May 24, 2012

MEMORANDUM

TO:       Donna Wiseman
          Dean, College of Education

FROM:     Elizabeth Beise
          Graduate Planning and Programs

SUBJECT: Proposal to Modify the Curriculum of the Ph.D. in Counseling and Personnel Services College Student Personnel Concentration (PCC log no.11035).

On March 2, 2012, the Senate PCC committee approved your proposal to modify the curriculum of the Ph.D. 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

cc:       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 Kivlighan, 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 new Higher Education, Student Affairs, and International Education Policy program (HSI).

This proposal concerns modified curricular requirements in the current Ph.D. College Student Personnel Administration degree requirement. These proposed changes are independent of the MHEC action and are proposed whether or not the new program is formed.

This remains a 66 credit hour doctoral degree program [post-master's degree]. No new resources are required.

Specifically, the proposal renames and renumbers several courses, adjusts several credit levels, regularizes several courses that have been previously offered, and modifies several degree requirements including dropping five current requirements. New degree requirements permit more individual choice in research methods and methodology courses and add two courses that will be a shared core with Higher Education and International Education Policy doctoral students (these courses are currently required in those two concentrations). New requirements modify the nature of electives, a professional concentration, and the role of the internship.

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

1. Department Committee Chair
2. Department Chair
3. College/School PCC Chair
4. Dean
5. Dean of the Graduate School (if required)
6. Chair, Senate PCC
7. University Senate Chair (if required)
8. Senior Vice President and Provost
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 new Higher Education, Student Affairs, and International Education Policy program (HSI).

This proposal concerns modified curricular requirements in the current Ph.D. College Student Personnel Administration degree requirement. These proposed changes are independent of the MHEC action and are proposed whether or not the new program is formed.

This remains a 66 credit hour doctoral degree program [post-master's degree]. No new resources are required.

Specifically, the proposal renames and renumbers several courses, adjusts several credit levels, regularizes several courses that have been previously offered, and modifies several degree requirements including dropping five current requirements. New degree requirements permit more individual choice in research methods and methodology courses and add two courses that will be a shared core with Higher Education and International Education Policy doctoral students (these courses are currently required in those two concentrations). New requirements modify the nature of electives, a professional concentration, and the role of the internship.

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

1. Department Committee Chair
   
2. Department Chair
   
3. College/School PCC Chair
   
4. Dean
   
5. Dean of the Graduate School (if required)
   
6. Chair, Senate PCC
   
7. University Senate Chair (if required)
   
8. Senior Vice President and Provost
MEMORANDUM

Date: November 29, 2011

TO: PCC and VPAC
Via Department and College Committees

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

RE: College Student Personnel Administration PhD Degree Revisions

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

Rationale: These degree and course revisions reflect advancement in scholarship and practice in professional college student affairs administration in recent years particularly a focus in social justice and global perspectives. The revisions further reflect more flexibility in research methods and methodologies based on the student’s dissertation research focus. Note total credit hours remain the same and no new resources are required.

Packet: This Ph.D. packet contains a cover memo, a grid noting dropping/adding courses including regularizing courses, as well as changing course numbers, credit hours, or titles. Current requirements are noted along with proposed changes. Comments and rationale on those changes are included. Syllabi are included for new course proposals. Degree program goals are mapped onto the curriculum offerings. Materials for prospective students are included. VPAC forms are included.

<table>
<thead>
<tr>
<th>Contents</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCC cover form</td>
<td>2</td>
</tr>
<tr>
<td>Overview of dropping, adding, regularizing, changing courses, and changing degree requirements</td>
<td></td>
</tr>
<tr>
<td>• Prospective student materials</td>
<td>6</td>
</tr>
<tr>
<td>• Mapping PhD principles onto the curriculum</td>
<td>13</td>
</tr>
<tr>
<td>VPAC EDCP 772 title change</td>
<td>14</td>
</tr>
<tr>
<td>VPAC EDCP 870 title, credits, and number change</td>
<td>15</td>
</tr>
<tr>
<td>VPAC EDCP 871 regularize course (ADD)</td>
<td>16</td>
</tr>
<tr>
<td>• EDCP 871 syllabus</td>
<td>18</td>
</tr>
<tr>
<td>VPAC EDCP 776 regularize course (ADD)</td>
<td>23</td>
</tr>
<tr>
<td>• EDCP 776 syllabus</td>
<td>26</td>
</tr>
</tbody>
</table>
## Ph.D. College Student Personnel Administration

### Curricular Program Requirement Changes

11-29-11

<table>
<thead>
<tr>
<th>Course (credits)</th>
<th>Current Course title</th>
<th>Proposed</th>
<th>Comment/Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCP 742 (3)</td>
<td>Examining College Environments and Outcomes</td>
<td>EDCP 742 (3)</td>
<td>No change</td>
</tr>
<tr>
<td>EDCP 773 (3)</td>
<td>Designing Qualitative Research in Counseling and Student Affairs Contexts</td>
<td>EDCP 773 (3)</td>
<td>No change</td>
</tr>
<tr>
<td>EDCP 774 (3)</td>
<td>Advanced Seminar in Theories of College Student Development</td>
<td>EDCP 774 (3)</td>
<td>No change</td>
</tr>
<tr>
<td>EDCP 775 (3)</td>
<td>Facilitating Student Learning in Higher Education Dissertation</td>
<td>EDCP 775 (3)</td>
<td>No change</td>
</tr>
<tr>
<td>EDCP 899 (12)</td>
<td>Race, Class, and Gender</td>
<td>EDCP 776 M</td>
<td>Regularize as &quot;Social Justice in Student Affairs and Higher Education&quot;; includes content from EDCP789C and EDCP 612 (see below); critical and contemporary perspectives on the social justice dimensions of student affairs.</td>
</tr>
<tr>
<td>EDCP 789I (3)</td>
<td>Doctoral Capstone Seminar</td>
<td>EDCP 871 (3)</td>
<td>Regularize as doctoral level number exploring contemporary ethical and professional issues in student affairs including mentoring and transition into post-doc careers.</td>
</tr>
<tr>
<td>Course (credits)</td>
<td>Current Course title</td>
<td>Proposed</td>
<td>Comment/Rationale</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------</td>
<td>----------</td>
<td>------------------</td>
</tr>
<tr>
<td>EDCP 612 (3)</td>
<td>Multicultural Issues in Counseling and Personnel Services</td>
<td>Delete as requirement</td>
<td>Delete requirement (content to be included in new EDCP 776)</td>
</tr>
<tr>
<td>EDCP 789L (1)</td>
<td>Second Year Doctoral Seminar</td>
<td>Delete as requirement</td>
<td>Content shifted to intro seminar (EDCP 870) and capstone seminar (EDCP 871)</td>
</tr>
<tr>
<td>EDCP 889 (3)</td>
<td>Internship</td>
<td>Delete as requirement</td>
<td>Offer as an elective</td>
</tr>
<tr>
<td>EDMS 651 (3)</td>
<td>Applied Multiple Regression Analysis</td>
<td>Delete as requirement</td>
<td>Change to one quantitative course (decided between student and advisor)</td>
</tr>
<tr>
<td>EDMS 771 (3)</td>
<td>Multivariate Data Analysis</td>
<td>Delete as requirement</td>
<td>Change to one advanced research methodology/ methods course (decided between student and advisor): will support choices of other methods</td>
</tr>
</tbody>
</table>

### Requirement Change

- **Two electives in Higher Education (6)**
  - Three general electives (9)
  - No longer specified as only Higher Education but can include Higher Education, International Education Policy, and fields outside of the college.

- **Professional Concentration requires 4 courses (12)**
  - Professional Concentration requires 3 courses (9)
  - Reduces requirement by one course (3 credits); may not include EDCP 889- Internship
  - One quantitative course (3)
  - Revise requirement to delete a specific named course to allow more student options
  - One advanced research methodology/ methods course (3)
  - Revise requirement to allow depth in area of students dissertation methods
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDHI 750</td>
<td>Add requirement: <em>International Higher Education</em>. This course already exists.</td>
<td></td>
</tr>
<tr>
<td>EDHI 672</td>
<td>Add requirement: <em>Modes of Inquiry in Education Research</em>. This course already exists.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course name or credit level changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCP 656 (2) Counseling and Personnel Services Seminar</td>
</tr>
<tr>
<td>Change course number to reflect doctoral level number; change name to “Professional Issues Seminar;” change from 2 credits to 3 credits. Includes expanded content that will include previous EDCP 656 content and shift from EDCP 789L (course is being dropped) along with such additional topics as globalization, domestic and international higher education policy, and other contemporary issues.</td>
</tr>
<tr>
<td>EDCP 772 (3) Research in College Student Personnel</td>
</tr>
<tr>
<td>Change name to “Research in Student Affairs” to reflect more contemporary scholarship and practice and name for the field</td>
</tr>
</tbody>
</table>
Doctor of Philosophy Program in College Student Personnel Administration

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

The doctoral program in College Student Personnel Administration prepares student development educators and administrators for professional work in institutions of higher education. Our doctoral program is enriched by our alignment with the Higher Education and International Education Policy emphasis in our degree, as well as the unique resources in the Washington, D.C.-Baltimore area including government agencies, professional associations, and a variety of higher education institutions.

The program is designed to assist doctoral students in developing as expert practitioners, administrators, researchers, and university faculty. Entrance requirements include a master's degree in college student personnel, higher education, counseling, or a closely related field.

Premises of the Program

Important assumptions and values inherent in the doctoral program in Student Affairs are represented in the following principles.

1. An in-depth knowledge and understanding of college student development is central to our doctoral program.

2. Our program is committed to the consideration of social justice and to the recognition of social identity and intersectionality. The program provides for the development of an awareness and appreciation of diversity, a commitment to social justice, and the development of strategies to enhance learning in an environment that respects individual differences and cultural diversity.

3. Research and assessment are emphasized as a core of our program and are infused throughout the curriculum. We support inquiry using both qualitative and quantitative methods and methodologies. The student and advisor should determine which courses are most appropriate for the student's goals. Research and program evaluation experiences are available through apprenticeships and related opportunities. The dissertation also constitutes a major research activity.

4. The importance of leadership and consultative and interactive processes necessary to work with individuals, groups, and organizations is reflected in the program.

5. Professional seminars serve as a foundation for students beginning the doctoral program, as an on-going opportunity to stay abreast of current professional issues including a capstone experience for students toward the end of their doctoral course work. Professional seminars also provide a way of developing community among graduate students in our program and with other doctoral students in Higher Education and International Education Policy.

6. Through an individually-designed selection of courses termed a professional concentration, the student is provided an opportunity for in-depth study in a specialized area of personal interest related to student affairs administration and other professional goals.

7. Internships and apprenticeships enable doctoral students to gain additional supervised work experience to extend theory from course work into practice and to add breadth as well as depth to their academic programs.
8. Teaching opportunities provide doctoral students with an increased understanding of undergraduates’ classroom experiences and the relationship with their co-curricular experiences. Teaching experience facilitates more effective communication with faculty and persons in academic affairs. Opportunities exist for teaching undergraduate courses in career development, peer counseling, leadership, and orientation. Opportunities also exist also teach in the master’s program.

9. Each student’s program is designed with full consideration given to previous student affairs work experience and previous academic course work in college student development theories, counseling theory and practice, organization and administration of student affairs and student services, and research and evaluation.

Description of the Curriculum

Course Requirements: The doctoral curriculum has a central core including courses that explore college student development and student learning at an advanced level. The student and advisor will determine the range of research methods and methodology courses that lead to successful dissertation research and career goals. Electives and a professional concentration allow an individually designed academic experience.

In addition to program requirements, students are strongly encouraged to select other courses for program enrichment. Students are also encouraged to select courses outside the College of Education when possible, especially in disciplines such as psychology and sociology, which serve as foundations for student development theory and student affairs practice.

Program Planning: The program represents approximately 54 hours of course work and 12 hours of dissertation beyond the master’s degree. A student with an assistantship or fellowship can complete minimum course work requirements in two-and-a-half years after admission. A longer period of time is required for students needing some prerequisites or attending part time. Certain courses must be taken sequentially and may not be offered each semester or every academic year.

Program planning should be done in consultation with one’s program advisor to design a program that meets the student’s needs and goals and the Student Affairs program requirements. The planned student program is developed after the first semester enrollment and becomes a part of a formal Advancement to Candidacy process. A student must be admitted to candidacy for the doctorate within five years after admission to the doctoral program including passing Comprehensive examinations and filing an approved research competency, although the College of Education requires that students must submit their application for program approval sometime after 12 semester hours but not more than 21 hours of doctoral courses have been completed.

A student whose academic record includes a course comparable in content to the course required may request a waiver by submitting appropriate documentation to the student’s advisor.

Doctoral Comprehensive Examinations: The College of Education requires that doctoral comprehensive examinations be taken before the student’s advancement to candidacy. Doctoral students in Student Affairs must complete foundational coursework and a research competency prior taking the comprehensive examination. The examine will be offered in the summer before the dissertation proposal seminar as a bridge to the dissertation experience. Refer to the CSPA Doctoral Comprehensive Examination Guidelines for more information.

Research Competency: All students must demonstrate research competency prior to Advancement to Candidacy. Students who completed a master’s thesis involving an empirical investigation may submit it for review to satisfy the research competency. Students who did not complete such a thesis or students whose thesis does not meet the criteria for research competency must
demonstrate research competency by conducting an empirical study of equivalent complexity. Students are strongly encouraged to complete the research competency early in their program.

**Advancement to Candidacy:** In order to advance to candidacy, students must have completed the research competency and successfully passed the doctoral comprehensive examinations. Students may not have incomplete grades in any attempted courses. One must advance to candidacy in order to hold a dissertation proposal meeting.

**Other Program Requirements:** Other program requirements are provided in the College of Education Student Handbook and the Graduate School Catalog. Students are responsible for consulting these and other appropriate documents as well as their advisor, Student Affairs policies, the CHSE Department, the College of Education Graduate Studies office, and the Graduate School to keep abreast of degree requirements, policies, and procedures.

**COURSEWORK:**

**Core Courses** (18 credits)

Professional seminars serve as a foundation for students beginning the doctoral program, as an on-going opportunity to stay abreast of current professional issues, and as a capstone experience for students toward the end of their doctoral course work. The first year seminar is taken with new doctoral students in higher education and those in international policy planning a higher education career. The core also includes theoretical foundations of student development, social justice, and student learning.

- **EDCP 870** First-year Doctoral Seminar 3 credits
- **EDCP 871** Professional Capstone Seminar 3 credits
- **EDCP 774** Advanced Seminar in College Student Development Theory 3 credits
- **EDCP 775** Facilitating Student Learning in Higher Education 3 credits
- **EDCP 776** Social Justice in Student Affairs and Higher Education 3 credits
- **EDHI 750** International Higher Education 3 credits

**Research and Evaluation** (18 credits plus 12 credits of dissertation)

These requirements encompass course work in qualitative and quantitative methods and methodologies as well as research design, and a doctoral dissertation. Work in this area is predicated upon previous graduate-level course work in research methodologies. An advanced methods course must be taken generally in methods to be used in the student's dissertation.

- **EDHI 672** Modes of Inquiry in Education Research 3 credits
- **EDCP 742** Examining College Environments and Outcomes 3 credits
- **EDCP 772** Research in Student Affairs 3 credits
- **EDCP 773** Designing Qualitative Research in Counseling and 3 credits
Student Affairs Contexts

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBD</td>
<td>One course in Quantitative Methods*</td>
<td>3</td>
</tr>
<tr>
<td>TBD</td>
<td>One Advanced Research Methods/ Methodology Course*</td>
<td>3</td>
</tr>
<tr>
<td>EDCP 899</td>
<td>Dissertation</td>
<td>12</td>
</tr>
</tbody>
</table>

* Note: These courses may have prerequisites

**Professional Concentration (9 credits)**

This concentration consists of a minimum of three courses, or 9 hours beyond the core courses and research requirements. This concentration should be defined by the student and his/her program advisor based upon the student's professional goals and interests; it is an opportunity for the student to develop a particular area of expertise. To add breadth to their understanding in their area of concentration, students are encouraged to select appropriate courses from outside the College of Education. Examples of professional concentrations include student affairs research, teaching, social justice in student affairs work, leadership and organizational development, or a focus on a social group identity. The internship may not count as one of these three courses.

**Electives (9 credits)**

Electives provide the opportunity to explore timely courses, add breadth to the academic program, and to engage in field work experiences. A minimum of three graduate-level courses is required.

**Optional Internship (3 credits)**

Options for electives include EDCP 889 (3 credits): Doctoral students often find it helpful to engage in significant professional internship. Each internship will be individually designed, dependent on that particular student's professional goals and on his/her previous and current experience. Requirements for the internship will take into consideration the student's previous professional experience, current assistantship or work experience, and professional goals. The nature of the work experience and the degree of supervision will be related to the scope of the additional experience required in the doctoral internship. See the Doctoral Field Work Manual on the College Student Personnel website for more details. The internship may count as one of the general electives noted above.

**Examples of professional concentration or elective courses.**

Students should consult the Graduate Catalog and schedule of courses for all options. This list is primarily options in the College of Education.

- EDHI 605 Comparative Education
- EDCP 605 Developmental Issues in Counseling Adults
- EDHI 606 Political Economy of Education in a Global Context
- EDHI 607 Education and Culture in a Global Context
- EDCP 611 Career Development Theory and Programs
- EDCP 612 Multicultural Issues in Counseling and Personnel Services
- EDSP 620 Educational Diagnosis and Planning For Learning Disabled Students
- EDPS 624 Culture in Education Policy and Practice
- EDCP 625 Counseling the Chemically Dependent
- EDSP 640 Seminar: Learning Disorders
- EDHI 652 Higher Education and Society
EDHI 653 Organization and Administration of Higher Education
EDHI 657 History of Higher Education in the United States
EDHI 660 Retention Theories and the Impact of College
EDHI 662 Research on Ethnic Minorities and Demographic Trends
EDHI 663 Philanthropy and Fundraising in Higher Education
EDHI 665 College Access and Choice
EDHI 666 The Academic Profession
EDHI 667 Women in Higher Education
EDHI 674 Minority Serving Institutions
EDHI 676 Ranking Systems in Higher Education
EDHI 683 World Religions and Implications for Education
EDHI 713 Education for Global Peace
EDHI 725 Education in East Asia
EDHI 752 State Systems in Higher Education
EDHI 755 Federal Policies in Post-Secondary Education
EDCP770 Service Learning and College Student Development
EDHI 754 Higher Education Finance
EDHI 788Y State Level Higher Education Research
EDHI 853 Leadership in Higher Education
EDSP 875 Policy Issues Affecting Individuals with Disabilities

Examples of Research Course Options
EDHI 737 Phenomenological Inquiry
COMM 714 Introduction to Qualitative Methods in Communication Research
COMM 715 Advanced Qualitative Methods
EDPS 730 Seminar on Case Study Methods
EDPS 735 Phenomenological Inquiry I
EDPS 736 Phenomenological Inquiry II
EDCI 792 Conducting Interpretive Inquiry in Classroom Contexts
EDSP 872 Theory and Empirical Design in Special Education Research

Note: Students enrolled in the program prior to the effective date of this curriculum change may complete their program under the old requirements if they wish.
### Summary of Credit Hours Required In the Ph.D. Curriculum

Total Credit Hours Required

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>18</td>
</tr>
<tr>
<td>Research and Evaluation</td>
<td>18</td>
</tr>
<tr>
<td>Professional Concentration</td>
<td>9</td>
</tr>
<tr>
<td>Electives</td>
<td>9</td>
</tr>
<tr>
<td>Dissertation</td>
<td>12</td>
</tr>
</tbody>
</table>

**GRAND TOTAL OF HOURS REQUIRED BEYOND THE MASTER'S DEGREE**

66
Sample Schedule for Full-time PhD student

<table>
<thead>
<tr>
<th>Academic Term</th>
<th>Course number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall #1</td>
<td>EDCP 870</td>
</tr>
<tr>
<td></td>
<td>EDCP 776*/EDCP 775*</td>
</tr>
<tr>
<td></td>
<td>Quantitative Methods</td>
</tr>
<tr>
<td>January Term #1</td>
<td>Concentration/Elective**</td>
</tr>
<tr>
<td>Spring #1</td>
<td>EDHI 672</td>
</tr>
<tr>
<td></td>
<td>EDCP 773</td>
</tr>
<tr>
<td></td>
<td>Concentration/Elective</td>
</tr>
<tr>
<td>Summer #1</td>
<td>Concentration/Elective</td>
</tr>
<tr>
<td>Fall #2</td>
<td>EDCP 776*/EDCP 775*</td>
</tr>
<tr>
<td></td>
<td>EDCP 774**</td>
</tr>
<tr>
<td></td>
<td>Concentration/Elective</td>
</tr>
<tr>
<td>January Term #2</td>
<td>Concentration/Elective</td>
</tr>
<tr>
<td>Spring #2</td>
<td>EDHI 750</td>
</tr>
<tr>
<td></td>
<td>Advanced Methods Course</td>
</tr>
<tr>
<td></td>
<td>Concentration/Elective</td>
</tr>
<tr>
<td></td>
<td>EDCP 742</td>
</tr>
<tr>
<td>Summer #2</td>
<td>Concentration/Elective</td>
</tr>
<tr>
<td>Fall #3</td>
<td>EDCP 772</td>
</tr>
<tr>
<td></td>
<td>EDCP 871</td>
</tr>
<tr>
<td></td>
<td>Concentration/Elective</td>
</tr>
<tr>
<td>Spring #3</td>
<td>Concentration/Elective</td>
</tr>
<tr>
<td>Fourth year</td>
<td>EDCP 899 Dissertation</td>
</tr>
</tbody>
</table>

* these courses are offered in alternate years

** there are ample opportunities to complete the 6 courses (18 credits) of electives or professional concentration courses
<table>
<thead>
<tr>
<th>1. college student development</th>
<th>EDCP870</th>
<th>EDCP871</th>
<th>EDHI750</th>
<th>EDCP774</th>
<th>EDCP775</th>
<th>EDCP776</th>
<th>EDHI672</th>
<th>EDCP773</th>
<th>EDCP772</th>
<th>EDCP742</th>
<th>Research methods</th>
<th>electives</th>
<th>Prof. Conc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. social justice and to the recognition of social identity, intersectionality &amp; diversity</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Research and assessment; qualitative and quantitative methods and methodologies</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Leadership and consultative and interactive processes</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Professional seminars; current professional issues</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Professional concentration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>7. Internship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>8. Teaching opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

Mapping CSPA PhD requirements and curriculum onto principles
**Course Prefix and Number:** EDCP772

**Title:** Research in Student Affairs

**Credits:** Minimum 3 Maximum 3

**Hour commitment per week:** Lecture: 3 Internship: Discussion: Laboratory: Seminar: 

**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:

**Prerequisite(s):**

**Corequisite(s):**

**Recommended course(s):**

**Restrictions:**

**Crosslisted with:**

**Shared with:**

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

**Will this course be offered at another location or through an alternate delivery method?** No

**Catalog Description:**

*EDCP 772: Research in College Student Personnel*

College Student Personnel is an archaic term for this field of work and body of scholarship. Changing the name to Student Affairs reflects contemporary practice and the term used by the Council for the Advancement of Standards in Higher Education.

**Reason for proposal/comments:** EDCP 772: Research in College Student Personnel Comments: 

**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:**

**Assessment Policy:**

**Text/Resource Materials:**

**Course Pedagogy and Format:**

---

**For Use by the Registrar's Office Only**

- **Effective Term:**
- **Repeatable:**
- **Prereq pop-up:**
- **Entered date:**
- **Verified:**

---

**Signed:**

- Hedy Teglas, Dept. PCC Chair
- Dennis Kuiwihan, Dept. Chair
- Jennifer照
- College/School PCC Chair
- Dean

---

**Senior Vice President & Provost:**

---
**University of Maryland Course Proposal Form**

**Department/Program:** EDCP

**College/School:** EDUC

**Action:** change

**Type of Change:**

<table>
<thead>
<tr>
<th>Course Prefix and Number: EDCP870</th>
<th>Transcript Title: Professional Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Professional Issues Seminar</td>
<td></td>
</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: Internship: Discussion: Laboratory: Seminar: 3</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>
</tr>
<tr>
<td><strong>Corequisite(s):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Recommended course(s):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Restrictions:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Crosslisted with:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Shared with:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Credit will be given for only one of the following courses:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Will this course be offered at another location or through an alternate delivery method?</strong> No</td>
<td></td>
</tr>
</tbody>
</table>

**Catalog Description:**

Reason for proposal/comments: EDCP 656: Counseling and Personnel Services Seminar

Comments: This course is used by College Student Personnel Administration and other EDCP concentrations for doctoral issues. It needed a higher-level number to reflect the doctoral level content. This proposal aligns the course more appropriately in the degree program. Includes expanded content that will shift from EDCP 789L (course is being dropped) along with such additional topics as globalization, domestic and international higher education policy, and other contemporary issues. Higher Education doctoral students will now also take this course so the title change is more reflective of the broader issues focus.

**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:**

**Assessment Policy:**

**Text/Resource Materials:**

**Course Pedagogy and Format:**

---

**For Use by the Registrar’s Office Only**

**Effective Term:**

---

**Repeat Table:**

---

**Prereq pop-up:**

---

**Enter/edate:**

---

**Verified:**

---

**Effective Term**
Return to VPAC Menu

University of Maryland Course Proposal Form
Department/Program: EDCP
College/School: EDUC
Action: add

<table>
<thead>
<tr>
<th>Course Prefix and Number: EDCP871</th>
<th>Transcript Title: Capstone Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: Student Affairs Doctoral Capstone Seminar</td>
<td></td>
</tr>
<tr>
<td>Credits: Minimum 3 Maximum 3</td>
<td>Repeatable to a maximum of 0 if content differs</td>
</tr>
<tr>
<td>Hour commitment per week: Lecture: Internship: Discussion: Laboratory: Seminar: 3</td>
<td></td>
</tr>
<tr>
<td>Can this course be waived through an AP exam? No</td>
<td></td>
</tr>
<tr>
<td>Has this course been approved to fulfill a CORE distribution requirement? No</td>
<td></td>
</tr>
<tr>
<td>Grading Method: Standard Undergraduate Formerly: EDCP 789I</td>
<td></td>
</tr>
<tr>
<td>Prerequisite(s): EDCP 870 or Permission of Instructor.</td>
<td></td>
</tr>
<tr>
<td>Corequisite(s):</td>
<td></td>
</tr>
<tr>
<td>Restrictions: Limited to college student personnel students only.</td>
<td></td>
</tr>
<tr>
<td>Crosslisted with:</td>
<td></td>
</tr>
<tr>
<td>Shared with:</td>
<td></td>
</tr>
<tr>
<td>Credit will be given for only one of the following courses:</td>
<td></td>
</tr>
<tr>
<td>Will this course be offered at another location or through an alternate delivery method? No</td>
<td></td>
</tr>
<tr>
<td>Catalog Description: Broadening perspectives on issues in students affairs and higher education by exploring the multiple roles and responsibilities of campus administrators and faculty member.</td>
<td></td>
</tr>
<tr>
<td>Reason for proposal/comments: This proposal is to regularize the Doctoral Capstone Seminar into the Student Affairs doctoral curriculum.</td>
<td></td>
</tr>
<tr>
<td>Proposal affects degree requirements? Yes</td>
<td>If so, has PCC proposal been submitted? Yes</td>
</tr>
<tr>
<td>Early Warning Grades: Yes</td>
<td>Inclement Weather Procedures: Yes</td>
</tr>
<tr>
<td>Academic Integrity / Honor Pledge: Yes</td>
<td>Accomodations for students with disabilities: Yes</td>
</tr>
<tr>
<td>Learning Outcomes: Learning outcomes for the course include:</td>
<td></td>
</tr>
</tbody>
</table>
1. To enhance understanding of administrative leadership through the examination of questions and issues related to the management of student affairs. |
2. To broaden perspectives through discussion with each other and experienced administrators. |
3. To increase the degree to which experiences, knowledge, and values are effectively integrated; and to appreciate that the process of integration is continuous. |
4. To personally examine ideas, test assumptions, express opinions and recognize the accountability associated with the presentation of a point of view or perspective. |
| Assessment Policy: Evaluation and assessment of students' work in the course will be based on students' ability to incorporate individual ideas to class discussions and weekly class topics and produce a written concluding paper on the seminar experience and topics relevant to one's professional career. Additionally, students are expected to meet with a mentor throughout the course of the semester to process through weekly topics, individual perspectives, and explore other topics relevant to higher education and student affairs. Thus, overall, the final grade will be based upon the quality of contributions made during class discussion, including evidence of pre-class preparation; the overall quality, timeliness, and depth of thought demonstrated in your concluding paper; and the quality of written assignments, including evidence of the use of information gained from previous reading and class work. |
| In accordance with University's policy on attendance, students are required to provide appropriate documentation 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. |
| Text/Resource Materials: |
| Course Pedagogy and Format: For this course, instructors value individual perspectives and unique points of view delivered in a clear, assertive, forthcoming, and objective manner. Class members are encouraged to share articles and other written points of view designed to encourage understanding of their own unique perspectives, and to read and critically consider materials provided by others. Thus, the pedagogical practice of the course is sharing knowledge and information through dialogue and discussions. Understandably, the instructors have |
experiential knowledge with the topics of the course, but this does not preclude students to contribute their individual perspectives and knowledge.

For the course outline, each week will focus on a different aspects of higher education and students affairs issues.

Week 1: Professional philosophy and values
Week 2: Legal issues
Week 3: Management/Change
Week 4: Human Resources
Week 5: Fiscal Management
Week 6: Fiscal Management
Week 7: Diversity
Week 8: Internationalization
Week 9: Incident Management
Week 10: Student Activism
Week 11: Student Choice
Week 12: Student Choice
Week 13: Professional Development
Week 14: Special Topics
Week 15: Wrap-Up
Week 16: Final Course Reflections

For Use by the Registrar’s Office Only

Effective Term:

Repeat Table:

Prereq pop-up:

Entered date:

Verified:

Senior Vice President & Provost

Effective Term:
EDCP 87◊ - Capstone Seminar
Fall 2012
Linda Clement, 301-314-8430 or lclement@umd.edu
Mary Hummel, 301-314-8434 or mlhummel@umd.edu

Seminar sessions will be held on Wednesday afternoons at 4:15pm in the Office of the Vice President for Student Affairs, 2108 Mitchell Building. There will be no class on Wednesday, November 21, 2012.

Seminar Purpose:

- To enhance understanding of administrative leadership through the examination of questions and issues related to the management of student affairs.

- To broaden perspectives through discussion with each other and experienced administrators.

- To increase the degree to which experiences, knowledge, and values are effectively integrated; and to appreciate that the process of integration is continuous.

- To personally examine ideas, test assumptions, express opinions and recognize the accountability associated with the presentation of a point of view or perspective.

Students should emerge from this class with enhanced confidence to assume responsibilities as student affairs administrators, or to understand the challenges faced by administrators.

Academic Accommodations for Persons with Disabilities

In both compliance with and in the spirit of the Americans with Disabilities Act (ADA), we would like to work with you if you have a disability that is relevant to your work in the course. If you have a documented disability and wish to discuss academic accommodations, please contact us as soon as possible.

Academic Integrity

Our CSP program expects that all of your work will be characterized by academic integrity and honesty. You are encouraged to become familiar with the University’s policy on academic dishonesty as this policy applies to our class as well as to all others. One aspect of this expectation is that your work will be referenced and documented appropriately. If you have any questions at all about proper documentation, you should talk with us.

The University has approved a Code of Academic Integrity available on the web at www.studentconduct.umd.edu. The Code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. The University Senate requires that students include the following signed statement on each examination or
assignment: "I pledge on my honor that I have not given or received any unauthorized assistance on the examination (or assignment)." Compliance with the Code is administered by a Student Honor Council, which strives to promote a "community of trust" on the College Park campus. Allegations of academic dishonesty can be reported directly to the Honor Council (314-8204) by any member of the campus community.

Religious Observances

The University System of Maryland policy on religious observances provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. We will be happy to work with you if class meetings or assignments conflict with your religious practices.

CourseEvalUM

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for fall semester courses between Tuesday, November 30 and Sunday, December 12. Please go directly to the website (www.coursesevalum.umd.edu) to complete your evaluations starting November 30. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Students should come to class and sessions with designated “mentors” prepared to:

- Identify or present questions or issues for consideration that are both timely and relevant to their professional work or associations;
- Present ideas in an articulate, concise and reasoned manner, drawing upon past course work, reading, or employment experience;
- Challenge and be challenged as ideas and perspectives are presented;
- Demonstrate personal initiative and determination to achieve the above;
- Present his/her individual point of view and evidence to support it as appropriate.

Instructors value individual perspectives and unique points of view delivered in a clear, assertive, forthcoming, and objective manner. Class members are encouraged to share articles and other written points of view designed to encourage understanding of their own unique perspectives, and to read and critically consider materials provided by others.

The candor with which issues and perspectives will be discussed demands that all members treat confidentially content and the positions taken by all participants.
Seminar Topics:

August 31st: Professional philosophy and values
What are the core values that frame your working philosophy as a student affairs professional? What are the essential components of job satisfaction for you? What primary skills do you bring to your work? What kind of position will you pursue after completing your degree?

September 7th: Legal Issues
What kinds of legal guidelines do we use and what are our administrative responsibilities regarding risk management and personal liability, law enforcement, and codes of student conduct?

September 14th: Management/Change
As institutions of higher education evolve and new leadership brings new priorities, student affairs professionals are often engaged in managing organizational change. What are good models of managing change and how are they applied to the higher education setting?

September 21st: Human Resources
Staffing costs represent the greatest proportion of budget expenses in most student affairs units. Understanding how to manage staff including maintaining morale, providing direction and day-to-day supervision, and dealing with underperforming employees is a challenge.

September 28th and October 5th: Fiscal Management
What skills do we need for resource procurement, planning, priority setting, strategic planning, and retrenchment? What are the current issues impacting fiscal matters in student affairs and higher education?

October 12th: Diversity
What is the state of higher education in response to diverse populations? What is the role of student affairs in addressing this issue? What steps should be taken to ensure maximum inclusiveness of all member of the campus community?

October 19th: Internationalization
What do we mean by the internationalization of higher education? What are the effects on Student Affairs as we seek simultaneously to expand the global awareness of domestic students and to welcome increasing numbers of international students to US campuses? What services, programs and training are necessary for campuses to be inclusive of students from around the world?

October 26th: Incident management
What are our responsibilities? What factors must be considered? How do we establish working relationships and shared expectations?

November 2nd: Student Activism
In what areas do we anticipate student activism? Are there ways we can partner with student activists? How should we respond to students who take actions "outside the box" e.g., sit-ins in the President’s Office?

November 9th: OPEN

November 16th: OPEN

November 23rd: Thanksgiving – NO CLASS

November 30th: Professional Development
What will be the demands on student affairs professionals in the future? How will you prepare yourself and retool your skills to meet those demands?

December 7th: Wrap-up / Dinner

Seminar Responsibilities:

Contribute to Class Discussion
It will be our goal to include each of the Seminar Topics during class discussions. Students will be asked to prepare weekly written assignments related to a particular topic selected for emphasis during a particular class session and formulate questions or issues related to the topic under consideration. These should be posted on Blackboard by 5:00pm on the Monday before class. When materials are to be shared with the seminar in class, bring sufficient copies (double-sided) for distribution.

Prepare an Inbox Item
Students will be asked to prepare one inbox item for each session. The inbox item should be posted on Blackboard by 5:00pm on the Monday before class. The inbox item presented should briefly provide relevant background information and include an explanation of why it is presented for discussion. Key issues and questions for discussion should be noted. Inbox items selected should have a clear relevance/relationship to policy and practice in the administration of higher education. The items should be related to cutting edge issues which present challenges to our profession and how we have traditionally done business. Discussion of the items should lead us to think in new and different ways. Each student is encouraged to avoid repetitious choice of topics. The source for inbox items can be your own desk, The Chronicle, Inside Higher Education, DBK, The Post, The Sun, staff meetings, etc. Students are asked to review the inbox items prior to class and come to class prepared to decide with the class which items to discuss. One to two items will normally be selected for discussion, and you will be asked to lead the discussion on your topic if selected.

Meet with your “mentor” for 12 to 15 hours.

21
A schedule for doing so should be arranged between you and the mentor. The purpose of sessions with this individual is to provide you with another perspective regarding inbox submissions, class topics and issues, and perspectives raised in class or which you would like to explore with an experienced higher education administrator.

Each mentor will be looking forward to spending “quality time” with you. You should begin by offering a complete introduction of yourself and by asking her/him to provide the same so that you are able to better know each other’s background and experiences.

Prior to each session, you should prepare an “agenda” for discussion. Not that digressions are out of order (in fact the more comfortable with each other you become, the more that will happen) but, the agenda is yours. Each mentor expects you to come prepared to engage her/him; their perspectives, reflections, wisdom, and experiences.

Prepare a Concluding Paper.
By December 7th, submit a two-part paper which:

1. Identifies 15 to 20 (more if you wish) notable concepts or principles you have “carried away” from class sessions or interactions with your mentors. Note the top five with an asterisk (*). Each should reflect a “nugget” you carry away from the seminar experience and which you have concluded will be of value as you pursue your professional career. Following each concept or principle statement, provide a paragraph or two which explains why it is included and/or why it will be of value to you.

2. Reflect on your next professional step. How would you integrate what you have learned into your career planning.

Grading
Final grade will be based upon the quality of contributions made during class discussion, including evidence of pre-class preparation; the overall quality, timeliness, and depth of thought demonstrated in your concluding paper; and the quality of written assignments, including evidence of the use of information gained from previous reading, class work, etc. In addition you are encouraged to participate in the University’s online course evaluation system, CourseEvalUM, between November 30 and December 12.

8/1/11
Return to VPAC Menu

University of Maryland Course Proposal Form
Department/Program: EDCP
College/School: EDUC
Action: add

<table>
<thead>
<tr>
<th>Course Prefix and Number: EDCP776</th>
<th>Transcript Title: Social Justice in SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: Social Justice in Student Affairs and Higher Education</td>
<td>Credits: Minimum 3 Maximum 3</td>
</tr>
<tr>
<td>Repeatable to a maximum of 0 if content differs</td>
<td>Hour commitment per week: Lecture: Internship: Discussion: Laboratory: Seminar: 3</td>
</tr>
<tr>
<td>Can this course be waived through an AP exam? No</td>
<td></td>
</tr>
<tr>
<td>Has this course been approved to fulfill a CORE distribution requirement? No</td>
<td></td>
</tr>
<tr>
<td>Grading Method: Regular/Audit (RA) Formerly:</td>
<td></td>
</tr>
<tr>
<td>Prerequisite(s): EDCP 771, 741, or Permission of instructor.</td>
<td></td>
</tr>
<tr>
<td>Corequisite(s):</td>
<td></td>
</tr>
<tr>
<td>Recommended course(s):</td>
<td></td>
</tr>
<tr>
<td>Restrictions: Limited to college student personnel students only.</td>
<td></td>
</tr>
<tr>
<td>Crosslisted with:</td>
<td></td>
</tr>
<tr>
<td>Shared with:</td>
<td></td>
</tr>
<tr>
<td>Credit will be given for only one of the following courses:</td>
<td></td>
</tr>
<tr>
<td>Will this course be offered at another location or through an alternate delivery method? No</td>
<td></td>
</tr>
<tr>
<td>Catalog Description: An exploration of differences, biases, assumptions, limitations, and challenges with diversity in the context of higher education and student affairs. Focusing on issues of inequities with social identity group membership and the systems of power, privilege, and oppression in society.</td>
<td></td>
</tr>
<tr>
<td>Reason for proposal/comments: This proposal is to add Social Justice in Student Affairs &amp; Higher Education as a required course in the College Student Personnel and Administration curriculum.</td>
<td></td>
</tr>
<tr>
<td>Proposal affects degree requirements? Yes</td>
<td>If so, has PCC proposal been submitted? Yes</td>
</tr>
<tr>
<td>Early Warning Grades: Yes</td>
<td>Inclement Weather Procedures: Yes</td>
</tr>
<tr>
<td>Academic Integrity / Honor Pledge: Yes</td>
<td>Accomodations for students with disabilities: Yes</td>
</tr>
<tr>
<td>Learning Outcomes: The learning outcomes for this course include identify the intersections between social identity groups; understand the differences between social identity groups; gain ability to critically assess strengths and limitations of various theories and perspectives on social justice; develop skills to critically reflect biases, assumptions, and beliefs about power, privilege, and oppression; and gain practical experience in translating social justice theories and perspectives into practice.</td>
<td></td>
</tr>
<tr>
<td>Learning outcomes for the course include:</td>
<td></td>
</tr>
<tr>
<td>1. Understand your roles as student affairs educators in addressing social justice in higher education.</td>
<td></td>
</tr>
<tr>
<td>2. Reflect critically and deeply on yourself, including your social identities, your biases, the different ways in which you are privileged and marginalized, and what you need from others to enhance your learning about these issues.</td>
<td></td>
</tr>
<tr>
<td>3. Critically assess the strengths and limitations of various theories and perspectives on social justice.</td>
<td></td>
</tr>
<tr>
<td>4. Identify and evaluate the intersections between social identities as well as understand the uniqueness of and differences between these social identities.</td>
<td></td>
</tr>
<tr>
<td>5. Gauge the utility of historical and contemporary social justice theories and perspectives.</td>
<td></td>
</tr>
<tr>
<td>6. Think critically about the nature and purpose of facilitating dialogues about social justice among students and colleagues and the challenges involved in that process.</td>
<td></td>
</tr>
<tr>
<td>Gain experience in translating social justice theories and perspectives to practice.</td>
<td></td>
</tr>
<tr>
<td>Assessment Policy: Evaluation and assessment of students' work in the course will utilize the following criteria: ability to incorporate individual ideas; soundness of arguments and use of evidence (i.e., theories, literature, examples, and empirical research) to justify claims; and writing style (i.e., organization, coherence, transitions, clarity, engagingness, use of headers, logical flow, word choice, free from grammatical and spelling errors).</td>
<td></td>
</tr>
<tr>
<td>In accordance with University's policy on attendance, students are required to provide appropriate documentation for illness (of the student or dependent), religious observance, participation in University activities at the request of University authority, and compelling circumstances beyond the student's control.</td>
<td></td>
</tr>
</tbody>
</table>
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.

**Text/Resource Materials:**

**Course Pedagogy and Format:**
The premise of this course is to understand and learn about the complexities of social justice issues in student affairs. As a result, knowledge for this course is a joint venture between the instructor and students. The plan for the course is divided into three, interconnected parts. Part 1 focuses on understanding your own story, identities, and experiences with one's social identity group membership. We will concentrate on our identities, assumptions, beliefs, and biases regarding issues of social justice and how we make sense of these issues in our lives. In Part 2, we shift toward a focus on different theories and perspectives on social justice. We will analyze, critique, and formulate our opinions on these readings. Finally, in Part 3, we translate these theories and perspectives into practice in contemplating how to enable students and our colleagues to consider issues of social justice in their lives and decision-making processes. The goal of this section is to explore how we, as student affairs educators, can utilize our own identity reflections and knowledge of social justice theories and perspectives to promote self-reflection and learning among ourselves and those with whom we work. Since these three parts are interrelated, we will continually revisit our identities, assumptions, biases, and viewpoints in extending and revising the arguments made in the readings.

For assignments in the course, students will complete written reflections and papers, develop in-class presentations on current media case studies that represent social justice issues, and complete a final assignment on translating theories into practice.

For the course outline, each week will focus on a different aspects of intergroup dialogues.

**Week 1:** Course Overview and Introduction to Social Justice
**Week 2:** Dialogue, Resistance, and Vulnerability
**Week 3:** Understanding Our Identities: Voice, Privilege, Power, and Narratives
**Week 4:** Understanding Our Identities: Narratives on Social Identity Membership
**Week 5:** Exploring Theories and Perspectives: Key Terminologies
**Week 6:** Exploring Theories and Perspectives: Definitions and Theories
**Week 7:** Exploring Theories and Perspectives: Highlighting Racism
**Week 8:** Exploring Theories and Perspectives: Highlighting Classism
**Week 9:** Exploring Theories and Perspectives: Highlighting Ability
**Week 10:** Exploring Theories and Perspectives: Highlighting Sexism
**Week 11:** Exploring Theories and Perspectives: Homophobia
**Week 12:** Exploring Theories and Perspectives: Religious Oppression
**Week 13:** Exploring Theories and Perspectives: Intersectionality
**Week 14:** Translating Theories and Perspectives of Social Justice into Practice
**Week 15:** Translating Theories and Perspectives of Social Justice into Practice
**Week 16:** Group Presentations and Final Course Reflections
<table>
<thead>
<tr>
<th>For Use by the Registrar's Office Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Term:</td>
</tr>
<tr>
<td>Repeat Table:</td>
</tr>
<tr>
<td>Prereq pop-up:</td>
</tr>
<tr>
<td>Enter (date):</td>
</tr>
<tr>
<td>Verified:</td>
</tr>
</tbody>
</table>

Senior Vice President & Provost

Effective Term
EDCP 776
SOCIAL JUSTICE IN STUDENT AFFAIRS AND HIGHER EDUCATION
FALL 2012

Stephen John Quaye, Ph.D.
3214G Benjamin Building
301.405.8431
siquaye@umd.edu

Time: 1:00-3:45 p.m. on Mondays
Location: 0202 Benjamin Building
Office Hours: By Appointment
Website: http://elms.umd.edu

The first problem with essentialist conceptions of identity, according to critics, is the
tendency to posit one aspect of identity (say, gender) as the sole cause or determinant
constituting the social meanings of an individual’s experience. (Moya, 2000, p. 3)

SPN [scholarly personal narrative] scholars, however, ask a series of personal, narrative-
grounded, contextual questions that are too often ignored by researchers who use the more
established frameworks. This major departure from the usual research norms in professional
preparation programs doesn’t make SPN scholarship better or worse, of course; it just makes
it different. And difference can be threatening to many scholars who have been trained in
the mindset that one research paradigm must fit all. (Nash, 2004, p. 5)

Course Overview
One of the primary responsibilities of student affairs educators is to promote inclusive learning
environments in which students can thrive. Fulfilling this task entails understanding learners’
previous experiences, their cultural backgrounds, their identities, and the kinds of experiences that
push them outside their comfort zones. Because each student has had different exposure to diversity
in their upbringing and previous educational contexts, it is vital to explore the multiple identities of
learners in order to advance their understanding of differences. For this course, we will focus on
issues of social justice in student affairs and society.

The course, however, is not limited to a focus on college students. If we want learners to develop an
appreciation of differences during their college tenures, we, as educators, must also focus on
ourselves—our biases, assumptions, limitations, and challenges with diversity. Consequently, a
complementary aim of the course is to reflect on how social justice issues (e.g., power, privilege, and
oppression) influence our lives, our interactions with colleagues and students, and our abilities as
educators.

In addition to the aforementioned topics, we will seek to learn effective ways to facilitate dialogues
about these issues among students and colleagues. We will examine power and privilege and the
different ways in which persons can be privileged and marginalized simultaneously. Furthermore, we
will extend our in-class discussions beyond the postsecondary context and pay attention to
inequalities in politics, K-12 institutions, and society. We will accomplish this goal through analyzing,
critiquing, and applying different readings on social justice.
Course Objective and Learning Outcomes
The primary objective of this course is to examine how power and privilege differentially impact people's lives. My hope is that you will:

- Understand your roles as student affairs educators in addressing social justice in higher education.
- Reflect critically and deeply on yourself, including your social identities, your biases, the different ways in which you are privileged and marginalized, and what you need from others to enhance your learning about these issues.
- Critically assess the strengths and limitations of various theories and perspectives on social justice.
- Identify and evaluate the intersections between social identities as well as understand the uniqueness of and differences between these social identities.
- Gauge the utility of historical and contemporary social justice theories and perspectives.
- Think critically about the nature and purpose of facilitating dialogues about social justice among students and colleagues and the challenges involved in that process.
- Gain experience in translating social justice theories and perspectives to practice.

Required Texts and Readings


Articles and book chapters on Enterprise Learning Management System / Enhancing Learning for Maryland Students (ELMS)—http://elms.umd.edu

Course Expectations
*Active Participation*—I expect active participation of all students. By active participation, I mean critically reading all articles and book chapters prior to each class, reflecting on the authors’ arguments, critiquing the authors’ ideas, thinking about the relationship of the readings to your life and work, asking questions, contributing in small work groups, and being engaged in class discussion. I am cognizant of the different ways in which students learn and will utilize a diverse array of pedagogical approaches—discussion, reading, writing, individual processing, presenting, collaborating, and reflecting. Although I expect that all students will participate, there are multiple and varied ways to demonstrate active engagement in the course. I expect that we strive to stretch ourselves beyond our preferred methods of learning and our comfort zones, as dissonance can promote new learning. The success of our mutual learning from each other depends upon preparation and active participation in all aspects of the course.

Your attendance is very important to the functioning of the entire class. If you must be absent from class for reasons of illness or other obligations, please send me an e-mail message or leave a
voicemail message in **advance** of class. If you miss a class, you will be completely responsible for the material covered and any handouts distributed during that class session.

**Timeliness**—Please arrive on time for all class meetings. The success of this course necessitates the timely completion of required work. Work that is late, without documented medical excuse or extraordinary circumstances, will need to be negotiated with me to assess proper evaluation. In the absence of extenuating circumstances, late assignments will be docked one letter grade per day late. Similarly, incompletes will not be given except in cases of extraordinary circumstances.

**Classroom Community for Learning**—At this point in your educational journeys, it is important that you begin to see yourselves as professionals. Even though the titles of “student” and “professor” can create power imbalances, my hope is that we strive to build a classroom community for learning. By this term, I mean we accept our individual and collective responsibilities for contributing to our own learning and the learning of others in meaningful ways. I am committed to learning and growing as a result of your experiences and the articulation of your perspectives. We will challenge and critique each other’s ideas, but equally important is allowing class members the freedom to express their viewpoints and work through the material discussed throughout the semester.

**Civility**—All individuals participating in this course have a responsibility to create and maintain an environment conducive to learning. A learning-centered environment is one that is free of distractions, engages all participants in the learning process, and does not demean or dehumanize any individual or group. Participants, therefore, will:

- Arrive on time and remain for the duration of the class.
- Refrain from conducting private conversations in class.
- Refrain from using laptops for any other purpose than taking notes and accessing readings.
- Refrain from using cellular phones.
- Use appropriate language and behavior that does not demean or dehumanize any person or group of persons, whether or not such persons are present.
- Show respect of others in the course through listening effectively and responding thoughtfully and sensitively.
- Contribute to the learning of class members by being prepared for class and engaging in and contributing to the learning in the course.

* Adapted from statements on civility by Holley Belch and Michael C. Young

**Demanding Nature of Course**—EDCP 789G is a demanding course. Please pace yourself carefully to meet the expectations of the course. Getting behind will seriously impact your ability to successfully complete the requirements of the course. I am expecting high standards from you as students because I know you can meet them. Part of my educational philosophy is that high expectations with sufficient support yield high outcomes. Consequently, please allow sufficient time each week to engage with the material and participate fully in the course.

**Course Plan**
The premise of this course is to understand and learn about the complexities of social justice issues
in student affairs. As a result, knowledge for this course is a joint venture between the instructor and students. The plan for the course is divided into three, interconnected parts. Part 1 focuses on understanding your own story, identities, and experiences with one’s identity group membership. We will concentrate on our identities, assumptions, beliefs, and biases regarding issues of social justice and how we make sense of these issues in our lives. In Part 2, we shift toward a focus on different theories and perspectives on social justice. We will analyze, critique, and formulate our opinions on these readings. Finally, in Part 3, we translate these theories and perspectives into practice in contemplating how to enable students and our colleagues to consider issues of social justice in their lives and decision-making processes. The goal of this section is to explore how we, as student affairs educators, can utilize our own identity reflections and knowledge of social justice theories and perspectives to promote self-reflection and learning among ourselves and those with whom we work. Since these three parts are interrelated, we will continually revisit our identities, assumptions, biases, and viewpoints in extending and revising the arguments made in the readings.

Course Assignments
Below are the four assignments for the course. In all papers, please adhere to the guidelines outlined in the Publication Manual of the American Psychological Association (APA), sixth edition. In addition, please submit all written assignments electronically using the “Assignments” feature on ELMS. Save all uploaded files in the following manner: lastname_assignment (e.g., quaye_case_study). Unless otherwise specified, all assignments are due by noon on the due date.

PART 1: UNDERSTANDING OUR IDENTITIES

In order to support students in addressing social justice issues, it is important that we reflect on and understand our identities. Contemplating the different ways in which we are privileged, the different facets of marginalization within our lives, and our beliefs about racism, sexism, classism, and oppression are critical to designing educational opportunities for students that address these issues in candid ways. In addition, reflecting on our challenges and limitations with various social identities can enable us to develop empathy for those we ask to step outside their comfort zones. We cannot effectively wrestle with racism, sexism, and classism void of serious knowledge of the ways we inadvertently contribute to these conditions.

My Scholarly Personal Narrative
In Liberating Scholarly Writing, Nash (2004) wrote:

SPN is about giving yourself permission to express your own voice in your own language; your own take on your own story in your own inimitable manner. SPN is your grand opportunity to practice listening to the sound of your own voice. Find your special sound and style, and you will find your story. Lose these, and you will continue to be silenced. Writing will be impossible—if not now, then soon; and probably forever. (pp. 24-25)

In addition to finding your own special voice, Nash suggests that a guideline for successful SPNs is drawing larger implications from your personal stories. Strong SPNs focus on the inside but also extend those inside reflections to the outer world beyond one’s self. The purpose of this assignment
is to write your own scholarly personal narrative. Focus specifically on issues of power, oppression, and privilege in your past and current experiences. Consider the following questions:

- Who am I?
- What are the multiple identities (e.g., race/ethnicity, class, and gender) that make me who I am?
- How do other people’s perceptions influence my identity?
- How do I define race/ethnicity, class, ability, and gender?
- What role do race/ethnicity, class, and gender play in my life?
- What are my assumptions and biases about race/ethnicity, class, ability and gender?
- What are my biggest fears in addressing social justice issues in my own life and in the lives of students and colleagues?
- What have my previous experiences with race/ethnicity, class, ability, and gender been?
- What do I see as the role of social justice in higher education settings?

Writing this SPN is your opportunity to take risks and be bold in your writing. Try a different writing style, stretch yourself, reach deep within, and focus deeply on your narratives about social justice. You may address other questions and topics, but the fundamental purpose of this assignment is to be vulnerable and write about your identity and how privilege, oppression, and power influence who you are.

Due: October 4
Length: 7-10 pages

PART 2: EXPLORING THEORIES AND PERSPECTIVES ON SOCIAL JUSTICE

Throughout the course, we will be reading, critiquing, and assessing the utility of different theories and perspectives about social justice in our work as educators. As you read the theories and perspectives, take note of their limitations, unique features, and strengths. Focus on the arguments the various authors are making, as well as the research, knowledge, and information they fail to include in their analyses. Take note of how their viewpoints resonate with your own and pay particular attention to your reactions and emotions when reading or listening. Part of the process of making sense of racial/ethnic, class, and gender beliefs is being able to summarize and synthesize different ideas and compare them to your own.

Blogs and On-Line Discussion Forums
In order to understand social justice issues, it is important that we pay attention to how persons in different settings — college students, family members, politicians, artists, musicians, news anchors, comedians, teachers, professors, and conservative, independent, and liberal commentators — write about, make sense of, discuss, and argue these issues. Consequently, we must peruse the different media outlets — blogs, television commentaries, responses to opposite-editorial (i.e., op-ed) articles in newspapers, and discussion boards — that serve as spaces for these varied ideas. Doing so will enable us to weigh the person’s arguments and assess how members of society treat social justice issues.

This assignment contains four (4) tasks:
• Identify two partners with whom to collaborate (i.e., each group will comprise three people).

• Throughout the semester, familiarize yourselves with how social justice is treated within the different media venues mentioned above. Each week, a different trio will find and post to ELMS a reading, video, music, or other media source from an on-line source that pertains to social justice in school or higher education, communities, politics, sports, and/or society in general. All class members are expected to view this media source prior to class.

• The trio will post a 1-2 page reaction via the Discussion Board feature on ELMS by making sense of the media source within the context of the various social justice readings for the week (or prior weeks). If relevant, be sure to incorporate your own social identities in relation to the readings and media source. Class members should read this reaction prior to class.

• The trio will facilitate a discussion in class (45 to 60 minutes or longer) by analyzing and addressing the social justice issues in the media source. They should articulate their reaction to the media source, pose questions and issues for other class members to consider, and engage class members in a discussion about the social justice issues in the media source.

Below are some examples of relevant blogs and on-line discussion forums:

http://www.aol.com  http://nahopenotquite.wordpress.com/

Due: Media Source and Reaction on ELMS—Thursday by 1:00 p.m. on the following dates:
   October 14 / October 21 / October 28 / November 4 / November 11
Length: 1-2 pages

PART 3: TRANSLATING THEORIES AND PERSPECTIVES ON SOCIAL JUSTICE INTO PRACTICE

One of the goals of this course is to gain knowledge about power, privilege, and oppression in higher education and student affairs. In order to do so, we must compare our own perspectives on these issues with those of others and apply them to our work as educators. By the time you reach this point in the semester, we will have read, critiqued, and discussed different theories and ideas about social justice. My hope is that we will utilize the readings and class discussions to influence our practice within the higher education institutions and other organizations in which we work.

Case Study Analysis
One of the longstanding values of the Student Affairs profession is the commitment to fostering inclusive campus environments in which students of different backgrounds can thrive. However, in
our roles as student affairs educators, we are often confronted with situations that challenge this underlying goal. In order to enact this value of respecting differences, we must develop skills and comfort in responding to instances in which social justice are at the forefront.

For example, we might be asked to consider a student’s race/ethnicity in an admissions decision that is aligned with the institution’s affirmative action policy. We might be confronted by White students who are upset that the campus does not offer a White student organization. We might have to create a program that enables low-income, first-generation college students to academically achieve and successfully navigate the campus environment. We might work with a community organization who wants to challenge a policy or law that is seen as discriminatory. Or, we could work with men to understand the importance of their participation in Women’s Studies courses and Women’s Centers. In these cases, it is important that we develop comfort with talking openly about social justice, collaborate effectively with others to address these difficult issues, provide thoughtful analyses on these issues, and be able to facilitate dialogues among those with whom we are working.

Working within trios, for this assignment, choose a case to analyze. A “case” might be similar to the examples provided above or an issue relating to social justice within an organization in particular or society in general.

Submit a short description of the case you intend to analyze. If necessary, attach the reading about the case.

Due: November 1
Length: 2-3 paragraphs

Accomplish the following three (3) tasks in your case analysis paper:

- Identify and describe what you consider to be three (3) of the most salient and complex issues facing educators in responding to the case.

- Apply the theories and perspectives on social justice to the three issues identified in the case. In doing so, weigh the pros and cons of various theories and perspectives and their applicability to the case at hand.

- Propose recommendations for responding to the case based on your analysis above. Your implications for practice should be grounded in relevant social justice perspectives and theories. Be sure to note the limitations of your decisions and how they would affect relevant stakeholders.

In analyzing the case, you are welcome to use your experiences in student affairs or education. The premise of this assignment is for you to recognize social justice challenges within higher education and/or society and develop a reasonable approach for addressing social justice issues in the case grounded in your own knowledge and experiences and the various theories and perspectives on social justice.

Due: November 22
Length: 15-20 pages
Creative Expression of Social Justice
Throughout the semester, I have asked you to challenge your current assumptions about power, privilege, and oppression, formulate your opinions on these issues, and develop strategies to facilitate the discussion of social justice among students and colleagues. We have witnessed the divergent and creative ways in which persons express their ideas about social justice. Some critique these issues through academic prose, while others prefer a more narrative format. There are artists who appreciate using videos and music to portray their constructions of social justice and politicians who creatively use the media to have their voices heard. In addition, we have read poetry on these issues. The point in exposing you to these various portrayals is to demonstrate the multifaceted ways to express the complicated nature of social justice in our lives.

For this assignment, revisit your “My Scholarly Personal Narrative.” Now that you have discussed social justice with others and listened to your peers’ perspectives on these issues, develop a creative way to express your reflections of social justice based on your scholarly personal narrative, the discussions, and readings throughout the class. Possible questions to consider include the following:

- What have you learned as a result of addressing social justice in this course?
- What do you hope to continue learning about social justice beyond this course?
- In what ways have you been challenged as a result of the readings and dialogues?
- How have you changed as a person?
- How do you make sense of and express social justice in your life?
- What do you hope others will learn from your creative expression?
- Will you take any actions as a result of exploring social justice? If so, what kinds of actions?
- How will you use the theories and perspectives on social justice in your student affairs practice?

Choose a format in which to express how you make sense of social justice. Below are some examples of ways to fulfill this task; however, the options are limitless!

- Paper
- Poetry
- Art
- Video
- Music
- Spoken Word
- Dance
- Presentation

We learn more about social justice when we watch, hear, and read others’ views on these issues. In order to enable students and colleagues to develop comfort with addressing social justice in their own lives, we must be willing to express the influence of social justice in our own lives.

After choosing a format, “present” your Creative Expression of Social Justice to other classroom community members. Your presentation can take any format you choose, so long as you carefully address the goals of this assignment in your sharing with others. The only parameter for this presentation is time—each presentation should be no longer than 12 minutes.

Due: November 29 / December 6
Format: Students’ Discretion
Length: 12 minutes
**Evaluation and Grading**
Throughout our educational experiences, we have been socialized by family members, teachers, professors, peers, and even ourselves to believe in the importance of grades. Although I do not trivialize the power of grades (you likely are at this point in your educational careers because you earned high marks), I believe they sometimes detract from the learning process, as the main focus becomes the score rather than how to improve what one learns. Consequently, I will make every effort to offer feedback on assignments through meaningful comments. Of course, I will assign grades to each assignment, but I hope that through providing constructive feedback, you will continue to improve.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Contribution to Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Scholarly Personal Narrative</td>
<td>October 4</td>
<td>25%</td>
</tr>
<tr>
<td>Blogs and On-Line Discussion Forums</td>
<td>Ongoing</td>
<td>20%</td>
</tr>
<tr>
<td>Case Study Analysis</td>
<td>November 22</td>
<td>30%</td>
</tr>
<tr>
<td>Creative Expression of Social Justice</td>
<td>November 29 / December 6</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Evaluation Criteria**
I will use a rubric to evaluate all final versions of written and presented work for this course. Specifically, I will evaluate your assignments using the following criteria:

- Ability to incorporate own ideas
- Soundness of arguments and use of evidence (i.e., theories, literature, examples, and empirical research) to justify claims
- Writing style (i.e., organization, coherence, transitions, clarity, engagingness, use of headers, logical flow, word choice, free from grammatical and spelling errors)

**Grading Scale**
The scale I will use for determining final course grades is the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3.7-4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.3-3.6</td>
</tr>
<tr>
<td>B+</td>
<td>2.9-3.2</td>
</tr>
<tr>
<td>B</td>
<td>2.5-2.8</td>
</tr>
<tr>
<td>B-</td>
<td>2.1-2.4</td>
</tr>
<tr>
<td>C+</td>
<td>1.6-2.0</td>
</tr>
<tr>
<td>C</td>
<td>1.1-1.5</td>
</tr>
<tr>
<td>C-</td>
<td>0-1.0</td>
</tr>
</tbody>
</table>
**Academic Integrity**

I expect that your work will be characterized by academic integrity and honesty. I encourage you to become familiar with the University of Maryland’s policy on academic dishonesty, as this policy applies to our class as well as to all others. One aspect of this expectation is that your work will be referenced and documented appropriately. If you have any questions about proper documentation, please speak with me. Any student who violates standards of academic honesty will be held accountable through University of Maryland procedures.

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 important for you to be aware of the consequences of cheating, fabrication, facilitating academic dishonesty, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, visit the following website: http://www.studenthonorcouncil.umd.edu/whatis.html.

The Code of Academic Integrity prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. The University Senate requires that students include the following signed statement on each examination or assignment: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment)." Compliance with the Code is administered by a Student Honor Council, which strives to promote a “community of trust” on the College Park campus. Allegations of academic dishonesty can be reported directly to the Honor Council (301.314.9154) by any member of the campus community.

**Academic Accommodations for Persons with Disabilities**

In compliance with and in the spirit of the Americans with Disabilities Act (ADA), I will work with students who have a disability that is relevant to their work in this course. If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible.

**Religious Observances**

The University System of Maryland policy on religious observances provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. I will be happy to work with you if class meetings or assignments conflict with your religious practices.
## Course Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 30</td>
<td>Introduction to Social Justice</td>
</tr>
<tr>
<td></td>
<td><strong>ELMS</strong></td>
</tr>
<tr>
<td></td>
<td>Lutovsky Tips for Writing Academic Papers</td>
</tr>
<tr>
<td></td>
<td>Quaye Stephen’s Writing Tips</td>
</tr>
<tr>
<td></td>
<td><strong>Topics</strong></td>
</tr>
<tr>
<td></td>
<td>Introduction Discuss course overview</td>
</tr>
<tr>
<td></td>
<td>Reflect on RECG in our lives</td>
</tr>
<tr>
<td></td>
<td>Discuss the role of narratives</td>
</tr>
<tr>
<td>September 6</td>
<td>Labor Day—No Class</td>
</tr>
<tr>
<td>September 13</td>
<td>A Beginning Interlude: Dialogue, Resistance, and Vulnerability</td>
</tr>
<tr>
<td></td>
<td><strong>ELMS</strong></td>
</tr>
<tr>
<td></td>
<td>Hyde &amp; Bineham From Debate to Dialogue</td>
</tr>
<tr>
<td></td>
<td>Obear Navigating Triggering Events</td>
</tr>
<tr>
<td></td>
<td>Jones Student Resistance to Cross-Cultural Engagement</td>
</tr>
<tr>
<td></td>
<td>Quaye Think Before You Teach</td>
</tr>
<tr>
<td></td>
<td>Applebaum ‘Doesn’t My Experience Count?’</td>
</tr>
<tr>
<td>September 20</td>
<td>Understanding Our Identities: Voice, Privilege, Power, and Narratives</td>
</tr>
<tr>
<td></td>
<td><strong>Text</strong></td>
</tr>
<tr>
<td></td>
<td>Nash Chapters 1-3</td>
</tr>
<tr>
<td></td>
<td><strong>ELMS</strong></td>
</tr>
<tr>
<td></td>
<td>Quaye Let Us Speak</td>
</tr>
<tr>
<td></td>
<td>Quaye Homesick</td>
</tr>
<tr>
<td></td>
<td>Katura Both Oppressor and Oppressed</td>
</tr>
<tr>
<td></td>
<td>Chan You’re Short, Besides!</td>
</tr>
<tr>
<td>September 27</td>
<td>Understanding Our Identities: Narratives about Social Justice</td>
</tr>
<tr>
<td></td>
<td><strong>Text</strong></td>
</tr>
<tr>
<td></td>
<td>Nash Chapters 4-5</td>
</tr>
<tr>
<td></td>
<td><strong>ELMS</strong></td>
</tr>
<tr>
<td></td>
<td>Quaye It’s all about the Stories</td>
</tr>
<tr>
<td></td>
<td>Creef Notes from a Fragmented Daughter</td>
</tr>
<tr>
<td></td>
<td>Quaye Voice of the Researcher</td>
</tr>
<tr>
<td></td>
<td>Quaye et al. Student Voice and Sensemaking of Multiculturalism on Campus</td>
</tr>
<tr>
<td></td>
<td>Zook Light Skinned-ded Naps</td>
</tr>
<tr>
<td></td>
<td>Waters Journeys of the Mind</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>October 4</td>
<td>Exploring Theories and Perspectives on Social Justice: Key Terminologies</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>October 11</td>
<td>Exploring Theories and Perspectives on Social Justice: Definitions and</td>
</tr>
<tr>
<td></td>
<td>Theories</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>October 25</td>
<td>Exploring Theories and Perspectives on Social Justice: Highlighting Gender</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>November 1</td>
<td>Exploring Theories and Perspectives on Social Justice: Highlighting Class</td>
</tr>
<tr>
<td>Text</td>
<td>MacLeod Appendix 1, Chapters 3-8</td>
</tr>
<tr>
<td>ELMS</td>
<td>Bergerson Exploring the Impact of Social Class on Adjustment to College</td>
</tr>
<tr>
<td></td>
<td>AAC&amp;U Special Issue on Class</td>
</tr>
<tr>
<td>Due</td>
<td>Blogs and On-Line Discussion Forum Facilitation</td>
</tr>
<tr>
<td>Duc</td>
<td>Case Study Description</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 8</td>
<td>Exploring Theories and Perspectives on Social Justice: Highlighting Ability</td>
</tr>
<tr>
<td>ELMS</td>
<td>Jones Toward inclusive theory: Disability as social construction</td>
</tr>
<tr>
<td></td>
<td>Evans et al. Encouraging the development of disability allies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 15</td>
<td>Exploring Theories and Perspectives on Social Justice: Intersectionality</td>
</tr>
<tr>
<td>Text</td>
<td>MacLeod Chapters 9-11</td>
</tr>
<tr>
<td>ELMS</td>
<td>Lorde Age, Race, Class, and Sex</td>
</tr>
<tr>
<td></td>
<td>Shields Gender: An Intersectionality Perspective</td>
</tr>
<tr>
<td>Duc</td>
<td>Blogs and On-Line Discussion Forum Facilitation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 22</td>
<td>Exploring Theories and Perspectives on Social Justice: Conclusion</td>
</tr>
<tr>
<td>Text</td>
<td>MacLeod Chapters 12-13</td>
</tr>
<tr>
<td>ELMS</td>
<td>Uttal Nods that Silence</td>
</tr>
</tbody>
</table>
Due Blogs and On-Line Discussion Forum Facilitation

ASHE—November 17-20

<table>
<thead>
<tr>
<th>November 29</th>
<th>Translating Theories and Perspectives on Social Justice into Practice</th>
</tr>
</thead>
</table>

Text
Nash Chapter 6
Carter Chapter 6
MacLeod Chapter 14

ELMS
Quaye Pursuing the Treasure of Tenure
Park Research, Teaching, and Service
Zúñiga Bridging Differences through Dialogue
Eichstedt Problematic White Identities and a Search for Racial Justice

Due Case Study Analysis

Thanksgiving Break—November 25-28

<table>
<thead>
<tr>
<th>December 6</th>
<th>Presentations</th>
</tr>
</thead>
</table>

Due Creative Expression of Social Justice
References for ELMS Readings


