</strong></td>
<td></td>
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<tr>
<td><strong>Corequisite(s):</strong></td>
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<tr>
<td><strong>Recommended course(s):</strong></td>
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<td><strong>Restrictions:</strong></td>
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<td><strong>Crosslisted with:</strong></td>
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<tr>
<td><strong>Shared with:</strong></td>
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<tr>
<td><strong>Credit will be given for only one of the following courses:</strong></td>
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<tr>
<td><strong>Catalog Description:</strong> An examination of the scholarship and practice of assessment of college student learning and developmental outcomes as well as organizational practices that contribute to those outcomes.</td>
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<tr>
<td><strong>Reason for proposal/comments:</strong> EDCP 615: Appraisal I has been required for the College Student Personnel programs curriculum for masters students for over 40 years. Recent developments in Student Affairs in the assessment and accountability movement have required substantial additional material be covered on assessment of learning outcomes and organizational programs and interventions designed to develop those outcomes. EDCP will continue to offer EDCP 615 as a counseling appraisal course for other EDCP concentrations so the CSP Masters program needed a new new course to replace the current requirement.</td>
<td></td>
</tr>
<tr>
<td><strong>Proposal affects degree requirements?</strong> Yes</td>
<td>If so, has PCC proposal been submitted? Yes</td>
</tr>
<tr>
<td><strong>Early Warning Grades:</strong> Yes</td>
<td><strong>Inclement Weather Procedures:</strong> Yes</td>
</tr>
<tr>
<td><strong>Academic Integrity / Honor Pledge:</strong> Yes</td>
<td><strong>Accomodations for students with disabilities:</strong> Yes</td>
</tr>
</tbody>
</table>

**Learning Outcomes:**

1. To be able to read, interpret and critique research and assessment in student affairs and higher and continuing education

2. To build confidence in student's ability to design appropriate assessments in the field of student affairs, both in individual counselling and organizational improvement contexts

3. To understand basic aspects of student affairs assessment, including:
   a. understanding different approaches to individual and organizational assessment,
   b. choosing appropriate research designs and methods, and
   c. following professional standards and guidelines.

**Assessment Policy:** Grades will be based on the quality of students' written reflections, assignments, and projects, and in-class participation. Quality of students' written assignments will include completeness, accuracy, depth, and clarity of thought on every assignment.

In the event of absences, students are required to provide appropriate documentation according to the University's Attendance and Assessment/Examination policies for illness (of the student or dependent), religious observance, participation in University activities at the request of University authority, and compelling circumstances beyond the students' control. Documentation should align with the date(s) of the absences. Absences without appropriate documentation will affect students' participation grade for the course since a significant part of the course relies on in-class participation. Additionally, students must attempt to notify the instructor as soon as possible that they will be absent from class with a rationale and plans to show the instructor documentation.


**Course Pedagogy and Format:** The course will include lectures, discussion of assigned readings and assignments, and group project work on designing assessment plans. The specific weekly
Outline of topics includes:

Week of January 25
Introduction to the Course

Week of February 1
Introduction to Assessment in Student Affairs

Week of February 8
Quantitative Methods

Week of February 15
Qualitative Methods

Week of February 22
Key Considerations in Research Methods Critiquing Research Articles

Week of March 1
Assessing Environments & Outcomes

Week of March 8
Instruments: Standardized & Self-Created

Week of March 15
Satisfaction & Needs Assessment

Week of March 22
Spring Break

Week of March 29
Personality Assessment

Week of April 5 Developing Learning Outcomes
Assessing Learning Outcomes

Week of April 12
Possible Guest Lecture and/or Supplemental Readings

Week of April 19
Career & Occupational Assessment Critiquing Qualitative Research

Week of April 26
Benchmarking, Cost Effectiveness & Professional Standards Assessment
Communicating Assessment Results

Week of May 3
Assessing Unique Student Populations Ethical Issues in Research & Assessment Discussion of thesis/seminar paper research questions

Week of May 10
Group Presentations
Hedwig Tzer
Dept. PCC Chair (print name, sign, date)

K. L. 2012
Dept. Chair (print name, sign, date)

S. Kiley 1-26-12
College/School PCC Chair (print name, sign, date)

Senior Vice President & Provost
INDIVIDUAL AND ORGANIZATIONAL ASSESSMENT IN STUDENT AFFAIRS

COURSE OBJECTIVES AND DESCRIPTION

It is my goal that students in this course should achieve the following objectives:

- To be able to read, interpret and critique research and assessment in student affairs and higher & continuing education
- To build confidence in your ability to design appropriate assessments in the field of student affairs, both in individual counseling and organizational improvement contexts
- To introduce students to basic aspects of student affairs assessment, including:
  - understanding different approaches to individual and organizational assessment,
  - choosing appropriate research designs and methods, and
  - following professional standards and guidelines.

This course will incorporate several different pedagogical approaches during the semester designed to achieve the above objectives. In order for this class to be successful, however, students are expected to share the responsibility for their learning as well as for the learning of their peers. You are expected to come to class ready to engage in the classroom dialogue, and with all reading and other assignments completed by the specified due date. (See below for limited exceptions.)

POLICIES

1. Class participation: Participation includes applying assigned readings to class discussion and to cases that will be presented in class to be discussed in small groups. Students are expected to bring experience from their assistantships or work sites to inform these discussions of practical applications of assessment issues. Students are expected to attend every class session, or notify the instructor in advance that he/she will be absent along with the reason for the absence.

2. Late papers/assignments: All assignments must be completed by the due date unless prior arrangements are made, well in advance of the deadline. Extensions on any assignment will not be granted except for instances related to religious observances (see below), documented disabilities (see below), or extraordinary circumstances that are pre-approved by the instructor.

3. Contact information: I encourage you to call or e-mail me to set up an appointment if you would like to meet with me outside of class. (Contact information is provided on the first page of this syllabus.) I will set up an e-mail reflector for this class as soon as the enrollment is finalized. The address for the reflector will be edcp672@umd.edu. I will use this group e-mail address to update you on specifics for the class, or for reminders on upcoming deadlines. If you are unable to check e-mail regularly, please see me. You are also welcome to use the reflector to communicate with your classmates. Please keep in mind that the instructor also receives messages sent to the reflector.

4. ELMS website: This course will utilize the online learning website called ELMS. On this website, you will be able to access all scanned readings, weekly PowerPoint slides, and other class handouts. Students are expected to use this website to access relevant readings and course materials.
5. **Working with partners or in groups:** I strongly encourage you to work with others to study the course readings and to critique each others' written assignments prior to their due date. There are also formal activities in which you will be working with partners or groups structured into the course.

6. **Academic integrity:** The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student, you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit [http://www.shc.umd.edu](http://www.shc.umd.edu). If you wish to report a violation of academic conduct, visit the website or call 301-314-8450. On the first day of class, I will ask you to sign an honor pledge for all of the work that you will complete in conjunction with this class.

7. **Accommodations for students with disabilities:** If you have a registered disability that will require accommodation, please see the instructor as soon as possible at the beginning of the semester. If you have a disability and have not yet registered with the University’s Disability Support Services (DSS) in the Shoemaker Building, you should do so by contacting the office at 301-314-7682. All requests for accommodations due to disabilities must be in accordance with recommendations set forth by DSS.

8. **Religious observances:** If you need to miss a class or make up an assignment due to an individual participation in a religious observance, please notify me within the first two (2) weeks of the beginning of the semester.

9. **Course evaluation:** As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. Please make a note now of the dates for Spring 2013 and the link at which you can access the submission system ([www.cOURSEevalUM.umd.edu](http://www.cOURSEevalUM.umd.edu)). If you submitted all of your evaluations in the Fall or are a new student, you can also access all posted results from Fall 2007 forward via Testudo under CourseEvalUM Reporting. To retain this access, you must submit all of your evaluations each semester. If you do not have access right now, you can gain it by submitting all of your Spring 2013 evaluations. More information is at: [https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml](https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml).

**METHODS OF INSTRUCTION AND COURSE EXPECTATIONS**

The course will employ a variety of instructional approaches, and relies heavily on student participation and discussion. Course requirements include both written and oral assignments, and involve both individual and group work. For written assignments, please adhere to the guidelines described in the Publication Manual of the American Psychological Association (APA), 6th edition. You will be evaluated on the following items (additional information on the assignments will be provided throughout the term):

1. (15%) **Class participation:** You are expected to participate in and/or lead class discussions and group work in a manner that demonstrates thoughtful reflection and understanding of the subject matter as well as respect for your colleagues in the class. You are expected to reflect assigned readings in your class discussion and apply those readings to such class activities as case study analysis. In order to participate meaningfully, you are expected to attend every class session, and you **must** come to class having read all of the reading assignments and written all of the writing assignments.

   - One of the major components of your class participation evaluation will be based upon a class discussion that you will lead with a partner or small group on assessment issues that are germane to a specific unit in student affairs, including: Career Services, Residence Life, or College Unions. One or two discussions per week will take place on April 5 or 19, 2013. More information on this assignment will be provided at a later date.
2. (25%) **Critique of research article:** After discussing the basic elements of a research article, you will be asked to critique an article that will be distributed in class. **Due March 1, 2013.**

3. (20%) **Creation of a survey instrument:** Based on a topic of your choice, you will develop a survey questionnaire. The first draft of the questionnaire will be due on **April 5, 2013.** You will be given feedback by the instructor, as well as by another person in the class by **April 12, 2013.** You will submit a revised survey instrument, based on the feedback, on **April 26, 2013.**

4. (40%) **Assessment project for a student affairs unit:** You will work in one of three groups on a proposal for an assessment project in a pre-determined case scenario for a student affairs unit. Your group will submit a project proposal and give an oral presentation on your project on **May 10, 2013.**

**REQUIRED TEXTS**


There are also a series of scanned readings for this class. These readings can be accessed and downloaded from ELMS.

*Note: The Upcraft & Schuh and Schuh & Associates texts are very similar, but distinct enough where I find it important to assign both for a given week’s topic. Portions that are repetitive in one or the other reading can and should be skinned.*

**OPTIONAL TEXTS:**


**OTHER USEFUL TEXTS**


### COURSE CALENDAR

**OVERVIEW OF RESEARCH & ASSESSMENT METHODS**

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<tr>
<td><strong>Introduction to the Course</strong></td>
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<tr>
<td>- Introductions</td>
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<td>- Review of syllabus</td>
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<td>- Elements of educational research</td>
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<td>- Research &amp; assessment quiz</td>
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<tr>
<th>Week of February 1</th>
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<tr>
<td><strong>Introduction to Assessment in Student Affairs</strong></td>
<td>Reading:</td>
</tr>
<tr>
<td>- Research cycle</td>
<td>Upcraft &amp; Schuh: Chs 1, 2</td>
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<tr>
<td>- Key questions to ask in assessment</td>
<td>Schuh &amp; Associates: Ch 1</td>
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<tr>
<td>- Steps in the assessment process</td>
<td>Schuh &amp; Upcraft: &quot;Facts &amp; Myths&quot; (scanned)</td>
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<tr>
<td>- Introduction to psychological testing</td>
<td>Optional: Schuh &amp; Upcraft (Manual): Chs 1, 2</td>
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<td><strong>Quantitative Methods</strong></td>
<td>Reading:</td>
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<tr>
<td>- Assumptions</td>
<td>Upcraft &amp; Schuh: Ch 4</td>
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<tr>
<td>- Methods of data collection</td>
<td>Schuh &amp; Associates: Ch 3 (pp. 51-64 only), Ch 6 (pp. 141-158 only), Ch 2</td>
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<tr>
<td>- Instrumentation</td>
<td>Hood &amp; Johnson: Ch 3 (scanned)</td>
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<tr>
<td>- Basic statistical concepts</td>
<td>Optional: Schuh &amp; Upcraft (Manual): Ch 5</td>
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<tr>
<td>- Reliability and validity</td>
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<th>Week of February 15</th>
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<tr>
<td><strong>Qualitative Methods</strong></td>
<td>Reading:</td>
</tr>
<tr>
<td>- Assumptions</td>
<td>Upcraft &amp; Schuh: Ch 3</td>
</tr>
<tr>
<td>- Methods of data collection</td>
<td>Schuh &amp; Associates: Ch 3 (pp. 64-74 only), Ch 5 (pp. 127-138 only), Ch 6 (pp. 158-169 only)</td>
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<tr>
<td>- Analysis of data</td>
<td>Creswell: Ch 10 (scanned)</td>
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<tr>
<td>- A note on mixed methods</td>
<td>Optional: Schuh &amp; Upcraft (Manual): Chs 3, 4</td>
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<td>Optional: Schuh &amp; Associates: Ch 9</td>
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Week of February 22

**Key Considerations in Research Methods**
- Quantitative sampling
- Qualitative sampling

**Critiquing Research Articles**
- Hunnicutt, et al. (1992)
- Qualls, Cox, & Schehr (1992)

**Reading:**
- Upcraft & Schuh: Ch 5
- Schuh & Associates: Ch 4
- McMillan & Schumacher: "Appendix A" (scanned)
- 2 Quantitative Research Articles (scanned, see left)

**Bring to class:**
- "Suggested Elements of a Research Proposal"
- "Critiquing Research Articles"

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Week of March 1

**Assessing Environments & Outcomes**
- Astin's I-E-O model
- Other environmental assessment models
- Student and program environments
- Steps in environmental & outcome assessment

**Reading:**
- Upcraft & Schuh: Chs 8, 10
- Schuh & Upcraft (Manual): Chs 11, 12, 17

**Assignment due**
- Article critique

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Week of March 8

**Instruments: Standardized & Self-Created**
- Standardized/commercial vs. self-created
- Attitudinal & perceptual questions
- Behavioral questions
- Formatting the questionnaire

**Reading:**
- Schuh & Associates: Ch 5 (pp. 107-126 only)
- Sudman & Bradburn: Chs 2, 3, 5, 6 (scanned)
- Schwarz: "Self-Reports" (scanned)

**Optional reading:**
- Schuh & Upcraft (Manual): Chs 6, 7, 8
- Upcraft & Schuh: pp. 325-344
- Hood & Johnson: pp. 421-430

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TYPES OF ASSESSMENT IN STUDENT AFFAIRS

Week of March 15

**Satisfaction & Needs Assessment**
- Purposes and uses of needs assessment
- Purposes and uses of satisfaction assessment
- Measuring needs and satisfaction

**Reading:**
- Upcraft & Schuh: Chs 6, 7

**Optional:**
- Schuh & Upcraft (Manual): Chs 9, 10

**Group mini-presentation:**
- Assessing Resident Life Programs
### Group mini-presentation:
Assessing College Unions

#### Week of March 29

**Personality Assessment**  
- Types of personality assessments  
- Applications of personality tests for individual and organizational assessment

**Reading:**
- Hood & Johnson: Chs 11, 12, 13 (scanned)  
- Maki: Ch 3, Appendix 4.1, Appendix 4.2, Ch 5 (scanned)

**Assignment due:**
- First draft of survey instrument  
- Bring 2 copies: 1 for instructor, 1 for exchange partner

#### Week of April 5

**Developing Learning Outcomes**  
**Assessing Learning Outcomes**  
- Forming research questions for learning outcomes assessments  
- Writing learning outcomes  
- Measuring student learning outcomes

**Group mini-presentation:**
Assessing Career Services

#### Week of April 12

**AERA – Possible Guest Lecture and/or Supplemental Readings**

**Assignment due:**
- Feedback on survey instrument for Exchange Partner

#### Week of April 19

**Career & Occupational Assessment**  
- Career choice and development  
- Personal and professional values  
- Vocational interests  
- Career and life planning

**Critiquing Qualitative Research**

**Reading:**
- Hood & Johnson: Chs 7, 8, 9, 10 (scanned)  
- Qualitative Research Article (P. Love, scanned)

**Assignment due:**
- Final survey instrument

#### Week of April 26

**Benchmarking, Cost Effectiveness & Professional Standards Assessment**  
- Purposes and uses  
- Measurement in benchmarking, cost effectiveness, and professional standards

**Communicating Assessment Results**

**Reading:**
- Upcraft & Schuh: Chs 11, 12, 13  
- Schuh & Associates: Ch 7  
- New Directions: Ch 4 (scanned)  
- Optional: Schuh & Upcraft (Manual): Chs 13, 14
- Reporting your results effectively
- Making use of assessment findings
- Best practices in student affairs research

**SPECIAL TOPICS IN STUDENT AFFAIRS ASSESSMENT**

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<tr>
<td><strong>Assessing Unique Student Populations</strong></td>
<td><strong>Reading:</strong></td>
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<tr>
<td>- Assessing student cultures</td>
<td>Upcraft &amp; Schuh: Ch 9, 14</td>
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<tr>
<td>- Assessing minority and special populations</td>
<td>Schuh &amp; Associates: Ch 8</td>
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<tr>
<td>- Clinical interviews from a multicultural perspective</td>
<td>Hood &amp; Johnson: Ch 16, 18 (scanned)</td>
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<tr>
<td><strong>Ethical Issues in Research &amp; Assessment</strong></td>
<td>Sedlacek, W. E. (1994) &quot;Issues in Advancing...&quot; (scanned)</td>
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<tr>
<td>- Protecting subjects rights and privacy</td>
<td><strong>Optional:</strong> Schuh &amp; Upcraft (Manual): Ch 32</td>
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<td>- Obtaining informed consent</td>
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<td>- Guarding against bias</td>
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<td>- Other ethical issues</td>
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<td><strong>Discussion of thesis/seminar paper research questions</strong></td>
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<th>Week of May 10</th>
<th>Assignment due:</th>
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<td><strong>Group Presentations</strong></td>
<td>Group presentations</td>
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University of Maryland Course Proposal Form
Department/Program: EDCP
College/School: EDUC
Action: add

Course Prefix and Number: EDCP671  Transcript Title: Facilitating Dialogues
Title: Intergroup Dialogue Facilitation Practicum
Credits: Minimum 3 Maximum 3  Repeatable to a maximum of 0 if content differs
Hour commitment per week: Lecture: Internship: Discussion: Laboratory: Seminar: 3
Can this course be waived through an AP exam? No
Has this course been approved to fulfill a CORE distribution requirement? No
Grading Method: Regular/Audit (RA)  Formerly: EDCP 498L: Special Topics
Prerequisite(s): EDCP 615, 618, & 771 or permission of instructor.
Corequisite(s): 
Recommended course(s): 
Restrictions: May not receive credit for both EDCP 498L and EDCP 671. Limited to college student personnel students only.
Crosslisted with: 
Shared with: 

Credit will be given for only one of the following courses:

Catalog Description: Developing knowledge and skills for facilitating intergroup dialogues. Using the principles and content of intergroup dialogues to create scenarios for the practice of listening, understanding, and taking action under theories of social justice.

Reason for proposal/comments: This proposal is to add a course in the College Student Personnel programs curriculum for masters students. This course provides students a new option for their practicum experience requirement.

Proposal affects degree requirements? Yes  If so, has PCC proposal been submitted? Yes
Early Warning Grades: Yes  Inclement Weather Procedures: Yes
Academic Integrity / Honor Pledge: Yes  Accommodations for students with disabilities: Yes

Learning Outcomes: The learning outcomes for this course are developing students' capacity for dialogue; exploring the similarities and differences across social group membership; understanding the contextual systems of privilege and oppression; developing skills to address conflict; identifying ways to promote individual and collective social action; and creating transformative learning environments.

Learning outcomes for the course include:
1. Develop a capacity for dialogue deep listening, suspending judgments, identifying assumptions, and reflection and inquiry.
2. Reflect upon and learn about self and others as members of social group(s) in the context of systems of privilege and oppression.
3. Explore the similarities and differences in experiences across social group memberships.
4. Gain knowledge and understanding of the dynamics of difference and dominance at personal and political levels.
5. Develop skills to work with differences, disagreements, and conflicts as opportunities for deeper understanding and transformation.
6. Identify individual and collective actions for interrupting injustices and building alliances to promote greater social justice.
7. Develop effective facilitation skills, including communication, conflict exploration, and bridge building.

Assessment Policy: Grades will be based on the quality of students' written reflections and papers, ability to facilitate dialogues, and in-class participation. Quality of students' written assignments will include completeness, accuracy, depth, and clarity of thought on every assignment.

In the event of absences, students are required to provide appropriate documentation according to the University's Attendance and Assessment/Examination policies for illness (of the student or dependent), religious observance, participation in University activities at the request of University authority, and compelling circumstances beyond the students' control. Documentation should align with the date(s) of the absences. Absences without appropriate documentation will affect
students' participation grade for the course since a significant part of the course relies on in-class participation. Additionally, students must attempt to notify the instructor as soon as possible that they will be absent from class with a rationale and plans to show the instructor documentation.


**Course Pedagogy and Format:** The course will include in-class discussions, activities, and practice facilitation sessions with written reflections and papers on theories, dialogue, and practice. The dissemination of knowledge in the course will come from the joint contribution of the instructor and students based on individual interpretation of readings and inclusion of personal experiences. For the course outline, each week will focus on a different aspect of intergroup dialogues.

**Week 1:** Course Overview and Development of Community Commitments

**Week 2:** Intergroup Dialogue History

**Week 3:** Introduction to Group Process and Observation Guidelines

**Week 4:** Social Justice Frame

**Week 5:** Managing Triggers, Resistance, and Conflict

**Week 6:** Empathy and Co-Facilitation

**Week 7:** Power, Solidarity, and Reframing

**Week 8:** Group Stages, Leadership Roles

**Week 9:** Critical Incidents and Difficult Group Members

**Week 10:** Critically Examining Procedures

**Week 11:** Interrupting Oppression, Building Alliances, and Moving Toward Liberation

**Week 12:** Coalition and Alliance Building (cont')

**Week 13:** Social Action

**Week 14:** Imperialism and revisiting Empathy

**Week 15:** Student Choice of Facilitation Topic, Student Questions

**Week 16:** Group Presentations of Group Action Projects

Each week students will have the opportunity to practice facilitation skills by leading group dialogues on different social justice topics such as racism, classism, homophobia, religious oppression, sexism, ableism, and nationality. At the end of the course, students' final project involves a group presentation and paper on conducting a collective action project about one of the social justice topics addressed in the course. Therefore, the course balances individual and group work with readings, lectures, and class discussions.
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<tr>
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**Senior Vice President & Provost**

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24
Course Goals
Summed up by Pema Chodron:

There is nobody on the planet, neither those whom we see as the oppressed nor those whom we see as the oppressor, who doesn’t have what it takes to wake up. We all need support and encouragement to be aware of what we think, what we say, what we do. Notice your opinions ... never give up on yourself. Then you will never give up on others. Wholeheartedly do what it takes to awaken your clear-seeing intelligence, but one day at a time, one moment at a time. If we live that way, we will benefit this earth.

This course aims to develop students’ knowledge and skills as potential facilitators of intergroup dialogues. As such, the course builds upon the principles and content of intergroup dialogues. More specifically, it prepares students to create dialogues in situations where understanding, listening, and action are needed and desired as well as work toward individual and collective actions for social justice. We will focus on the creation of intergroup dialogues about issues of social (in)justice, but the skills learned in this course will enable us to create dialogues about a variety of issues in our families, among our friends, at our workplaces, and in our communities.

As a participant in this course, you will have an opportunity to:
1. Develop a capacity for dialogue—deep listening, suspending judgments, identifying assumptions, and reflection and inquiry.
2. Reflect upon and learn about self and others as members of social group(s) in the context of systems of privilege and oppression.
3. Explore the similarities and differences in experiences across social group memberships.
4. Gain knowledge and understanding of the dynamics of difference and dominance at personal and political levels.
5. Develop skills to work with differences, disagreements, and conflicts as opportunities for deeper understanding and transformation.
6. Identify individual and collective actions for interrupting injustices and building alliances to promote greater social justice.
7. Develop effective facilitation skills, including communication, conflict exploration, and bridge building.

Class Commitments (to be determined the first day of class)
Required Books


Additional readings are located on ELMS

Required Assignments

The reading, writing and other formal assignments listed below will provide the basis for whole group, small group, and individual work in each of our class sessions. Thus you need to complete assignments in advance of each class meeting, come prepared to discuss them, and bring assigned reading materials to class. The assignments are as follows:

1. Participation & Reflection: Developing Passion, Awareness, Skills, and Knowledge

As a member of our classroom community, you are expected to attend all scheduled classes, participate thoughtfully in class, and alert me in advance if you are unable to come to a class session (notwithstanding unforeseen circumstances). You will be expected to make-up the missed class with an activity/written assignment to be determined by instructors.

Participation and reflection are critical dimensions of this class. Participation includes (a) applications of the readings to case studies from actual IGD facilitation experience, (b) case conferencing IGD experience to request peer and instructor feedback and reflection, (c) responsible attendance at your assigned facilitations, and (d) engagement with peers in classroom simulations and role play activities. Each week, you are also expected to write and turn in a journal entry. We will provide prompts in class for the weekly entries, which will ask you to critically reflect on course
readings, course activities and dialogues, and/or your lived experiences. The journals also present
opportunities for you to share with us your questions, frustrations, hopes, fears, satisfactions, and
ideas.

In the event of absences, students are required to provide appropriate documentation according
to the University’s Attendance and Assessment/Examination policies for illness (of the student or
dependent), religious observance, participation in University activities at the request of University
authority, and compelling circumstances beyond the students’ control. Documentation should align
with the date(s) of the absences. Absences without appropriate documentation will affect students’
participation grade for the course since a significant part of the course relies on in-class
participation. Additionally, students must attempt to notify the instructor as soon as possible that
they will be absent from class with a rationale and plans to show the instructor documentation.

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Please note that, at times, the simulations, activities, readings and dialogues occurring
throughout the semester may cause some dissonance for you. In other words, you may feel
discomfort at a discrepancy between what you already know or believe to be true, and new
information or interpretation of information that is introduced to you throughout the semester.
We should all be mindful, critical, and accountable of the consequences and impact that our
experiences, statements, and actions will have on others and ourselves. Maintaining a safe
space is critical, yet there will be important moments of conflict that are also essential. I
believe that learning occurs through a variety of ways and that creating dissonance in an
experiential setting is a valuable component of social justice education.

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2. Identity Paper

Cornel West wrote, “It takes courage to interrogate yourself. It takes courage to look at the mirror
and see past your reflection to who you really are when you take off the mask, when you’re not
performing the same old routines and social roles. It takes courage to ask—how did I become so
well adjusted to injustice?”

For this assignment, you will apply the perspective-learning skills we learn in class to your own life.
Details will follow in class, but the gist of the assignment is to have you examine your identity from
a variety of perspectives (some that will challenge your current sense of self).

3. Co-facilitating Intergroup Dialogues (2)

During the course, you will co-facilitate one in-class intergroup dialogue with a peer. During each
dialogue, two students will observe, assess, and advise the dialogue.

As a co-facilitator, you will be expected to research your issue and, in consultation with your co-
facilitator and us, assign readings to your peers for the day you will be co-facilitating and choose a
structure for the dialogue. Following each co-facilitation, you will write a reflection that critically
reflects on the content and process of the dialogue as well as your facilitation skills. Part of this
reflection will include stepping into the shoes of dialogue participants, including your co-facilitator.
Basically, you want to learn something about what it is like to be in this person’s shoes. Details will
follow in class.
4. Collective Action Project

Describing “the cycle of liberation,” Harro asserted, “[M]ost socially conscious people truly want to ‘do something about’ the injustices that they see and they recognize that simple, personal-level changes are not enough.” Therefore I want to give you the opportunity to work collectively for more system-level change beyond this course. Therefore, you will collaborate with at least one and no more than three peers toward a “critical transformation” of your choice that you describe and analyze in a final report. You may want to plan an action to address an issue on which you co-facilitated a dialogue since you will have already researched root causes. Details will follow in class, and your group will be expected to consult with me on your course of action.

Please let us know if because of a disability or special situation, you need accommodations in the curriculum, instruction, or assessment of this course. We will try to make any necessary adjustments as confidentially as possible.

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. Please be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit: http://www.shc.umd.edu.

5. Individual Action Project

Craft an action that will incorporate what you learn from this course into your work environment (e.g. facilitate a dialogue, create an intentional conversation, or participate in an activity with students, colleagues, or peers). The individual action project is designed as an opportunity for you to put knowledge, experience and theories from the course into practice. During the last class, be prepared to present on your individual action and to hand in a reflection on your experience, focusing particularly on the content and process of your action.

Course Evaluation

We will try to set clear standards for you to meet; if they are unclear, please let us know. We will also try to help you reach those standards by commenting on your work and/or meeting with you individually (the latter is by no means mandatory). We will accept late assignments only if you have made prior arrangements with us. We will judge your work based on the criteria outlined above and, for assignments, rubrics or guidelines that we distribute in class. Generally speaking, however, we always value the following attributes: completeness, accuracy, depth and clarity of thought, and quality of writing. The quality of your writing is especially important to us. We suggest reading aloud every assignment before handing it in. Make sure, too, that all your work is proofread carefully. Please avail yourself of campus’s Writing Center if you feel your writing can be improved or if we give you feedback that indicates your writing needs improvement.

Your final grade will be based on the following elements:

<table>
<thead>
<tr>
<th>Master’s students</th>
<th>20 points</th>
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<tr>
<td>Participation &amp; Reflection</td>
<td>20 points</td>
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<tr>
<td>Identity Paper</td>
<td>15 points</td>
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<tr>
<td>Facilitating Intergroup Dialogue &amp; Reflection</td>
<td>15 points</td>
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<tr>
<td>Dialogue or Course Facilitation &amp; Reflection</td>
<td>15 points</td>
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<tr>
<td>Individual Action Project</td>
<td>10 points</td>
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<td>Collective Action Project</td>
<td>25 points</td>
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<td><strong>TOTAL</strong></td>
<td><strong>100 points</strong></td>
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Grading Scale: (+/- might be used). 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, <60 = F

**Course Outline** (Subject to Change!)

**Jan. 26:** Introductions, course overview, development of community commitments

**Feb. 2:** IGD history and theory, "Me Stew" (bring artifacts to class)
* On Dialogue (Bohm, D.)
* Intergroup Dialogue for a Just and Diverse Democracy (Schoem, D.)
Tatum, B. D. The Complexity of Identity: "Who Am I?" (pp. 5-8)
Zúñiga, X. Bridging Differences through Dialogue (pp. 628-631)
Sign up to Co-facilitate one IGD (Master’s students sign up for one additional class).

**Feb. 9:** IGD history cont’d., group process observation guidelines, framing “social justice”
* Communication Filtering (The Unconscious Process) (Freeman, B.)
* Diversity Initiatives in Higher Education (Clark, C.)
* What to Look for in Groups (Conyne, R. C.)
Bell, L. A. Theoretical Foundations (pp. 21-26)
Hardiman R., Jackson, B. W., & Griffin, P. Conceptual Foundations. (pp. 26-35)
Harro, B. The Cycle of Socialization (pp. 45-51)

RECOMMENDED: * More than Words? Delving Into the Substantive Meaning(s) of “Social Justice” in Education (North, C. E.)

**Feb. 16:** Racism: Section 2 (Readings for SJ and Diversity) in-class facilitation, resistance, triggers, LARA, conflict
* Understanding Resistance (Goodman, D. J.)
* Preventing and Reducing Resistance (Goodman, D. J.)
* Defining the Principles of Dialogue: Listen with TING (Huang-Nissen, S.)
Bell, L. A., Castañeda, C., & Zúñiga, X. Introduction (pp. 59-66) AND readings assigned by peer facilitators

**Feb. 23:** Heterosexism: Section 6 (Readings for SJ and Diversity) in-class facilitation, conflict (cont’d.), empathy, co-facilitation cues
* The Role of Empathy in Improving Intergroup Relations (Stephan, W. G., & Finlay, K.)
* Teaching With and About Conflict in the Classroom” (Zúñiga, X., & Chesler, M. A.) **Note: Skim pp. 37-40, read the rest carefully**
Blumenfeld, W. J. Introduction (pp. 371-376) AND readings assigned by peer facilitators

**Mar. 2:** Sexism: Section 5 (Readings for SJ and Diversity) in-class facilitation, (re)frameing, power, and solidarity
* Framing & Reframing (Tannen, D.)
* Power and Solidarity (Tannen, D.)
Hackman, H. Introduction (pp. 315-320) AND readings assigned by peer facilitators
**Identity Paper Due**

**Mar. 9:** Transgender Oppression: Section 7 (Readings for SJ and Diversity) in-class facilitation, process leadership roles and progression, group stages
* Facilitating Social Justice Education Courses (Griffin, P., & Ouellett, M. L.)
* Feedback: An Educational Opportunity (Seashore, E.)
Catalano, C., & Shlasko, D. Introduction (pp. 423-429) AND readings assigned by peer facilitators

**Mar. 16:** Ableism: Section 8 (Readings for SJ and Diversity) in-class facilitation, critical incidents and difficult group members
* Critical Incidents and Difficult Group Members (Kottler, J. A., & Englar-Carson, M.)
* Practice and Paradox: Deconstructing Neutrality in Mediation (Cobb & Rifkin)
Castañeda, C., Hopkins, L. E., Peters, M. L. Introduction (pp. 457-464) AND readings assigned by peer facilitators
* Turn in Collective Action Project Group Member Names and Tentative Description of Action

**Mar. 23:** Spring Break

**Apr. 6:** Religious Oppression: Section 4 (Readings for SJ and Diversity) in-class facilitation, critically examining procedures
* Alternative Dispute Resolution/Conflict Intervention and Social Justice (Chesler, M.). Note: Read pp. 16-56.
Adams, M., & Joshi, K. Y. Introduction (pp. 227-234) AND readings assigned by peer facilitators

**Apr. 13:** Classism: Section 3 (Readings for SJ and Diversity) in-class facilitation, interrupting oppression, building alliances moving toward liberation
Anzaldúa, G. Allies (pp. 617-619)
Ayvazian, A. Interrupting the Cycle of Oppression: The Role of Allies as Agents of Change (pp. 625-628)
Harro, B. The Cycle of Liberation (pp. 52-58)
Adams, M. Introduction (pp. 141-148) AND readings assigned by peer facilitators

**Apr. 13:** Ageism and Adultism: Section 9 (Readings for SJ and Diversity) in-class facilitation, social action
* There Is No Hierarchy of Oppressions (Lorde, A.). Note: this short essay is available at: http://lgbtro.ucsd.edu/There_is_no_Hierarchy_of_Oppressions.asp
Johnson, A. G. What Can We Do? (pp. 610-616)
Smith, C. Social Struggle (pp. 620-624)
DeJong, K., & Love, B. J. Introduction (pp. 533-539) AND readings assigned by peer facilitators

**Apr. 20:** Imperialism in-class facilitation, revisiting empathy, coalition and alliance building (cont’d.)
* Empathy and Antiracist Feminist Coalition Politics (Caygill, M., & Sundar, P.). Note: read the links at: http://sitemaker.umich.edu/psundar/home
Smith, A. Heteropatriarchy and the Three Pillars of White Supremacy: Rethinking Women of Color Organizing (pp. 88-93)

30
Readings assigned by peer facilitators

**Apr. 27:** Student choice in-class facilitation
Readings on process TBD by student interests
Readings assigned by peer facilitators

**May 4:** End-of-semester reflection, sharing of group action projects, and individual action projects.

**May 16:** COLLECTIVE ACTION PROJECT & FINAL REFLECTIONS DUE
### University of Maryland Course Proposal Form

**Department/Program:** EDCP  
**College/School:** EDUC  
**Action:** change  
**Type of Change:** Title

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<th>Course Prefix and Number</th>
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<td>EDCP741</td>
<td>Multicultural Practice</td>
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<th>Title</th>
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<td>Multicultural Practice in Student Affairs: Self, Education, and Society</td>
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<th>Hour commitment per week</th>
<th>Lecture</th>
<th>Internship</th>
<th>Discussion</th>
<th>Laboratory</th>
<th>Seminar</th>
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| Can this course be waived through an AP exam? | No |
| Has this course been approved to fulfill a CORE distribution requirement? | No |

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<th>Grading Method</th>
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<th>Formerly</th>
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| Prerequisite(s): | |
| Corequisite(s): | |
| Recommended course(s): | |
| Restrictions: | |
| Crosslisted with: | |
| Shared with: | |

**Credit will be given for only one of the following courses:**

- **Catalog Description:** Develop knowledge and skills in the area of multicultural practice in student affairs through the examination of oppression, power, and privilege and how these dynamics impact individuals, educational institutions, and societies.

**Reason for proposal/comments:** Raise by one credit hour; Was offered for 2 credits but material has substantially expanded to include social justice dimensions of student affairs practice including additional assignments to explore course topics with distinct populations of students. Additional credit is needed.

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<th>Proposal affects degree requirements?</th>
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<th><strong>If so, has PCC proposal been submitted?</strong></th>
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<th>Early Warning Grades:</th>
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<th><strong>Accomodations for students with disabilities:</strong></th>
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<th>Course Pedagogy and Format:</th>
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**For Use by the Registrar's Office Only**

- **Effective Term:**
- **Repeat Table:**
- **Prereq pop-up:**
- **Entered/date:**
- **Verified:**

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**Senior Vice President & Provost**

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12/18/11

VPAC log no.: 1183689  
Date initiated: 12/18/11  
Unit  
Code: 012025001250101  
ACAF log no.: