

**From:** [Kowalsky, Lisa](#)  
**To:** [Reed, Katie](#)  
**Cc:** [Miriti, Maria](#)  
**Subject:** Forwarding Informational Item  
**Date:** Tuesday, September 30, 2025 11:09:21 AM  
**Attachments:** [Social Equity and Inclusion Grad Certificate Grad School Packet.pdf](#)  
[image001.png](#)

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Hi Katie,

I am forwarding up a proposal from EHE for a title change to an existing certificate. The new name is Social Equity and Inclusion. We are forwarding it as an informational item.

Thanks so much!

Best,  
Lisa



**Lisa Clouser (Kowalsky)**

**The Ohio State University**

Graduate School  
247E University Hall  
230 N. Oval Mall, Columbus, OH 43210  
614-292-2267 Office  
[gradsch.osu.edu](http://gradsch.osu.edu)

Pronouns: she/her/hers



**THE OHIO STATE UNIVERSITY**

COLLEGE OF  
EDUCATION AND HUMAN ECOLOGY

Office of Undergraduate Education

College of Education and Human Ecology

A100 PAES Building

305 Annie and John Glenn Ave

Columbus, OH 43210

Memo

July 31, 2025

To: Graduate School Curriculum

From: Pete Locascio, Executive Director of Undergraduate Education, EHE

RE: PROGRAM CHANGE REQUEST: **Graduate Certificate in Anti-Racism in Education,**

Department of Educational Studies. Please find materials included in this proposal related to a revision to this program.

The department proposes:

- Renaming the program "Social Equity and Inclusion in Education"

This was approved as an informational item by the EHE Curriculum Committee on April 17, 2025. If there are any questions, please contact me at [Locascio.7@osu.edu](mailto:Locascio.7@osu.edu)



**THE OHIO STATE  
UNIVERSITY**

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# Curriculum Proposal Checklist

**Title of Program:**

**Effective term:**

**College:**

**New/Establish:**

**Secondary Major Eligible:**

**Academic Unit:**

**Revise:**

**50% Revision:**

**Mark Up:**

**Program Contact:**

**Terminate:**

**Suspend:**

**Certificate Category\*:**

**Degree/Credential:**

**Program of Study :**

**Title:**

**Code:**

**Program Focus\*:**

**Credit hours to degree/credential:**

**Is this a change to the current total?**

**Yes**

**No**

**Program offered only online?**

**Yes**

**No**

**If yes, is there a signed MOU with ODEE?**

**Yes**

**No**

**Campus(es) where offered:**

**Columbus**

**ATI**

**Lima**

**Mansfield**

**Marion**

**Newark**

**Rationale:**

**Student Curriculum Sheet Required:**

**Four Year (or appropriate) Plan:**

**Academic Unit Curriculum Committee approval date:**

**College Curriculum Committee approval date:**

**Graduate School Council approval date\*:**

**Regional Campus approval date\*:**

**Council on Academic Affairs approval date:**

**University Senate approval date\*:**

**Board of Trustees approval date\*:**

**ODHE approval date\*:**

**\* If applicable**



**Department of Educational Studies Administration**

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Department of Educational Studies  
College of Education and Human Ecology  
121 Ramseyer Hall  
29 W. Woodruff Ave.  
Columbus, OH 43210

Phone: 614-688-4007  
Fiscal: 614-292-5182  
HR: 614-688-3522  
FAX: 614-688-3415

<http://ehe.osu.edu/educational-studies/>

April 4, 2025

Dear Dusty,

The Graduate Studies Committee met on April 3 and voted to approve to change the name of the current "Anti-Racism in Education" certificate to "Social Equity and Inclusion in Education." We found Dr. Thompson's justification compelling and believe this will benefit the visibility of the certificate.

Sincerely,

A handwritten signature in cursive script, appearing to read "A. Errante".

Antoinette Errante  
Chair, Graduate Studies Committee  
Associate Professor, Philosophy and History of Education Department of Educational Studies  
[errante.1@osu.edu](mailto:errante.1@osu.edu)



March 11, 2025

Dear Educational Studies Graduate Studies Committee,

I am writing to propose changing the name of our current certificate program "Anti-Racism in Education" to "Social Equity and Inclusion in Education." This letter outlines the justification for this name change while confirming that no substantive changes to the program content or course structure are being proposed.

The proposed name change to "Social Equity and Inclusion in Education" better reflects the nature of our program while maintaining its core mission and values. This update serves several important purposes:

1. **Broader Representation of Program Content:** While anti-racism remains a fundamental component of our work, the new title better encompasses the full scope of our curriculum, which might address multiple areas of attention in educational contexts.
2. **Enhanced Appeal and Accessibility:** The revised title may resonate with a wider audience of education professionals seeking to develop competencies in creating equitable learning environments, potentially increasing program enrollment and impact.
3. **Alignment with Current Educational Terminology:** The proposed name better aligns with contemporary language used across educational institutions and professional settings, enhancing recognition and relevance in the field.

Again, I confirm that this proposal entails a name change only, with no alterations to:

- Program curriculum structure;
- Course content or objectives;
- Learning outcomes;
- Credit hour requirements; or
- Assessment methods.

The certificate will continue to engage "students in a focused study of the historical context, theories, values, and aims" of this work while equipping them "with state-of-the-art resources necessary to carefully evaluate and/or endorse" related educational efforts.

I have verified that all currently approved courses remain the same within the certificate program, noting only that "ESSPED 5777 Anti-racist, Culturally Responsive Education" recently underwent its own name change to become "ESPED 5777 - Cultural Diversity in American Education". This change has already been approved through appropriate channels.

Thank you for your consideration of this proposal. I am available to provide any additional information or clarification needed to facilitate this name change.

Sincerely,

Winston C. Thompson, Ph.D.  
William H. and Laceyette V. Casto Professorship in Interprofessional Education  
Associate Professor, Education | Associate Professor, Philosophy (by courtesy)  
Co-Director, Center for Ethics and Human Values  
The Ohio State University  
614.688.3057 | Thompson.3588@osu.edu

**Graduate Certificate in  
Department of Educational Studies, College of Education and Human Ecology  
Category 3a Certificate**

This document represents a proposal for a graduate Certificate in Social Equity and Inclusion in Education. For clarity, the information contained herein is organized in an outline according to the requirements for a certificate of study as expressed within The Ohio State University's Office of Academic Affairs' *Academic Organization, Curriculum, and Assessment Handbook*.

**1. Well Defined Program**

**A. Purpose of the program.** This category 3a certificate program will enable graduate students to engage in a focused study of the historical context, theories, values, and aims of anti-racism work within educational projects (across a broad range of settings). This course of study will equip populations of these graduate students with the understandings necessary to carefully evaluate and/or endorse existing or novel educational efforts.

**B. Possible semester by semester sample program.**

Students may progress through the program's coursework (see Appendix A) in various ways/sequences. Below are two potential semester by semester plans representing an expedited (1 year) and expanded (multiple years) course of study. Though not obliged to follow these precise plans, a graduate student enrolled in the certificate program as a "stand alone" certification (i.e., 3a designation) could pursue the expedited option or the expanded option.

**Expedited**

| <b>Semester 1</b> | <b>Semester 2</b> |
|-------------------|-------------------|
| ESPHE 5440        | Elective Course   |
| SPPED 5777        | Elective Course   |

**Expanded**

| <b>Semester 1</b> | <b>Semester 2</b> |
|-------------------|-------------------|
| ESPHE 5440        | SPPED 5777        |
|                   |                   |
| <b>Semester 3</b> | <b>Semester 4</b> |
| Elective Course   | Elective Course   |

**C. Minimum requirements to complete program.****i. Credit requirements**

The certificate will require 12 credits distributed within the following categories. See Appendix A for a full description of the courses.

| Category              | Requirement | Credit Hours       |
|-----------------------|-------------|--------------------|
| Required Core Course  | ESPHE 5440  | 3 credits          |
| Required Core Course  | SPPED 5777  | 3 credits          |
| Pre-Approved Elective | 1 course    | 3 credits          |
| Pre-Approved Elective | 1 course    | At least 3 credits |

**ii. Learning Goals**

Upon completion of this certificate, all students will be able to:

- Advocate for anti-racist practice in matters of teaching, learning, and broader education in their academic and/or professional contexts;
- Examine and interrogate issues of racial identity and power and privilege in educational spaces (virtual and brick-and-mortar classrooms, administrative offices, policies, and practices);
- Explore how educational leaders/practitioners can work to dismantle oppressive practices and center equity in K-16 education; and
- Invoke anti-racist theory and research in support of high-quality, research-informed solutions to educational equity dilemmas.

**iii. Assessment Measures**

Students' progress in relation to the learning goals above will be assessed and evaluated via examinations, rigorous research papers, and projects as assigned via program coursework. Faculty members responsible for these courses will meet annually to assess and potentially recalibrate assignments and course content into appropriate accordance with certificate learning goals and professional standards.

**D. Flexibility; opportunity for electives**

All students must select an elective course from the approved course list (see Appendix B) or propose another course addressing social equity and inclusion education. This elective substitution must be approved by the graduate certificate's designated advisor.

**E. Length of program compared to similar programs**

This program conforms to the 12 credit-hour standard for Graduate Certificates at The Ohio State University (as described in Section 8.3.3 of the Graduate School Handbook). As such, the program of study can be completed within four or fewer semesters of active progress.

**F. Input from outside groups**

The proposing faculty in Educational Studies (EDUCST) have sought input from colleagues from other programs within the Department of Educational Studies, including Colette Dollarhide

(Counselor Education), Donna Ford (Special Education), Anne Allen (Educational Policy), Stephen Quaye (Higher Education and Student Affairs), and Winston Thompson (Philosophy and History of Education). These colleagues have expressed enthusiasm for the new certification and interest in offering appropriate elective courses (See Appendix B). The department was consulted in broad faculty meetings and there was consensus around creation of the certificate.

#### **G. Exit Criteria**

Successful completion of this certificate program requires:

- Completion of all coursework (See Appendix A)
- A cumulative graduate GPA of at least a 3.0
- That at least 50% of the credit hours required for this certificate must be unique to the certificate and cannot be used toward any other graduate program.

## **2. Adequate Enrollment**

### **A. Projected enrollment (include justification for estimate)**

With recent public events surrounding the deaths of numerous Black citizens and the lack of judicial system response, this topic will be the focus for many students. While a majority of students will come from the programs in Educational Studies, we will also welcome students from other disciplines in the university. Electives will be constituted from other Educational Studies programs, so Ed Studies students will have a “head start”. We estimate that we will have 20 students per course.

### **B. Goals of enrollees**

Students enrolled in this program will study historically contextualized social equity and inclusion educational institutions, from K-16, and in other organizations relevant to the students (for example, clinical settings relevant for clinical counseling students). This curriculum already exists in many Ed Studies programs, but this will allow students to pull this information together in an explicit manner that will push their thinking forward about social justice and social equity and inclusion our society.

### **C. Opportunities for graduates**

The target audience for this 3.A certificate is:

- Any graduate student in the College of Education and Human Ecology (EHE) [3.A], and
- Any graduate student within OSU who might be interested in a focused complementary study of social equity and inclusion the educational context (obvious candidates might include students from the College of Arts and Science, John Glenn College of Public Affairs, Moritz College of Law, College of Public Health, College of Social Work, etc.) [3.A].

For students in this program, a certificate of this nature will enable them to document their expanded understanding and skillset that addresses important and timely social issues. There are multiple districts, for example, who have hired diversity officers for their schools. While this is laudable, there is concern about qualifications for professionals in this area. With this certificate, graduates will be able to document their focused study in this area.

**D. Minimum requirements to undertake program of study; admissions policy**

This graduate certificate program will be open to students according to the criteria for the stand-alone certificate.

- Stand-alone: Prospective students who are not currently enrolled in a graduate program of study at The Ohio State University may directly apply to the Graduate School for study within this stand-alone graduate certificate program. All admitted students must meet the minimum admissions requirements of the Graduate School.

**3. Sufficient Resources****A. Adequacy and availability of faculty and staff**

The Department of Educational Studies is currently well suited to offer all required courses. Elective courses can be offered by participating colleagues/programs within the department (See Appendix B). The graduate certificate program requires no additional staff and/or facilities.

**B. Projected resource needs and plans to meet those needs**

No additional resources are needed at this time and all courses are currently offered.

**4. Justifiable Expenses****A. Additional Faculty**

No additional faculty are needed at this time.

**B. Additional Courses or Deletions**

- Currently, no plans exist for the addition or deletion of Department of Educational Studies courses.
- Should programs/units wish to have additional courses included on the list of approved elective courses (see Appendix B), formal submissions will be reviewed by Department of Educational Studies faculty, in accordance with the criteria below.  
Submissions for potential 'approved elective course' status must include:
  - A full syllabus (i.e., course description, materials, assignments, etc.)
  - A rationale (no more than 1 page in length) for the course's inclusion
- Should a student wish to have a course included within their certificate study, this request will be internally treated as a special petition, considered by the Department of Educational Studies faculty. Students will be required to provide in advance of course enrollment:
  - A full syllabus (i.e., course description, materials, assignments, etc.)
  - A rationale for the course's appropriateness, relative to student aims

**C. Necessary Budget Adjustments**

No budgetary adjustments are needed at this time.

**D. Available and Anticipated Funding**

No changes to funding are anticipated at this time.

**5. Adequate Demand****A. Evidence of Sufficient Demand**

The subject of antiracist education has never been anything less than essential within those contexts marked by enduring patterns of explicit and implicit interpersonal and systemic racism<sup>[1]</sup>. The context of 2020, especially in the wake of major calls for racial justice following the killing of George Floyd and too many others, has brought this fact to widespread public consciousness. Now, perhaps more than ever, socially responsible collegiate students are searching for ways in which they might join that larger moral project of racial healing<sup>[2]</sup>. Stated plainly, the demand for this certificate manifests in the fact that professional preparation and academic programs must clearly identify their sustained commitment to equipping their graduates with the resources necessary for engaged and thoughtful antiracist work. Given the lifespan reach and deeply personal impact of the fields represented within the Department of Educational Studies, it is especially important for this unit to designate a package of its courses that meaningfully contribute to those vital aims. As universities across the U.S. and beyond recognize their own need for antiracist resources in their educational activities, it is wholly appropriate that the educational units reflect these commitments to their students<sup>[3]</sup>.

**B. Duration of Demand**

Education professionals are likely to increasingly view antiracist education as a prerequisite for socially responsible professional work. As graduates of the certificate program report to colleagues on their experiences of study, we expect interest to continue to grow.

**C. Ability of Other Programs to Meet Demand**

No other certificate program at Ohio State provides a focused and systematic opportunity for the study of antiracism in educational professional contexts. Given the uniquely interdisciplinary faculty composition of the Educational Studies department, no other unit is as well-qualified to offer a collection of courses with both foundational disciplinary and practical/professional focus.

**6. Competitiveness with Other Institutions and Limited Overlap within University****A. Overlap with other Programs and Departments**

A relatively small number of individual courses within the college have a significant antiracist component in their syllabus. We anticipate that these will be included either on the approved electives list (See Appendix B) or the basis of an *ad hoc* petition (see above, 4.B.iii).

**B. Duplication of Effort by Other Areas in the University, Another University/School**

There is no local duplication of our specific offering for Ohio State students. At present, no other certificates programs on campus offer the content focus (i.e., an explicitly and exclusively antiracist preparation for educational professionals) we propose.

**C. Similar Programs at Other Universities in Ohio or US and Their Level of Success**

At present, we expect that other peer institutions are expanding their antiracist educational offerings (see above, 5A). Though we anticipate that these will be successful as measured by student enrollment, we are more directly focused on the substantive social impact that our already-offered courses collected in this certificate program might have on the professional preparation of our graduates.

**7. Other Considerations****A. Date Proposed Certificate to Become Effective**

Given that all courses are currently offered, the certificate could be active as early as Fall 2021.

**B. Previous Submittals of the Same or Similar Program Proposal**

To our knowledge, no similar proposal has been submitted at a previous time.

<sup>[1]</sup> See Torres, C. (2020). All Students Need Anti-racist Education. Available at: <https://www.tolerance.org/magazine/all-students-need-antiracism-education>; Singh, A. (2019) *The Racial Healing Handbook: Practical Activities to Help You Challenge Privilege, Confront Systemic Racism, and Engage in Collective Healing*. New Harbinger Publications.

<sup>[2]</sup> Superville, D. (2020). Principals need help building antiracist schools. *Education Week*. Available at: <https://www.edweek.org/ew/articles/2020/09/23/principals-need-help-building-anti-racist-schools.html>; Ridgeway, K. (2020). Before We Can Have Anti-Racist Classrooms, Teacher Preparation Needs an Overhaul. *Education Week*. Available at: <https://www.edweek.org/ew/articles/2020/09/23/before-we-can-have-anti-racist-classrooms-teacher.html>

<sup>[3]</sup> See Oputo, E. (2020). Temple invests more than \$1 million in anti-racism education and programming. Available at: <https://news.temple.edu/news/2020-10-14/temple-invests-more-1-million-anti-racism-education-and-programming>; Alonge, T. (2020). Medical schools, it's time to get real about becoming anti-racist. *Association on American Medical Colleges*. Available at: <https://www.aamc.org/news-insights/medical-schools-it-s-time-get-real-about-becoming-anti-racist>

## **Appendix A: Required Core Courses**

### **ESPHE 5440: Philosophical Perspectives on Race, Education, and Citizenship**

#### **Description:**

This course in philosophy of education presents its participants with a unique opportunity to engage in a close study of race and education within a political context. It takes seriously the large body of scholarship in philosophy that suggests that race functions within, across, and through political institutions to confer dis/advantage of various sorts. This course will focus on the educational consequences of this idea, carefully investigating some of the underlying claims, implications, and normative obligations that accompany them.

This course will allow participants to pursue many of the philosophical questions that rest at the intersection of race and education. Among these are the following: Does education play a specific role in racialized patterns of benefit and detriment? What role does race play in our understanding of educational policy and practice? How does race affect our understanding of “education for citizenship” and the formation of character more generally? How contextual (i.e., geographical, temporal, etc.) ought an understanding of race and education be? Does a philosophical study of race and citizenship offer any clarity regarding other subjects and their impact on education? How, if at all, does race intersect with other identity categories (gender, class, sexuality, etc.) in educationally significant ways? Does race present special challenges to abiding concerns of justice in our society?

### **ESSPED 5777 Cultural Diversity in American Education**

#### **Description:**

This course focuses on cultural diversity/differences and the ways in which culture (related extensively to race and ethnicity) has been and continues to be defined and addressed in the American educational system (P-12 primarily, with attention to higher education). The fundamental course focus is the achievement gap (which has many other names, such as expectation and opportunity gap) – the considerably lower achievement of Black and Latino/ students compared to White and Asian students.

Terminology notwithstanding, the gap(s) refers to inequities in educational/academic settings along racial/ethnic lines. *The majority of the class content s focuses on the educational status of Black students, followed by Hispanic/Latino students, as they are experiencing the least amount of success in U.S. educational (social and vocational) settings. Some topics, where relevant, focus on Native American and Asian students, especially relative to work couched under the ‘model minority’ stereotype and paradigm. Note that the course is about the U.S. not international education, per course title.*

An interdisciplinary perspective guides the course, with an intentional emphasis on educational, historical, contemporary, social, psychological, and anthropological/cultural literature, models, paradigms, theories, and research. The course examines and interrogates how the U.S. educational

system's norms, beliefs, assumptions, and practices/actions about culture (race, ethnicity, as well as income and class, ability, skills, and language) influence access, opportunities, and the educational outcomes of culturally different students in the U.S. A primary objective is to link analyses of the aforementioned contexts and associated issues to the conceptualization and, ideally, realization of an equitable and culturally responsive educational system.

The course is designed to develop and enhance students' cognitive, affective, behavioral, and crosscultural/ multicultural development and competence. Students will develop a philosophically, conceptually, and theoretically based understanding of and respect for cultural diversity *and* differences in the American educational system, with much of this informed by larger social contemporary issues.

Course topics have been selected and organized to give students access to multiple views on the issues and topics. Thus, students are expected to engage in a critical reading, analysis, and synthesis of materials. The course emphasizes an introspective, self-reflective stance to facilitate awareness about personal and professional beliefs, assumptions, perspectives, values, and actions regarding culture among racially/ethnically different students.

The course covers four major areas/rings that influence achievement, all grounded in culture based on race/ethnicity: (1) social/community factors; (2) school factors; (3) family factors; and (4) personal/individual factors (see figure below). For each of these factors, we study models, paradigms, theories, and studies, along with implications of the reviewed scholarship relative to developing a culturally responsive educational system. Course activities, materials, discussions, and assignments are designed to be seamless – to avoid compartmentalizing or touring of topics and cultural groups (e.g., race, ethnicity, social class, gender, and language). Thus, although the course focuses more explicitly on one aspect in a given week, we will strive to understand the interconnectedness/integration of cultural dimensions in all course topics, readings, discussions, videos, and activities.

## **Appendix B: Approved Elective Courses**

### **ESCE 7741: MULTICULTURAL COUNSELING**

This course will provide an opportunity to reflect on the messages, both positive and negative, that we have internalized about other groups. Upon this reflection, students will be challenged to make new decisions about current and future behaviors and attitudes in an effort to bring behaviors and attitudes into congruence with professional standards. While we cannot be held accountable for messages embedded in our past, we can and must be held accountable for current and future responses to events in contemporary living and practice. Students will be exposed to current issues in broad diversity constructs: culture, national origin, language, physical appearance and ability, sexual orientation, faith traditions, etc. Note: This class is designed to foster a social justice advocacy approach to counseling persons of diverse identity constructs, so you will not only be learning about diversity, but you will be challenged to do something about prejudice, racism, and bias in our society.

#### Topics:

- Multicultural and pluralistic trends, including characteristics and concerns related to help-seeking
- The nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body
- Theories of identity development; Attitudes, beliefs, understandings, and acculturative experiences
- Systemic perspectives in the social justice mandate to address systemic oppression in individual, proximal, and distal systems
- Counselors'/Helpers' roles in promoting social justice through advocacy and conflict resolution
- Cultural self-awareness

### **ESHESA XXXX: INTERSECTIONALITY IN HIGHER EDUCATION**

This course is an essential course for graduate students who will conduct research on individual, social, and organizational diversity in higher education. There is an increasing need for educational research to address the role of multiple social identities simultaneously (for example, gender, race, and class) in affecting equity in educational outcomes. An intersectional perspective recognizes that individuals can simultaneously hold marginalized and privileged social identities (e.g., race, ethnicity, gender, class, college graduate). Social and organizational identities play out in broader systems of domination and oppression, including sexism and racism. We will examine literature on the saliency of multiple sociodemographic and higher education organizational identities, and address the implications of this literature for framing research on diverse student groups and institutional types in the US (e.g., students of color, Minority Serving Institutions, community colleges). Emergent research on Latino college students will be examined as a case study to explore how intersectionality can be applied to study postsecondary experiences, outcomes, and institutions. Following an intersectional perspective, the course will offer flexibility for students to pursue their interests related to other social and organizational identities than those listed in the syllabus.

Students in this course will have the opportunity to:

- Synthesize research literature on intersectionality as it relates to individual and organizational identities.
- Frame how intersectionality affects postsecondary students' experiences and outcomes and/or the experiences of postsecondary organizations.
- Relate theory and research from multiple social science disciplines, including sociology, feminist studies, and psychology.
- Evaluate different approaches to studying the role of individual and organizational identities.
- Examine various methods to apply an intersectionality in empirical work.
- Explore how an intersectionality framework can inform practice
- Apply intersectionality to develop a theoretical and/or empirical inquiry.

### **ESHESA XXXX: FACILITATING INTERGROUP DIALOGUES IN HIGHER EDUCATION**

This course is based on the intergroup dialogue model where two facilitators of differing social identities facilitate dialogue about critical issues relating to social identities (e.g., race, class, gender). I believe strongly in the power of dialogue to help make change in the world as people grapple with complex, adaptive issues. During this course, we will learn about the intergroup dialogue model and practice a number of different tools to facilitate dialogues. However, I know that in your professional career, you will not be consistently facilitating formal, structured intergroup dialogues.

Consequently, a goal of this course is to consider how to apply the skills and practices associated with dialogue to various settings within student affairs, such as one-on-one meetings with students, staff meetings, and teaching courses. Consistent with this goal, I have worked to draw on readings from a variety of sources and to include assignments that enable you to apply these principles to create change in the university setting.

### **ESHESA 7850: CRITICAL RACE THEORY IN HIGHER EDUCATION**

Critical Race Theory (CRT) in Higher Education is intended to explore the history and development of CRT over time, attending to how CRT can be (and has been) applied and used to address issues of structural injustice and inequality in American society and higher education specifically. This seminar was designed to provide an in-depth exploration of CRT, including its strengths and limitations, as an analytical framework for epistemological, methodological, and pedagogical approaches to the study of inequities in higher education.

#### **Objectives**

The course will provide a theoretical and empirical foundation that will help students understand race as a social, political, and cultural construct and racism as a complex system of oppression that goes beyond individual interactions. Practical problems in education will be presented with an emphasis on postsecondary institutions and with the goal of understanding racial disparities in success and outcomes.

In this exploration we will address several questions to guide our inquiry into CRT:

- What is race? What is racism? What is the relationship between race and racism? • What's the role of race

and racism in higher education?

- How does race and racism impact college access, experiences, and successful outcomes?
- What is critical race theory? How is CRT defined and what are its central tenets?
- How has it been (and should it be) employed in higher education research?

As part of this process we will:

- Explore the historical development of CRT from Critical Legal Studies (CLS) and move through its contemporary nuances.
- Expose the ideological construction of race and higher education in the U.S.
- Grapple with the challenges surrounding the inclusion of multiple voices and perspectives in the complex intersections among race, gender, class, sexual orientation, and (dis)ability.
- Engage “offshoots” of CRT including TribalCrit Theory, LatCrit Theory, AsianCrit, and Critical Whiteness Studies

## CERTIFICATE IN SOCIAL EQUITY AND INCLUSION IN EDUCATION

Name of Student: \_\_\_\_\_

Start Date: \_\_\_\_\_

Completion Date: \_\_\_\_\_

B or Better in all courses

Expedited

| Semester 1 | Semester 2      |
|------------|-----------------|
| ESPHE 5440 | Elective Course |
| SPPED 5777 | Elective Course |

Expanded

| Semester 1      | Semester 2      |
|-----------------|-----------------|
| ESPHE 5440      | SPPED 5777      |
|                 |                 |
| Semester 3      | Semester 4      |
| Elective Course | Elective Course |

Name of Faculty Advisor: \_\_\_\_\_ Date: \_\_\_\_\_