

The SEJ minor is structured in a way that makes assessment difficult. There is no introductory class and no capstone. The classes that construct the minor are from various majors that have various program goals.

With that said, there is intention behind the structure of the major and the description of the major provides insight into the minor's goals.

Goals of the minor:

- 1) To provide students with a broad understanding of issues under the term "social justice"
- 2) To provide students with critical knowledge that will allow them to recognize structural inequalities
- 3) To provide students with some understanding of how to end structural inequalities
- 4) To provide students with an understanding of the similarities between diverse struggles against structural inequalities
- 5) To provide students with the knowledge that alliances are important
- 6) To provide students with hands-on experience with social justice organizations or experience applying organizing theory to real-life situations

Outcomes: How will student meet these goals?

- 1) Students will successfully complete two courses from two categories of social justice classes (Global Justice, Social Justice, Environmental Justice, Economic Justice).
 - a. This exposes them to at least two general issues within the general frame of "social justice."
 - b. Taking two courses within the those general categories allows some diversity and depth within those categories.
 - c. All classes within these categories deal intrinsically with structural inequalities.
 - d. It is assumed that introduction to the structural inequalities is enough to provoke thought on ending these injustices. Assessment of the degree to which each class deals directly with solutions needs to be done.
 - e. Similarly, it is assumed that exposure to two general issues will create thought on similarities between struggles. Assessment needs to be done on the degree that each class deals with such similarities, and the need for alliance or coalition building.
- 2) Students are required to take an internship that deals with social justice. This is where the hands-on Goal #6 plays into it. Students have a variety of experiences with their internships, from helping to organize the Activism Symposium to working at an organization that works for social justice organization.
- 3) Students are required to take the Introduction to Community Organizing class SEJ 250. This class helps them to plan action and build an activist organization.

Some thoughts/Comments/Future Plans:

In the past, Activism Symposium was overseen by a faculty member who helped students build an alliance or a coalition of various minded activists in efforts to organize the event. Since the event has been overseen by a member of the DOS staff, the teaching moments have been lost in favor of a get-it done attitude. Therefore, there is less of a diversity of students organizing the event, less of a need to talk about issues their connections and importance. It has become more of an internship about event planning than a practicum on social justice. I'd like to return budget and organizing efforts to a faculty member. Perhaps providing internship credits is not as effective as holding a 1 or 2 credit course 7 week course both in the late fall and the early spring would be more effective.

The coordinator should gather syllabi to make judgments regarding the fit of the classes to the minor. A re-examination of the curriculum of the minor might be in order given the new minors now in existence.

The existence of an Intro course would help the minor create a site for assessment, as would a "capstone" class. However, the number of students in the minor might not warrant such a class.