Loyola University Chicago  
School of Education

MULTICULTURALISM FOR SOCIAL JUSTICE IN HIGHER EDUCATION  
ELPS 432, Fall 2015, Tuesdays 7:00pm-9:30pm

Professor: Lesley-Ann Brown-Henderson, Ph.D  
Adjunct Professor, Higher Education, Loyola University Chicago  
Executive Director, Campus Inclusion and Community, Northwestern University

Office:  
601 University Place, Scott Hall Room 002  
Evanston, IL 60208  
Office hours by appointment only

Contact Information:  
labrown@northwestern.edu  
(0): 847-467-3419

Teaching Assistant: Michele Enos, M.Ed.  
Assistant Director, Social Justice Education, Northwestern University

Office:  
601 University Place, Scott Hall Room 007  
Evanston, IL 60208  
Office hours by appointment only

Contact Information:  
michele.enos@northwestern.edu  
(0): 847-467-5486

Course Description  
This course is an exploration of social justice theories and multicultural issues as it relates to student affairs practice. This course employs a framework borrowed from multicultural psychology and widely used in social justice work. The framework, often referred to as the Awareness to Action continuum, represents a learning process that includes gaining awareness, knowledge, and skills in order to take action. This course will move through each portion of the continuum and end with a call for action. We will create common language through the use of foundation terminology. Then we will delve into the exploration of systems of oppression, social identity development, privilege, power, and activism. Through the use of facilitated dialogue, relevant exercises, as well as key readings, we will identify and examine multiculturalism for social justice in our professional lives.

1. Who are you? What are your social identities?  
2. What is the importance of self-work in understanding and working for social justice?  
3. How do you learn about others? Whose responsibility is it to teach? Who is responsible for your education?  
4. How do you define social justice?  
5. How are your feelings, attitudes, and behaviors shaped by your concept of justice?
6. Why is multiculturalism for social justice a required component of the Higher Education program?

7. How may the learning you do this semester influence your personal and professional development?

8. With whom will you process learning in this course?

Learning Outcomes

Student who complete this course will (be able to):

1. Articulate the diversity and complexity of social justice and multicultural issues.

2. Expand and apply understanding of concepts, theories, and frameworks relevant to social justice, oppression, and privilege.

3. Develop dialogue facilitation skills.

4. Articulate a critical understanding of their positionality in systems of inequality, engage in self-reflection on power and privilege.

5. Identify barriers to inclusiveness and actively work to create equitable communities.

6. Understand their individual and collective responsibility to create safe, equitable, and inclusive communities.

7. Develop proficiency in scholarly written and oral work using APA (6th ed.) format in all writing;

IDEA Objectives for the Faculty Information Form

1. Learning fundamental principles, generalizations, or theories
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
4. Developing skill in expressing oneself orally or in writing
5. Developing a clearer understanding of, and commitment to, personal values

Conceptual Frameworks & Institutional Policies

Professionalism in Service of Social Justice

The School of Education at Loyola University Chicago advances a conceptual framework that emphasizes “Professionalism in Service of Social Justice.” This framework is consistent with the design and content of this course. The course will challenge you to
thoughtfully consider how social justice and your personal identity impact educational practice. Our conceptual framework is described here: [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

**Professional Dispositions**
The School of Education (SOE) prepares professionals and in so doing wants to ensure that students exhibit professionalism, fairness and a belief that all students can learn prior to graduating. All students in SOE are assessed based on a Professional Disposition Rubric in each of their classes. In this class I will provide you with feedback and then submit your rating on Livetext at the end of the semester.

**Diversity**
This course addresses the myriad of ways in which diversity influences and impacts higher education. Particular attention is paid to the rich variety of settings in which educators work, the many needs of diverse students and populations educators serve, and the manner in which educators can develop as social justice allies.

**Academic Honesty**
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity.
The School of Education’s Policy on Academic Integrity can be found at: [www.luc.edu/education/resources/academic-policies/academic-integrity/](http://www.luc.edu/education/resources/academic-policies/academic-integrity/)
For additional academic policies and procedures refer to: [www.luc.edu/education/resources/academic-policies/](http://www.luc.edu/education/resources/academic-policies/)

**Accessibility**
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: [www.luc.edu/sswd/](http://www.luc.edu/sswd/)

**EthicsLine Reporting Hotline**
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here [on-line](http://www.luc.edu/education/resources/academic-policies/academic-integrity/) or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each
community member’s ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. 

**Addendum**

You are encouraged to visit the following website which provides information related to academic honesty, accessibility, the SOE conceptual framework, ethics reporting, and electronic communication policies: [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

**Cell Phones/On Call**

If you bring a cell phone to class, please be sure it is either off or set to a silent mode. Should you need to respond to a call during class, please leave the room without disrupting class. Communicating with others not in our classroom (texting, emailing, instant messaging, among other modes) is not allowed during class. If you are on call as part of professional responsibilities, please advise me at the start of the class session.

**Email/Sakai**

Email will be used as the primary mode of correspondence for this course. I will respond to/be available for email communication between Monday and Friday and get back to you within 48 hours. It is imperative that you activate your Loyola University Chicago account and check it daily. Please also check your Loyola spam mail and mail foundry to ensure course related messages are not misdirected. Additionally, Sakai may be used as a source to update the class about course material.

**APA Style/Writing**

Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. All papers should be submitted in APA 6th Edition format. Guidelines for this will be covered at the start of the semester. Key provisions are that papers should be 12 point Times New Roman font, double-spaced, with one inch margins. The quality of writing is also of high importance. You are strongly encouraged to submit drafts of papers to peers and/or the Writing Center for initial feedback. If you have significant concerns regarding your writing ability you may be required to consult with the University Writing Center ([http://www.luc.edu/writing/](http://www.luc.edu/writing/)) for assistance.

**Electronic Communication Policies and Guidelines**

The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

- [www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)
- [www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf)
- [www.luc.edu/its/itspoliciesguidelines/index.shtml](http://www.luc.edu/its/itspoliciesguidelines/index.shtml)
Reading Materials

Please purchase your books as soon as possible as readings are due the second week.

Required Texts:


Additional Readings

Additional readings in the form of articles and book chapters can be found in alphabetical order at the end of this syllabus. You are not required to print or bring these to class (unless otherwise instructed), but you are responsible for reading them and bringing thoughtful notes/quotes/comments and questions to class. Additional readings may be added that are not listed in this syllabus during the course of the semester.

Course Requirements

Class Participation & Reading Comprehension-10 points

Attendance is a requirement of the course. By attending class, you all add valuable and unique perspectives that are essential to the course. You are expected to participate in class sessions through questions, critiques, illustrations, suggestions, and other forms of constructive feedback. You should assess your participation by the “quality,” not the frequency of comments. In this case, quality is defined as thoughtful, respectful, and insightful questions and comments that serve to strengthen the ensuing dialogue. Please notify me in advance if you will be unable to attend class.

Reading Papers-20 points total

5 points each; due 4 times during semester

Four reading papers are due throughout the semester between September 15 and November 24. Select five due dates of the ten given. Each paper should be typed, utilize APA 6th edition format, and be no more than 2 double-spaced pages with one inch margins. See Critical Reflection Paper Descriptions (at end of syllabus) for options on how to construct each paper. Avoid mere summary of the selected article, and make each paper meaningful and succinct for easy reference and use in and out of class. I will assess the reading papers based on the rubric found at the end of this syllabus and on Sakai.
**Intersectionality Board-20 points total**
Higher education has spent a considerable amount of scholarship exploring the challenges and success of its students through the lenses of social identities. The one-dimensional approach was initially complicated by the idea that social identities cannot be isolated from one another. An individual can simultaneously have both agent and target identities that complicate our notions of a one-dimensional approach to self-awareness and identity development. This assignment is inspired by the Vision Board projects that were a large part of people’s New Year’s resolutions. Vision Boards are visualization tools used to focus on a specific life goal. This assignment asks that you create an Intersectionality Board that tells the story of at least three (3) of your intersecting identities. Through the use of magazine clippings, new articles, drawings, pictures, words and images you will depict: 1) The identities you have chosen for this assignment, 2) Your understanding of how these identities intersect, and 3) How you became aware of the intersections. **Your board should be no smaller than 11” x 17” and no larger than 22”x28” in size.** A 2-3 page critical reflection paper will be due with your Intersectionality Board. It should describe the intersections (minimum of 3) that you selected to highlight on your Intersectionality Board. It should respond to the guiding thoughts above and it should explain your Intersectionality Board.

**Facilitated Dialogue-15 points total**
This assignment is in the spirit of the Mexican Proverb, “People understand each other by talking.” You and a partner(s) will facilitate an in-class dialogue around one class session’s readings and one related current issue from higher education. The facilitation will be limited to 45 minutes and involve you engaging half the class in dialogue from theory to practice. These dialogues will provide you with an opportunity to practice skills and techniques you will have read about and had modeled for you. More detail on this assignment can be found at the end of the syllabus. Your classmates will assess your facilitation based on the rubric found at the end of this syllabus.

**Summary & Dialogue Questions -10 points total**
The assignment involves the following: you and your teammate(s) reading the material, viewing any related materials, meeting with me for any guidance you may need, and composing a 3-5 sentence summary of the concepts you felt most drawn to or triggered by in the readings. Next, you and your teammates(s) will compose 3 intriguing, provocative, probing questions to open the class dialogue. You will then send the final summary and probing questions to my Sakai by the day of your assigned dialogue. I will assess the summary and questions based on the rubric found at the end of the syllabus. You will schedule a meeting with me or Michele one (1) week in advance of your scheduled facilitation, to review a draft of your summary and questions for dialogue. The final, revised summary and questions are due on Sakai on the day of your facilitated dialogue at 6:00pm. They are worth a total of 10 points.
Functional Areas and Social Justice Action Presentations-25 points total

It is easy to understand how one applies the tenants of social justice to their work if that is their primary role at a university, however, many staff members in higher education struggle to see how to incorporate social justice into their every day job responsibilities. This team presentation aims to assist us in exploring and learning how to enact our social justice convictions in every functional area. Teams will select a functional area from the list that will be provided. Each team will have 20 minutes to present their findings to the class and then 5 minutes for questions. Teams are encouraged to use CAS Standards, pictures, articles, personal interviews, and the like to describe the purpose, function, and best practices of the specific student affairs area. Teams will then share social justice issues that directly impact the functional area and how practitioners can actively seek to provide equal access and justice for all students. All team members must participate in the team presentation. Once you have selected your functional areas, notify us by September 15, 2015. This is first come – first served as no two teams will have the same functional area. The presentation should be presented in a manner that evidences knowledge of all aspects of the social justice issues related to the functional area. A brief summary of the presentation should be distributed to the class on November 24, 2015 on Sakai in advance of the presentations. A grading rubric will be provided.

Student Performance Evaluation Criteria & Procedures

<table>
<thead>
<tr>
<th>Evaluation Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/Reading Comprehension</td>
<td>(evaluated by you) 10%</td>
</tr>
<tr>
<td>Reading Summary/Dialogue Questions</td>
<td>(evaluated by professor) 10%</td>
</tr>
<tr>
<td>Facilitated Dialogues</td>
<td>(evaluated by classmates) 15%</td>
</tr>
<tr>
<td>Critical Reflection Papers</td>
<td>(evaluated by professor) 20%</td>
</tr>
<tr>
<td>Intersectionality Board</td>
<td>(evaluated by professor) 20%</td>
</tr>
<tr>
<td>Final Presentations</td>
<td>(evaluated by professor) 25%</td>
</tr>
<tr>
<td>Grade will consist of 3-way evaluation:</td>
<td>Professor 75%</td>
</tr>
<tr>
<td></td>
<td>You 10%</td>
</tr>
<tr>
<td></td>
<td>Classmates 15%</td>
</tr>
<tr>
<td></td>
<td>Total 100%</td>
</tr>
</tbody>
</table>

Grading Scale:

A     95 and above
A-    90-94
B+    86-89
B     83-85
B-    80-82
C+    77-79
C     74-76
C-    70-73
D     60-69
F     59 and below

An “A” signifies exceptional work in this course. Assignments are generally due by 5:00pm on the day specified in the course outline. Reading Papers are due by 11:59pm on Sunday nights after the class session on which the paper is written. Please see me if for some reason you are unable to meet a deadline. If you contact me ahead of the deadline we may be able to schedule an extension for no more than one week. If not, late papers
may not be accepted and/or subject to at least a grade letter reduction. Please turn in all assignments electronically on Sakai. For your own protection, please retain all returned and graded work.

**Tentative Course Sessions**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Reading Due</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 25</td>
<td>Introduction, Rules for Engagement, Review, Syllabus</td>
<td>Come prepared with questions on the syllabus and assignments</td>
</tr>
<tr>
<td>September 22</td>
<td>Racism Assigned Readings: Readings Chapters: 8-11 Introduction to Critical Race Theory (chapter provided)</td>
<td>Opportunity to turn in Reading Paper by <strong>September 27</strong></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assigned Readings</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>September 29</td>
<td>Sexism</td>
<td>Readings Chapters: 60 &amp; 63</td>
</tr>
<tr>
<td>October 06</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>October 13</td>
<td>Religious Oppression</td>
<td>Readings Chapters: 43, 46, &amp; 57, Teaching Pages: 247-254</td>
</tr>
<tr>
<td>October 20</td>
<td>Classism</td>
<td>Readings Chapters: 25-29, Teaching Chapter: 13</td>
</tr>
<tr>
<td>October 27</td>
<td>Heterosexism</td>
<td>Readings Chapters: 77 &amp; 79</td>
</tr>
<tr>
<td>November 3</td>
<td>Genderism/Cissexism</td>
<td>Readings Chapters: 86, 89, 93, Teaching Chapter: 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>November 10</td>
<td>Ableism</td>
<td>Assigned Readings:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Readings Chapters: 97, 98, 110</td>
</tr>
<tr>
<td>November 17</td>
<td>Allyhood as a Verb Functional Area Panel</td>
<td>Assigned Readings:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Readings Chapter: 133</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reason, Roosa Millar, &amp; Scales (2005)</td>
</tr>
<tr>
<td>November 24</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>December 1</td>
<td>Final Presentations</td>
<td></td>
</tr>
</tbody>
</table>

**Articles/Readings on Sakai**


Showing up for racial justice (2013). *Justice for Trayvon action kit.*


Critical Reflection Papers Description

John Dewey said “We do not learn from experience... we learn from reflecting on experience” therefore reading and reflection are critical elements of this course. Each assignment has been designed to intentionally create opportunities to engage in self-work with the aim of being a self-aware and socially conscious professional. You are required to complete four (4) critical reflection papers this semester. All four critical reflection papers must be completed by November 24, 2015. The tentative course sessions list dates on which you may turn papers in for assessment.

Assignment Requirements:
You must submit a total of four reading papers over the course of the semester. Only one reading paper may be turned in per week, per course topic, and only the Dialogue Reflection Paper format may be on the topic of your facilitated dialogue.

- Papers all follow APA format, and should be checked for spelling and grammatical errors prior to turning in for assessment.
- They should be typed using 12-point, Times New Roman Font with double-spacing. The length should be no more than 2 pages (not including title page/references). Submissions that greatly exceed or do not meet this amount will not be accepted.
- All papers must be submitted by 11:59pm the Sunday night immediately following the class session.
- Pay attention to guidelines in rubric as this will be used to assess your work.

Learning Edge Paper
The benefit of being on a college campus in a major city is that there are lots of opportunities to participate in programs and activities that challenge us by teaching us something new about ourselves. This critical reflection paper asks that you find a lecture, speaker, movie, theatrical performance or event to attend that you may not ordinarily attend. The learning edge paper asks you to examine your thoughts and feelings about the learning derived from the program and relay how the readings affirm or refute your program experience. Please consult with me before attending the program.

Playlist Reflection
Music can be a powerful vehicle through which to explore one’s thoughts and emotions. This reflection paper is designed to assist you in connecting course content to your own emotions. The process involves completing the course readings for the week and then constructing a playlist of three songs that best explain how the readings made you feel and think about the topic.

Positionality Papers-Target Group and Agent Group
These papers aims to help students recognize their positionality in systems of inequality, and engage in self-reflection on power and privilege. You will write a positionality paper that locates you in a course topic as either a member of a target group or agent group. You should respond to the following questions in your paper:

- When did you first become aware of this identity?
- Was there specific critical incident or experience from which your awareness of this identity and your social location (target or agent group membership) arose?
- How did you react and what personal insights can you glean from your reaction to the term?
- What social costs or benefits have you been able to obtain as a result of this identity?

Even though this form of paper is personal, you are in no way obligated to share anything with which you are uncomfortable.

**Dialogue Reflection Paper**

A popular definition of dialogue by Haul Standers states that dialogue is listening deeply enough to be changed by what you hear. This paper asks you to reflect on a dialogue that occurred in class. It can be a dialogue you participated in, a dialogue in which you were the observer or the facilitator. Write about your thoughts, feelings, and reactions to the dialogue content and process. Then reflect on what the learning from the dialogue was that will cause you to change. In what ways might you change and how will you go about changing?

**Facilitated Dialogues**

You and your partner will participate in facilitating a dialogue directly related to that class session’s readings and overall topic. Your dialogue should center on readings due for that day’s session and build upon the common information base they provide, as well as connect it to a practical issue in higher education. This will help you take theory and put it into practice. The dialogues will be limited to 45 minutes and involve you and your partner facilitating a dialogue with half of the class. These dialogues will provide you with an opportunity to practice skills and techniques you will have read about and had modeled for you. They will also allow you to receive feedback from your classmates about the process and content of the dialogue.

It is your job during the dialogue to affirm, challenge, and invite further responses from your classmates based on the questions you pose. You may also periodically link multiple responses together to summarize what has been said and push the dialogue to a deeper level. You should do this by sharing personal and professional reactions to comments made by the class, citing direct quotes from the readings, unpacking quotes from the readings and inviting those who have not yet commented to join the dialogue. Finally, by five minutes to the close of the dialogue one or both of you should offer a summary and food for thought—suggestions on what you may do personally and professionally as a result of the dialogue you facilitated.

At the conclusion of the dialogues, I will collect rubrics electronically from the entire class, those in the dialogue and those observing it for content and process, and I will provide you and your partner with feedback and a grade. Your classmates will assess your facilitation based on how well you and your partner:
• Work as a team to foster an environment of respect and mutual understanding
• Ask participants clear, concise and well-timed questions
• Attend to both the process (what is occurring) and content (ideas being expressed)
• Promote deeper understanding of the readings through questions and responses
• Draw out participants whose voices are not being heard and deter others from monopolizing the dialogue
• Invite and respect divergent opinions as well as opinions that affirm ideas
• Model active listening and open-mindedness
• Challenge participants to explore each other’s’ differences as well as commonalities of experience and push beyond surface level dialogue
• Encourage participants to connect theory/ideas in reading to professional practice by giving examples of how reading connected to a practical issue in higher education
Please rate the candidate using: Target (above average), Acceptable, Unacceptable

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings</td>
<td>Student demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback</td>
<td>Student fails to demonstrate professional behavior in the academic or work setting</td>
</tr>
<tr>
<td>Student meets all deadlines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student attends class and is punctual for all professional obligations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is able to express themselves appropriately</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>(verbally and in writing) with faculty, supervisors, employers, and peers</td>
<td>Student is able to work effectively with peers on assignments</td>
<td>Student demonstrates ethical behavior in all professional and graduate student work</td>
<td>Student adequately addresses feedback provided on coursework (e.g., grammar, APA style, content)</td>
</tr>
<tr>
<td></td>
<td>Student demonstrates exceptional ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student fails to consider the situation of others in making professional decisions and acts inequitably</td>
</tr>
<tr>
<td>Student accurately cites material in academic work ascribing appropriate credit for information conveyed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fairness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student exhibits active listening skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>-------------------</td>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td>Student is able to accept constructive feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All students can learn</td>
<td>Student exhibits exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are capable of learning</td>
<td>Student believes and demonstrates in practice that all students, regardless of contextual influences, are capable of learning</td>
<td>Student fails to understand and/or demonstrate in practice that all students, regardless of contextual influences, are capable of learning</td>
</tr>
<tr>
<td>Student is sensitive to cultural differences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student respects the diversity of learning styles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student uses the framework of social justice in decision making</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Critical Reflection Papers Rubric

<table>
<thead>
<tr>
<th>Ineffective (1.0-1.9)</th>
<th>Somewhat Effective (2.0-2.9)</th>
<th>Effective (3.0-3.9)</th>
<th>Very Effective (4.0-4.4)</th>
<th>Highly Effective (4.5-5.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No personal or professional experiences are shared in relation to the issues raised in the reading and it lacks complexity of thought.</td>
<td>Analysis shows little evidence of personal or professional experiences related to the issues raised in the reading.</td>
<td>Analysis shows some evidence of personal or professional experiences related to the issues raised in the reading.</td>
<td>Analysis shows solid evidence of personal or professional experiences related to the issues raised in the reading.</td>
<td>Analysis shows extensive evidence of personal or professional experiences related to the issues raised in the reading.</td>
</tr>
<tr>
<td>Uses incorrect grammar, spelling, punctuation, and/or APA consistently.</td>
<td>Some evidence of correct spelling, grammar punctuation, and APA.</td>
<td>Demonstrates few errors in spelling, grammar, punctuation and APA.</td>
<td>Has a good command of spelling, grammar, punctuation and APA.</td>
<td>Excellent command of grammar, APA, etc. and writes with some flair.</td>
</tr>
<tr>
<td>Paper does not convey understanding (quote, key information, terms, definitions, etc.) of reading nor does it conform to instructions provided.</td>
<td>Paper conveys only a basic understanding (minimal quotes, key information, terms, definitions, etc.) of reading.</td>
<td>Paper conveys a general understanding (adequate quotes, key information, terms, definitions, etc.) of reading.</td>
<td>Paper conveys a clear understanding (multiple quotes, key information, terms, and definitions, are unpacked) of reading.</td>
<td>Paper conveys deeper meaning of reading. Multiple quotes, key information, terms, and definitions are all unpacked. Format was adhered to well. Future practice is evident.</td>
</tr>
</tbody>
</table>
## Facilitated Dialogue Rubric

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Ineffective (1.0-1.9)</th>
<th>Somewhat Effective (2.0-2.9)</th>
<th>Effective (3.0-3.9)</th>
<th>Very Effective (4.0-4.4)</th>
<th>Highly Effective (4.5-5.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connected dialogue to readings</td>
<td>Facilitators did not make a connection in the dialogue to key concepts, terms, definitions, or quotes from the readings.</td>
<td>Facilitators made little mention of key concepts, terms, definitions, or quotes from the readings.</td>
<td>Facilitators adequately acknowledged key concepts, terms, definitions, and quotes from the readings.</td>
<td>Facilitators based dialogue on solid foundation of key concepts, terms, definitions and multiple quotes from the readings. Facilitators provided reflections on professional practice.</td>
<td>Facilitators made extensive use of key concepts, terms, definitions, and multiple quotes from the readings. Facilitators contributed to participants’ deeper understanding of social justice in practice.</td>
</tr>
<tr>
<td>Demonstrated understanding of dialogue process</td>
<td>Facilitators did not address process of dialogue (e.g. ask good questions, draw out participants, deter overly talkative participants).</td>
<td>Facilitators attempted to ask good questions, draw out participants and deter overly talkative participants.</td>
<td>Facilitators did a good job of asking questions, drawing out participants and deterring overly talkative participants.</td>
<td>Facilitators addressed process by asking great questions, assuring everyone had a voice in the dialogue, and practicing active listening.</td>
<td>Facilitators skillfully addressed process of dialogue (questions, participant voice, active listening, and keeping an open-mind).</td>
</tr>
<tr>
<td>Met requirements</td>
<td>Facilitators did not meet requirements of assignment (i.e. length – no more than 45 minutes, flow, team effort, taking dialogue beyond surface level, and inviting divergent opinions).</td>
<td>Facilitators made little effort to meet all requirements of assignment (i.e. length, flow of dialogue, team effort, going beyond surface level, and inviting divergent opinions).</td>
<td>Facilitators made some effort to meet all requirements of assignment (i.e. length, flow of dialogue, team effort, going beyond surface level, and inviting divergent opinions).</td>
<td>Facilitators made considerable effort to meet all requirements of assignment (i.e. length, flow of dialogue, team effort, taking dialogue beyond surface/awareness level, inviting divergent opinions, and encouraging the exploration of differences and commonalities).</td>
<td>Facilitators successfully met all requirements of assignment, with some extra attention paid to length, flow, team effort, and taking dialogue to knowledge comprehension and demonstration of skill level.</td>
</tr>
</tbody>
</table>
# Reading Summary & Dialogue Questions Rubric

<table>
<thead>
<tr>
<th>Ineffective (1.0-1.9)</th>
<th>Somewhat Effective (2.0-2.9)</th>
<th>Effective (3.0-3.9)</th>
<th>Very Effective (4.0-4.4)</th>
<th>Highly Effective (4.5-5.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student team did not link the week’s assigned readings to an overall theme or several key themes. The student team talked about each individual reading separately.</td>
<td>Student team made little mention of how the week’s assigned readings linked together to an overall theme or several key themes.</td>
<td>Student team adequately acknowledged how the week’s readings linked together to one theme or to several key themes.</td>
<td>Student team based the summary of the week’s readings on an overarching theme that linked the readings together. Related higher education current issue to theme found in readings.</td>
<td>Student team skillfully linked summary of readings to an overarching theme that cut across and elevated the meaning of the readings. Connected summary to higher education current issue to encourage deeper understanding of reading.</td>
</tr>
<tr>
<td>Student team did not provide 3 large questions that included 3 probing questions (e.g. linked to multiple readings, quotes, and personal and professional experiences of team).</td>
<td>Student team attempted to ask 3 good, broad questions, that included probing questions, but they missed key elements of assignment.</td>
<td>Student team did a good job of asking 3 broad questions, and including detailed probing questions, but they missed one key element of assignment.</td>
<td>Student team asked 3 great, broad questions, assuring each had 3 probing questions that required participants to share a personal and professional experience, and refer directly back to readings to support their answer.</td>
<td>Student team skillfully weaved together 3 great, broad questions that linked concepts from multiple readings, shared a personal or professional example of their own to model for participants and included all of the required elements of 3 probing questions for each broad question.</td>
</tr>
</tbody>
</table>