

LONG SIGNATURE SHEET



UNC CHARLOTTE

Proposal Number: EDLD 1-24-12
~~EDLD 02-06-12~~

Proposal Title ADMN 8181 Equity and Social Justice in Adult Education

Originating Department Educational Leadership

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE X UNDERGRADUATE & GRADUATE _____
(Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
2/6/12	2/6/12	2/6/12	Approved	<u>DEPARTMENT CHAIR</u> Print name: Dawson R. Hancock
2-6-12	2-21-12	2-21-12	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> Print name: Kelly Anderson
			Approved	<u>COLLEGE FACULTY CHAIR</u> Print name:
2-21-12	2-22-12	2-22-12	Approved	<u>COLLEGE DEAN</u> Print name: Mary Lynne Calhoun
				<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses)
2-23-12	3-13-12	3-14-12	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses)
				<u>FACULTY GOVERNANCE SECRETARY</u> (noting Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)

THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

NEW COURSE, GRADUATE

Course and Curriculum Proposal from the Department of Educational Leadership, College of Education

ADMN 8181: *Equity and Social Justice in Adult Education* from the Department of Educational Leadership

New Graduate Course for Ed.D. in Educational Leadership (Community Track)

PROPOSAL SUMMARY

The Department of Educational Leadership proposes to add one new course in the 18 semester credit hour Adult and Higher Education specialization in the program's Community Track. The course may also be used as an elective for doctoral students enrolled in program tracks/specializations in the Department of Educational Leadership and doctoral students from other doctoral programs in education.

PROPOSED CATALOG COPY

ADMN 8181: *Equity and Social Justice in Adult Education*. (3) This course engages learners in critical thought and discussion around issues of equity, social justice, and adult education. Through exploration of concepts such as oppression, discrimination, power, privilege and hegemony, learners develop an understanding of how markers of difference (race, gender, class, sexual orientation, etc.) impact one's sense of fairness, pedagogy, and practice. A core aim of the course is to assist learners in understanding how equity and social justice impact adult education. Through gaining an appreciation for the theoretical underpinnings of social justice education and the manifestations of oppression that necessitated its development, learners develop a sensitivity to adult education as a collaborative endeavor that takes into account the person, the environment (both macro and micro), and the adult educator. (*Offered: On Demand*)

JUSTIFICATION

Adult Education is a broad academic discipline with several specialty areas such as literacy, and human and organizational resource development. The Commission of Professors of Adult Education developed *Standards* for advanced study of adult education and recommended that the following areas be included: 1) Historical and philosophical foundations; 2) Organizational leadership and administration; 3) Changing role of technology; 4) Policy issues; 5) Globalization and international issues; 6) Social, political and economic forces within adult education; 7) Advanced specialty courses; and 8) Qualitative or quantitative research methodology. Graduate programs in Adult Education consistently feature a core of 4 to 5 courses which address these standards and serve as a base of knowledge for all of the specialties within the field.

The Community Track of the Educational Leadership program houses the Adult and Higher education specialization. This specialization requires 18 credit hours beyond the required core leadership and research courses. Currently there are two electives with a focus on Adult Education (ADMN 8439: *Practicum in Adult Education*; ADMN 8180: *Teaching Strategies for Adults in a Diverse Society*). Additional courses are needed to ensure that students interested in the academic discipline of adult education acquire the basic competencies and knowledge bases recommended by the Commission of Professors of Adult Education. This proposed course addresses Standard 6 (Social, Political, and Economic Forces within Adult Education) and will enrich the adult education offerings available to students.

Requirements for course enrollment include doctoral student status and permission by the Department of Educational Leadership.

The course number is ADMN 8181 (8000=doctoral-level coursework, 81=a course number in the Educational Leadership course sequence for courses with an adult education emphasis, ADMN=administration/leadership-focused courses in the Department of Educational Leadership).

IMPACT

What group(s) of students will be served by this proposal?

The primary group of students to be served by the addition of this course will be doctoral students in the Educational Leadership Community track – Adult and Higher Education specialization. It will provide an option to be exercised toward the completion of the required 18 semester credit hours within the specialization. The addition of this course will provide students the opportunity to develop a solid and identifiable foundational knowledge base in adult education which will increase their competitiveness for adult education positions upon graduating from the program. Because there are other doctoral programs whose students could benefit from course material related to issues of equity and social justice, the course conceivably could serve doctoral students in programs such as Curriculum and Instruction – Urban Education, and Special Education. Additionally, the course may appeal to the doctoral students in the Educational Leadership School track as many of them are consistently confronted with issues related to equity and social justice in school systems. Further there may be doctoral students pursuing graduate certificates who could also benefit from such a course.

What effect will this proposal have on existing courses and curricula?

It is not anticipated that this course will have any effect on existing courses and curricula. There are only three established courses on adult education in the Educational Leadership Doctoral Program (ADMN 8101 *Perspectives on Adult Learning Theory*; ADMN 8439: *Practicum in Adult Education*; ADMN 8180, *Teaching Strategies for Adults in a Diverse Society*), one of which is a required core course (ADMN 8101). This course, *Equity and Social Justice in Adult Education*, strengthens the offerings within the adult education academic discipline and augments the offerings focused on higher education offered within the specialization. This is the

only course in the program that focuses exclusively on issues of equity and social justice as an educational ideal within adult education.

When and how often will added course(s) be taught?

This course will be offered regularly within the rotation of Adult and Higher Education course electives. It will be offered as a traditional face-to-face course.

How will the content and/or frequency of offering of other courses be affected?

Neither the content nor the frequency of this course will adversely affect other courses. Currently the specialization does not offer enough courses for students specifically interested in adult education to meet the required minimum credit hours without seeking courses outside of the specialization. In order to ensure that students within this specialization are competitive with doctoral graduates from similarly situated programs, foundational courses such as this should be offered within the Adult and Higher Education specialization.

What is the anticipated enrollment in course(s) added (for credit and auditors)?

Course enrollment is anticipated to be from 10 to 15 students per semester offered.

How will enrollment in other courses be affected? How did you determine this?

While it is anticipated that this course will pull a small number of students from other courses both within and outside of the department, it is unlikely to adversely affect said courses by producing a large drop in enrollment. Doctoral students within this specialization have not previously had the benefit of taking a set of courses specifically designed for them with their academic and professional interests in mind. They have historically scattered themselves across the university (i.e., one student electing to take a course in public policy while another may have opted for sociology) in search of courses that might meet their needs. Additionally, the number of doctoral students interested in this specialization has continued to climb. That is, there are more students now than there have been in previous years. Part of the enrollment in this new proposed course will come from this increased student population.

If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.

Equity and Social Justice in Adult Education has been offered twice as ADMN 8000, *Topics in Educational Leadership*. During the spring semester of 2011, 5 students were enrolled. This course is being offered during the spring semester of 2012. There are currently 4 students enrolled. The department anticipates that enrollment will increase as incoming Adult and Higher education doctoral students complete the required core courses which are often taken during the first two years of the program.

Identify other areas of catalog copy that would be affected, e.g., curriculum outlines, requirements for the degree, etc.

Adding *Equity and Social Justice in Adult Education* would not impact curriculum outlines or requirements for the degree since the course would serve as part of the 18 semester credit hour specialization rather than as part of the program foundation.

In reference to the 2012-2013 Graduate Catalog, the following course description would be added to the catalog:

ADMN 8181: *Equity and Social Justice in Adult Education*. (3) This course engages learners in critical thought and discussion around issues of equity, social justice, and adult education. Through exploration of concepts such as oppression, discrimination, power, privilege and hegemony, learners develop an understanding of how markers of difference (race, gender, class, sexual orientation, etc.) impact one's sense of fairness, pedagogy, and practice. A core aim of the course is to assist learners in understanding how equity and social justice impact adult education. Through gaining an appreciation for the theoretical underpinnings of social justice education and the manifestations of oppression that necessitated its development, learners develop a sensitivity to adult education as a collaborative endeavor that takes into account the person, the environment (both macro and micro), and the adult educator. (*Offered: On Demand*)

RESOURCES REQUIRED TO SUPPORT PROPOSAL

Personnel

Additional personnel will not be required to deliver this course. Dr. Lisa R. Merriweather, Assistant Professor, will be the primary facilitator but other faculty could also be assigned to deliver this course.

Physical facility

The physical facility typically available – classroom with smart podium – is adequate for supporting this proposal.

Equipment and supplies

None.

Computer

Current computer labs and capabilities provided by the University are sufficient.

Audio-visual

None.

Other resources

None.

Sources of funding for new/additional resources

N/A.

CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

Library consultation

Judy Walker, Curriculum Materials and Education Reference Librarian, determined that present library resources are adequate (see attached *Consultation on Library Holdings* form).

Consultation with other departments or units

Dawson Hancock, Educational Leadership Department Chair, consulted with College of Education doctoral program coordinators of the PhD program in Counseling, PhD program in Special Education, and PhD program in Curriculum and Instruction in early 2012. The program coordinators were very supportive of the new course proposal (see attached e-mail responses).

INITIATION AND CONSIDERATION OF THE PROPOSAL

Originating unit – Department of Educational Leadership

The proposal was presented to the faculty of the Department of Educational Leadership on January 17, 2012 for consideration. The affirmative vote was unanimous (see attached sample ballot). The proposal was also discussed with the Departmental Leadership Committee on January 24, 2012.

Other considering units

Three doctoral program coordinators and their department chairs provided support for this proposal. The proposal was also discussed with the College Leadership Committee on January 30, 2012.

ATTACHMENTS

Attachments include:

- *Consultation on Library Holdings* form
- Correspondence with other departments
- Department ballot (example)
- Full course syllabus
- Course outline

EDLD 1-24-12

To: Lisa R. Merriweather, Dept. of Educational Leadership
From: Judy Walker, Education/Curriculum Materials Librarian
Date: January 18, 2012
RE: Consultation on Library Holdings

Course/Program: ADMN 8181: Equity and Social Justice in Adult Education

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker **Date:** January 18, 2012

Please Check One:

- Holdings are superior _____
- Holdings are adequate X
- Holdings are adequate only if Dept. purchases additional items. _____
- Holdings are inadequate _____

Comments:

The library has a large number of current books related to both adult education and social justice. The students and faculty also have access to all of the major education databases. Also a number of other interdisciplinary databases such as Academic Search Complete, Sociological Abstracts and the Web of Knowledge can provide addition resources for the is class.

From: Culbreth, Jack
Sent: Wednesday, January 18, 2012 10:37 AM
To: Hancock, Dawson
Subject: RE: Consultation on New Doctoral Course - ADMN 8181

Dawson,

I certainly like the looks of this course and feel it would be a great addition to the Adult Education track in Higher Ed. We continue to need to do more in addressing social justice and inequity situations, both in society as a whole and in the education system in particular. I could easily see this course as a possible elective for the doctoral students in the Counseling Department.

Good luck with it.

Jack

John R. Culbreth, Ph.D.
Professor|Doctoral Program Coordinator
Department of Counseling|University of North Carolina at Charlotte
9201 University City Blvd.|Charlotte, NC 28223
704-687-8973|<http://education.uncc.edu/counseling>

From: Hancock, Dawson
Sent: Wednesday, January 11, 2012 3:00 PM
To: Culbreth, Jack
Subject: Consultation on New Doctoral Course - ADMN 8181

Jack:

To support our Adult and Higher Education specialization in the Ed.D. in Educational Leadership program, we have developed a new doctoral course – Equity and Social Justice in Adult Education (see the attached draft proposal, course outline, and syllabus). Doctoral students in your program would be invited to enroll in this course, also. The course has been taught previously as a Topics course.

The University's course approval process requires consultation with the program coordinators of other departments. At your convenience, would you please review the attached documents and provide an assessment of the course? Thank you!

Dawson

Dawson R. Hancock, Ph.D. | Professor of Educational Research
Chair of the Department of Educational Leadership
UNC Charlotte | Department of Educational Leadership
9201 University City Boulevard | Charlotte, North Carolina 28223
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DHancock@uncc.edu | <http://www.uncc.edu>



UNC CHARLOTTE
College of Education

Department of Special Education and Child Development

9201 University City Blvd, Charlotte, NC 28223-0001
t/ 704.687.8772 f/ 704.687.2916 www.uncc.edu

January 12, 2012

TO: Dawson Hancock
FROM: Diane Browder
RE: Support for new doctoral course

This is to offer my support for the proposed new doctoral course on Equity and Social Justice in Adult Education. This course will provide an important addition to the doctoral offerings in the college on promoting diversity.



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From: Mraz, Maryann
Sent: Wednesday, January 18, 2012 10:22 AM
To: Hancock, Dawson
Subject: RE: Consultation on New Doctoral Course - ADMN 8181

As Doctoral Program Coordinator for the Curriculum & Instruction Ph.D. program, I support the proposed ADMN 8181, Equity and Social Justice in Adult Education course. This course would be an appropriate and helpful elective for students across the six strands of our program who plan to pursue careers in higher education or in adult education. Currently, we do not have a course that addresses this topic.

Maryann

*Maryann Mraz, Ph.D.
Associate Professor
Doctoral Program Coordinator - Curriculum & Instruction
University of North Carolina at Charlotte
College of Education
Dept. of Reading & Elementary Education
9201 University City Blvd.
Charlotte, NC 28223
MEMraz@uncc.edu*

From: Hancock, Dawson
Sent: Wednesday, January 11, 2012 3:01 PM
To: Mraz, Maryann
Subject: Consultation on New Doctoral Course - ADMN 8181

Maryann:

To support our Adult and Higher Education specialization in the Ed.D. in Educational Leadership program, we have developed a new doctoral course – Equity and Social Justice in Adult Education (see the attached draft proposal, course outline, and syllabus). Doctoral students in your program would be invited to enroll in this course, also. The course has been taught previously as a Topics course.

The University's course approval process requires consultation with the program coordinators of other departments. At your convenience, would you please review the attached documents and provide an assessment of the course? Thank you!

Dawson

Dawson R. Hancock, Ph.D. | Professor of Educational Research
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UNC CHARLOTTE

College of Education

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9201 University City Blvd., Charlotte, NC 28223-0001
(704) 687-8857, www.uncc.edu

MEMORANDUM

TO: Department of Educational Leadership Faculty

FROM: Dawson R. Hancock
Chair

RE: Proposal for ADMN 8181 (Equity and Social Justice in Adult Education)

DATE: January 17, 2012

As the first step in the University's course approval process, Department faculty members are required to vote on the proposal for the new course. Please annotate below your approval or disapproval of the attached proposal, sign your name, and return this form to Becca Hefti by Friday, January 20. Thanks!

Proposal for ADMN 8181 (Equity and Social Justice in Adult Education)

___ Approve

___ Disapprove

Comments:

Faculty Member's Name



ADMN 8181
Equity and Social Justice in Adult Education

Course Syllabus
Sample

Instructor Contact:

Lisa R. Merriweather, Ph.D., Assistant Professor of Adult Education

Location: COE 360A, Phone: 704-687-8740, Fax: 704-687-3492

Email: imerriwe@uncc.edu (best method)

Office hours: Monday: 10-2pm; Tuesday: 3-5:30pm

Catalog Description: ADMN 8181: Equity and Social Justice in Adult Education. (3) This course engages learners in critical thought and discussion around issues of equity, social justice, and adult education. Through exploration of concepts such as oppression, discrimination, power, privilege and hegemony, learners develop an understanding of how markers of difference (race, gender, class, sexual orientation, etc.) impact one's sense of fairness, pedagogy, and practice. A core aim of the course is to assist learners in understanding how equity and social justice impact adult education. Through gaining an appreciation for the theoretical underpinnings of social justice education and the manifestations of oppression that necessitated its development, learners develop a sensitivity to adult education as a collaborative endeavor that takes into account the person, the environment (both macro and micro), and the adult educator. (Offered: On Demand)

Course Prerequisites and Co requires: None

Course Rationale and Relationship to Current Programs and Professional Standards: The course provides an understanding of the import of equity and social justice on developing and implementing effective adult education. Aligned with the professional standards of the UNC Charlotte College of Education, this course focuses on issues related to culturally responsive education for adults.

Course Objectives:

Upon completion of the course, the learner will be able to:

- Develop a better understanding of self (personal traits, attitudes, and values) vis-à-vis issues of equity and social justice – K5, E7, C6
- Articulate an historical and theoretical understanding of social justice in education – K3, K4, K5, E5, E6, E7
- Describe the systemic nature of social injustice and its influence on adult education – K1, K2, K4, E5, E6, C1, C2, C5
- Articulate the various forms of prejudice, discrimination, and oppression which operate both overtly and covertly in adult education classrooms – K1, K2, K4, K5, E5, E6, E7

- Explicate the nature of the relationship between power, privilege, and oppression - K1, K2, K4, K5, E5, E6, E7
- Identify ways to apply social justice theory and concepts to the practice of adult education – K2, K3, K4, E2, E5, E6, E7, C1, C6

Codes refer to Conceptual Framework listed at the end of the syllabus

Required Text:

Adams, M., Bell, L., & Griffin, P. (2007). *Teaching for diversity and social justice* (2nd ed). New York, NY: Routledge.

Fanon, F. (2005). *Wretched of the earth*. New York, NY: Grove.

Freire, P. *Pedagogy of the Oppressed*. New York, NY: Continuum.

Greene, M. (1988). *Dialect of Freedom*. New York, NY: Teacher's College Press.

Other required readings will be posted in Moodle

Methodology and Process:

One goal of this course is to create a learning community where everyone can safely explore the issues related to equity and social justice in adult education. We will strive to create and enhance a learning community in face-to-face meetings. Together we will pool our experiences, reflect on those experiences and generate issues and questions which we collectively can explore. In light of this goal, I will expect you to contribute to a constructive and democratic learning community.

You are expected to use the skills of inquiry and dialogue to accomplish our goals and objectives. Come prepared to class by completing the readings beforehand so that rich, deep, and nuanced discussion can take place. This course will not operate from a consensus model. That is, we do not have to agree but it is expected that we will always disagree respectfully. This doctoral-level course is heavily rooted in theory as such the bulk of your learning will occur *through the dialogue and reflection process*. Other strategies such as lecturettes, and experiential learning may also be used. All methods of instruction demand full engagement on your part in order to be effective.

Opportunity will be provided to evaluate the class and to provide direct feedback. Every reasonable effort will be made to accommodate your suggestions and resolve concerns. Changes may be negotiated throughout the semester, providing they do not compromise the original purpose, goals, or objectives of the course.

Participation, Expectations and Student Responsibility

The course design is based on the assumption that each of you is a resource person as well as a learner and that each of you has a responsibility to contribute to the group's learning as well as our own. Practically, this means that if you miss a class then all class members have lost your unique contribution.

You are expected to attend all scheduled sessions. It is strongly recommend that you organize your work and personal schedules so as to attend all scheduled sessions. A 10% penalty from your overall grade will be imposed for unexcused absences.

It is expected that you will:

- Prepare for and attend all class sessions
- Complete all assigned readings by the class period in which they will be discussed and bring the assigned readings with you to class to aid in the facilitation of the discussion.

- Actively participate in all class activities & discussions
- Participate regularly and substantively on the class website (if applicable)
- Raise questions and observations about material
- Share your learning with colleagues
- Challenge each other constructively (we all learn from this)
- Listen to each other
- Submit all assignments by the due date

Due dates for coursework are clearly outlined in the syllabus. It is strongly recommend that you organize your work and personal schedules so as to meet those dates. However, I recognize that as adults you have busy lives and that flexibility helps you meet course requirements. With that in mind, please contact me if you are unable to meet course expectations. If a reasonable accommodation can be made, I will do so. Unless alternative arrangements are made, all late work will be subject to a 10% deduction (a letter grade).

Although there is potential flexibility on due dates during the semester, at the end of the semester there is a firm due date, allowing adequate time for grading your papers and submitting your final grades. You must have all outstanding course work completed and turned in by **May 1, 2012**. If your course work is not submitted by that date, your grade will be calculated based on the work that has been submitted up to that point.

The grade of "I" or incomplete will only be given if a student is unable to complete the semester due to illness or for other acceptable personal reasons. The student is responsible to meet with the instructor to gain approval for the grade of "I". Before the grade of "I" can be assigned, the student and the instructor must complete the College of Education form and develop a plan for the completion of the required work. Students must complete the required work during the semester and will only be given extensions of time to complete assignments based on prior approval by the instructor.

UNC Charlotte Academic Regulations and Student Responsibilities are printed in the current UNC Charlotte Catalog. Please refer to this section of the catalog for specific information. In addition to the responsibilities specified by the University, for this course, students are responsible to keep up with all assignments and deadlines noted in this course outline and in all other course materials including those posted on the fileserver during the semester.

The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class, email notice, or by changes to this syllabus posted on the course website in Moodle.

UNC Charlotte has a set of regulations regarding student conduct. Specific information on academic integrity (Policy Statement 105 – <http://www.legal.uncc.edu/policies/ps-105.html>), student responsibility and other policy statements may be found in the University catalog. Please take the time to read these statements so that you might become better informed about policy that influences your academic life at UNC Charlotte.

The Student Academic Integrity Policy: This code forbids cheating, fabrication, or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty.

General Writing Guidelines for Assignments

- The standard guidelines for academic writing in adult education rely on the American Psychological Association Manual of Style, 6th edition (APA 6). It is expected that all written assignments will be written in conformity to this style guide. Follow the APA Manual, 6th Edition for style and citation guidelines.
- Double-space type all academically written material (i.e. research papers, literature reviews, etc).
- Use inclusive language (that means avoiding the exclusive use of masculine pronouns when referring to men and women) in your writing.
- Adhere to the page restriction guidelines for all assignments. If your paper is too short, your grade will probably suffer. If the critique exceeds the page restriction by more than a sentence or two, I will not read all of it and your grade may suffer as well.
- Use 11 or 12 point font – Times, Roman or Ariel is preferred.
- Use 1 inch margins all around.
- Proofread before submitting
- If you struggle with writing mechanics, paper organization, or idea development, visit the writing center (<http://wrc.uncc.edu/>)

Submitting Assignments

You should submit electronic versions of your work via the Assignments link online in Moodle, unless otherwise instructed. Only papers submitted via the assignments link online will be accepted. In other words, do not email them directly to my UNCC email address.

Instructions for online submission:

- Save your work in a Microsoft Word (Preferred) or rich text format (RTF) file. Do not submit PDFs—it is too difficult to provide feedback within text.
- Save your file using your last name first, followed by an abbreviated title of the assignment
Example: Merriweather_ cultural autobiography.doc.
- If you do not follow this convention, I reserve the right not to grade your paper and you will receive 1 point for the submission.

Ensure that the quality of your written work reflects the quality of your paper's content. Check for improper use of grammar and spelling errors, as well as awkward or unclear sentences and paragraphs before the final paper is submitted.

Standards and Grading Criteria

- a) Complete all readings by scheduled due date.
- b) Demonstrate a synthesis of assigned readings in class discussions and assignments
- c) Engage in dialogue with your peers during class discussions
- d) Address the points outlined in the "Grading Rubric"
- e) Follow the "General Writing Guidelines for Assignments"
- f) Formulate your response in an organized and logical manner
- g) Use proper form – APA 6
- h) Incorporate the "4 R's"
Rigorous * Robust * Relevant * Referenced
- i) Incorporate the readings and other related literature into class assignments. As a graduate student, you are expected to synthesize literature and ideas.
- i) Integrating readings into your papers and posts (if applicable) is expected unless otherwise indicated. Insufficiently referenced work is not considered "A" work.

Assignment Details

All assignments are evaluated on a 5 point scale then multiplied by an assigned factor. Every assignment will not include each of the listed criteria.

Not Acceptable

Not turned in or not original work. Does not participate in course discussions/activities.

Does not meet standards

Significant amount of grammatical or APA 6 Style usage errors. Fails to demonstrate understanding of content. Overall writing/presentation quality is poor. Lacks required resources. Rarely or inconsistently participates in course discussions/activities. Does not attend to guideline points.

Meets few standards

Multiple grammatical or APA 6 Style usage errors. Demonstrates weak command of content. Overall writing/presentation quality is poor. Does not draw adequately on resources in terms of quantity and/or quality. Inconsistently participates in course discussion/activities. Does not attend to one or more guideline points.

Approaches Standards

Few grammatical or APA 6 Style usage errors. Lacks appropriate depth and synthesis but demonstrates an acceptable command of content. Overall writing/presentation quality is acceptable. Draws on adequate number of resources but the quality of resources could be improved. Participates in course discussions/activities but quality of contributions is weak. Attends to the majority of the guideline points.

Meets Standards

Few grammatical or APA 6 Style usage errors. Shows depth and synthesis but lacks sophisticated or original reasoning and thought. Demonstrates an acceptable command of content. Overall writing/presentation quality is acceptable. Draws on an adequate number of resources and resources are of moderate quality. Participates in course discussions/activities and contributions are of adequate quality. Attends to all of the guideline points.

Exceptional

Little or no grammatical or APA 6 Style usage errors. Evidences appropriate depth and synthesis. Demonstrates a strong command of the course content with sophisticated and original thought. Draws on an adequate number of resources and included resources are of high quality. Participates in course discussions/activities and contributions are regular and of high quality. Attends to all the guideline points.

All written assignments submitted for evaluation must include the following elements

- Cover page which includes
 - Your full name, course assignment name, course title, submission date, instructor's name; running head
 - Example: Cultural Autobiography Statement submitted to Dr. Lisa R. Merriweather in partial fulfillment of requirements ADMN 8000 –*Topics in Educational Leadership – Equity and Social Justice in Adult Education*
- Unless specifically requested an abstract is not required
- References cited list (APA 6th edition) – Please note that page limits are exclusive of references. That is, a 15 page paper does not meet the page length requirement if you have 10 pages of text and 5 pages of references.

Summary of Assignments			
Assignment	Points	Score	Comments
Oral report			Part of discussion grade
Discussion Leader	30		
Portfolio			
Cultural Autobiography	30		This will be a section in your portfolio.
Journal with Reflective Essay	60		This will be a section in your portfolio.
Analytical Paper	30		This will be a section in your portfolio.
Attendance and participation are givens. As such no points are awarded for attending and participating. However failure to attend class and participate can result in a 10% deduction from your overall grade.			
Total	150		

Grading Scale	
Exemplary (A)	138-150
Good (B)	123-137
Marginal (C)	105-122
Failing (U)	Below 105

1. Oral Reports (Part of class participation) - Due throughout the semester

You are responsible for making oral reports to the class. These reports should be based on a current event, artistic rendering, interesting research, reading material, articles, newspapers or magazine clippings, etc that you have uncovered preferably related to the topic for the week it is being presented. These informal presentations should be prepared in a way that allows for discussion and examination of the information you find. These oral reports should be about no more than 10 minutes in length. Each participant is responsible for presenting at least one oral report during the semester.

2. Discussion Leader (30 points) – Due throughout the semester

You are responsible for leading a class discussion on a topic of your choice related to social justice in adult education. This assignment will involve you doing a moderate amount of research on your topic and **providing at least one but no more than two articles** to the class to help them prepare for your discussion. The articles should be provided at least one week before your discussion on the topic. While it is completely up to you how you structure your presentation, I would encourage you to include some form of interaction- active engagement. You will have approximately 45 minutes to lead the discussion. Though it is not required, you may choose to use this topic and the research that you will do to prepare for it in your analytical paper assignment.

Assignment #2 – Discussion Leader Grading Guidelines			
Area	Points	Earned	Comments
Provided at least 1 but no more than 2 relevant articles to the class	5		

Led discussion effectively – highlighted connection to adult education and the material from class	25		
Total	30		

3. Portfolio

The portfolio will consist of five elements which reflect different purposes. 1) Critical self-assessment vis-a vis social justice ideals [Cultural Autobiography], 2) Record of your reflections about key readings in the course [Journal], 3) Documentation of issues, ideas, events, etc. related to equity and social justice particularly within adult education though it is acceptable and expected that a fair amount may be outside of this context [Journal], 4) Identification of an issue related to practice or theory in adult education and research it based on social justice ideals [Analytical Paper], 5) Articulation of how equity and social justice will influence your research and/or practice as an adult educator (if you are not in adult education, relate this question to your career focus) and reflection on the relevance, value, strengths and weaknesses of social justice as a pedagogical framework for the practice of adult education [Reflective Essay/ Last Journal Entry].

A fuller explanation of the parts of the portfolio are described below.

3.1 - Cultural Autobiography - Due January 24th

This a reflective essay that explores who you are: your cultural identity, beliefs, attitudes, values, assumptions, etc. What you include is up to you. Discuss your cultural identity at both the individual and systemic/societal level. Describe how your cultural identity impacts your practice. You may find information on websites such as these that describe a cultural autobiography to be useful. You can find other examples on the Internet. (<http://www.oswego.edu/~beyerbac/CrtAssignments.htm> - go to the section on cultural autobiography; http://www.ehow.com/how_5806316_write-cultural-autobiography.html). The reading, *Knowing ourselves as instructors*, from the 1st week of class may also be useful to you in thinking about this essay. The grading guidelines are a reflection of the compilation of ideas from these types of sites.

2 to 5 pages in length			
Assignment #3.1 – Cultural Autobiography Guidelines			
Area	Points	Earned	Comments
Description of cultural identity	5		
Articulation of connection between your cultural identity at the individual level and systemic level	10		
Articulation of how cultural identity impacts your practice	15		
Total	30		

3.2 & 3.3 - Journal – Entries Due: February 14- March 27 - April 24

Use the journal to reflect on discussions, readings, and activities from the course, to document and reflect on instances that you see of social injustice in society – current events, media, popular culture, etc. Highlight the relevance, significance, or meaning to you personally and/or professionally. Though all entries do not need to be connected to the course material, some should. This will demonstrate your ability to synthesize between the course readings and instances of social injustice in society. The entries should reflect your opinions and thinking. The entries are not limited to just prose and are not expected to conform to academic writing conventions (ie APA format). You can include youtube or audio clips, art work, proverbs, etc.

Journal entries may be intensely personal. I encourage this but also appreciate that you may not want such writing to be made public. You may write such text in white. This will signal to me the personal nature of that part of the entry and I will not make any attempt to read it. As long as the entire journal is not in white, this will be acceptable.

The frequency with which you make entries is up to you. You are expected to submit your journal for review on each of the dates listed.

Assignment #3.2 & 3.3 – Journal Grading Guidelines			
Area	Points	Earned	Comments
Demonstrates engagement with course topics	15		
Consistently included reflections as defined above	15		
Total	30		

3.4 - Analytical Paper - Due March 29th

Write a paper that analyzes an issue of your choice relevant to the teaching of adults vis-a-vis social justice ideals. Readings and discussion from class should in a substantive way inform your analysis. This does not mean that you need to adopt the position of our readings particularly if you disagree with them, but it should be evident within your write up that you understand and have made sense of the readings. In some cases this may mean arguing against them.

Paper should be 7 to 10 pages long.

Please refer to the general writing guidelines for assignments to ensure that your essay meets the basic expectations.

Assignment #3.4 – Analytical Paper Grading Guidelines			
Area	Points	Earned	Comments
Description of issue – anchored in literature (and experience if applicable)	10		
Development of analysis:	15		

Thesis statement, well developed arguments, integration of issue with literature, logical conclusion			
Quality of writing; Logical organization and idea development, and Appropriately referenced	5		
Total	30		

3.5 - Reflective Essay - Due May 1st

This should be the last entry in your journal. The reflective essay will give you the opportunity to reflect and comment on what you have read, discussed, written, and learned over the semester regarding equity and social justice in adult education. A reflective essay allows you to share your opinion and insight. You are encouraged to revisit earlier journal entries and your cultural autobiography in addition to the course material and reflect on how and why your perception has or has not changed. Because this is a doctoral level course your reflections should be written in such a way that they not only highlight your personal reactions but reveal how you have made meaning from the theory (readings/activities) in class as well as articulate application to your practice as an adult educator.

Reflective essay should be 3 to 5 pages long. Please refer to the general writing guidelines for assignments to ensure that your essay meets the basic expectations.

Assignment #3.5 – Reflective Essay Paper Grading Guidelines			
Area	Points	Earned	Comments
Provides personal reflection with depth and breadth	5		
Development of reflective analysis: provides specific examples as illustrations of theory	15		
Discussed application to personal but particularly professional life	10		
Total	30		

Helpful Hints:

In thinking about developing your portfolio, it may be useful to review some characteristics of effective portfolio development.

- It is continuous and ongoing, providing both formative (i.e., ongoing) and summative (i.e., culminating) judgments about Social Justice. Some questions you might ask:
 - What are some key ideas of Social Justice?
 - How is Social Justice similar to or different than other theories of inequality?
 - What questions or uncertainties do I have about Social Justice in Education?
 - How have scholars used Social Justice to evaluate social/educational policies and practices? What examples do I find particularly helpful? Irrelevant?

- What judgment do I make about the way that Social Justice informs or doesn't inform educational research?
- Do I find Social Justice useful in my own thinking about equity and parity?
- It is multidimensional, i.e., reflecting a wide variety of artifacts and processes (evidence) reflecting various aspects of your learning process(es).
 - Readings
 - Media
 - On-line dialogues
 - Conversations with co-workers/family/friends/peers
 - Independent sources of information
 - Unanticipated insights
- It provides for collaborative reflection, including ways to reflect about your own thinking processes and metacognitive introspection as you monitor your own comprehension, reflect upon the various approaches to problem-solving and decision-making, and observe your emerging understanding of Social Justice.
 - Thinking about your own assumptions, at the outset of the course.
 - Feelings, attitudes along the way.
 - Changes in understanding.
 - Disorienting dilemmas.
 - Insights, “ah ha’s”.

In addition, effective portfolios

- Clearly reflect stated learner outcomes identified in the core or essential curriculum that students are expected to study. **(these are the five sections of the portfolio)**
- They focus upon students' performance-based learning experiences as well as their acquisition of key knowledge, skills, and attitudes. **(what do I feel that I'm better able to articulate, defend, question?)**
- They contain samples of work that stretch over an entire marking period, rather than single points in time. **(on-going reflections, log, journal of my thinking about Social Justice.)**
- They contain works that represent a variety of different assessment tools. **(classroom discussions and activities, written assignments, conversations, instructor feedback, peer feedback)**
- They contain a variety of work samples and evaluations of that work by the student, peers, and teachers. **(collection of my observations of learning experiences during the course).**

Source: Paul S. George, (1995). What Is Portfolio Assessment Really and How Can I Use It in My Classroom? Gainesville, FL: Teacher Education Resources.

In thinking about your portfolio, be creative. When you're looking at things to document or that prod your thinking, use a variety of evidentiary sources: Readings, TV shows, cartoons, newspapers, magazines, advertisements, cinema, poetry, music (songs), etc. to represent your ideas.

Course Calendar & Content

All readings are to be completed prior to the week they are assigned

Week	Date	Reading	Topic	Assignments
1	1/9	<i>Teaching for Diversity</i> - Ch.16	Welcome & Introduction to Educating for Equity and Social Justice	Charting our course
2	1/16	No Class	Holiday – Dr. Martin Luther King Day	Make it a day on, not a day off.
3	1/23	<i>Teaching for Diversity</i> - Ch.1, 3 Goodman, <i>Promoting Diversity</i> – Ch. 2 Ayers, et al., Ch. 4	Historical & Theoretical Perspectives	Due 1/24: Cultural Autobiography
4	1/30	<i>Dialect of Freedom</i> – Maxine Greene	Conceptualizing Social Justice	
5	2/6	<i>Teaching for Diversity</i> - Ch.8 Essays by Ong, hooks, P. Hill Collins, H. Zangana	Gender, Sexuality, & Social Justice	
6	2/13	<i>Teaching for Diversity</i> - Ch. 9 Essays by A. Lorde, J. Jordan, G. Anzaldua	Gender, Sexuality, & Social Justice	Due 2/14: Journal Entry #1
7	2/20	<i>Teaching for Diversity</i> - Ch. 6 Chapters by Frederickson, Omi & Winant, Bonilla-Silva, White privilege	Race & Social Justice	
8	2/27	Field Trip – International Civil Rights Museum	Race & Social Justice	
9	3/5	No Class	Spring Break	
10	3/12	<i>Wretched of the Earth- Frantz Fanon</i>	Race & Social Justice	
9	3/19	<i>Teaching for Diversity</i> - Ch. 13	Class & Social Justice	
11	3/26	<i>Pedagogy of the Oppressed</i> – Paulo Freire	Class & Social Justice	Due 3/27: Journal Entry #2
12	4/2	<i>Teaching for Diversity</i> - Ch. 11, 14	Social Justice Beyond Race, Class, & Gender	
13	4/9	Read TBA	Social Justice Beyond Race, Class, & Gender	
14	4/16	Field Trip – Lecture by Dr. Anita Hill		
16	4/23	<i>Teaching for Diversity</i> - Ch. 2, 4, 5	Teaching For	Due 4/24: Journal Entry #3

			Social Justice	
17	4/30	<i>Teaching for Diversity - Ch. 17</i>	Teaching For Social Justice	Due 5/1: Reflective Essay
18	5/7	Class Wrap Up		

Important Dates

Payment Due Date/Cancellation for non-payment *	January 4, 2012 11:59 PM
Last day to drop all classes (100% refund) *	January 8, 2012 11:59 PM
First day of classes	January 9, 2012
Saturday classes begin	January 14, 2012
Dr. Martin Luther King Jr. Day -University Closed	January 16, 2012
Last day to change Grade Type (P/NC or Audit)	January 19, 2012
Last day to add, drop with no grade *	January 19, 2012 11:59 PM
Deadline for graduate students to file candidacy forms for May 2012 degree	January 19, 2012
Last day to submit a grade replacement request *	January 19, 2012 11:59 PM
2nd cancellation for non-payment	January 19, 2012 11:59 PM
Deadline for graduate students to apply for May 2012 graduation*	January 19, 2012
Deadline for compliance with NC Immunization Law	January 23, 2012
Census Date for Spring Enrollment	January 23, 2012
Deadline for undergraduate students to apply for May 2012 graduation*	January 31, 2012 11:59 PM
Web access available for Unsatisfactory Grade submission	February 13, 2012
Unsatisfactory web grading access available	February 27, 2012
Unsatisfactory grades due on the web by noon	March 2, 2012
Fall 2012 Schedule of Classes and Final Exam Schedule available on the web	March 5, 2012
Student registration appointment times available on web	March 5, 2012
Spring Recess - No Classes	March 5, 2012 - March 10, 2012
Unsatisfactory Grade notices emailed to students	March 7, 2012
Last day to submit graduate dissertation to the Graduate School for May 2012 degree	March 14, 2012
Last day to withdraw from a course with a 'W' grade *	March 19, 2012 11:59 PM
Registration for Summer 2012 and Fall 2012 begins*	March 26, 2012
Spring Weekend - No Classes	April 6, 2012 - April 7, 2012
Deadline to withdraw from all courses with 'W' grade *	April 9, 2012 11:59 PM
Last day to submit graduate thesis to the Graduate School for May 2012 degree	April 13, 2012
Faculty final web grading access available	April 27, 2012
Saturday classes final exams	April 28, 2012
Last day of classes	May 1, 2012
Reading Day	May 2, 2012

EDLD 1-24-12

Final Examinations	May 3, 2012 - May 4, 2012
Final Examinations Continued	May 7, 2012 - May 10, 2012
Ceremony Day	May 11, 2012
Commencement	May 12, 2012
Grades due on the web by noon	May 14, 2012
Academic Year ends	May 14, 2012



The College of Education *Conceptual Framework*

Professional Educators Transforming Lives, the Conceptual Framework for Professional Education Programs at UNC Charlotte, identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and clinical practice candidates have multiple opportunities to develop the **knowledge, effectiveness, and commitment** necessary to transform the lives of the learners with whom they work. This course seeks to develop the proficiencies that are highlighted below.

Core Proficiency: Knowledge. Candidates will demonstrate the **Knowledge** that provides the foundation for transforming the lives of the children, youth, and families with whom they work. This knowledge includes elements such as:

- K1: Knowledge relevant to life in the 21st century
- K2: Specialty area knowledge
- K3: Pedagogical knowledge
- K4: Knowledge of learners and their contexts
- K5: Self-awareness
- K6: Knowledge of policies, laws, standards, and issues

Core Proficiency: Effectiveness. Candidates will demonstrate **Effectiveness** in their work with children, youth, and families by applying knowledge and developing effective skills in areas such as:

- E1: 21st century skills
- E2: Planning, implementation, and evaluation
- E3: Research-based practice
- E4: Research skills
- E5: Culturally competent practice
- E6: Response to diverse learners
- E7: Reflective practice

Core Proficiency: Commitment. Candidates will demonstrate their **Commitment** to transforming the lives of others through their actions in areas such as:

- C1: Positive impact on learners
- C2: Ethics
- C3: Leadership
- C4: Collaboration
- C5: Advocacy
- C6: Professional identity and continuous growth

The core proficiencies of **knowledge, effectiveness, and commitment** are fully aligned with the North Carolina standards for teachers, school executives, and counselors

- **North Carolina Standards for School Executives (2006):** 1) Strategic leadership, 2) Instructional leadership, 3) Cultural leadership, 4) Human resource leadership, 5) Managerial leadership, 6) External development leadership, 7) Micropolitical leadership.

Code of Student Academic Integrity

Students have the responsibility to know and observe the requirements of the UNC Charlotte Code of Student Academic Integrity. This code forbids cheating, fabrication or falsification of information, multiple submission of work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. <http://legal.uncc.edu/policies/ps-105.html>

College of Education Commitment to Diversity

The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

College of Education Technology Statement

Professional education programs at UNC Charlotte are committed to preparing candidates for success in the 21st century through an emphasis on knowledge, effectiveness and commitment to technology integration and application. Preparation in the integration and application of technology to enhance student learning is essential for all candidates. Programs across the professional education unit, including the College of Arts + Architecture, College of Education, and College of Liberal Arts and Sciences, reflect this commitment in coursework, early field experiences, and clinical practice which includes student teaching and/or the capstone/internship phase of the respective programs.

Religious Accommodations

UNC Charlotte provides reasonable accommodations, including a minimum of two excused absences each academic year, for religious observances required by a student's religious practice or belief. Such reasonable accommodations must be requested in accordance with the procedures in this Policy, and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. Students wishing to request a religious accommodation may refer to the information found at <http://legal.uncc.edu/policies/ps-134.html>.

Disability Accommodations

If you have a disability that qualifies you for academic accommodations, contact the Office of Disability Services in Fretwell 230 or call 704-687-4355 at the beginning of the semester. Some requests for accommodations cannot be honored without supporting documentation from the Office of Disability Services. All information shared with the instructor concerning a disability will remain strictly confidential unless otherwise specified by the instructor.

Online Student Course Evaluation Process and Confidentiality

Beginning spring 2012 all courses in the College of Education will be evaluated through an online evaluation survey process. Student course evaluations provide an important source of feedback for faculty regarding course design and instructional effectiveness. The online course evaluations will be

administered at the end of the term, most likely in the final two weeks (prior to final exams). You will receive an email announcement alerting you when the survey period opens. Periodic reminders will be sent during the time the survey is open. Please be advised that this process will be secure and confidential. The technology used will ensure anonymity of participants as well as confidentiality. The College of Education is committed to excellent instruction and student support. Please help us in continuing this commitment by participating in the course evaluation process.



UNC CHARLOTTE

College of Education

Course Outline Template
Undergraduate and Graduate Courses
(Existing, New, and Revised)

COURSE NUMBER ADMN 8181 CREDIT HOURS 3

COURSE TITLE Equity and Social Justice in Adult Education

CATALOG DESCRIPTION

ADMN 8181: *Equity and Social Justice in Adult Education*. (3) This course engages learners in critical thought and discussion around issues of equity, social justice, and adult education. Through exploration of concepts such as oppression, discrimination, power, privilege and hegemony, learners develop an understanding of how markers of difference (race, gender, class, sexual orientation, etc.) impact one's sense of fairness, pedagogy, and practice. A core aim of the course is to assist learners in understanding how equity and social justice impact adult education. Through gaining an appreciation for the theoretical underpinnings of social justice education and the manifestations of oppression that necessitated its development, learners develop a sensitivity to adult education as a collaborative endeavor that takes into account the person, the environment (both macro and micro), and the adult educator. (*Offered: On Demand*)

COURSE PREREQUISITES Requirements for course enrollment include doctoral student status and permission by the department of Educational Leadership.

COURSE COREQUISITES None

COURSE RATIONALE

Society, both locally and globally, has suffered from assaults to humanity through discrimination and prejudice. This has resulted in a society fraught with inequities and social injustice. Adult educators who are conscientious of such issues can play an integral role in shaping future educators, program planners, and administrators to be aware of the importance of educating toward a socially just and equitable society. The Educational Leadership doctoral program draws professionals who by virtue of their positions will hold considerable influence within the communities that they work. This course will sensitize these professionals to the complex issues of equity and social justice within educational settings and will encourage a critically reflective stance on these issues toward their own practice. Though this course is not a component of a curriculum leading to licensure; it does attend to the highlighted elements of the College of Education's Conceptual Framework inserted below. Learners gain specific knowledge of systems of oppression and systems of counter-hegemony through engaging in a discourse that centers social justice education.

The College of Education *Conceptual Framework*

Professional Educators Transforming Lives, the Conceptual Framework for Professional Education Programs at UNC Charlotte, identifies the proficiencies that our graduates will demonstrate. During coursework, early field experiences, and clinical practice candidates have multiple opportunities to develop the **knowledge, effectiveness, and commitment** necessary to transform the lives of the learners with whom they work. This course seeks to develop the proficiencies that are highlighted below.

Core Proficiency: Knowledge. Candidates will demonstrate the **Knowledge** that provides the foundation for transforming the lives of the children, youth, and families with whom they work. This knowledge includes elements such as:

K1: Knowledge relevant to life in the 21st century

K2: Specialty area knowledge

K3: Pedagogical knowledge

K4: Knowledge of learners and their contexts

K5: Self-awareness

K6: Knowledge of policies, laws, standards, and issues

Core Proficiency: Effectiveness. Candidates will demonstrate **Effectiveness** in their work with children, youth, and families by applying knowledge and developing effective skills in areas such as:

E1: 21st century skills

E2: Planning, implementation, and evaluation

E3: Research-based practice

E4: Research skills

E5: Culturally competent practice**E6: Response to diverse learners****E7: Reflective practice**

Core Proficiency: Commitment. Candidates will demonstrate their **Commitment** to transforming the lives of others through their actions in areas such as:

C1: Positive impact on learners**C2: Ethics**

C3: Leadership

C4: Collaboration

C5: Advocacy**C6: Professional identity and continuous growth**

The core proficiencies of **knowledge**, **effectiveness**, and **commitment** are fully aligned with the North Carolina standards for teachers, school executives, and counselors

- **North Carolina Standards for School Executives (2006):** 1) Strategic leadership, 2) Instructional leadership, 3) Cultural leadership, 4) Human resource leadership, 5) Managerial leadership, 6) External development leadership, 7) Micropolitical leadership.

COURSE OBJECTIVES

Upon completion of the course, the learner will be able to:

- Develop a better understanding of self (personal traits, attitudes, and values) vis-à-vis issues of equity and social justice – K5, E7, C6
- Articulate an historical and theoretical understanding of social justice in education – K3, K4, K5, E5, E6, E7
- Describe the systemic nature of social injustice and its influence on adult education – K1, K2, K4, E5, E6, C1, C2, C5
- Articulate the various forms of prejudice, discrimination, and oppression which operate both overtly and covertly in adult education classrooms – K1, K2, K4, K5, E5, E6, E7
- Explicate the nature of the relationship between power, privilege, and oppression - K1, K2, K4, K5, E5, E6, E7
- Identify ways to apply social justice theory and concepts to the practice of adult education – K2, K3, K4, E2, E5, E6, E7, C1, C6

INSTRUCTIONAL METHODS

This course will be taught as a traditional face-to-face course. A combination of lecture, small group discussion, and engagement in community events/organizations will be used to facilitate learning. Homework assignments are also assigned. The feedback provided therein serves as an additional source of instruction.

COURSE CONTENT

The course provides an understanding of the import of equity and social justice on developing and implementing effective adult education. The subject matter focuses on issues related to equity and social justice. It deconstructs concepts such as oppression, discrimination, power, privilege and hegemony to enable learners to reconstruct a pedagogy that centers equity and fairness. Common markers of difference like race, gender, sexual preference, class, etc. are discussed. Social justice as a framework for adult education pedagogy and practice is explored. This course highlights how vulnerable collaborative approaches to education are to the macro and micro influences of the social environment. Aligned with the professional

standards of the UNC Charlotte College of Education, this course focuses on issues related to culturally responsive education for adults.

Sample Outline of Course Content and Generic Semester Calendar

All readings are to be completed prior to the week they are assigned

Week	Date	Reading	Topic	Assignments
1		<i>Teaching for Diversity</i> - Ch. 16	Welcome & Introduction to Educating for Equity and Social Justice	Charting our course
2		<i>Teaching for Diversity</i> - Ch.1, 3 Goodman, <i>Promoting Diversity</i> – Ch. 2 Ayers, et al., <i>Handbook</i> , Ch. 4	Historical & Theoretical Perspectives	
3		<i>Dialect of Freedom</i> – Maxine Greene	Conceptualizing Social Justice	Due: Cultural Autobiography
4		<i>Teaching for Diversity</i> - Ch.8 Essays by Ong, hooks, Hill Collins, Zangana	Gender, Sexuality, & Social Justice	
5		<i>Teaching for Diversity</i> - Ch. 9 Essays by A. Lorde, J. Jordan, G. Anzaldua	Gender, Sexuality, & Social Justice	Due: Journal Entry #1
6		<i>Teaching for Diversity</i> - Ch. 6 Chapters by Frederickson, Omi & Winant, Bonilla-Silva, Reading on White privilege	Race & Social Justice	
7		<i>Wretched of the Earth</i> - Frantz Fanon	Race & Social Justice	
8		Field Trip – International Civil Rights Museum	Race & Social Justice	
9		<i>Teaching for Diversity</i> - Ch. 13 Chapter by Gilbert	Class & Social Justice	Due: Journal Entry #2
10		<i>Pedagogy of the Oppressed</i> – Paulo Freire	Class & Social Justice	
11		<i>Teaching for Diversity</i> - Chs. 11, 14	Social Justice Beyond Race, Class, & Gender	Due Analytical Paper:
12		TBA – Topic to be determined by class	Social Justice Beyond Race, Class, & Gender	
13		Field Trip		
14		<i>Teaching for Diversity</i> - Chs. 2, 4, 5	Teaching For Social Justice	Due: Journal Entry #3
15		<i>Teaching for Diversity</i> - Chs. 16, 17	Teaching For Social Justice	Due: Reflective Essay
16		Class Presentations		

ILLUSTRATIVE COURSE ACTIVITIES AND METHODS FOR EVALUATING CANDIDATE PERFORMANCE

- This course is built around the concept of dialogue. Through the exchange of both professional and personal experiences related to equity and social justice and through the exchange of ideas about material presented in class, students develop a greater appreciation of the import of equity and social justice in adult education settings. Through exchange of ideas and exposure to community events/organizations, learners will begin to understand the pivotal role that they play in developing and sustaining educational environs that promote social justice.
- Class discussion, lecture, reading theory on social justice education, and field trips are used to increase the learners' understanding of the subject matter.
- Homework assignments are assigned to facilitate learning in the class. The assignments are reflective, analytical, and experiential in nature. Students receive a score for each assignment. The cumulative score will be their final grade. Score ranges for each letter grade are as follows:

Grading Scale	
Exemplary (A)	138-150
Good (B)	123-137
Marginal (C)	105-122
Failing (U)	Below 105

- General guidelines for evaluation are as follows:

Not Acceptable

Not turned in or not original work. Does not participate in course discussions/activities.

Does not meet standards

Significant amount of grammatical or APA 6 Style usage errors. Fails to demonstrate understanding of content. Overall writing/presentation quality is poor. Lacks required resources. Rarely or inconsistently participates in course discussions/activities. Does not attend to guideline points.

Meets few standards

Multiple grammatical or APA 6 Style usage errors. Demonstrates weak command of content. Overall writing/presentation quality is poor. Does not draw adequately on resources in terms of quantity and/or quality. Inconsistently participates in course discussion/activities. Does not attend to one or more guideline points.

Approaches Standards

Few grammatical or APA 6 Style usage errors. Lacks appropriate depth and synthesis but demonstrates an acceptable command of content. Overall writing/presentation quality is acceptable. Draws on adequate number of resources but the quality of resources could be improved. Participates in course discussions/activities but quality of contributions is weak. Attends to the majority of the guideline points.

Meets Standards

Few grammatical or APA 6 Style usage errors. Shows depth and synthesis but lacks sophisticated or original reasoning and thought. Demonstrates an acceptable command of content. Overall writing/presentation quality is acceptable. Draws on an adequate number of resources and resources are of moderate quality. Participates in course discussions/activities and contributions are of adequate quality. Attends to all of the guideline points.

Exceptional

Little or no grammatical or APA 6 Style usage errors. Evidences appropriate depth and synthesis. Demonstrates a strong command of the course content with sophisticated and original thought. Draws on an adequate number of resources and included resources are of high quality. Participates in course discussions/activities and contributions are regular and of high quality. Attends to all the guideline points.

- Learners' achievement of course objectives will be evaluated through this list of probable assignments and through contributions to class discussions.

Assignment	Points	Description
Oral Reports	Part of Participation	You are responsible for making oral reports to the class. These reports should be based on a current event, artistic rendering, interesting research, reading material, articles, newspapers or magazine clippings, etc that you have uncovered preferably related to the topic for the week it is being presented. These informal presentations should be prepared in a way that allows for discussion and examination of the information you find. These oral reports should be about no more than 10 minutes in length. Each participant is responsible for presenting at least one oral report during the semester.
Discussion Leader	30	You are responsible for leading a class discussion on a topic of your choice related to social justice in adult education. This assignment will involve you doing a moderate amount of research on your topic and providing at least one but no more than two articles to the class to help them prepare for your discussion. The articles should be provided at least one week before your discussion on the topic. While it is completely up to you how you structure your presentation, I would encourage you to include some form of interaction- active engagement. You will have approximately 45 minutes to lead the discussion. Though it is not required, you may choose to use this topic and the research that you will do to prepare for it in your analytical paper assignment.
Portfolio		
Cultural Autobiography	30	This a reflective essay that explores who you are: your cultural identity, beliefs, attitudes, values, assumptions, etc. What you include is up to you. Discuss your cultural identity at both the individual and systemic/societal level. Describe how your cultural identity impacts your practice. You may find information on websites such as these that describe a cultural autobiography to be useful. You can find other examples on the Internet. (http://www.oswego.edu/~beyerbac/CrtAssignments.htm - go to the section on cultural autobiography; http://www.ehow.com/how_5806316_write-cultural-autobiography.html). The reading, <i>Knowing ourselves as instructors</i> , from the 1 st week of class may also be useful to you in thinking about this essay. The grading guidelines are a reflection of the compilation of ideas from these types of sites. 2 to 5 pages in length
Journal w/Reflective Essay	60	Part A) Use the journal to reflect on discussions, readings, and activities from the course, to document and reflect on instances that you see of social injustice in society – current events, media, popular culture, etc. Highlight the relevance, significance, or meaning to you personally and/or professionally. Though all entries do not need to be connected to the course material, some should. This will demonstrate your ability to synthesize between the course readings and instances of social injustice in society. The entries should reflect your opinions and thinking. The entries are not limited to just prose and are not expected to conform to academic writing conventions (ie APA format). You can include youtube or audio clips, art work, proverbs, etc.

		<p>Journal entries may be intensely personal. I encourage this but also appreciate that you may not want such writing to be made public. You may write such text in white. This will signal to me the personal nature of that part of the entry and I will not make any attempt to read it. As long as the entire journal is not in white, this will be acceptable.</p> <p>The frequency with which you make entries is up to you. You are expected to submit your journal for review on each of the dates listed.</p> <p>Part B) Reflective Essay - This should be the last entry in your journal. The reflective essay will give you the opportunity to reflect and comment on what you have read, discussed, written, and learned over the semester regarding equity and social justice in adult education. A reflective essay allows you to share your opinion and insight. You are encouraged to revisit earlier journal entries and your cultural autobiography in addition to the course material and reflect on how and why your perception has or has not changed. Because this is a doctoral level course your reflections should be written in such a way that they not only highlight your personal reactions but reveal how you have made meaning from the theory (readings/activities) in class as well as articulate application to your practice as an adult educator.</p> <p>Reflective essay should be 3 to 5 pages long. Please refer to the general writing guidelines for assignments to ensure that your essay meets the basic expectations.</p>
Analytical Paper	30	<p>Write a paper that analyzes an issue of your choice relevant to the teaching of adults vis-a-vis social justice ideals. Readings and discussion from class should in a substantive way inform your analysis. This does not mean that you need to adopt the position of our readings particularly if you disagree with them, but it should be evident within your write up that you understand and have made sense of the readings. In some cases this may mean arguing against them.</p> <p>Paper should be 7 to 10 pages long.</p>
Total	150	

AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY -

Probable Textbooks

Adams, M., Bell, L., & Griffin, P. (2007). *Teaching for diversity and social justice* (2nd ed). New York, NY: Routledge.

Fanon, F. (2005). *Wretched of the earth*. New York, NY: Grove.

Freire, P. (1973). *Pedagogy of the Oppressed*. New York, NY: Continuum.

Greene, M. (1988). *Dialect of Freedom*. New York, NY: Teacher's College Press.

SPECIFIC POLICIES THAT APPLY TO THE COURSE

- You are expected to attend all scheduled sessions. Absence from up to 2 class sessions will be automatically excused. A 10% reduction from your overall grade will be imposed for each absence or each incidence of non-participation outside of that already indicated. It is strongly recommend that you organize your work and personal schedules so as to attend all scheduled sessions.

- Inclement Weather Policy: Students are expected to monitor www.uncc.edu and local media to determine if the university is open during an inclement weather event. This course will follow university decisions with regard to cancellation.
- UNC Charlotte Code of Student Academic Integrity. <http://www.legal.uncc.edu/policies/ps-105.html>
- College of Education Diversity Commitment. http://education.uncc.edu/coe/diversity_statement.htm

ATTACHMENTS

The College of Education Commitment to Diversity

The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

College of Education Technology Statement

Professional education programs at UNC Charlotte are committed to preparing candidates for success in the 21st century through an emphasis on knowledge, effectiveness and commitment to technology integration and application. Preparation in the integration and application of technology to enhance student learning is essential for all candidates. Programs across the professional education unit, including the College of Arts + Architecture, College of Education, and College of Liberal Arts and Sciences, reflect this commitment in coursework, early field experiences, and clinical practice which includes student teaching and/or the capstone/internship phase of the respective programs.

College of Education Religious Accommodation Statement

UNC Charlotte provides reasonable accommodations, including a minimum of two excused absences each academic year, for religious observances required by a student's religious practice or belief. Such reasonable accommodations must be requested in accordance with the procedures in this Policy, and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. Students wishing to request a religious accommodation may refer to the information found at <http://legal.uncc.edu/policies/ps-134.html>.

Disability Accommodations

If you have a disability that qualifies you for academic accommodations, contact the Office of Disability Services in Fretwell 230 or call 704-687-4355 at the beginning of the semester. Some requests for accommodations cannot be honored without supporting documentation from the Office of Disability Services. All information shared with the instructor concerning a disability will remain strictly confidential unless otherwise specified by the instructor.

Online Student Course Evaluation Process and Confidentiality

Beginning spring 2012 all courses in the College of Education will be evaluated through an online evaluation survey process. Student course evaluations provide an important source of feedback for faculty regarding course design and instructional effectiveness. The online course evaluations will be administered at the end of the term, most likely in the final two weeks (prior to final exams). You will receive an email announcement alerting you when the survey period opens. Periodic reminders will be sent during the time the survey is open. Please be advised that this process will be secure and confidential. The technology used will ensure anonymity of participants as well as confidentiality. The College of Education is committed to excellent instruction and student support. Please help us in continuing this commitment by participating in the course evaluation process.

NOTE: If both graduate and undergraduate versions of this course are to be offered, submit proposals to both the Undergraduate Course and Curriculum Committee and to the Graduate Council.

FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE

Lisa R. Merriweather

APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:

Approved on _____ by the College Undergraduate Curriculum Committee
Date Chair: _____

Approved on 2/21/12 by the College Graduate Curriculum Committee
Date Chair: Kelley M. Anderson