

Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum

Institution Submitting Request: *University of Utah*
 Proposed Title: *Undergraduate Certificate in Social Justice Advocacy*
 Currently Approved Title: *n/a*
 School or Division or Location: *College of Social Work,*
 Department(s) or Area(s) Location: *Bachelor of Social Work*
 Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs): *44.07*
 Current Classification of Instructional Programs (CIP) Code (for existing programs): *n/a*
 Proposed Beginning Date (for new programs): *08/20/2014*
 Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items	
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>	
SECTION NO.	ITEM
5.1.1 <input type="checkbox"/>	Minor*
5.1.2 <input type="checkbox"/>	Emphasis*
5.2.1 <input checked="" type="checkbox"/>	(CER P) Certificate of Proficiency*
5.2.3 <input type="checkbox"/>	(GCR) Graduate Certificate*
5.4.1	<input type="checkbox"/> New Administrative Unit
	<input type="checkbox"/> Administrative Unit Transfer
	<input type="checkbox"/> Administrative Unit Restructure
	<input type="checkbox"/> Administrative Unit Consolidation
5.4.2 <input type="checkbox"/>	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3	<input type="checkbox"/> New Center
	<input type="checkbox"/> New Institute
	<input type="checkbox"/> New Bureau
5.5.1 <input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2	<input type="checkbox"/> Program Transfer
	<input type="checkbox"/> Program Restructure
	<input type="checkbox"/> Program Consolidation
5.5.3 <input type="checkbox"/>	Name Change of Existing Programs
5.5.4	<input type="checkbox"/> Program Discontinuation
	<input type="checkbox"/> Program Suspension
5.5.5	<input type="checkbox"/> Reinstatement of Previously Suspended Program
	<input type="checkbox"/> Reinstatement of Previously Suspended Administrative Unit

**Requires "Section V: Program Curriculum" of Abbreviated Template*

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature

Date:

Printed Name:

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

Program Request - Abbreviated Template
University of Utah College of Social Work
Undergraduate Certificate in Social Justice Advocacy
03/14/2014

Section I: Request

The University of Utah has an admirable record of requiring a diversity course for completion of an undergraduate degree. The courses are widely available and, many times, are relevant and pertinent to the student's major, minor, and/or interests. Many students attest to the importance of the inclusion of these courses in any and every major. However, knowing is not enough; there must also be advocacy and action. Students, upon completing a diversity class, wonder what they can do with this new-found consciousness and knowledge.

On March 3, 2014, the University of Utah College of Social Work College Council voted unanimously to support the Undergraduate Certificate in Social Justice Advocacy. The comments from faculty were indicative of the importance the College places on this initiative.

Section II: Need

Undergraduate Studies data show that 12 students (out of 31) in the last six years have put together majors that focus on social justice through the Bachelor of University Studies program. This is 39% of University Studies majors. These majors incorporate many classes that focus on diversity, indicating a deep interest and commitment to understanding the complex dynamics of oppression and privilege in societies. A certificate that focuses on how one can advocate for action and change can be useful and effective.

Every discipline and profession can incorporate an advocacy piece to their mission goals. Every individual can advocate in her or his everyday life. There is a need to have options, knowledge, and models that help individuals feel knowledgeable, comfortable, and able to do so. An interdisciplinary approach and curriculum are vital and can be offered and implemented through this certificate.

Section III: Institutional Impact

This certificate in social justice advocacy would include several approaches through multidisciplinary coursework. This would give students, our future professionals, a broad range of knowledge and options in how to strive for and achieve equity and change. Because we are becoming more global in our interactions and more and more diverse in society, there are tensions, fears, and a desire to maintain the status quo, and there can be no social justice without action. This certificate will give individuals an education that focuses on the opportunities to use a combination of multiple approaches to get to change and social justice. This provides the individual with varying degrees of skills where one feels competent and able to actively address the issues of inequality and change.

Section IV: Finances

The impact on existing programs may be increased enrollments in the various classes proposed for the certificate. The focus on advocacy can also reinforce and enhance the University of Utah's commitment to diversity, multiculturalism, and education that benefits society. Any student credit hour (SCH) income will remain in the department through which the courses are offered.

Section V: Program Curriculum

*****THIS SECTION OF THE TEMPLATE REQUIRED FOR EMPHASES, MINORS, AND CERTIFICATES ONLY*****

All Program Courses (with New Courses in Bold)

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences) The total number of courses shown and credit hours should match the required number of credits to be awarded the degree. Use the following format. (Remove these descriptive italics after completing this section of the template.)

Course Prefix and Number	Title	Credit Hours
Required Courses	SW 3550 - Social Diversity and Cultural Understanding (DV)	4
	GNDR 3570 - Finding Out: An Introduction to LGBTQ Studies	3
	POLS 3700 - Urban Politics	3
	POLS 5324 - Disability Studies	3
	SW 5535 - Social Justice Advocacy Skills and Techniques	3
Sub-Total		16
Elective Courses	SW 3564 – Native Americans in Modern Society: Implications for Social Policy OR SW 3720 – Immigration & Resettlement: Interdisciplinary & Community OR SW 4100 – Global Community Based Research (IR)	3
	Comm 3030 – Communication and Social Responsibility (CW) (HE) OR Comm 3330 – Negotiation and Interviewing	3
	Comm 3140 – Dangerous Liaisons in Relationships & Organizations OR Comm 3170 – Introcution to Organizational Communication OR Comm 5150 – Dialogue and Cultural Studies OR Comm 5200 – Persuasion and Political Communication	3
Sub-Total		9
Track/Options (if applicable)		
Sub-Total		n/a
Total Number of Credits		25

Program Schedule

Fall or Spring Semesters

SW 3550 (4) Social Diversity and Cultural Understanding - fulfills University Diversity Requirement

This course explores the many different definitions of diversity and the different realities and impact of how diversity functions in the United States. It will explore how certain individuals, groups, and communities in the United States have experienced unique social, economic, and political subordination relative to the institutional frameworks of the dominant majority. Consistent with the social justice traditions of the social work profession, this course will look at the ways in which practitioners seek to deal with the abuses experienced by individuals and families and to ensure that all individuals have an equal opportunity to develop and prosper free of discrimination, oppression, privilege, victimization, and exploitation. Additionally, this course will examine the adaptive capabilities and strengths of exploitation and the adaptive capabilities and strengths of marginalized groups and how such capabilities and strengths can be used in effective social work practice. While this course has a social work focus, it can be useful for any individual.

Fall or Spring Semesters

SW 3564 (3) Native Americans in Modern Society: Implications for Social Policy - fulfills University Diversity Requirement

Develops understanding and awareness of social service needs, policies, and programs related to American Indians. Covers cultural, traditional, and modern day issues impacting individuals, families, communities, and tribal groups.

OR

SW 3720 (3) Immigration & Resettlement: Interdisciplinary & Community - fulfills University Diversity Requirement

This course is designed to promote an understanding of the differences and similarities in the scope of practice of professionals from a variety of healthcare and social service disciplines and how the skills of each can be integrated into effective community-based work with immigrants and former refugees resettling in a Western society. Students will increase their cultural awareness of themselves and others by examining the experiences of people who arrived in the U.S. as immigrants or refugees from a wide range of countries and will gain an understanding of belief systems, values, world views, and the healthcare practices of people from cultures different than their own.

OR

SW 4100 (3) Global Community Based Research – fulfills University International Requirement

Teaches the necessary skills in preparing students to conduct community-based research in developing countries using participatory monitoring and evaluating techniques. The techniques used focus on working collaboratively with local program/organization stakeholders and participants to identify areas of concern that can be answered by research. The course will provide students with the structure to understand and co-create an evaluation process that is mutually beneficial to all involved entities.

Fall or Spring Semesters

Comm 3030 (3) Communication and Social Responsibility – fulfills Communication/Writing & Humanities Exploration

This course focuses on applying critical thinking to a series of contemporary social issues, regularly developing positions on social issues in writing and speech, and increasing sensitivity to the role of language in understanding and action.

OR

Comm 3330 (3) Negotiation and Interviewing

This course examines the role of communication in decision-making process of negotiation and bargaining. Emphasis on functions of communication in resolving conflicts through bargaining. Interviewing methods.

Fall and/or Spring Semesters

Comm 3140 (3) Dangerous Liaisons in Relationships & Organizations

An introduction to interpersonal and organizational communication with an emphasis on the scenarios of trouble.

OR

Comm 3170 (3) Introduction to Organizational Communication

Contemporary theory and intellectual traditions applied to the study of organizations and the role of organizations in society and cultural practices.

OR

Comm 5150 (3) Dialogue and Cultural Studies

This course describes and analyzes how conversation sustains a sense of social reality.

OR

Comm 5200 (3) Persuasion and Political Communication

Theory and practice in modern persuasion situations, with emphasis on teaching students to become critical consumers of persuasive messages.

Spring Semesters

GNDR 3570 – Finding Out: An Introduction to LGBTQ Studies

This is a survey class working with the ways that LGBTQ people have been represented, and have represented themselves, in a variety of fields including history, politics, media, literature, the arts, and sciences. As such, much attention will be paid to critical readings of stories and theories that introduce, shape, and push LGBTQ studies as a field.

Fall and/or Spring Semesters

POLS 3700 (3) Urban Politics

This course explores different theories of political power in U.S. Cities. It examines the roles of officials (elected and appointed), political parties, neighborhood organizations, elites, interest and ethnic groups, as well as external forces on the city. What is the promise and reality of democracy and freedom in city settings? Does the city negotiate challenges of diversity better than other forms of political community?

Spring Semesters

POLS 5324 (3) Disability Studies

This course provides an overview of the significance of disability in society and culture by viewing it from various perspectives. The course will explore the theories and models that examine health, economic, social, political, and cultural factors that define disability and influence personal and collective responses to disability. Students will participate in a service-learning project that will help to integrate key concepts from the course and their own disciplines.

Summer Semesters

SW 5535 Social Justice Advocacy Skills and Techniques (3) – new proposed capstone course

Advocacy Training provides the tools for people to start engaging in the advocacy process, and is thus designed to: inform a diverse audience of potential advocates about advocacy and its methods; build some basic skills in advocacy; increase the use of available data to inform the advocacy process; give confidence to those who are embarking on advocacy efforts; and encourage the democratic process by providing people with the skills to make their voices heard. The culmination of this class would be the ability to build a toolkit of advocacy, which would be a useful template for future advocacy. Many different techniques and training will be used as examples of advocacy. Three are listed below.

Through a certified trainer in Antidiscrimination Response Training (A.R.T.), students will receive certificates in A.R.T. upon completion of this training within this course. The Antidiscrimination Response Training (A.R.T.) Program was developed by Dr. Ishu Ishiyama of the University of British Columbia. It uses a witness-centered approach to prejudice reduction and anti-discrimination education and an experiential learning format in a group context. This approach is based on Dr. Ishiyama's active witnessing model. It incorporates social learning theory, social skills training, sociocultural competency expansion models, group-based experiential learning models, and moral development theory. The conceptual model of active witnessing consists of the following four levels: (a) dis-witnessing, (b) passive witnessing, (c) active witnessing, and (d) ethical witnessing with social action. While common multicultural awareness training helps people move from the first level to the second, the A.R.T. Program aims at helping them move to the third and fourth levels.

Safe Zone Training strives to create an atmosphere of inclusion for lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) individuals on our campus and in the surrounding community. The program raises visibility and promotes ally building through: 1) Education of individuals on LGBTQ+ issues relating to gender and sexuality, and how one may intervene when they witness discrimination. 2) Creating visibility of people who can provide resources to LGBTQ+ community members and their allies. 3) Creating a safe environment on campus and in the community free from transphobia, homophobia, heterosexism, and cisgender bias.

The Critical Consciousness for Children program is a way to develop critical thinking skills in the issues of diversity for children. Few children will be untouched by the increasing diversity of our world. If they are not prepared for this, if we fail to prepare them for this, then they will be ill-equipped to deal positively with opportunities that diversity offers or the problems that it can pose, not only in the classroom, but in neighborhoods, communities, and the workplace. Society can become more productive and less disruptive when issues of diversity are honestly addressed.

Assessment:

The program will be reviewed annually by the College of Social Work Diversity Coordinator and the College of Social Bachelor of Social Work (BSW) director. A report will include:

1. Number of students enrolled each year.
2. Number of matriculated/non-matriculated students.
3. Summary of credentials and academic records (e.g., GPA) of enrolled students.
4. Number of certificates awarded by year.
5. Student and peer evaluations of courses.
6. Exit interviews of graduates of the certificate program.

Student Advisement:

The College of Social Work will host and coordinate this certificate, advise students, and communicate with administrative offices. The Diversity Coordinator for the College of Social Work will be responsible for carrying out the above directives, working with collaborators from Undergraduate Studies and the departments of Political Science, Communication, and Gender Studies.

Irene Maya Ota is the current Diversity Coordinator. She has a B.A. in Cultural Anthropology, an MPA, and is currently a Ph.D. candidate in the Department of Education, Culture, and Society. She is one of 13 certified Antidiscrimination Response Training facilitators in the United States—trained by Dr. Ishu Ishiyama.

There will be an advisor/collaborator from Undergraduate Studies and the departments of Political Science, Communication, and Gender Studies.

Budget:

A majority of the classes are already taught and will not need funding. The one newly proposed course will be taught by the College of Social Work Diversity Coordinator as part of his/her duties.

Library Resources:

The University of Utah Marriott Library has sufficient resources to support this certificate program.

Student Eligibility and Admission*Undergraduate Students*

1. Must meet the following minimum requirements:
 - Matriculated University of Utah undergraduate student with Sophomore class status.
 - Minimum 2.5 GPA

All students must maintain at least an overall 3.0 GPA in the courses required for the certificate in order to receive the certificate. Documentation of completion of coursework with grades should be submitted to the certificate director.



March 4, 2014

Irene M. Ota
Diversity Coordinator
College of Social Work
University of Utah
395 S. 1500 E.
Salt Lake city, UT 84112

Dear Irene:

As you know from yesterday's College Council meeting, we wholeheartedly support your proposal for a Social Justice Advocacy Certificate. The vote was unanimous, and the comments from faculty were indicative of the importance we place on this initiative. You are to be commended for your concise proposal, which makes a strong and compelling case for how this undergraduate certificate will benefit students across campus.

University policy notes that "interdisciplinary undergraduate certificate programs are encouraged," and I am impressed with the colleges and departments that you are drawing into the Social Justice Advocacy Certificate. I am certain other deans and department chairs will be pleased to see that any SCH income will remain in the department through which the various courses are offered. But more important than the SCHs are the knowledge, values, and skills students will gain in promoting and achieving equity and social justice, for this will serve them well in whatever profession they enter upon graduating from the U.

The curriculum in your proposal is sound, drawing upon courses in Communication, Political Science, Gender Studies, and Social Work. I am particularly impressed with your proposed new capstone course, *Social Justice Advocacy Skills and Techniques*, which, as you note, will provide students with a "toolkit for advocacy." I also am gratified to see that, with your proposed 25 total credit hours, students who successfully complete the program, per University policy, will have the Social Justice Advocacy Certificate recorded on their U. of U. transcript.

You have my full support for your ongoing work on the certificate program, to include your coordination with other participating colleges and departments, as well as the advising role you will undertake. On behalf of the College, I congratulate you on a job well done! Please keep me informed as you move forward.

Sincerely,

Jannah Mather, Dean



March 5, 2014

To Whom It May Concern:

As the Director of Bachelor of Social Work (BSW) Program, I am pleased to write an enthusiastic letter of support for the Undergraduate Social Justice Advocacy Certificate. This certificate expands upon a foundational concentration within our department that would allow student to further develop their skills and knowledge. Social justice advocacy is an area that has received a lot of interest from students. Within the BSW Program, the number of sections offered by our department in this concentration has doubled in recent years.

This certificate will allow undergraduate students in the College of Social Work will be able to focus in this area as a specialization in the BSW degree. More importantly, the certificate will allow student to have their expertise recognized. The Undergraduate Social Justice Advocacy Certificate will demonstrate to potential employers and graduate schools that our students have gained a higher level of proficiency in this critical area. The certificate, as designed and administered by Irene Ota, will provide a recognizable stamp of achievement on a transcript for our students. Furthermore, we believe that formalizing this certificate will attract new students from across the campus, and encourage some of these students to continue on to obtain a BSW degree.

In summary, the Undergraduate Social Justice Advocacy Certificate is strongly supported by the faculty of both my department and the college, receiving unanimous support from the faculties at both administrative levels. The Undergraduate Social Justice Advocacy Certificate will help the U of U to better serve the needs of our students and agencies while building the reputation of our College of Social Work. Therefore, it is my strongest recommendation that this certificate be approved.

Sincerely,

Patrick Panos, PhD
Director, Bachelor of Social Work Program
University of Utah



February 24, 2014

Acting Dean Mark Bergstrom
College of Humanities
2100 LNCO
Campus

Dear Mark:

After consulting with fellow departmental administrators, I am pleased to support the Certificate in Social Justice Advocacy proposal. I am in agreement with the idea of the proposal. Moreover, the Department agrees to have our courses listed as courses that can help complete the certificate.

It would be helpful were the certificate advisors to give us enrollment estimates, so we can schedule our courses to meet any additional demand on them resulting from the certificate program.

Respectfully,

Kent A. Ono
Professor and Chair



February 27, 2014

Undergraduate Council
Sill Center
CAMPUS

Dear Council Members,

I am pleased to add my support to the proposal to establish a certificate in Social Justice Advocacy to be housed in the College of Social Work.

Social Justice Advocacy has become increasingly important in our society. Our students are preparing for careers where the ability to effectively communicate and use critical thinking skills is imperative. This certificate will make it possible for them to learn best practices, understand social justice issues, and better prepare them for an ever-changing world.

The College of Humanities has several existing classes that will be included in this program. I am confident that the proposed curriculum will provide students with an enriching interdisciplinary educational opportunity.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mark Bergstrom'.

Mark Bergstrom
Acting Dean, College of Humanities

MB/jd

February 27, 2014

Undergraduate Council
Sill Center
CAMPUS

Dear Council Members,

It is with great pleasure that I write to support the establishment of a certificate in Social Justice Advocacy.

This certificate will provide expanded opportunities for students in the College of Humanities and across campus to deepen their awareness of social justice issues and to pair this experience with their courses of study.

Our existing programs and classes are a natural fit for this certificate. I am confident that our students and faculty will gain a great deal through the opportunity to engage in interdisciplinary study from the perspective of social justice advocacy.

Sincerely,



Taunya Dressler
Assistant Dean for Undergraduate Affairs, College of Humanities

TD/jd



February 21, 2014

Ms. Irene M. Ota
228 Social Work Building
University of Utah

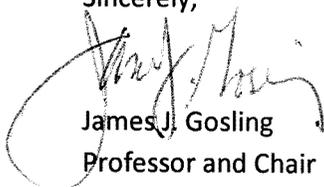
Dear Ms. Ota:

This letter provides notification that the Department of Political Science supports the inclusion of the following two courses as contributing to the College of Social Work's proposed Social Justice Advocacy certificate:

Political Science 3700 Urban Politics
Political Science 5324 Disability Studies

I understand that the Department of Political Science will be credited with the SCHs generated by these courses as part of the certificate.

Sincerely,



James J. Gosling
Professor and Chair

Cc: Dean Cynthia Berg, College of Social and Behavioral Science



College of Social and Behavioral Science

260 S Central Campus Drive, Room 205, Salt Lake City, UT 84112

Irene M. Ota
228 Social Work Building
Social Work

Dear Dr. Ota:

The College of Social and Behavioral Science supports the inclusion of the below courses in the Social Justice Advocacy certificate.

POLS 3700 Urban Politics
POLS 5324 Disability Studies

I understand that any SCHs accrued by registration would still be received in the department/college in which the class(es) are offered.

Sincerely,

Cynthia A. Berg
Interim Dean, College of Social and Behavioral Science
Professor of Psychology

To: Irene Maya Ota, College of Social Work Diversity Coordinator
From: Susie S. Porter, Director, Gender Studies Program

Re: Proposal for Undergraduate Social Justice Advocacy Certificate
Request for Letter of Endorsement

Date: February 20, 2014

I write to express support for the certificate in Social Justice Advocacy, which includes a course in Gender Studies. The course included in the proposal is offered on a yearly basis, and so students would be able to complete their certificate requirements in a timely manner. The proposal states that any SCH's accrued by registration would still be received in the department/college in which the class(es) are offered. This coincides with the arrangements the Gender Studies Program has with other programs. I think the certificate is a wonderful opportunity for students.

Sincerely,



Susie S. Porter

February 19, 2014

Irene Ota
Academic Program Manager/
Diversity Coordinator and Instructor
College of Social Work
CAMPUS

Dear Irene,

I am pleased to write this letter in support of the proposed Social Justice Advocacy Certificate Program within the College of Social Work in partnership with Gender Studies. I am excited that the program will be collaborating with various academic departments throughout the university as well as the community at large to provide students a well-rounded experience in social justice. I understand that the proposed certificate program will include an upper division three-credit hour course on Gender and Orientation. I also understand that any student credit hour (SCH) income will remain in the department through which the courses are offered.

The program you have developed is well-aligned with the University's commitment to diversity, and more specifically with the academic program goals of Gender and Ethnic Studies.

I am fully supportive of this certificate program and pledge the complete assistance and support of the Office for Equity and Diversity.

Sincerely,



Octavio Villalpando, Ph.D.
Associate Vice President for Equity and Diversity and
Professor of Educational Leadership and Policy

Additional Letters from
University of Utah Programs
and Utah Community.



February 24, 2014

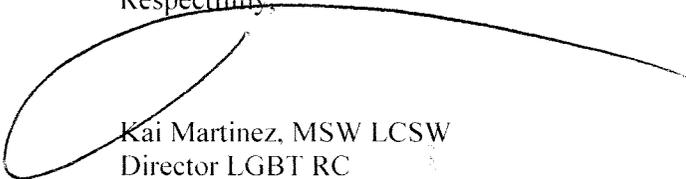
Dear University of Utah Undergraduate Council and the Academic Senate,

It is my immense pleasure to add the University of Utah LGBT Resource Center's endorsement to Irene Maya Ota's proposed "Social Justice Advocacy" certification program. The University of Utah has shown a commitment to including diversity and social justice among the requirements for achieving any undergraduate degree. Establishing the interdisciplinary social justice certification program that Professor Ota proposes would not only serve as a showcase of the knowledge that our students gain, but would also provide a tangible way for students to move beyond knowledge towards action and advocacy.

Social justice advocates know that it is important to explore multiple approaches and theoretical frameworks in order to develop one's own methods of synthesized activism. This program facilitates just that. I am impressed that the outlined courses include studies in Critical Race Theory (CRT), multicultural, intersectional approaches to Micro, Mezzo, and Macro work, Disability Theory, Queer Theory, Antidiscrimination Response Training (A.R.T.), and Critical Consciousness.

As you read through the details of Professor Ota's proposed "Social Justice Advocacy" certification program, I hope that you too will see how we can reinforce our dedication to our students' development as current and future social justice leaders. I am eager for the University of Utah to offer this certificate. Thank you.

Respectfully,



Kai Martinez, MSW LCSW
Director LGBT RC

Lesbian Gay Bisexual Transgender Resource Center
200 S. Central Campus Dr. # 409
Salt Lake City, Utah 84112
801-587-7973
Fax 801-587-5114
www.sa.utah.edu/lgbt



February 22, 2014

University of Utah
Undergraduate Council
Academic Senate
195 S. Central Campus Drive
Salt Lake City, UT 84112

To Whom It May Concern:

My name is Belinda 'Otukolo Saltiban and I am the Director of Diversity and Inclusion at the University of Utah. I was hired in July, 2013 to engage, support, and advance a living, learning, and working environment that fosters respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global community. In an effort to achieve this important mission, I have developed an anonymous online reporting system (RespectU) and I am also assessing the campus climate to understand its impact on students, and work towards creating a more inclusive environment.

When I assumed my current position, I recognized the growing necessity to engage in inter- and transdisciplinary approaches to address incidents of bias that target the identities of our diverse student-population. I believe that Irene's Social Justice Advocacy certificate will assist in facilitating the very important endeavor of raising awareness and providing students with tools and techniques to more effectively speak and act against expressions that tend to exclude and marginalize. Her proposed courses for this certificate include a curriculum that delves into issues of indigeneity, community building, social responsibility, dialogue and allyship—all of which are critical in an increasingly global community.

Please accept this letter in strong support of Irene Ota's proposal for a Certificate in Social Justice Advocacy. There is no doubt in my mind that Irene's curriculum and pedagogy will benefit students at the University of Utah. Her expertise in diversity and social justice issues will be invaluable in equipping students with tools to give voice to incidents of bias, a lens to critique and understand the complexities of diversity, and advocate for commitments to action that enact more inclusive spaces of living, learning, working on our campus.

Sincerely,

Belinda 'Otukolo Saltiban, Ph.D.
Director of Diversity and Inclusion
Undergraduate Studies
Student Affairs
University of Utah
200 S. Central Campus Drive, Rm. 270
Salt Lake City, UT 84112
Office: 801.585.5994

Office of Undergraduate Studies
195 South Central Campus Drive
Salt Lake City, Utah 84112-0511
(801) 581-3811
FAX (801) 585-3581



February 21, 2014

Irene Ota
Academic Program Manager/Diversity Coordinator and Instructor
College of Social Work
228 Social Work Building
University of Utah

To Whom It May Concern:

I am writing to express fervent support for the proposal developed by Irene Ota to develop a certificate program in Social Justice Advocacy. I agree unequivocally that opportunities to develop a deep and significant analysis of pervasive, structural inequality are challenging given existing course offerings for undergraduate students. A certification program that builds the personal capacity towards the application of an emerging social justice consciousness would greatly equip undergraduate students towards viable systems change work; and heighten our collective, social capital. Furthermore, this certification program addresses a key gap in understanding that we encounter in many professionals.

A social worker by training, *with clinical intentions*, I surprisingly found myself drawn to commit my social work values in the realm of community practice. Through the utilization of community-organizing models of change along with policy advocacy, based in strategic collaborations to shift power at the institutional level - meaningful movement work with intersectional understanding has unfolded. I wish I could say that educational opportunities or curriculum exposure from my studies at the University of Utah prepared me for this. However, the truth is I found the deeper analysis, strategies and exposure to critical social change models *after* graduating with a dual emphasis Masters Degree in Social Work from the University of Utah in 1997.

A certification program that builds a strong foundational analysis of oppression in undergraduate students along with functional understanding of the micro, mezzo and macro dynamics of social change is very exciting to think about. The potential impact on key policy issues in the areas of immigration, education, systemic equity and access and institutional non-discrimination practices in our community is significant as our state diversifies in many undeniable ways.

On behalf of the Utah Pride Center, I wholeheartedly support this proposal; along with our Executive Director. We believe that the outlined curriculum, combined with active learning requirements and application of content, will create viable roles for community change makers that will be enthusiastic in their pursuit of this certification. Please let us know additional ways that Utah Pride might support this amazing initiative as you move forward.

Sincerely,

A handwritten signature in black ink that reads "Yvonne Paul".

Yvonne Paul, MSW, CPC
Director of Policy and Programs,
Utah Pride Center

A handwritten signature in black ink that reads "Steven Ha".

Steven Ha
Executive Director,
Utah Pride Center