

New Programs & Program Revisions Committee New Certificate Program Form

I. General Information

Certificate Program Title:	Social Justice Studies (Sjs)		
College/Division/Unit:	Education (Administrative Home) And Liberal Arts (Academic Partner)		
Department/School:	Teaching And Learning/Multicultural Education (Administrative Home) Interdisciplinary Degree Programs (Co-Lead Academic Partner), Sociology (Co-Lead Academic Partner), And Higher Education And History (Additional Academic Partners)		
Contact Person:	Christine Clark (Lead Partner), Anita Tijerina Revilla (Co-Lead Partner), And Barb Brents (Co-Lead Partner)		
Campus Phone:	5-3888/5-0261/5-1525/5-1038	Mail Stop:	3005
E-Mail Address:	chris.clark.unlv@me.com, anita.revilla@unlv.edu, and barb.brents@unlv.edu		
Certificate Type:	<input checked="" type="checkbox"/> Graduate (minimum bachelor's degree required for admission) <input type="checkbox"/> Graduate Advanced (minimum master's degree required for admission)		
Total Required Credits:	18	Date of First Enrollment:	Fall 2017
Instructional Mode (check all that apply):	<input checked="" type="checkbox"/> In person only <input type="checkbox"/> Web-based only (all courses offered online) <input checked="" type="checkbox"/> Hybrid (50% or more courses offered online)		

NOTE: Please include with this form two (2) letters of support:

1. Chair/Director of the Academic Unit that will offer the Certificate
2. Academic Dean

Each letter must verify that the proposed Certificate has received faculty approval through the appropriate governance procedures, as well as the existence of necessary resources to support the Certificate as presented in the proposal.

II. Executive Summary describing the proposed Certificate program

The graduate certificate in Social Justice Studies (SJS) targets full or part-time graduate students who seek professional preparation commensurate with the relevant Transformative Standards for Social Justice, Peace, and Environmental Education codified by Andrzejewski, Baltodano, & Symcox in 2009. Master's and doctoral students enrolled in various disciplines, as well as current administrative professionals who already possess an undergraduate degree and have 2-3 years full-time work experience, will particularly benefit from this certificate.

While it is generally best for students to apply to and enter a certificate program first, and then apply to and enter the degree program that houses that certificate, it is also allowable for students to do the opposite. Accordingly, students who may already be in a CSIEME, IDP, Sociology, History, and/or Higher Education degree program who now want to

complete this certificate program can do so, however, they can only "share" credits between this certificate and the degree program, if they complete both together, or complete this certificate first and then the degree. Students may not return after earning a graduate degree and use their degree courses/credits toward earning a graduate certificate.

The graduate certificate in SJS requires 18 credit hours.

III. Explanation of how the proposed Certificate is related to existing undergraduate and/or graduate programs, and how this Certificate will provide knowledge and skills not already available to current or potential UNLV students.

Certificate coursework is focused on supporting student development of the core knowledge bases and skill sets necessary for employment in institutions of higher education in positions with a social justice focus. These positions might include faculty in several disciplines (e.g., liberal arts, social sciences, health sciences, law, education), various staff positions in student affairs (in residential life, LGBT resource centers, faith-based support centers, diversity offices, women's centers, counseling centers), in academic affairs (as faculty development specialists, as curriculum coordinators, in centers for teaching excellence/preparing future faculty), in administrative affairs (in disability services, as employee trainers, as mediation and conflict resolution specialists, in human resources, as EEO/AA officers, as Title IX coordinators), as well as a range of campus-wide equity and diversity positions (in multicultural affairs, as Chief Diversity Officers). Certificate coursework will also support student preparedness to assume social justice-related positions in PK-12 education (as curriculum specialists, in equity and diversity offices, in parent involvement centers, in bilingual education departments), community-based settings (in local and state, advocacy organizations, in national education policy-focused organizations, in national research centers,), and private non-profit/non-governmental organizations (as policy analysts, as researchers, as program officers for philanthropic organizations), as well as to work as independent social justice-related consultants. Certificate coursework will also facilitate students in building the knowledge and skills for full-time social justice-related specialist positions in various private sector entities, including as Chief Diversity Officers, as especially in those entities that receive public funding, including as sub-contractors, and/or that are required or choose to have their practices and/or investments certified/promoted as socially conscious.

The certificate intentionally provides a degree of curricular choice to enable students to tailor their coursework--based on past academic and professional strengths and challenges--to best enable achievement of the professional goal of securing a social justice-related position.

The graduate certificate in SJS is proposed as a formal collaboration between masters and doctoral programs in the Colleges of Education and Liberal Arts, more specifically, Teaching and Learning/Multicultural Education, Interdisciplinary Degree Programs, Sociology, Higher Education, and History. The lead and partner contact people for the graduate certificate in SJS are also working informally with Student Affairs to build a bridge between its Leadership and Civic Engagement (LCE) undergraduate minor (currently housed in the Greenspun College of Urban Affairs/Public Administration, but largely managed by student affairs staff) and the graduate certificate in SJS as a way of providing undergraduate students with an interest in social justice education-related coursework with an avenue for pursuing both baccalaureate and post-baccalaureate/advanced study in that content area (the LCE minor is a separate program from the Public Administration (PUA) major and LCE courses do not count towards the PUA major). Interdisciplinary Degree Programs houses BA and BS degrees in African American Studies, Asian Studies, Latin American Studies, Multidisciplinary Studies, Social Sciences Studies, and Gender and Sexuality Studies, as well as undergraduate minors and certificates in Gerontology and Latina/o Studies, through which students in the LCE undergraduate minor could pursue undergraduate certificates and/or majors in related content areas. Currently, at UNLV, there is no formally recognized

academic or professional preparation program through which graduate students can specifically prepare for future employment in social justice-related positions like those mentioned previously.

IV. A statement describing the profile of potential Certificate students and market demand for the Certificate program, including job placement opportunities and market trend data when available.

As delineated above in II, current and new, non-degree and degree-seeking, post-baccalaureate students are eligible to enroll for the graduate certificate in SJS. Currently, most certificate programs at UNLV are offered only at the undergraduate level. Further, at the graduate level there are no certificate programs that expressly provide for student development in theory and practice of social justice in order to prepare them for the range of positions iterated above in III (only the recently approved graduate certificate in CDOHE expressly seeks to prepare students for one such position).

Most relevant to the proposed graduate certificate in SJS, Iowa State University offers a graduate certificate in Education for Social Justice, Kansas State University offers a graduate certificate in Social Justice Education, and the University of Wisconsin, Oshkosh offers a Graduate Certificate in Leadership for Social Justice.

Looking further, it is clear that social justice-related coursework is becoming well integrated into the fabric of higher education at every academic level, in every type of institution, and across the country, boding well for the possible future expansion of both the LCE minor and the proposed graduate certificate in SJS into various full blown degree programs. A simple search using the keywords "social justice education programs" returned the following:

The University of Massachusetts, Amherst houses a social justice education concentration in its Department of Student Development through which it offers Doctoral, Educational Specialist, and Master's degrees. Loyola Marymount University offers a doctorate in Educational Leadership for Social Justice.

The University of San Francisco offers a Master of Arts in Teaching in Urban Education and Social Justice. The University of Michigan offers a Master's in Higher Education with a concentration in Diversity and Social Justice. Loyola University Chicago offers a Master of Arts in Social Justice. The University of California, Los Angeles offers a Master's in Education concentration in Teaching for Social Justice in Urban Communities. Marygrove College offers a Master of Arts in Social Justice. Arizona State University offers a Master of Arts in Social Justice and Human Rights. Drake University offers a Master of Science in Education in Teacher Effectiveness and Professional Development with a Social Justice in Urban Education Concentration. Stetson University offers a Master of Education in Educating for Social Justice. San Diego State University offers a Master of Arts in Critical Literacy and Social Justice. Antioch University Santa Barbara offers a Master of Arts in Education with a Social Justice and Educational Leadership Concentration. Marlboro College offers a Master of Arts in Teaching for Social Justice. And, St. John's University offers an online Master of Arts in Global Development and Social Justice.

Prescott College offers a Bachelor of Arts in Education with a Social Justice Education Competency. Western Washington University offers an undergraduate minor in Education and Social Justice.

In 2008, the International Labour Conference (ILC) "adopted a landmark Declaration designed to strengthen the ILO's capacity to promote its Decent Work Agenda and forge an effective response to the growing challenges of globalization. The ILO Declaration on Social Justice for a Fair Globalization (the Social Justice Declaration) confirmed the equal importance of each of the ILO's four strategic objectives in that effort: employment, social

protection, labour standards and social dialogue. At the same time, it stressed an integrated approach by recognizing that these objectives were 'inseparable, interrelated and mutually supportive.'" (http://www.ilo.org/wcmsp5/groups/public/---ed_norm/---relconf/documents/meetingdocument/wcms_126682.pdf, p.1)

Perhaps not surprisingly, market trend data suggests that among the "top ten" trends for employers in the last five years are:

- 1) a focus on corporate responsibility, and social and ethical performance;
 - 2) an emphasis on the economic, environmental (sustainable), and social benefits on employer mission, membership, and product/service delivery; and,
 - 3) attention to Human Rights, especially in international/global dealings
- (<http://www.forbes.com/sites/forbesleadershipforum/2012/01/18/the-top-10-trends-in-csr-for-2012/>)

V. Description of the academic unit's capability for offering this Certificate; including administration of the program, faculty resources and expertise, and other required resources.

The Department of Teaching & Learning houses M.Ed. and M.S. degrees in Curriculum and Instruction with a specialization in multicultural education, as well as Ed.D. and Ph.D. degrees in Curriculum and Instruction with an emphasis in Cultural Studies, International Education, and Multicultural Education (CSIEME). Currently, one tenured professor comprises the faculty in these concentration/emphasis areas, and one assistant professor search in this concentration/emphasis area is almost concluded. Interdisciplinary Degree Programs houses B.A. and B.S. degrees in African American Studies, Asian Studies, Latin American Studies, Multidisciplinary Studies, Social Sciences Studies, and Gender and Sexuality Studies, as well as undergraduate minors and certificates in Gerontology and Latina/o Studies. Currently three tenured professors, four tenure-track professors, one faculty-in-residence (FIR), and one post-doctoral fellow comprise the faculty in interdisciplinary degree programs. The Department of Sociology houses B.A., M.A., and Ph.D. degrees. Currently, twelve tenured and three tenure-track professors comprise the sociology faculty. The Department of Educational Psychology and Higher Education houses Higher Education M.Ed. and Ph.D. degrees. Currently four tenured professors comprise the faculty in higher education. The Department of History houses B.A., M.A., and Ph.D. degrees. Currently fourteen tenured and seven tenure-track faculty comprise the faculty in history.

VI. Description of admissions procedures and qualifications for entrance into the Certificate program, including application deadline.

Qualified students must apply for admission to the Graduate College via the online application. All minimum Graduate College requirements MUST be met. In addition to the Graduate College requirements, SJS certificate applicants must also complete and submit a résumé/vita and a 250-750 word personal statement detailing their interest in the SJS certificate.

Applications for admission into the graduate certificate in SJS may be submitted at any time during an academic term. Accepted students can begin taking classes the term following the term of their acceptance. Acceptance may be limited based on course enrollments. Accepted students must earn a B or better in all courses. Certificates will be awarded upon the student's successful completion of all certificate requirements.

VII. Statement explaining the proposed Certificate Requirements; including specific courses, minimum credits, and culminating experience guidelines. Please show a sample program of study for Certificate students.

Acceptance may be limited based on course enrollments. Accepted students must earn a B or better in all courses. Certificates will be awarded upon the student's successful completion of all certificate requirements.

Certificate Requirements (18 credit hours)

Required Courses: 3 Credits

- * CIG 774 Social Justice Education (3)

Required Electives: 6 Credits

Sociology Requirement

Choose One (1) from the following:

- * SOC 741 Graduate Seminar in Social Stratification (3)
- * SOC 755 Social Movements and Social Change (3)
- * SOC 770 Race and Ethnic Relations in America (3)
- * SOC 776 Seminar in Political Sociology (3)

Gender and Sexuality Studies Requirement

Choose One (1) from the following:

- * WMST 673 Chicana Feminism and Experience (3)
- * WMST 676 Feminism and Activism (3)
- * WMST 677 Critical Race Feminism (3)

Elective Courses: 9 Credits (no more than 6 credits in the same content area)

- * AAS/ETS 633 Contemporary Issues in African American Studies (3)
- * AAS 634 Constructions of Racial Ambiguity (3)
- * AAS 635 Malcolm X (3)
- * AAS 636 Politics of Racial Ambiguity (3)
- * CIG 660 Multicultural Education (3)
- * CIG 661 Special Topics in Multicultural Education: The School-to-Prison Pipeline (3)
- * CIG 662 Theory and Research in Multicultural Education (3)
- * CIG 663 Multicultural Curriculum Transformation (3)
- * CIG 664 Multicultural Organizational Development (3)
- * CIG 665 Multicultural Education for Teacher Re-Licensure (3)
- * CIG 667 Teaching about Latinas/Latinos in Education (3)
- * CIG 771 Comparative Studies in Education (3)
- * CIG 772 Cultural Studies in Education (3)
- * CIG 773 Critical Pedagogies/Critical Literacies (3)
- * CIG 778 Intergroup Dialogue Facilitation (3)
- * EDH 714 Understanding Minority Serving Institutions (3)
- * EDH 609 Leading Diverse Institutions (3)
- * ETS 603 The Hispanic in the United States Today (3)
- * ETS 607 Making Gender, Sexuality & Race (3)
- * HIST 638A American Indian History to 1851 (3)
- * HIST 638B American Indian History Since 1851 (3)
- * HIST 638C Topics in American Indian History (3)
- * HIST 695 Race and Sexuality in Twentieth Century America (3)
- * HIST 754 The Power of Place and the Politics of Memory (3)
- * SOC 607 Environment and Society (3)
- * SOC 610 Sociology of Aging (3)
- * SOC 615 World Population Problems (3)

- * SOC 616 Sociology of Work and Occupations (3)
- * SOC 627 Comparative Racial and Ethnic Relations (3)
- * SOC 629 Globalization: Economic, Political, and Cultural Perspectives (3)
- * SOC 636 Sociology of Poverty (3)
- * SOC 641 Social Inequality (3)
- * SOC 645 Men in Society (3)
- * SOC 649 Sex and Social Arrangements (3)
- * SOC 653 Gender and Society
- * SOC 655 Social Movements and Social Change (3)
- * SOC 660 Critical Sociology (3)
- * SOC 655 Collective Behavior (3)
- * SOC 671 Race and Ethnic Relations in America (3)
- * SOC 675 Political Sociology (3)
- * SOC 678 Women and Society (3)
- * SOC 683 Aging and Social Policy (3)
- * SOC 714 Seminar in Work and Occupations (3)
- * SOC 745 The Family-Work Nexus (3)
- * SOC 748 Gender, Sex and Society (3)
- * SOC 750 Seminar in the Sociology of Sex (3)
- * SOC 751 International Issues: Gender, Sex, Globalization (3)
- * SOC 752 Global Migrations (3)
- * SOC 753 Racial Justice and Latinas/os (3)
- * SOC 768 Environmental Sociology (3)
- * SOC 774 Feminist Theories and Research (3)
- * SOC 779 Seminar in Sociology of Aging (3)
- * SOC 780 Aging and Social Policy (3)
- * WMST 601 Feminist Theories (3)
- * WMST 618 Language and Gender (3)
- * WMST 632A History of American Women to 1870 (3)
- * WMST 632B History of American Women Since 1870 (3)
- * WMST 648 Gender and Social Interaction (3)
- * WMST 672 Controversies in Gender and Race (3)
- * WMST 674 Gender, Sexuality, and Consumer Culture (3)
- * WMST 690 Special Topics (3)
- * WMST 700 Introduction to Women's Studies (3)
- * WMST 701 Feminist Theory (3)
- * WMST 702 Principles of Feminist Inquiry (3)
- * WMST 703 Feminist Pedagogy (3)
- * WMST 799 Independent Study (3-6)

Sample Program of Study

Required (3)

- * CIG 774 (3)

Required Electives (6)

- * SOC 741 (3)
- * WMST 677 (3)

Electives (9)

- * AAS 635 (3)
- * EDH 714 (3)
- * HIST 638C (3)

VIII. Statement explaining the rationale and need for the program.

The graduate certificate in SJS seeks to take advantage of the relevant Transformative Standards for Social Justice, Peace, and Environmental Education codified by Andrzejewski, Baltodano, & Symcox in 2009 in developing the first formal academic pathway/framework that expressly provide for student development for justice-related positions within higher education and more broadly (in PK-12 education, community-based settings, private non-profit/non-governmental organizations, and as independent social justice consultants specialists, as well as in private sector entities).

In so doing, the certificate responds to market trend data documenting that among the "top ten" trends for employers in the last five years are:

- 1) a focus on corporate responsibility, and social and ethical performance;
- 2) an emphasis on the economic, environmental (sustainable), and social benefits on employer mission, membership, and product/service delivery; and,
- 3) attention to Human Rights, especially in international/global dealings
(<http://www.forbes.com/sites/forbesleadershipforum/2012/01/18/the-top-10-trends-in-csr-for-2012/>)

This can establish UNLV as an academic leader in this academic and professional arena. Further, the certificate will increase enrollments in existing graduate courses at both the master and doctoral levels in teaching and learning/multicultural education, interdisciplinary degree programs, sociology, higher education, and history(which are solid and consistent, but have room to grow) and, ostensibly, increase interest in degree programs in these content areas as well.

IX. Program Assessment Plan – Available from [UNLV Office of Academic Assessment](#)

X. Description of the Administration of the Certificate, including:

a. Number of students anticipated to be enrolled and strategies for recruitment;

Approximately 10-15 students per academic year are anticipated to apply to and subsequently enroll in the graduate certificate in SJS; approximately 8-10 students are expected to complete the certificate per academic year (including summer terms). Students will complete the graduate certificate in SJS application materials online; these materials will be electronically forwarded to the Interdisciplinary Degree Programs chair. An email will be sent to the student, and cced to her/his advisor (the certificate contact persons (Lead and Lead Partners), confirming receipt of the materials. The certificate coordinator (Lead) will then schedule a meeting with the student to discuss the certificate program requirements, especially course choices. Students will be recruited to the certificate by placing an announcement about the certificate on the UNLV Today listserv when it is first established, having a link about it added to the appropriate area of the Graduate College website, by posting periodic announcements about it on/in social justice-focused listservs/newsletters, by promoting it at social justice-oriented conferences. The program will also be promoted via word of mouth by certificate-involved faculty and students.

b. Submission of new courses (if necessary for Certificate Program) to the appropriate Curriculum Committee. (Either the Graduate College Curriculum Committee or the Faculty Senate Undergraduate Curriculum Committee);

No new courses will be developed for the graduate certificate in SJS. The certificate program of study is comprised of existing courses in teaching and learning/multicultural education, interdisciplinary degree programs, sociology, higher education, and history.

- c. A detailed budget for the establishment and administration of proposed Certificate program, including acknowledgement of what additional resources (if any) are required in order to offer proposed Certificate. Please state sources of funding to meet these needs.**

No additional funding is necessary. The main certificate contact person (Lead), is a tenured, full professor and program coordinator in the administrative home of the certificate (Teaching and Learning/Multicultural Education) and, thus, will take the lead in managing applications and holding initial meetings with interested students. The other certificate contact persons (Lead Co-Partners) are: 1) chair and faculty member in one co-lead academic partner home of the certificate (Liberal Arts/Interdisciplinary Degree Programs); and, 2) faculty member in the the other co-lead academic partner home of the certificate (Sociology) and, thus, will support the work of the Lead in this regard.

- d. Description of any accreditation requirements, off-campus partnerships or other details involving campus-wide and/or external partnerships or affiliations.**

NONE

XI. Graduate Catalog - The [Graduate Catalog](#) will need to be updated as a result of this new certificate program. Enter your catalog text below.

a. Program Description:

Overview

The graduate certificate in Social Justice Studies (SJS) targets full- or part-time graduate students who seek professional preparation commensurate with the relevant Transformative Standards for Social Justice, Peace, and Environmental Education codified by Andrzejewski, Baltodano, & Symcox in 2009.

Learning Outcomes

Upon completion of the graduate certificate in SJS, students will be able to meet the following relevant Transformative Standards for Social Justice, Peace, and Environmental Education codified by Andrzejewski, Baltodano, & Symcox in 2009:

Standard 1: Has the knowledge, skills, abilities, and dispositions to advance social justice, particularly as the advancement of social justice is related to:

Self-determination and relative autonomy;
A focus on the collective, not individuals;
Sociopolitical context, historicity, and political economy;
Civil and human rights;
Critique and self critique;
Radical love;
Dialogic, consensus process;
Ethics, including eco-sustainability relative to environmental racism and justice;
The coercive power of the state, imperialism, and the military industrial complex;
Schools as socially-reproductionistic, not democratic, institutions;
Affirmation of community funds of knowledge and cultural wealth in direct opposition to socially constructed deficit;
The legitimization of cultural aspirations and identity;
The principle of En Lak Ech
The use of culturally relevant pedagogy;
Conscientization and democratization;
Equity;

The complex relationship between the local and the global as living and constantly adapting systems in which poverty and wealth can be mitigated (by social justice action) and/or augmented (by inaction in the context of neoliberalism);
A focus on what can be done

Standard 2: Understands that all people, including PK-12 students, can exercise social justice, and has the knowledge, skills, abilities, and dispositions to facilitate this.

Standard 3: Understands that all institutions, especially educational institutions (PK-12 schools, colleges and universities, accrediting bodies, etc.) can foster social justice and has the knowledge, skills, abilities, and dispositions to facilitate this.

Standard 4: Understands how all people, including teacher educators, can support social justice and has the knowledge, skills, abilities, and dispositions to facilitate this.

Standard 5: Understands how all communities can realize the practice of social justice and has the knowledge, skills, abilities, and dispositions to facilitate this.

Program Delivery Description (online, face to face, hybrid; day and/or evening classes; weekday or weekends)
Face-to-face, evening, weekday.

Program Assessment Overview

The graduate certificate in SJS will be assessed by comparable (adjusted for content area differences) metrics used in other graduate certificates in the the department administratively housing it (Interdisciplinary Degree Programs). In adjusting for content, it will draw on existing metrics for assessing masters and doctoral programs in teaching and learning/multicultural education, interdisciplinary degree programs, sociology, higher education, and history. The certificate faculty will disseminate, on an annual basis, an e-survey of graduates to assess the efficacy of the certificate in preparing them to assume social justice-related positions within higher education and more broadly (in PK-12 education, community-based settings, private non-profit/non-governmental organizations, and as independent social justice consultants specialists, as well as in private sector entities), and adjust certificate curricula as indicated.

b. Admission Requirements:

Qualified students must apply for admission to the Graduate College via the online application. All minimum Graduate College requirements MUST be met. Once accepted to UNLV, students must also complete and submit the graduate certificate in SJS application materials.

Applications for admission into the graduate certificate in SJS may be submitted at any time during an academic term. Accepted students can begin taking classes the term following the term of their acceptance. Acceptance may be limited based on course enrollments. Accepted students must earn a B or better in all courses. Certificates will be awarded upon the student's successful completion of all certificate requirements.

c. Degree Requirements:

Certificate Requirements (18 credit hours)

Required Courses: 3 Credits

- * CIG 774 Social Justice Education (3)

Required Electives: 6 Credits

Sociology Requirement

Choose One (1) from the following:

- * SOC 741 Graduate Seminar in Social Stratification (3)
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- * SOC 770 Race and Ethnic Relations in America (3)
- * SOC 776 Seminar in Political Sociology (3)

Gender and Sexuality Studies

Choose One (1) from the following:

- * WMST 673 Chicana Feminism and Experience (3)
- * WMST 676 Feminism and Activism (3)
- * WMST 677 Critical Race Feminism (3)

Elective Courses: 9 Credits (no more than 6 credits in the same content area)

- * AAS/ETS 633 Contemporary Issues in African American Studies (3)
- * AAS 634 Constructions of Racial Ambiguity (3)
- * AAS 635 Malcolm X (3)
- * AAS 636 Politics of Racial Ambiguity (3)
- * CIG 660 Multicultural Education (3)
- * CIG 661 Special Topics in Multicultural Education: The School-to-Prison Pipeline (3)
- * CIG 662 Theory and Research in Multicultural Education (3)
- * CIG 663 Multicultural Curriculum Transformation (3)
- * CIG 664 Multicultural Organizational Development (3)
- * CIG 665 Multicultural Education for Teacher Re-Licensure (3)
- * CIG 667 Teaching about Latinas/Latinos in Education (3)
- * CIG 771 Comparative Studies in Education (3)
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- * HIST 754 The Power of Place and the Politics of Memory (3)
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- * SOC 636 Sociology of Poverty (3)
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- * SOC 645 Men in Society (3)
- * SOC 649 Sex and Social Arrangements (3)

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- * SOC 779 Seminar in Sociology of Aging (3)
- * SOC 780 Aging and Social Policy (3)
- * WMST 601 Feminist Theories (3)
- * WMST 618 Language and Gender (3)
- * WMST 632A History of American Women to 1870 (3)
- * WMST 632B History of American Women Since 1870 (3)
- * WMST 648 Gender and Social Interaction (3)
- * WMST 672 Controversies in Gender and Race (3)
- * WMST 674 Gender, Sexuality, and Consumer Culture (3)
- * WMST 690 Special Topics (3)
- * WMST 700 Introduction to Women's Studies (3)
- * WMST 701 Feminist Theory (3)
- * WMST 702 Principles of Feminist Inquiry (3)
- * WMST 703 Feminist Pedagogy (3)
- * WMST 799 Independent Study (3-6)

d. Culminating Experience and Graduation Requirements:

Not applicable.

Routing and Approval Process

PLEASE NOTE: Forwarding this form as an e-mail attachment **constitutes approval** of the course as described. Please forward this form and email to the person below you on this chart. When forwarding, be sure to leave all previous comments in place, as this represents prior approvals. **Requests for changes** or revisions must be routed back to the proposer to make the necessary changes and begin the routing process again.

	NAME	E-MAIL ADDRESS	CAMPUS PHONE	DATE
Proposer/Contact Person:	Christine Clark Anita Revilla Barb Brents	chris.clark.unlv@me.com anita.revilla@unlv.edu barb.brents@unlv.edu	5-3888 5-1525 5-0261	4/20/16

Dept. Chair or Grad. Coordinator:	Robert Futrell Anita Revilla Emily Lin	emily.lin@unlv.edu anita.revilla@unlv.edu and robert.futrell@unlv.edu	5-0889 5-1527 5-0270	
College New Programs Chair:	Alice Corkill Jennifer Keene	alice.corkill@unlv.edu jennifer.keene@unlv.edu	5-4164 5-3011	
Academic Dean:	Kim Metcalf Chris Hudgins	kim.metcalf@unlv.edu chris.hudgins@unlv.edu	5-3375 5-3401	
Graduate College New Programs Chair:	Kathy Robins	GCNewPrograms@unlv.edu	5-4304	
Graduate College Interim Dean:	Kate Korgan	kate.korgan@unlv.edu	5-4070	

Graduate College Comments:

- Approved**
- Approved with Minor Changes**
- Approved with Major Changes**
- Not approved**

Date Effective: