Appendix A: Course Data Sheet Form – Add
(Full approval required)
Kansas State University

<table>
<thead>
<tr>
<th>Department: Dean of Education (DED)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept Head Signature: (Dean Debbie Mercer ) __________________________</td>
</tr>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Contact person(s) for this proposal: Dr. Linda P. Thurston, Associate Dean</td>
</tr>
<tr>
<td>Subject DED (i.e. ACCTG)</td>
</tr>
<tr>
<td>Course short title: Foundations of Social Justice Ed (i.e. Intro to…)</td>
</tr>
</tbody>
</table>

Please note the following deadlines:

<table>
<thead>
<tr>
<th>Course Adds, Drops, and Changes</th>
<th>Must be submitted to Faculty Senate</th>
<th>Must be approved by</th>
</tr>
</thead>
<tbody>
<tr>
<td>effective for:</td>
<td>Academic Affairs prior to:</td>
<td>Faculty Senate by:</td>
</tr>
<tr>
<td>Fall</td>
<td>3rd April meeting</td>
<td>May meeting</td>
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<td>2nd September meeting</td>
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</tr>
<tr>
<td>Summer</td>
<td>2nd January meeting</td>
<td>February meeting</td>
</tr>
</tbody>
</table>

Effective term for requested action: Term Summer Year 2015

Please attach a course syllabus for review by the college course and curriculum committee.

Rationale: This is the introductory course of a proposed graduate certificate in Social Justice Education, a college-wide program of the College of Education. The course will introduce the topic to those participating in the graduate certificate program.

Impact (i.e. if this impacts another unit): none

NEW
* = Required Fields

*Subject DED Nbr 820

*Short Title (Description):
FOUNDATIONS SOCIAL JUSTICE ED

*Long Course Title: Length=100 (use Initial Caps)
FOUNDATIONS OF SOCIAL JUSTICE EDUCATION: RESEARCH, THEORY, AND PRACTICE

*Course Description (including course components and time dedicated to them (rec, lec, lab, etc.)):
This course focuses on the principles of social justice education that promote equitable, sustainable, and transformative change in various formal and non-formal educational settings across the lifespan. The course integrates theoretical and practical aspects of social justice in local, national and international settings such as K-12 formal education, higher education, adult education, community development, and family education, and agricultural education.

*Credit Hours/Units: Select one

<table>
<thead>
<tr>
<th>Fixed Hours</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
*Grading Basis:* Select ONE

- [x] Graded (Letter grade; Non-exempt)
- [ ] Graded-IH (Letter grade; Exempt)
- [ ] Credit/No Credit (Credit/No Credit)
- [ ] Student Option (Graded and APassF; Non-exempt)
- [ ] Student Option-IH (Graded and APassF; Exempt)

Note: Non-exempt=grades of Incomplete may convert to F
Exempt=grades of Incomplete will never convert to F

*Repeat for Credit:* Select one:

- [ ] This is a repeatable course (Student may reenroll to accumulate additional credit)
- [x] This is not a repeatable course (Retake rules apply when student reenrolls)

*K-State 8:* Select one

- [ ] No
- [x] Yes

Select up to two K-State 8 tags

- A = Aesthetic Interpretation
- D = Human Diversity within the US
- E = Ethical Reasoning and Responsibility
- G = Global Issues and Perspectives
- H = Historical Perspectives
- N = Natural and Physical Sciences
- Q = Empirical and Quantitative Reasoning
- S = Social Sciences

Rationale for K-State 8 tag: --enter rationale for K-State 8 tag here--

*Terms Offered:*

- [x] Fall
- [ ] Spring
- [x] Summer
- [ ] Other – Explanation: ______

*Course Titles:*

Choose from the following and complete appropriate fields:

- [x] TITLE MAY NOT VARY
- [ ] VARY BY SECTION

List topics needed:

- Topic 1: ______
- Topic 2: ______
- Topic 3: ______
- Topic 4: ______
- Topic 5: ______

- [ ] VARY BY STUDENT

*Academic Group:* Select one of the following

- [x] Specify COLLEGE (AG,AR,AS,BA,ED,EN,HE, TC) ED
- [ ] VM (Select for all Veterinary Medicine courses)
- [ ] UG (Select for Interdisciplinary Undergraduate courses)
- [ ] GR (Select for Interdisciplinary Graduate courses)

*Academic Career:* Select ONE

- [ ] UGRD (000-799)
- [x] GRAD (800-999)

Note: Although some courses may be taken for either graduate OR undergraduate credit, one career must be selected here based solely on the course number (indicated above) to ensure
**Enrollment Requirement Group:** List pre-requisites and co-requisites here

- [ ] Required
- [ ] Recommended

Pre-Requisite: ______

Co-Requisite: ______

**Other Requirements:**

---

**Components:** (Choose all that apply)

The course component indicates the parts of the course offering (lecture, lab, seminar, etc). One course offering can have multiple components. Choose ONE to be considered the Graded/Primary/Enrollment component:

<table>
<thead>
<tr>
<th>Component</th>
<th>Default Section Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEM</td>
<td>30</td>
</tr>
</tbody>
</table>

Choose other required components:

---

ACT=Activity
AUD=Audio
FLD=Field experience
HLP=Help
IND=Independent Study
INS = Individual Instruction
INT=Internship
LAB=Lab
LEC=Lecture
LES=Lessons
PRC=Practicum
QZ=Quiz
REC=Recitation
RDG=Readings
RSH=Research
SEM=Seminar
SLF=SelfPaced
STD=Studio
TCH=Student Teaching

**Will one or more the sections in this course be offered as distance education?**

- [X] Yes
- [ ] No

If yes, please be sure to make contact with DCE office.

**For Veterinary Medicine courses only:** Course is offered for types of credit (check all that apply)

- [ ] Undergraduate
- [ ] Graduate
- [ ] Veterinary Medicine

**For Arts and Sciences courses only:** (check all that apply)

- [ ] Fine Arts
- [ ] Western Heritage
- [ ] Literary
- [ ] Social Science
- [ ] Natural Sciences
- [ ] Physical Sciences
- [ ] Quantitative
- [ ] International Overlay
- [ ] General Education

**For Office Use**

Date approved by Department Faculty:
Date approved by College Course and Curriculum committee:
Date approved by College Faculty:
Date approved by Graduate Council (if needed):
Date approved by Faculty Senate:

Revised 11-14-2012
**Appendix A: Course Data Sheet Form – Add**  
*(Full approval required)*  
**Kansas State University**

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<td>Subject DED (i.e. ACCTG) Catalog Nbr: 880 (i.e. 110)</td>
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<tr>
<td>Course short title: Reflective Practice in Social Justice Education (i.e. Intro to…))</td>
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**Effective term for requested action:** Term Fall Year 2015

Please attach a course syllabus for review by the college course and curriculum committee.

**Rationale:** This is the capstone course of a proposed graduate certificate in Social Justice Education, a college-wide program of the College of Education. The course includes planning, implementing and evaluating a theory-to-practice social justice education project in the school, community and organizational settings.

**Impact (i.e. if this impacts another unit):** none

**NEW**

* = Required Fields

**Subject DED Nbr 880**

**Short Title (Description):**

REFLEC PRACT SOCIAL JUSTICE ED

**Long Course Title:** Length=100 (use Initial Caps)  
REFLECTIVE PRACTICE IN SOCIAL JUSTICE EDUCATION

**Course Description (including course components and time dedicated to them (rec, lec, lab, etc.)):**

This course focuses on the application of principles of social justice education in informal and formal educational settings. Student-conceptualized and -implemented theory-to-practice social justice education projects serve as the capstone or culmination of the graduate certificate, with projects presenting powerful opportunities for students to foster social change and positively impact the communities in which they work.

**Credit Hours/Units:** Select one

- Fixed Hours 3
- Variable Hours Minimum to Maximum

Revised 11-14-2012
**Grading Basis:** Select ONE
- [X] Graded (Letter grade; Non-exempt)
- [ ] Graded-IH (Letter grade; Exempt)
- [ ] Credit/No Credit (Credit/No Credit)
- [ ] Student Option (Graded and APassF; Non-exempt)
- [ ] Student Option-IH (Graded and APassF; Exempt)

Note: Non-exempt=grades of Incomplete may convert to F
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**Repeat for Credit:** Select one:
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**K-State 8:** Select one
- [ ] No
- [X] Yes

Select up to two K-State 8 tags
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- [ ] H = Historical Perspectives
- [ ] N = Natural and Physical Sciences
- [ ] Q = Empirical and Quantitative Reasoning
- [ ] S = Social Sciences

**Rationale for K-State 8 tag:** --enter rationale for K-State 8 tag here--

**Terms Offered:**
- [ ] Fall
- [X] Spring
- [ ] Summer

**Course Titles:**
Choose from the following and complete appropriate fields:
- [X] TITLE MAY NOT VARY
- [ ] VARY BY SECTION

List topics needed:
- [ ] Topic 1: __________
- [ ] Topic 2: __________
- [ ] Topic 3: __________
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**Academic Group:** Select one of the following
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**Academic Career:** Select ONE
- [ ] UGRD (000-799)
- [ ] GRAD (800-999)

Note: Although some courses may be taken for either graduate OR undergraduate credit, one career must be selected here based solely on the course number (indicated above) to ensure
accurate iSIS course entry.

**Enrollment Requirement Group:** List pre-requisites and co-requisites here

X[ ] Required  [ ] Recommended

Pre-Requisite: DED 820
Co-Requisite: ______

**Other Requirements:**

*Components:* (Choose all that apply)

The course component indicates the parts of the course offering (lecture, lab, seminar, etc). One course offering can have multiple components.

Choose ONE to be considered the Graded/Primary/Enrollment component:

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<td>SEM</td>
<td>30</td>
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Choose other required components:

[ ] [ ] [ ]

[ ] [ ] [ ]

[ ] [ ] [ ]

ACT=Activity  OTH=Other
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FLD=Field experience  QZ=Quiz
HLP=Help      REC=Recitation
IND=Independent Study  RDG=Readings
INS=Individual Instruction  RSH=Research
INT=Internship  SEM=Seminar
LAB=Lab       SLF=SelfPaced
LEC=Lecture   STD=Studio
LES=Lessons   TCH=Student Teaching

**Will one or more the sections in this course be offered as distance education?**  X Yes  [ ] No

If yes, please be sure to make contact with DCE office.

**For Veterinary Medicine courses only: Course is offered for types of credit** (check all that apply)

[ ] Undergraduate
[ ] Graduate
[ ] Veterinary Medicine

**For Arts and Sciences courses only:** (check all that apply)

[ ] Fine Arts
[ ] Western Heritage
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[ ] General Education

**For Office Use**

Date approved by Department Faculty:

Date approved by College Course and Curriculum committee:

Date approved by College Faculty:

Date approved by Graduate Council (if needed):

Date approved by Faculty Senate:

Revised 11-14-2012
August 15, 2014

Associate Dean Linda Thurston  
Kansas State University  
Bluemont Hall  
UNIVERSITY

Dear Associate Dean Thurston:

The Department of Educational Leadership is very pleased to unreservedly endorse the new Graduate Certificate in Social Justice Education, which you soon will be forwarding to Academic Affairs of the College of Education. The faculty has been fully apprised of the certificate; has discussed it; and is supportive in every way.

I can personally speak to the efficacy of this graduate certificate, having been involved at ground zero level in its conception and construction. This department stands ready to provide both overall support and any other support in any concrete fashion requested, including contributing core and/or ancillary coursework. This faculty is exceptionally qualified to support and contribute, and we endorse the interdisciplinary nature and collaboration that has characterized this important venture.

Let me know if I can be of further service and/or support.

Sincerely yours,

David C. Thompson

David C. Thompson  
Professor and Chair  
Distinguished Fellow of Research and Practice NEFC  
Educational Leadership
August 20, 2014

Linda P. Thurston, Ph.D.
Associate Dean for Research
College of Education
Kansas State University
17 Bluemont Hall

Dear Dr. Thurston,

The purpose of this letter is to provide support for the proposed graduate certificate program in social justice education offered through the College of Education at Kansas State University. I reviewed the program description, logic model, and coursework as two of the proposed courses in the program are offered by the School of Family Studies and Human Services (FSHS).

We currently have the capacity to enroll more graduate students in FSHS 752: Culture and Conflict and 761 International Conflict and Trauma. Professor Terrie McCants is the Director of our Conflict Resolution Program and instructor of the two courses that would be offered as electives in the certificate program is supportive of having students take her classes. She shared the following about FSHS 761, which is an international study tour. It is in Northern Ireland in even-numbered years over spring break; South Africa is in odd-numbered years the last two weeks of May, and the Malaysia trip occurs in January over winter break.

In terms of impact, our students in the School of Family Studies and Human Services would positively benefit from having certificate students in their classes. This would provide for sharing ideas rooted in both social justice and conflict resolution that promote students not only seeing themselves as consumers of information, but also actively practicing as actors-critics in the world around them. Professor McCants noted that her courses and the graduate certificate share the Paulo Freire philosophy at their base. This is a good fit in that both of these disciplines represent engaged pedagogy aimed at the reduction or elimination of poverty, social discrimination, and ecological degradation.

Please contact me at dottie@k-state.edu or 785-1472 if I can provide additional information.

Sincerely,

[Signature]

Dorothy B. Durband
School Director
August 15, 2014

RE: COE proposal for Social Justice Education Graduate Certificate as it relates to Psychological Sciences courses

Dr. Thurston,

On August 14, 2014, you asked for my input regarding our department’s ability to accommodate additional students in two of our courses, Psych 556: Multicultural Psychology, and Psych 563: Gender Issues in the Workplace. After a discussion with my Undergraduate Program Director, Dr. Donald Saucier, we feel comfortable having you list these courses as part of your proposed certificate.

Psych 556 can likely only accommodate 2-5 extra students each year, but we are less certain in that conclusion. The course was taught for the first time in 2011, was taught twice as an on-campus Evening College course and then moved to a distance format for the Spring 2014 term. Thus, it is still difficult to predict enrollment. There were 25 students enrolled in the distance course, but there may have been pent up demand because it was not taught the previous year. The plan is to continue to offer this course once a year in the spring term as a distance course taught by Dr. Jane Hansen at the University of California at Berkeley (she was a counseling psychologist here at K-State and recently made the move to Berkeley).

Psych 563 can likely accommodate 5-10 additional students each year. The course is routinely offered every fall on-campus during the day (taught by Dr. Park), as a distance course during the summer, and occasionally as an Evening College course (taught by a graduate student). Thus, I expect that there will be room on a regular basis to support modest enrollment from your certificate program.

If you have any further questions, I am happy to help.

Sincerely,

Michael Young
Department Head
Faculty representatives in the Department of Special Education, Counseling, and Student Affairs were involved in the development of the cross-departmental graduate certificate in Social Justice Education (SJE) housed in the College of Education. There will be ongoing departmental involvement as a faculty member from each department will serve on the SJE steering committee.

The following departmental courses are noted as electives in the program:
- EDCEP 830 Diversity in Higher Education
- EDCEP 851 Multicultural Aspects of Academic Advising
- EDSP 710 Education of Exceptional Individuals

We would welcome SJE graduate students in the courses. At this point, we anticipate that EDCEP 830 and EDSP 710 could accommodate about 5 per semester and EDCEP 851 about 10 per semester. Should there be additional needs, I would be happy to discuss options to address these.

Any questions, let me know.
Ken
**Signature Sheet for Academic Sub plan, Plan, or Program (Add or Discontinue)**

**Department:** College of Education

This signature sheet below is to be completed and submitted to Faculty Senate Academic Affairs Committee when proposing to add or discontinue an academic sub plan, plan, or program. Approval should be obtained in the sequence listed below:

**Name(s) of Academic Sub plan(s), Plan(s), or Program(s):** Graduate certificate in Social Justice Education

<table>
<thead>
<tr>
<th>Signatures</th>
<th>Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda P. Thorson</td>
<td>8-28-2014</td>
</tr>
<tr>
<td>Designated Representative, (College-wide program out of Dean’s office)</td>
<td></td>
</tr>
<tr>
<td>× Mercer</td>
<td>8-28-2014</td>
</tr>
<tr>
<td>Department Head (College-wide program out of Dean’s office)</td>
<td></td>
</tr>
</tbody>
</table>

**Chair, College Course & Curriculum Committee**

**College Dean**

---

Only if graduate curriculum

**Chair, Graduate Council Subcommittee**

**Dean, Graduate School**

---

**Chair, Faculty Senate Academic Affairs**

**President, Faculty Senate**

**Provost/Vice President Academic Affairs**
Appendix D: Curriculum Form
Kansas State University
(This includes additions, deletions, and changes)

Department: Dean of Education, DED
Dept Head Signature: Mercer (Dean)
Date:

Contact person(s) for this proposal: Linda P. Thurston, Associate Dean and Susan Yelich-Bineiki, Assistant Professor

Program name: Graduate Certificate in Social Justice Education

Note: This certificate program is a cross-college collaborative effort. Dean Mercer has signed Appendix D; however, letters from College of Education department chairs are attached.

Effective term for requested action: Term Summer Year 2015

Please note the following deadlines:

<table>
<thead>
<tr>
<th>Curriculum Changes effective for:</th>
<th>Must be submitted to Faculty Senate</th>
<th>Must be approved by</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 Summer</td>
<td>Fall</td>
<td>Academic Affairs prior to:</td>
</tr>
<tr>
<td></td>
<td>2nd April meeting</td>
<td>Faculty Senate by:</td>
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<td></td>
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<td>February meeting</td>
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</tbody>
</table>

Please see guidelines in the complete manual regarding format of new degree program proposals that require BOR approval (including new majors, secondary majors, and minors not within an existing degree program, etc.)

Rationale: The principles of social justice education promote equitable, sustainable, and transformative change in various educational settings that include traditional educational contexts (e.g. K-12 organizations, higher education) and those outside the traditional settings (e.g. military, agriculture, counseling, non-profits, corporations, health care, community development organization) as well as both national and international settings. There are few opportunities for individuals preparing for or working in formal or non-formal educational settings to learn specific pedagogical/andragogical concepts appropriate for promoting social justice and fostering change to positively impact individuals and communities. This graduate certificate will provide an interdisciplinary experience that is appropriate for students in a range of academic programs, such as social work, family studies, agricultural education, counseling, advising, curriculum and instruction, educational leadership, women’s studies, and sociology. The certificate is also relevant for professionals and volunteers in K-20 and informal settings such as shelters, community agencies, Head Start, Peace Corps, NGOs, and government. This will be the only online social justice education program in the country that does not just include K-12 formal education.

Impact (i.e. if this impacts another unit): Three credit hours of this certificate program MAY be taken from other non College of Education departments. Examples are: WOMST 551 History and Politics of Family Violence, WOMST 605 Women’s Studies Practice and Applied Social Change, PSYCH 556 Multicultural Psychology, PSYCH 563 Gender Issues in the Workplace, ANTH 685 Race and Culture, SOCWK 580 Women’s Perspectives on Peace and War, SOCIO 541 Wealth, Power and Privilege, SOCIO 633 Gender, Power, and Development, SOCIO 735 Sociology of Human Trafficking, SOCIO 851 Social Change, SOCIO 933 Gender and Society, GERON 777 Public Policy: Economic and Social Impacts on Older Adults, FSHS 752 Culture and Conflict, FSHS 761 International Conflict and Trauma.
We have discussed this certificate program with faculty and department chairs in the departments listed above. The Appendix contains letters from the department chairs of Women’s Studies; Psychology; Sociology, Anthropology and Social Work; and the director of the School of Family Studies and Human Services.

*Strike through the deleted courses or wording within the curriculum description or admission criteria.*

*Underline new courses, edited version of the curriculum description or admission criteria*

FROM: 

TO: 

<table>
<thead>
<tr>
<th>Graduate Certificate Program in Social Justice Education. The purpose of this 15-credit hour program is to prepare individuals to integrate theoretical and pedagogical aspects of social justice education in formal and informal educational settings at local, national, and international levels.</th>
</tr>
</thead>
</table>
| **Admission criteria:**
Students applying to the K-State Graduate Certificate Program in Social Justice Education (SJE) must be admitted to the K-State Graduate School. A student with a bachelor’s degree or in the final year of completing the degree is expected to have a cumulative grade point average of at least 3.0 from an accredited institution to be admitted to the certificate program. |
| **Curriculum Description:**
The 15-credit SJE certificate program focuses on the integration of foundational, theoretical, and practical aspects of social justice in educational settings, with social justice education theory-to-practice as central to the program. The certificate is based on the concept that social justice education is an ongoing, contextual process that impacts inequitable social, economic, and political systems through critical examination and intentional advocacy. |
| 1. Required Courses (6 credits):
DED 820: Foundations of social justice education: Research, theory and practice (3 credit hours) |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DED 880</td>
<td>Reflective practice in social justice education (3 credit hours)</td>
</tr>
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</table>

2. College of Education elective courses (6 - 9 credits) from these and possibly other courses:

- EDACE 750 Women, Education, and Work
- EDACE 818 Social Foundations of Adult Education
- EDACE 822 International Adult Education and Literacy
- EDCEP 830 Diversity in Higher Education
- EDCEP 851 Multicultural Aspects of Academic Advising
- EDCI 721 ESL/Dual Language Methods
- EDCI 740 Culture and Language in Classroom Practice
- EDCI 755 Multicultural Issues in Teaching
- EDCI 786 Differentiated Instruction for Diverse Learners
- EDCI 910 Multicultural Curriculum Programming
- EDLEA 801 Ethical Dimensions of Leadership
- EDLEA 834 Strategies for Educational Change
- EDLEA 845 Leadership for Diverse Populations
- EDSP 710 Education of Exceptional Individuals

3. Electives from other colleges (0 – 3 credits):

Courses approved for program on a case-by-case basis. Examples are: WOMST 551, History and Politics of Family Violence; WOMST 605 Women’s Studies Practice and Applied Social Change; PSYCH 556 Multicultural Psychology; PSYCH 563 Gender Issues in the Workplace; ANTH 633 Gender, Power, and International Development; ANTH 685 Race and Culture; SOCWK 580 Women’s Perspectives on Peace and War; SOCIO 541 Wealth, Power and Privilege; SOCIO 735 Sociology of Human Trafficking; SOCIO 851 Social Change; GERON 777 Public Policy: Economic and Social Impacts on Older Adults; FSHS 752 Culture and Conflict; FSHS 761 International Conflict and Trauma.
Please attach additional page(s) if needed.

**For Office Use**
Date approved by Department Faculty:
Date approved by College Course and Curriculum committee:
Date approved by College Faculty (if needed):
Date approved by Graduate Council (if needed):
Date approved by Faculty Senate (if needed):
Date approved by Board of Regents (if needed):
Dear Linda,

This graduate certificate in Social Justice Education sounds like a wonderful program and I am proud it will be part of K-State.

The Women's Studies classes you list below (WOMST 551: History and Politics of Family Violence and WOMST 605: Women’s Studies Practice and Applied Social Change) will not be adversely affected by this certificate, and I expect would indeed benefit from having SJE grad certificate students enrolled. I expect each class could accommodate 5-10 SJE students.

I would add to your potential list WOMST 700: Advanced Topics, which routinely covers subjects such as African Feminisms and Women of Color Feminisms that I think would fit perfectly with this graduate certificate, and again, could accommodate 5-10 SJE students.

Thanks for organizing a vibrant and meaningful new curriculum for KSU, and I look forward to hearing of the final approval.

best,
Michele

Michele Janette
Department Head, Women's Studies
Associate Professor, English
Kansas State University
785 532-5738
mjanette@ksu.edu
August 15, 2014

To: The Graduate Council or to Dean Carol Shanklin

As chair of the Department of Curriculum and Instruction, I closely followed the year-long progress of the new graduate certificate in social justice education (SJE) being developed as a cross-departmental program in the College of Education. Faculty from each department were part of the initial work to start the certificate program, and faculty across the college are currently involved with the development of the program and the two required courses. A faculty member from each department will be on the SJE steering committee when the program begins.

Several courses in the Department of Curriculum and Instruction are listed as recommended electives for the program. These courses welcome SJE graduate certificate students into the courses. The courses could accommodate up to 5 students per semester.

Sincerely,

F. Todd Goodson  
Chair, Department of Curriculum and Instruction
Dear Linda,

The Department of Sociology, Anthropology, and Social Work supports the college-wide grad certificate in Social Justice Education. Our faculty who teach courses for the Non-Violence Certificate are supportive of your efforts and look forward to having your students in some of their classes. They can handle an increased enrollment of 10 students in all classes.

Thank you,

Betsy

A. Elizabeth Cauble, Head
Dept. of Sociology, Anthropology, and Social Work
Kansas State University
785-532-6865
**Figure 1. Logic Model for K-State Graduate Certificate in Social Justice Education (College of Education)**

Goal: The primary goal of the certificate is to prepare individuals to integrate theoretical and pedagogical aspects of social justice education in formal and informal educational settings at local, national and international levels.

<table>
<thead>
<tr>
<th>INPUTS</th>
<th>ACTIVITIES</th>
<th>OUTPUTS</th>
<th>OUTCOMES (student learning objectives)</th>
<th>MEASURES / ASSESSMENT ACTIVITIES</th>
<th>METRICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online and face to face courses at K-State, primarily in the College of Education</td>
<td>Students will: 1. Apply to the SJE certificate program and will be admitted with a faculty advisor. 2. Plan, with advisor, coursework and personal/professional goals for the certificate. 3. Complete coursework, including required reflective journal or other product that ties elective courses to student learning outcomes (SLOs) and demonstrates attainment of SLOs. 4. Plan, implement, and document a theory-to-practice capstone project using relevant theory, research, and contextually-based pedagogy in a formal or informal educational setting. 5. Present project at annual SJE symposium.</td>
<td>Student participation and products: Course plan and set of personal/professional goals related to SJE Required assignments for elective courses Reflective journal or other product of reflection Completed periodic self-assessments Documentation of capstone project Presentation of capstone project Participation in exit interview</td>
<td>Upon completion of the certificate, students will: • Demonstrate knowledge about theoretical perspectives that ground social justice and social justice education (SJE); • Understand and apply theory and research that informs the practice of SJE; • Plan and implement relevant educational practices that promote social justice in formal and non-formal educational settings; • Demonstrate ethical decision-making in the practice of SJE; • Utilize reflective practice in SJE.</td>
<td>Student outcomes will be assessed by: Grades, attendance, engagement, and self-assessed progress on course and certificate expected outcomes Examinations and products developed in DED 820 course, including self-assessment and reflection journals Successful completion of coursework for elective courses Self-analysis of reflective journal/product Assignments for DED 880, including self-assessment and reflection Capstone project documentation and presentation Exit interview with Steering Committee or their designees</td>
<td>Student outcome measures will be evaluated by: Documents of course attendance and grades Program self-assessment instrument Rating form from instructors of elective courses for each student Journal self-assessment form Capstone project rubrics for documentation and presentation Interview protocol and judgment of successful completion of expected outcomes by advisor, steering committee and student</td>
</tr>
<tr>
<td>DED 820: Foundations of social justice education: Research, theory and practice (3 credit hours)</td>
<td>Selected other courses (9 credit hours)</td>
<td>DED 880: Reflective practice in social justice education (3 credit hours)</td>
<td>SJE Steering Committee and chair (program coordinator)</td>
<td>SJE Advisory Board</td>
<td>Faculty certificate advisors</td>
</tr>
</tbody>
</table>

Linda Thurston lpt@ksu.edu
I believe that education is the civil rights issue of our generation. And if you care about promoting opportunity and reducing inequality, the classroom is the place to start. Great teaching is about so much more than education; it is a daily fight for social justice.”

U.S. Secretary of Education, Arne Duncan, October 9, 2009

INSTRUCTOR INFORMATION

Instructors
College of Education Faculty Members, Members of the SJE Steering Committee
Initial instructors:
Dr. Susan Yelich-Biniecki (susanyb@k-state.edu)
    Assistant Professor, Department of Educational Leadership
    Bluemont Hall 361
Dr. Linda P. Thurston (lpt@k-state.edu)
    Associate Dean
    Professor, Department of Special Education, Counseling and Student Affairs
    Bluemont Hall 17

Contacting us: We strongly believe that communication among students and between students (you) and instructors (us) is vital to successful online learning.

The best way to contact us is via email. We will try to respond to your email within 24 hours during the workweek. The subject box should say “DED 880”. We are happy to talk via the phone or Zoom* if you will email for a specific talking time. We are also very willing to meet with students in person.

Instructor Communication: We will occasionally send an email to each student’s K-State email address with course updates, reminders or other communication (Note: We will only use K-State University email addresses for class correspondence since other email addresses risk being undelivered due to spam filters).

Technology problems or questions are best directed to the K-State Helpdesk at; (785) 532-7722; (800) 865-614; helpdesk@k-state.edu

SJE Virtual Coffee Shop. A virtual meeting place will be set up for you to talk with others in the course and in the SJE certificate program about issues you may face in your own personal and professional contexts as you progress through this certificate program. The virtual chats will be anonymous so there are no identifiers on the chatters. This will not be for discussions about classes or your assignments; an avenue for those discussions is provided in your courses. But
rather, this will provide a “parking lot” or a “debriefing” arena for you to chat with others who are have some of the SJE grounding that you have.

**GENERAL COURSE INFORMATION**

Course Meeting Location, Times, & Dates
Online, 15 – 16 weeks
Every spring and summer, starting in 2015

Required prerequisites: Successful completion of DED 820.

Information about the College of Education

**Vision:** Preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world.

**Mission:** Our vision is fulfilled through:
- delivery of exemplary instruction to students at the undergraduate and graduate levels;
- production, interpretation, and dissemination of sound and useful research and
- leadership, collaboration, and service within the profession; and
- promotion, understanding, and celebration of diversity.

**Conceptual Framework:** Our Conceptual Framework serves as a guide for fulfilling the College of Education’s vision of preparing educators to be knowledgeable, ethical, caring decision makers, and supports the university and college missions focusing on teaching, research, service, and diversity. The CF acknowledges the contributions of general education, content area studies, and professional studies to the preparation of educators; and organizes professional studies into four broad categories: (1) Perspectives and Preparation (Foundations, Students and Learning, Content and Pedagogy, and Planning); (2) Learning Environment; (3) Instruction (4) Professionalism.

**Course Description**
This course explores foundational concepts of social justice education, which are grounded in research, theory, and practice. The course provides a framework for the analysis and practice of social justice education as it relates to one’s positionality, formal and nonformal settings, pedagogy, and ethics.

**Student Learning Outcomes**
The Graduate Certificate in Social Justice Education has five student learning outcomes, which are addressed throughout the certificate program.

1. Demonstrate knowledge about theoretical perspectives that ground social justice and social justice education.
2. Understand and apply theory and research that informs the practice of social justice education.

DED 820: Foundations of Social Justice Education: Research, Theory, and Practice
3. Utilize ethical decision-making in the practice of social justice education.
4. Utilize reflective practice in social justice education.
5. Plan and implement systematic educational practices to promote social justice in formal and non-formal educational settings.

Course Objectives
The following course objectives have been developed to reflect the relationship of this course to the appropriate elements of this professional knowledge base. Upon successful completion of this course participants will:

1. Recognize and understand own shifting positionality. *(Readings, Positionality Essay, SLO, 1, 3, & 4)*
2. Analyze social justice education literature and how it relates to own environment and initiatives *(Readings, Social Justice Education in My Midst Essay, SLO, 1, 2, & 4)*
3. Investigate theoretical frameworks of social justice and social justice education *(Readings, Positionality Essay, Social Justice Education in My Midst Essay, Film Analysis, SLO, 1, 2, 3, 4, 5)*
4. Recognize how social justice education is influenced by systems *(Readings, Positionality Essay, SLO, 1, 2, & 3)*
5. Identify approaches to ethical dilemmas in social justice education initiatives *(Readings; Film Analysis, SLO 1, 2, & 3)*
6. Apply social justice education constructs in collaborative analysis *(Readings; Film Analysis, SLO 1 & 2)*

Required Texts


*TEACHING TOLERANCE*. This magazine is a project of the Southern Poverty Law Center and is free for teachers. If you are a teacher, we request that you subscribe to the magazine during your participation in this certificate program. If you are not a teacher, you may access the journal through the Teaching Tolerance website: [www.tolerance.org](http://www.tolerance.org).

Additional required and supplemental readings will be distributed via K-State online.

Recommended Supplemental Reading


COURSE ORGANIZATION AND REQUIREMENTS

This course is organized in six modules. Each module includes the topic and purpose of the module. Each module has assigned readings and activities and class discussions. This module information is attached to the syllabus.

There are six major requirements for the course. These are listed below, with information about criteria for grading assignments and deadlines.

#1. Assigned Readings. A module outline of course reading assignments is attached to the syllabus.

#2. Message Board Participation. (5 points possible for each module/6 modules x 5 points/Total Points Possible=30) Participation on the message board is an important component of this course.

Class Discussions: In addition to participating in your small group projects, you are also expected to engage with the literature and show a critical analysis of the material through on-line discussions. This assignment involves: (1) demonstrating knowledge of the preparatory readings and activities, (2) making informed contributions, and (3) participating in discussions as required throughout the course.

During the message board discussions you will be required to respond to questions scheduled by the instructor and your colleagues serving as the facilitator in small group and all class discussions, and to review and comment on the responses of others through your message board discussion forum topic.

Your message board (small discussion) group should make a schedule for facilitating and summarizing group discussions during the first week of classes.

Participator: Everyone is a participator each week, including facilitators and summarizers. Please see the rubric for what is expected of quality postings. In response to facilitator questions, you may post a standard message board text, a graphic, a picture you took, a piece of art work you created, a poem, a reflection, a You Tube Video, a link to your blog, or other creative ways of helping others understand what you have learned.
You must include a short description with references to help the group understand from which readings you drew your understanding, e.g. include a short summary helping the reader understand how you drew conclusions. If you would like to stick to the standard postings, this is fine as well. You may jump in to other small group discussions – welcome others’ comments into yours as well! However, the postings in your group will be the ones that “count”.

Facilitator: For your small group discussions, the facilitator is responsible for helping keep the group on track and facilitating an interactive conversation. Each question posed should be posted in a separate “thread”. Facilitators should facilitate a discussion on questions related to the readings, videos, and/or activities. A document titled “asking questions on-line” is in the syllabus and information folder and may help inform this question posing process. Questions (threads) should be posted the Sunday (one day prior) to the start of the discussion.

Summarizer: At the end of each week, a summarizer should provide a summary of the key points discussed. Do not repeat or cut and paste verbatim what individuals said in every posting. Synthesize the information. You can do this in a paragraph or two. You can create bullet points. You can create a few PowerPoint slides, a YouTube clip, or a graphic. This will be an important way for you to share the main points of your discussions with each other, just like summarizing the main points of your discussions when your report back from small group discussions in face-to-face classes. You can check in to each other's small groups at the end of each week to see each group's main points and insights. Post your summary on the Sunday (one day prior) to the beginning of the next discussion.

Grades will be based on the criteria in the rubric found at the end of this syllabus. The focus of the discussions is on thoughtful analysis of subject matter as demonstrated through an analysis of the readings, videos, personal experiences, and formulation of your own opinion.

#3. My positionality and the world around me: A reflective essay: (15 points possible)

Using the readings in module 1 and your own experiences, write a short summary of the concept of positionality as it is grounded in the literature and your life experience; and then apply these ideas to your shifting surroundings. Apply the theories and concepts learned in this course to your observations and your analysis in the paper. Conclude with your reflection of how you believe the analysis will inform your work as a social justice educator. Length of the body of the paper should be about 3 pages. Due at the end of Module 1.

#4. Social justice education: The current state and future possibilities. (20 points)

This is an opportunity for you to describe and analyze a social justice education initiative in your community organization, local, state, national, and/or international levels, using the literature in class, conversations with colleagues, and interviews with those involved. Questions you should address in your essay through the themes you identify: What is
currently happening and why would you identify this as a social justice education initiative? Whose knowledge is currently privileged? Who is engaged in the initiative? Why do you know about the work of these individuals? Who are the unsung heroes involved in the initiative? What might be possible? What are you interested in learning that is related to this initiative? What have you learned that might inform your social justice education project for the graduate certificate program?

#5. Collaborative Film Analysis. (15 points)

For the purposes of this course, the film analysis is defined a theoretical exploration of a certain situation through a social justice education lens. In groups, students will research the context of a socio-cultural context and analyze a film. Suggestions can be found on K-State on-line; however, you may also have a film in mind that you would like to analyze. This film analysis group will be comprised of different members than your weekly discussion group. (Click on “groups” to the left side bar and you will see your group.) As a group, I would like to ask you to use social justice education literature to analyze the film. In other words, how does social justice education literature help explain what you see? How does the lens help you identify issues? Which themes do you see present in the film and how do those themes reflect those issues in the broader society as well as your immediate context? What are limitations in the current literature as it relates to the analysis of systems and approaches in the film? Ground your analysis in the literature to explain how your group analyzes the film. The paper should be approximately 10 pages, not including title page and references. See later guidelines for written papers for this class.

Each student within each group should read different literature as it relates to the film analysis. In addition, each individual should conduct an interview with one individual who might be able to shed light on aspects of social justice education concepts you identify within the case study. As part of the self-analysis of contributions, each individual student will submit a bibliography of the material read as well as contributions to the project.

In addition to your final paper, a presentation of your analysis should be posted on-line in the appropriate message board during the beginning of Module 6.

Potential films include (there is a full list in your Module 6 information):
- Rape in the Fields
- The Interrupters
  http://www.pbs.org/wgbh/pages/frontline/interrupters/
- Taking Root
  http://takingrootfilm.com/
- Rain in a Dry Land
- Discovering Dominga
  http://www.pbs.org/pov/discoveringdominga/
- China Blue
  http://www.pbs.org/independentlens/chinablue/
- The Price of Sugar
#6. Specialization topic: Literature review (20 points)

The modules of this course relate to several specific areas of social justice work in educational settings – formal and non-formal; K-12 and higher education; community-based work locally, nationally and internationally. Think about your special interest in SJE. It could be related to your current or future work. It could be related to your profession, your avocation, your volunteer work, or your future work. It could be related to distance education, family therapy, agricultural extension, home day care, Vacation Bible School, teacher preparation, social work, etc. – the list is endless. This assignment is the opportunity to extend the learning in this class to include a topic of your choosing related to SJE. You may want to look at back issues of TEACHING TOLERANCE, some of the other resources from the list on this syllabus or the list of recommended reading in this syllabus to help you focus on a specific topic for this assignment. The assignment is to become an expert in the related topic of your choice. You will prepare an academic-style paper about this topic. You may review research, read several books, conduct interviews – whatever it takes for you to become an expert in this topic. In addition to your paper, you will prepare a 5-minute “Ted”-style talk, and record it as a podcast, then upload it onto the course website. Further guidelines and the evaluation rubric will be distributed during the third week of class.

#7. Reflection Journal / Documentation

In this class you will begin a reflection journal that will be a part of the certificate program through the coursework and into the final class of the certificate, DED 880. The reflective journal will serve as one input into the development of a deliberately reflective practice around issues of social justice education initiatives. The reflective journal may be completed in one or multiple formats including written reflections, poetry, video, photography, performance, and other. The reflective journal is intended to serve as catalyst for the development of your social justice education proposal at the end of this course and throughout your coursework in the certificate program. How often you participate in journal activities is up to you; however, this process will inform your assignments in this course and the final program course, e.g. your final social justice education project design due at the beginning of the final course; therefore, you should plan time to devote to this journal throughout your graduate certificate program.

You may have your own ways of fostering reflection. Resources are in K-State On-line to think about multiple ways you might capture these reflections. For example, your reflections may be represented by a journal, art, a blog, a play or another creative representation of your thinking as you progress through this certificate program.

#8. Working Draft of Social Justice Education Initiative Proposal (capstone project for the graduate certificate) (5 points)
This 1-2 page summary will serve as a working draft of the social justice education initiative you aim to address (at this point) for your final course practicum. You may change this focus during your course work. This is an opportunity for you to get feedback on this proposal. This draft will also serve as a check in document for you and your advisor. In other words, keep it and continue to work on it through your course work. Refine the document throughout each course. After you complete this document,

- Make a meeting with your advisor to consult about your program of studies and plan given your areas of interest.
- Plan to check in with your advisor mid-way through your program of studies.
- Use it at the beginning of the practicum course to build your more detailed proposal that will be due within two weeks of that course.

Summary of Due Dates and Major Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentages</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>#2. Class Discussion/Participation (5 points possible each week Module: 6 modules x 5 =30 points)</td>
<td>30%</td>
<td>Weekly (Wednesday/Saturday deadlines)</td>
</tr>
<tr>
<td>#3. Positionality Essay: 15 points</td>
<td>15%</td>
<td>End of Module 1</td>
</tr>
<tr>
<td>#4. Social Justice Education: the current state and future responsibilities. 15 points</td>
<td>15%</td>
<td>End of Module 3</td>
</tr>
<tr>
<td>#5. Collaborative Film Analysis: 15 points</td>
<td>15%</td>
<td>Weekly team contributions; due date for written project middle of Module 5.</td>
</tr>
<tr>
<td>#6. Specialization topic: Paper and TED-style talk on podcast. 20 points</td>
<td>20%</td>
<td>At the beginning of Module 6.</td>
</tr>
<tr>
<td>#7. SJE Initiative proposal draft (5 points)</td>
<td>5%</td>
<td>End of Module 6.</td>
</tr>
<tr>
<td><strong>TOTAL POINTS: 100 points</strong></td>
<td><strong>100%</strong></td>
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</table>

Letter grades will be distributed as follows:

93 - 100 points = A  
83 - 92 points   = B  
73 - 82 points   = C
below 73 points is failing

Note: General guidelines for written course assignments
• All assignments should be uploaded to K-State Online by the end of the due date.
• All assignments should be double spaced, typed, in APA style and use a 12-point font.
• APA format is used within our discipline. Please use APA style format for the papers for this course. The Library has an APA Guide: http://www.lib.kstate.edu/depts/libinst/apa.html.
• All assignments should be submitted by due date unless arrangements are made with the instructor.
• The page length stated for assignments only applies to the body of the paper (not the title page or reference pages.)
• There is no extra credit work available in this course.

OTHER IMPORTANT INFORMATION AND POLICY STATEMENTS

Prairie Journal of Educational Research Call for Submissions
The Prairie Journal of Educational Research (PJER) is an online journal dedicated to publishing research conducted by the students of the College of Education at Kansas State University. Students are highly encouraged to consider submitting any research that was done in the context of, or resulting from this class to PJER for review and possible publication. You may wish to talk to your professor(s) about a student-led collaboration to produce a publishable piece. Please note that research involving human subjects must be individually approved by the IRB (not covered by a class IRB which prohibits publication). For more information, and to submit a manuscript to PJER please visit the website: http://newprairiepress.org/pjer. You can also e-mail the editors at: pjer@ksu.edu.

Kansas State University Learning Accommodations
“Any student with a disability who needs a classroom accommodation, access to technology or other academic assistance in this course should contact Student Access Center (accesscenter@k-state.edu) and/or the instructor. The Student Access Center serves students with a wide range of disabilities including, but not limited to, physical disabilities, sensory impairments, learning disabilities, attention deficit disorder, depression, and anxiety. If you have any condition, such as a physical or learning disability, which will make it difficult for you to carry out the work as outlined, or for which you require academic accommodations, please make an appointment to speak with me as soon as possible. For more information, refer to the website for the K-State Student Access Center at www.k-state.edu/accesscenter.

Kansas State University Academic Honesty Statement
Kansas State University has an Honor System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without
unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor System. The policies and procedures of the Honor System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. The honor system website can be reach via the following URL: www.ksu.edu/honor. A component vital to the Honor System is the inclusion of the Honor Pledge that applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." This includes plagerism. All graduate students are expected to understand what represents plagerism; and all papers for this course will be subjected to anti-plagerism software. A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

**Kansas State University Learning Accommodations**

“Any student with a disability who needs a classroom accommodation, access to technology or other academic assistance in this course should contact Disability Support Services (dss@k-state.edu) and/or the instructor. DSS serves students with a wide range of disabilities including, but not limited to, physical disabilities, sensory impairments, learning disabilities, attention deficit disorder, depression, and anxiety. If you have any condition, such as a physical or learning disability, which will make it difficult for you to carry out the work as outlined, or for which you require academic accommodations, please make an appointment to speak with me as soon as possible. For more information, refer to the website for the KSU Office of Disability Support Services at www.k-state.edu/dss.

**Academic Freedom Statement**

Kansas State University is a community of students, faculty, and staff who work together to discover new knowledge, create new ideas, and share the results of their scholarly inquiry with the wider public. Although new ideas or research results may be controversial or challenge established views, the health and growth of any society requires frank intellectual exchange. Academic freedom protects this type of free exchange and is thus essential to any university’s mission.

Moreover, academic freedom supports collaborative work in the pursuit of truth and the dissemination of knowledge in an environment of inquiry, respectful debate, and professionalism. Academic freedom is not limited to the classroom or to scientific and scholarly research, but extends to the life of the university as well as to larger social and political questions. It is the right and responsibility of the university community to engage with such issues.
On-line Modules

Module I: Introduction to Social Justice Education and Positionality

Assigned readings:


Module 2: Pedagogy (Approaches and Philosophies: Critical, Post-Modern, Emancipatory, Radical)

Assigned readings:


Module 3: Social Justice Education: Formal Settings

Assigned readings:


**Module 4: Social Justice Education: Nonformal and Informal Settings**

**Assigned readings:**


**Module 5: Social Justice Education Without Borders**

**Assigned readings:**


**Module 6: Ethics and Dilemmas in Social Justice Education and Research**

**Assigned readings:**


Resources

ACPA Standing Committee on Disability
Case Western Reserve Social Justice Institute
Center for Leadership and Diversity, University of Toronto
DiversityWeb
EdChange
Education For Liberation Network
Food Justice Certified
Foundation and Grant Resource Database
Global Exchange
Human Rights Watch
Incite!
Justice Studies Association
No Mas Muertes / No More Deaths
Rethinking Schools
Save Ethnic Studies
Social Justice History Page
Social Justice Training Institute
Teaching Tolerance
The Immigrant Solidarity Network
The Leopold Center
The Paulo Freire Project
Zinn Education Project
Rubrics for Assessment of Student Assignments

*Assignment #2*

*Grading Rubric for Participation in Online Discussions*

<table>
<thead>
<tr>
<th>Participation</th>
<th>Points per weekly discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage in constructive dialogue with other participants demonstrated through respectful responses and questions. Netiquette is observed. Postings show breadth and depth of content. All questions are answered or activities posted by Wednesday and at least two peer responses by Saturday each week. Discussion role is fulfilled.</td>
<td>2 points</td>
</tr>
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<table>
<thead>
<tr>
<th>Critical Thinking (Demonstrate evidence of dynamic reorganization of knowledge in meaningful and usable ways)</th>
</tr>
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<tbody>
<tr>
<td>Analysis: Identify main ideas in readings; differentiate core ideas from supporting information; and demonstrate an understanding of the major concepts. Cite readings in postings and use APA format.</td>
</tr>
<tr>
<td>Evaluation: Assess information for its reliability and usefulness; discriminate between relevant and irrelevant information; determine how information can be applied in real-life; and recognize fallacies and errors in reasoning (vagueness, untruths, etc.).</td>
</tr>
<tr>
<td>Connection: Compare/contrast similarities and differences between concepts; infer unknown generalizations or principles from information or observations; use generalizations and principles to infer unstated conclusions about specific information or situations; identify causal relationships between events or objects.</td>
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</tbody>
</table>
Creative Thinking (Go beyond accepted knowledge to generate new knowledge)

*Synthesis*: Think analogically (create and use metaphors and analogies to make information more understandable)

*Imagination*: Generate many ideas; predict events or actions that are caused by a set of conditions; and speculate about interesting possibilities.

*Elaboration*: Expand on information by adding details, examples, or other information; modify, refine, or change ideas for different purposes; extend ideas by applying them in a different context; shift categories of thinking by assuming a different point of view; and reinforce general ideas by giving examples.

<table>
<thead>
<tr>
<th>Description</th>
<th>Potential Points</th>
<th>Earned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content: comprehensiveness, appropriateness and quality – Includes a succinct and comprehensive summary of the concept of positionality. Provides evidence that the concept was applied to multiple surroundings.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Evidence of critical analysis of the concept of positionality and application to surroundings. The literature in connection to your observations should guide the discussion.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Clarity of communication and organization of the paper– The paper should be clearly written for a third-party reader. Grammar, syntax, spelling, etc….should be accurate. The paper should be organized to flow logically.</td>
<td>4</td>
<td></td>
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*Assignment #3*

*Grading Rubric for Positionality Essay (15 points possible)*

<table>
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<tr>
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<tr>
<td>Clarity of communication and organization of the paper– The paper should be clearly written for a third-party reader. Grammar, syntax, spelling, etc….should be accurate. The paper should be organized to flow logically.</td>
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*Rubric adapted by permission based on the work of Dr. Simone C.O. Conceição.*

5 points for each module discussion
Documentation, form, and adequacy of resources and references--where references are used, you should employ the APA style. The paper should utilize topical headings and subheadings, reference resources within the document, and provide a list of cited references. No more than 10% of the paper contains quotes.

TOTAL POINTS 15

• Assignment #4

Grading Rubric for Social Justice Education: The current state and future possibilities (20 points possible)

<table>
<thead>
<tr>
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<th>Potential Points</th>
<th>Earned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content: comprehensiveness, appropriateness and quality--that is, the paper discusses each cultural orientation in sufficient depth and breath as to demonstrate a mastery of the most salient concepts and ideas. Includes examples and experiences from your life that support your beliefs or formed your beliefs. Explain why you believe a certain way.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Evidence of critical analysis and justification of the concepts and ideas discussed in the paper; analysis is supported by the literature.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Clarity of communication and organization of the paper--The paper should be clearly written for a third-party reader. Grammar, syntax, spelling, etc. should be accurate. The paper should be organized to flow logically.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Documentation, form, and adequacy of resources and references--where references are used, you should employ the APA style. The paper should utilize topical headings and subheadings, reference resources within the document, and provide a list of cited references. No more than 10% of the paper contains quotes.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>
• Assignment #6

Grading Rubric for Film Analysis (15 possible points)

<table>
<thead>
<tr>
<th>Description</th>
<th>Potential Points</th>
<th>Earned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content: comprehensiveness, appropriateness and quality – that is, the paper includes relevant themes and each theme is discussed in sufficient depth and breath as to demonstrate a mastery of the most salient concepts and ideas related to the film analysis.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Evidence of critical analysis via a literature-based analysis and justification of the concepts and ideas discussed in the paper, i.e., the literature should guide your discussion and support of your thesis statement and analysis of the ideas and concepts presented.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Clarity of communication and organization of the paper – The paper should be clearly written for an outside reader (someone unfamiliar with the case study and literature). Grammar, syntax, spelling, etc… should be accurate. The paper should be organized to flow logically.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Documentation, form, and adequacy of resources and references – where references are used, you should employ the APA style. The paper should utilize topical headings and sub-headings, reference resources within the document, and provide a list of cited references. No more than 10% of the paper contains quotes.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Collaborative Effort (as seen in the history and individual bibliography) – All assigned students have contributed to the content and design of the case study analysis. Each person brings their strengths and contributes things that they are good at to the project. All students complete a share of the work, including proofreading, and fact checking. Participation discussion criteria are met for final discussion. Please upload a one page Word document at the end of Module 6 indicating: how you gathered data for the project as well as specifically what and how you contributed to the final project.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>
INSTRUCTOR INFORMATION

Instructors
College of Education Faculty Members, Members of the SJE Steering Committee
Initial instructors:
Dr. Susan Yelich-Beniecki (susanyb@k-state.edu)
   Assistant Professor, Department of Educational Leadership
   Bluemont Hall 361
Dr. Linda P. Thurston (lpt@k-state.edu)
   Associate Dean
   Professor, Department of Special Education, Counseling and Student Affairs
   Bluemont Hall 17

Contacting us: We strongly believe that communication among students and between students (you) and instructors (us) is vital to successful online learning.

The best way to contact us is via email. We will try to respond to your email within 24 hours during the workweek. The subject box should say “DED 880”. We are happy to talk via the phone or Zoom* if you will email for a specific talking time. We are also very willing to meet with students in person.

Instructor Communication: We will occasionally send an email to each student’s K-State email address with course updates, reminders or other communication (Note: We will only use K-State University email addresses for class correspondence since other email addresses risk being undelivered due to spam filters).

Technology problems or questions are best directed to the K-State Helpdesk at: (785) 532-7722; (800) 865-614; helpdesk@k-state.edu

SJE Virtual Coffee Shop. A virtual meeting place will be set up for you to talk with others in the course and in the SJE certificate program about issues you may face in your own personal and professional contexts as you progress through this certificate program. The virtual chats will be anonymous so there are no identifiers on the chatters. This will not be for discussions about classes or your assignments; an avenue for those discussions is provided in your courses. But rather, this will provide a “parking lot” or a “debriefing” arena for you to chat with others who are have some of the SJE grounding that you have.
GENERAL COURSE INFORMATION

Course Meeting Location, Times, & Dates
Online, 15 – 16 weeks
Every fall, starting in 2016

Information about the College of Education

Vision: Preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world.

Mission: Our vision is fulfilled through:
• delivery of exemplary instruction to students at the undergraduate and graduate levels;
• production, interpretation, and dissemination of sound and useful research and scholarship;
• leadership, collaboration, and service within the profession; and
• promotion, understanding, and celebration of diversity.

Conceptual Framework: Our Conceptual Framework serves as a guide for fulfilling the College of Education’s vision of preparing educators to be knowledgeable, ethical, caring decision makers, and supports the university and college missions focusing on teaching, research, service, and diversity. The CF acknowledges the contributions of general education, content area studies, and professional studies to the preparation of educators; and organizes professional studies into four broad categories: (1) Perspectives and Preparation (Foundations, Students and Learning, Content and Pedagogy, and Planning); (2) Learning Environment; (3) Instruction (4) Professionalism.

Course Description
This course is the capstone for the Social Justice Education graduate certificate. It builds on concepts of social justice education explored through the required prerequisite introductory foundations course (DED 820: Foundations in Social Justice Education: Research, Theory and Practice) as well as throughout each student’s individual course plan for the. This course provides theory to practice guidance for students to implement an intentional, transformative, and reflective social justice education project within their community. The project will culminate in a face-to-face or virtual presentation of the project, which may be at a formative or summative phase.

Student Learning Outcomes
The Graduate Certificate in Social Justice Education has five student learning outcomes, which are addressed throughout the certificate program.

1. Demonstrate knowledge about theoretical perspectives that ground social justice and social justice education.
2. Understand and apply theory and research that informs the practice of social justice education.
3. Utilize ethical decision-making in the practice of social justice education.
4. Utilize reflective practice in social justice education.
5. Plan and implement systematic educational practices to promote social justice in formal and non-formal educational settings.

**Course Objectives**
The following course objectives have been developed to reflect the relationship of this course to the appropriate elements of this professional knowledge base. Upon successful completion of this course participants will:

1. Use theoretical perspectives, literature, research, and needs assessment to ground and finalize written social justice education proposal. Proposal should focus on systematic educational practices to promote social justice in formal or non-formal setting. (SLO 1, 2; Message board discussions; Program Plan Proposal)
2. Implement systematic education practice to promote social justice in formal or non-formal setting (SLO 1, 2, 3, 4, 5; Final report/analysis and presentation)
3. Conduct a formative evaluation of social justice education initiative (SLO 1, 2, 3, 4, 5; Mid-practicum progress and reflective statement, Final report/analysis and presentation)
4. Present outcomes of social justice education initiative either face-to-face or virtually at end of course seminar (SLO, 1, 2, 3, 4; Final report/analysis and presentation)

**Required Texts**

- Your choice of one fiction book or memoir from the list provided on the website.

Additional required and supplemental readings will be distributed via K-State online.

**Recommended reading**

COURSE ORGANIZATION AND REQUIREMENTS

This course is organized in six modules. Each module includes the topic and purpose of the module. Each module has assigned readings and activities and class discussions. This module information is attached to the syllabus.

There are six major requirements for the course. These are listed below, with information about criteria for grading assignments and deadlines.

#1. Assigned Readings. A module outline of course reading assignments is attached to the syllabus.

#2. Message Board Participation. (5 points possible for each module/4 modules x 5 points/Total Points Possible=20) Participation on the message board is an important component of this course.

Class Discussions: In addition to participating in your small group projects, you are also expected to engage with the literature and show a critical analysis of the material through on-line discussions. This assignment involves: (1) demonstrating knowledge of the preparatory readings and activities, (2) making informed contributions, and (3) participating in discussions as required throughout the course.

During the message board discussions you will be required to respond to questions scheduled by the instructor and your colleagues serving as the facilitator in small group and all class discussions, and to review and comment on the responses of others through your message board discussion forum topic.

Your message board (small discussion) group should make a schedule for facilitating and summarizing group discussions during the first week of classes.

Participator: Everyone is a participator each week, including facilitators and summarizers. Please see the rubric for what is expected of quality postings. In response to facilitator questions, you may post a standard message board text, a graphic, a picture you took, a piece of art work you created, a poem, a reflection, a You Tube Video, a link to your blog, or other creative ways of helping others understand what you have learned. You must include a short description with references to help the group understand from which readings you drew your understanding, e.g. include a short summary helping the reader understand how you drew conclusions. If you would like to stick to the standard postings, this is fine as well. You may jump in to other small group discussions – welcome others’ comments into yours as well! However, the postings in your group will be the ones that “count”.

Facilitator: For your small group discussions, the facilitator is responsible for helping keep the group on track and facilitating an interactive conversation. Each question
posed should be posted in a separate “thread”. Facilitators should facilitate a discussion on questions related to the readings, videos, and/or activities. A document titled “asking questions on-line” is in the syllabus and information folder and may help inform this question posing process. Questions (threads) should be posted the Sunday (one day prior) to the start of the discussion.

Summarizer: At the end of each week, a summarizer should provide a summary of the key points discussed. Do not repeat or cut and paste verbatim what individuals said in every posting. Synthesize the information. You can do this in a paragraph or two. You can create bullet points. You can create a few PowerPoint slides, a YouTube clip, or a graphic. This will be an important way for you to share the main points of your discussions with each other, just like summarizing the main points of your discussions when your report back from small group discussions in face-to-face classes. You can check in to each other’s small groups at the end of each week to see each group’s main points and insights. Post your summary on the Sunday (one day prior) to the beginning of the next discussion.

Grades will be based on the criteria in the rubric below. The focus of the discussions is on thoughtful analysis of subject matter as demonstrated through an analysis of the readings, videos, personal experiences, and formulation of your own opinion.

#3. Project proposal and learning contract (10 points)

This project proposal is a document that you have been honing and discussing with your advisor throughout your course work in the SJE certificate program. Your final proposal for your social justice initiative project should be submitted at the end of week 2 and should include the following:

- Needs assessment
- Needs statement
- Description of context
- Definition of terms
- Grounding in the literature
- Initiative goals and objectives
- Identification and description of pedagogical approaches or transfer of learning plans
- Your qualifications to engage in this social justice education initiative
- A personal statement of ethics with regard to social justice education
- Timeline
- Budget
- Identification of stakeholders
- Evaluation plan

You will discuss your project with your group to do fine-tuning and clarifications needed. When your project proposal has been approved by the instructor(s), you will spend the majority of the semester engaging in the implementation of your plan. Message board participation is part of this assignment, thus there are 5 additional points related to the message board.
**#4. Reflection Journal / Documentation**

In DED 820, Foundations of Social Justice Education, you began a reflection journal that was a part of the certificate program through the coursework and into this course. The reflective journal will serve as one input into the development of a deliberately reflective practice around issues of social justice education initiatives. Your reflective journal may be in one or multiple formats including written reflections, poetry, video, photography, performance, and other. The reflective journal is intended to serve as catalyst for the development of your social justice education proposal at the end of this course and throughout your coursework in the certificate program. How often you participate in journal activities was up to you; however, this process will inform your assignments in this course.

**#5. Mid-SJE project progress and reflective statement (10 points)**

Using the literature in class, conversations with colleagues, and interviews with those involved, this is an opportunity for you to describe and analyze your project mid-point. What are ethical dilemmas that have arisen? What has worked well? What challenges have arisen? Questions you should address in your essay through the themes you identify: What is currently happening and why would you identify this as a social justice education initiative? When you think about the previous weeks, what do you remember most? Why do you think that is so and what have you learned from those critical incidents? What will you continue to do in your approach and what have you concluded you must change?

**#6. Book analysis of fiction book or memoir of your choice (10 points)**

This assignment is an opportunity to choose a fiction book or memoir related to social justice. There is a list in your course materials on KSOL Canvas. In addition, goodreads (www.goodreads.com) has a comprehensive list of social justice books from textbooks to children’s literature that you may want to look over. Examples of autobiographies are: *The Autobiography of Margaret Sanger*, *Blood on the Tracks: The Life and times of S. Brian Willson*, *The Autobiography of Malcolm X*, *Eating Fire: My Life as a Lesbian Avenger* (by Kelly J. Cogswell), *I, Rigoberta Menchu: An Indian Woman in Guatemala*, and *Zami: A New Spelling of My Name* (by Audre Lorde). Examples of fiction books are such classics as: *To Kill a Mockingbird* by Harper Lee, *Fahrenheit 451* by Ray Bradbury, *Uncle Tom’s Cabin* by Harriet Beecher Stowe, *Animal Farm* and *1984* by George Orwell, and *The Hunger Games* by Suzanne Collins. Other examples of fiction books are: *Night* by Elie Wiesel, *The Poisonwood Bible* by Barbara Kingsolver, *The Outsiders* by S.E. Hinton, and *Roots: The Saga on an American Family* by Alex Haley.

The book analysis is similar to the film analysis done in DED 820. The analysis a theoretical exploration of the lives and situations in the book through a social justice education lens. Your analysis will include such questions as: Does social justice education literature help explain what you see? How does the lens help you identify issues? Which themes do you see present in the book and how do those themes reflect those issues in the
broader society as well as your immediate context? You should write a brief analysis, based on the work you have done in the courses in your certificate program. The paper should be approximately 5 pages not including title page and references. Additional guidelines are in K-State On-line.

You may also want to use your Reflection Journal / Product to think about the book as you read it. A second part of this assignment is to talk about the book with a group, much as you did with the film analysis in DED 820. This analysis group will be comprised of members of the class. (Click on “groups” to the left side bar and you will see your group.)

Students within each group should share information about their books, reflections, and analysis. Each group will post a summary of the thoughts, discussions and analysis of the books read by members of their group. This may be a podcast, a wiki, a video, a report or any product that presents your synthesis.

In addition to your final paper, a presentation of your analysis should be posted on-line in the appropriate message board during the beginning of Module 6.

This assignment includes Message Board activities, thus has 5 additional message board points attached to this assignment.

#7. Final Report and Presentation of Final Project. (40 points)

Your written report of your presentation will follow the format of your proposal and include these elements. More details about the report and final presentation are found on the KSOL site.

- Your qualifications to engage in this social justice education initiative – what skills did you have at the beginning of the project? How did your skills grow? Who contributed to this growth? How will you engage in reciprocity?
- Identification of stakeholders – are the stakeholders the same? Different?
- Needs assessment and needs statement – how did this connect to your approaches throughout the project? – Were stakeholders involved in articulating needs?
- Description of context – how did the context inform your decisions and actions throughout the project?
- Definition of terms – did your understanding of terms change? If so, how?
- Grounding in the literature – how did your project expand upon current approaches or conceptual understandings in the literature?
- Initiative goals and objectives – what were your goals and objectives? Were stakeholders involved in setting goals? How were you able to achieve set goals and objectives or at which phase is the project? Which goals or objectives changed or were you not able to achieve?
- Identification and description of pedagogical approaches or transfer of learning plans – describe the pedagogical approaches you used and/or how transfer of learning took place. In what ways was reciprocity involved?
- A personal statement of ethics with regard to social justice education – how did your statement evolve?
- Evaluation plan – explain the results of a formative or summative evaluation.
Note: General guidelines for written course assignments

- All assignments should be uploaded to K-State Online by the end of the due day.
- All assignments should be double spaced, typed, in APA style and use a 12-point font.
- APA format is used within our discipline. Please use APA style format for the papers for this course. The Library has an APA Guide: http://www.lib.kstate.edu/depts/libinst/apa.html.
- All assignments should be submitted by due date unless arrangements are made with the instructor.
- The page length stated for assignments only applies to the body of the paper (not the title page or reference pages.)
- There is no extra credit work available in this course

Summary of Due Dates and Major Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentages</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Discussion/Participation. 5 points possible each module: 4 modules x 5 = 20 points</td>
<td>20%</td>
<td>As indicated in Module details on KSOL</td>
</tr>
<tr>
<td>Final Proposal for your SJE Initiative Plan: 10 points</td>
<td>10%</td>
<td>End of Module 1</td>
</tr>
<tr>
<td>Mid-SJE project progress and reflective statement: 10 points</td>
<td>10%</td>
<td>End of Module 2</td>
</tr>
<tr>
<td>Book discussion, analysis, and group report: 10 points</td>
<td>10%</td>
<td>Mid-Module 3</td>
</tr>
<tr>
<td>Final Report and Presentation of Final Project: 40 points</td>
<td>40%</td>
<td>Written report due at the beginning of Module 4; presentation due at the end of Module 4</td>
</tr>
<tr>
<td>TOTAL POINTS: 100 points</td>
<td>100%</td>
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Letter grades will be distributed as follows:

- 93 - 100 points = A
- 83 - 92 points = B
- 73 - 82 points = C
- below 73 points is failing
**GRADING RUBRICS FOR COURSE ASSIGNMENTS**

#2 Rubric for Participation in Online Discussions*

<table>
<thead>
<tr>
<th>Participation</th>
<th>Points per weekly discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage in constructive dialogue with other participants demonstrated through respectful responses and questions. Netiquette is observed. Postings show breadth and depth of content. All questions are answered or activities posted by Wednesday and at least two peer responses by Saturday each week. Discussion role is fulfilled.</td>
<td>2 points</td>
</tr>
</tbody>
</table>

Critical Thinking (Demonstrate evidence of dynamic reorganization of knowledge in meaningful and usable ways)

*Analysis:* Identify main ideas in readings; differentiate core ideas from supporting information; and demonstrate an understanding of the major concepts. Cite readings in postings and use APA format.

*Evaluation:* Assess information for its reliability and usefulness; discriminate between relevant and irrelevant information; determine how information can be applied in real-life; and recognize fallacies and errors in reasoning (vagueness, untruths, etc.).

*Connection:* Compare/contrast similarities and differences between concepts; infer unknown generalizations or principles from information or observations; use generalizations and principles to infer unstated conclusions about specific information or situations; identify causal relationships between events or objects.

2 points
<table>
<thead>
<tr>
<th>Points per weekly discussion</th>
<th></th>
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<tbody>
<tr>
<td><strong>Creative Thinking</strong> (Go beyond accepted knowledge to generate new knowledge)</td>
<td></td>
</tr>
<tr>
<td><em>Synthesis:</em> Think analogically (create and use metaphors and analogies to make information more understandable)</td>
<td>1 point</td>
</tr>
<tr>
<td><em>Imagination:</em> Generate many ideas; predict events or actions that are caused by a set of conditions; and speculate about interesting possibilities.</td>
<td></td>
</tr>
<tr>
<td><em>Elaboration:</em> Expand on information by adding details, examples, or other information; modify, refine, or change ideas for different purposes; extend ideas by applying them in a different context; shift categories of thinking by assuming a different point of view; and reinforce general ideas by giving examples.</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5 points for each module discussion</strong></td>
</tr>
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</table>

*Rubric adapted by permission based on the work of Dr. Simone C.O. Conceição.

### #4. Grading Rubric for Mid-SJE project progress and reflection statement

<table>
<thead>
<tr>
<th>Description</th>
<th>Potential Points</th>
<th>Earned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content:</strong> comprehensiveness, appropriateness and quality – that is, the paper discusses each orientation in sufficient depth and breath as to demonstrate progress, related to the questions listed in the syllabus.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Evidence of critical reflection and justification of the concepts and ideas discussed in the paper; analysis is supported by the literature.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Clarity of communication and organization of the paper– The paper should be clearly written for a third-party reader. Grammar, syntax, spelling, etc….should be accurate. The paper should be organized to flow logically.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Documentation, form, and adequacy of resources and references--where references are used, you should employ the APA style. The paper should utilize topical headings and sub-headings, reference resources within the document, and provide a list of cited references.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>
#5. Grading Rubric for Book Analysis

<table>
<thead>
<tr>
<th>Description</th>
<th>Potential Points</th>
<th>Earned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content: comprehensiveness, appropriateness and quality—that is, the paper includes relevant themes and each theme is discussed in sufficient depth and breadth as to demonstrate a mastery of the most salient concepts and ideas related to the book analysis.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Evidence of critical analysis via a literature-based analysis and justification of the concepts and ideas as you relate them to your book. Materials from DED 820, your elective courses, and the materials from this course, as well as your experiences in your own context should guide your discussion and support of your thesis statement and analysis of the ideas and concepts presented.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Clarity of communication and organization of the paper—The paper should be clearly written for an outside reader (someone unfamiliar with the case study and literature). Grammar, syntax, spelling, etc….should be accurate. The paper should be organized to flow logically.</td>
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<tr>
<td>Collaborative Effort (as seen in the history and individual bibliography) –All assigned students have contributed to the content and design of the group synthesis of your individual book analyses. Each person brings their strengths and contributes things that they are good at to the project. All students complete a share of the work, including proofreading, and fact checking. Participation discussion criteria are met for final discussion.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
OTHER IMPORTANT INFORMATION AND POLICY STATEMENTS

Prairie Journal of Educational Research Call for Submissions
The Prairie Journal of Educational Research (PJER) is an online journal dedicated to publishing research conducted by the students of the College of Education at Kansas State University. Students are highly encouraged to consider submitting any research that was done in the context of, or resulting from this class to PJER for review and possible publication. You may wish to talk to your professor(s) about a student-led collaboration to produce a publishable piece. Please note that research involving human subjects must be individually approved by the IRB (not covered by a class IRB which prohibits publication). For more information, and to submit a manuscript to PJER please visit the website: http://newprairiepress.org/pjer. You can also e-mail the editors at: pjer@ksu.edu.

Kansas State University Learning Accommodations
“Any student with a disability who needs a classroom accommodation, access to technology or other academic assistance in this course should contact Student Access Center (accesscenter@k-state.edu) and/or the instructor. The Student Access Center serves students with a wide range of disabilities including, but not limited to, physical disabilities, sensory impairments, learning disabilities, attention deficit disorder, depression, and anxiety. If you have any condition, such as a physical or learning disability, which will make it difficult for you to carry out the work as outlined, or for which you require academic accommodations, please make an appointment to speak with me as soon as possible. For more information, refer to the website for the K-State Student Access Center at www.k-state.edu/accesscenter.

Kansas State University Academic Honesty Statement
Kansas State University has an Honor System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor System. The policies and procedures of the Honor System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. The honor system website can be reach via the following URL: www.ksu.edu/honor. A component vital to the Honor System is the inclusion of the Honor Pledge that applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." This includes plagerism. All graduate students are expected to understand what represents plagerism; and all papers for this course will be subjected to anti-plagerism software. A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

Academic Freedom Statement
Kansas State University is a community of students, faculty, and staff who work together to discover new knowledge, create new ideas, and share the results of their scholarly inquiry with the wider public. Although new ideas or research results may be controversial or challenge established views, the health and growth of any society requires frank intellectual exchange.
Academic freedom protects this type of free exchange and is thus essential to any university’s mission.

Moreover, academic freedom supports collaborative work in the pursuit of truth and the dissemination of knowledge in an environment of inquiry, respectful debate, and professionalism. Academic freedom is not limited to the classroom or to scientific and scholarly research, but extends to the life of the university as well as to larger social and political questions. It is the right and responsibility of the university community to engage with such issues.

Overview of On-line Modules and Assignments

Module 1: Review of Social Justice Education, introductions, and final framing of your plan for your Social Justice Education Initiative project

Assigned Reading:


Assignments:

• Class discussion via message board
• Final Proposal for your SJE Initiative Plan

Module 2: Social Justice Education: Field work / implementing SJE initiative project

Assigned Readings:

• None, except as you need in the work of conducting your SJE initiative project

Assignments:

• Group discussions via message board related to your fieldwork
• Mid- progress and reflective statement

Module 3: Wrapping up your SJE initiative

Assigned Readings:

• Your chosen fiction book or autobiography
Assignments:

- Group discussions via message board related to wrapping up your fieldwork and developing your report
- Book analysis and report; group book synthesis

Module 4: Preparation of Final Report and Presentation

Assigned Readings:

- None, other than what you may need for your final report

Assignments:

- Final Report/Analysis Due
- Face-to-face or virtual presentation