

PPS/MLK/ECL 807 Women, Leadership and Policy
2018 7A
July 1, 2018 to December 30, 2018

Instructor name: Nancy A. Boxill

Contact information: home/941 388-8754; cell/404 376-0052;
nancy.boxill@myunion.edu

Seminar Description

This seminar makes the assumption that our world might just stand still without the active participation and contributions of women who influence policies that shape our communities. The seminar probes the intersection and interaction between and among women, leadership and public policy. The seminar employs a gender lens through which students are asked to view examples of and opportunities for leadership; advocacy efforts that create public policy initiatives; and, the dynamic conversations about the participation of women in the framing and solving of social problems in the U.S. and abroad. Relying heavily on a “case study” approach, we will engage the ways in which women, well known and lesser known, historical and current, influence public policy in a variety of arenas, i.e. social welfare, health, arts, international affairs, and local government. The “case method” will allow seminar participants to consider the varied key actors, systems, circumstances, serendipitous and planned events that shape the path of women leaders and policy initiatives. The “case approach” allows seminar participants to use critical and evaluative processes in developing an understanding of women and particular challenges they may undertake.

Integration of Program Theme(s)

The moment in which an ordinary student in an ordinary classroom just about anywhere in the world is called upon by the teacher or asked a question by a peer, can be a moment of recognition, a time to stand out. It is there in that single point of time that all that one is - quickly sifts, culling forth the elements of self that others see and evaluate. Our exploration and evaluation of instances, patterns, paths and legacies of women who have stood out and have been engaged in naming and owning “half the sky” will cause us to tackle the doctoral program themes of ethics and social justice, engaging individual and cultural differences and creativity. Relying heavily on the case method as a mode of inquiry, we will each be pointed toward a clearer reflection of our own values, goals, and paths toward social change and social justice.

For instance, even fleeting thoughts about the speeches of Harriet Tubman (freedom fighter), the policy initiatives of Dr. Jocelyn Elders (former U.S. Surgeon General), the advocacy of Marie Wilson (founder of the White House Project), the strategic planning of the Grandmothers of the Plaza de Mayo (Argentina civil rights activists), and Jane Swift (former Governor of Massachusetts), cause critical thinking about our program themes. Embodied in each of the cases we evaluate are elements of theory – created, upheld, and debunked.

Shared understanding of the course material begins with shared language. We will therefore read about, think about and determine how we can speak about recognition, leadership and public policy in ways and terms that embrace the program themes, respect varied points of view, and most importantly, clearly communicate ideas.

Individualized Learning

There are two significant seminar assignments. Each is intended to reflect individual student interest. The major seminar paper is a case developed by the student. The subject of the case is the student's choice. The second seminar paper requires each student to integrate their interest and scholarship with selected reading. Details about these assignments are found in the Assignments Section of the Syllabus.

Learning Outcomes and Competencies

University Outcomes

Critical and Creative Thinking:

Uses multiple modes of disciplinary and interdisciplinary inquiry to explore ideas and issues from multiple perspectives.

Social and Global Perspectives:

Articulate a perspective on power in the world, and in ones' own place in the global community.

PhD Program Outcomes:

Demonstrate understanding of theories and practices of the creative process, engaging difference and social justice.

PhD Program Competencies:

1. Explains theories and practices of engaging difference and social justice.
2. Applies theories and practices of engaging difference and social justice.

Seminar Competencies:

1. Demonstrate ability to analyze complex approaches to public policy initiatives.
2. Demonstrate ability to evaluate strategies for achieving social justice.
3. Demonstrate ability to assess complex approaches to individual and group leadership.
4. Demonstrate ability to employ a gender lens.

Residency

July 1 - 8, 2018

Important Dates

Post-Residency: July 9 - 15, no written assignments (papers or discussion posts) due the week after Residency, but it is expected that students will remain actively engaged in course readings as required by the instructor.

Mid-Semester Break: No written assignments (papers or discussion posts) due September 10 - 16, but it is expected that students will remain actively engaged in course readings as required by the instructor.

Mid-Semester Residency (MSR):

- Workshops, Friday, September 21 @ 7 - 9 p.m. (eastern)
- Social Justice Presentation, Saturday, September 22 @ 11 a.m. - 1 p.m. (eastern)
- Concentration meetings, Saturday, September 22 @ 1:15 - 2:15 p.m. (eastern)
- Workshops, Sunday, September 23 @ 3 - 5 p.m. (eastern)

Important Due Dates:

- July 9 – 15 No assignments due the week after Residency
- August 1 Assignment 1: Submit Case Study Plan
- August 6 Individual Conference Day
- August 14 Session IV Concept Conversation
- August 21 Session IV Adobe Connect Class
- September 4 Assignment 2 (Part 1) – Submit Blog Posting to Web Page
- September 8 Assignment 2 (Part 1) – Submit Blog Responses
- September 6 – 16 Mid-Semester Break
- September 18 Session V Concept Conversation
- September 21 MSR Workshops
- September 22 MSR Social Justice Presentation
- September 22 MSR Concentration Meetings
- September 23 MSR Workshops
- September 25 Session V Adobe Connect Class
- October 23 Session VI Concept Conversation
- October 30 Session VI Adobe Connect Class
- November 8 Assignment 2 (Part 2) – Wikipedia Posting to Web Page
- November 13 Assignment 2 (Part 2) – Wikipedia Reactions Posted
- November 17 Circulate Case Summary/Outline
- November 23 Final Presentations
- November 27 Assignment 1: Major Paper Due
- December 1 Final Deadline for all Work

Assignment 1: Major Paper – Due November 27 (45%)

The Major Paper to be submitted for this course is the preparation of a complete Case Study. The subject of the case is the student’s choice and may be either a person, group or policy initiative. Each case should be submitted consistent with the format of the student’s area of concentration or with instructor’s approval of an alternate named format. Form does matter, so please do pay attention to the structure of your study. Of course content matters as well. You will want the reader to not only follow the story you tell, but to also understand the importance you have attributed to the subject of your case. It is important to contextualize the information you present. Remember to acknowledge what you have left out or not considered. You should carefully distinguish your personal perspective so that the reader is aware of the influence your thinking has on your reporting. This is best

done at the end of the study. The case study is expected to be no less than 20 pages. Case studies from this seminar will be compiled into a Case Book to be used in future seminars. So do your best as your work will have a long shelf life.

- a) You may work alone or in teams of two on this assignment. Should you decide to work on a team, you must do the following: submit the case study plan for approval no later than **August 1**. This plan should include the team members, case subject, a rationale for working as a team, the division of work, and your anticipated approach to evaluating your work.

If you think that you will be conducting interviews with anyone at all, you should carefully follow the instructions provided in the IRB Guidelines. You must submit Form IRB 011 for my approval before you conduct your interviews.

Assignment due November 27; may be submitted any time before that date.

Assignment 2: Develop 1 Blog and 1 Wikipedia Entry

Part 1 – Blog should be 250 – 300 words and focus on an aspect of women as leaders or women as definers of leadership. Please imagine that you have been asked to post this blog entry on the IWM or the NCCHR site and that you have been asked to do so as a way to extend current conversation about leadership with an eye toward introducing ‘new’ or alternative thinking about leadership. Please upload the post to the class web page no later than **September 4**. Once you have read all class entries, please select one or more to which you must develop and post a brief response. Your response should be posted no later than **September 8**.

Part 2 – Wikipedia – please prepare a Wikipedia entry that is related to your case. You may choose a person, a policy or an approach to social change. The WE could be a revision of an existing entry or an entirely new entry. A new entry should be approximately 250 words or more. If you are revising an entry, please include the rationale for the revision as an accompanying commentary. The WE should be posted no later than **November 8**. Once all are posted, please take the time to read all of the entries and offer very brief reactions to each. Your reactions should be posted no later than **November 13**.

Readings that Provoke

Arditti, R. (1999). *Searching for life: The grandmothers of the plaza de mayo and the disappeared children of argentina*. Berkeley, CA: University of California Press.

Boggs, G. L. (1998). *Living for change: An autobiography*. Minneapolis, MN: University of Minnesota Press.

Curry, C., Browning, J. C., Burlage, D. D., & Patch, P. (2000). *Deep in our hearts: Nine white women in the freedom movement*. Athens, GA: University of Georgia Press.

Curry, C. (1995). *Silver rights*. Chapel Hill, NC: Algonquin Books.

Holsaert, F. S., Noonan, M. P. N., Young, J. S., Robinson, B. J., Zellner, D.M. & Richardson, J. (2010). *Hands on the freedom plow: Personal accounts by women in sncc*. Urbana, Ill: University of Illinois Press.

Kristof, N. D. & Wudunn, S. (2009). *Half the sky: Turning oppression into opportunity for women worldwide*. New York, NY: Vintage Books.

Ngunjiri, F.W. (2011). *Women's spiritual leadership in africa: Tempered radicals and critical servant leaders*. University of Illinois Press.
[Available online from the UI&U Library](#)

Patel, R. (2010). *Working the night shift: Women in india's call center industry*. Stanford, CA: Stanford University Press.

Westley, F. & Zimmerman, B., Patton, M.Q. (2006). *Getting to maybe: How the world is changed*. Canada: Random House of Canada

Student Presentations during Adobe Connect Session (20%)

During each Adobe Session, a team of two students will be assigned to guide a portion of our discussion. The team is asked to prepare questions and answers connected to the assigned readings. The content of the Adobe Session should expand our thinking and help students shape their case studies. Assignments will be made during residency.

Concept Conversation (15%)

Each Adobe Session will be preceded by a CC or Concept Conversation. The CC is a brief adobe session focused solely on ensuring that the concepts discussed and described in the assigned readings for the scheduled adobe session are understood by the presenting team. The CC is scheduled one week prior to the class adobe session. The CC is open to all and is required for all members of the presenting team.

The Resource Bank (5%)

Each student is asked to make a deposit in the resource bank before the end of the semester. You may make your deposit of a marvelous 'find' by entering the citation on the seminar site on e-college. Each student is asked to deposit 2 – 5 resources in our account.

Evaluation

Final grades will follow the grading policy described in the Student Handbook and be determined in a manner outlined by the individual instructor.

Assignment Weighting

Major Case 45%

Blog Entry	15%
Active Participation in Adobe Sessions	20%
Active Participation in Adobe Group Presentation	15%
Deposits to Resource Bank	05%

SESSION I: Assignments to be completed before the Residency.**

This Session is comprised solely of preparatory work. Each student is asked to complete four tasks **prior to arrival at the Residency.**** This preparatory work will shape our residency conversations.

1. Complete the required readings for **Session II.**
2. Explore the International Museum of Women website.
3. Familiarize yourself with the seminar goals and requirements..
4. Bring your calendar to the residency to facilitate the scheduling of the adobe sessions.

SESSION II: Residency 1

Beginnings: Film & Discussion

Film: *Jane: An Abortion Service*. Kirtz, K. & Lundy, N. (1996)

or Spelman Panel Discussion.

New Language New Ideas

Preparing a Case Study

Distribution of Cases for Presentation

Required Readings:

Berry, M. F. (2000). *The pig farmer's daughter and other tales of american justice*. New York, NY: Vintage. Read Introduction and Chapter One.

[Available online from the UI&U Library](#)

Collins, P.H. (1996). What's in a name? womanism, black feminism, and beyond. *The Black Scholar*, 26, 1 (9-17).

[Available online from the UI&U Library](#)

Peele, G. (2005). Leadership and politics: A case for a closer relationship. *Leadership. Sage Publications*, 1 (187-205).

[Available online from the UI&U Library](#)

OR

Perreault, G. (2005). Rethinking leadership: Leadership as friendship. *Advancing Women in Leadership*. 18. Retrieved from <http://www.advancingwomen.com>

[Available online from the UI&U Library](#)

SESSION III: Residency 2

Case Study: What, How, Who?

**Student Presentations of Assigned Cases
Integration of Theory and Practice – discussion**

Required Readings:

Hawkesworth, M. (1994). Policy studies within a feminist frame. *Policy Sciences*, 27 (2-3): 97-118.

Read 2 Cases from the Course Case Book. [Available online from the UI&U Library](#)

Resource Readings:

Nelson, B. (2004). The comparable worth. Case Book in Leadership and Diversity, UCLA School of Public Affairs from <http://www.spa.ucla.edu/leadership>

SESSION IV: Adobe Connect

The Public Arena: Setting an Agenda

What, Who, and How Do We Move Forward?

1. Describing the Terrain
2. Discussion of Shared Cases

Concept Conversation: **August 14**

Adobe Connect Class: **August 21**

Required Readings:

Kenney, S.J. (2003). Where is gender in agenda setting? Review Essay, *Women & Politics*, 25 (1-2). <http://www.haworthpress.com>

Preskill, S. (2005). Fundi-the enduring leadership legacy of civil rights activist ella baker. *Advancing Women in Leadership*. 18. Retrieved from <http://www.advancingwomen.com> [Available online from the UI&U Library](#)

Simien, Evelyn M., McGuire, Danielle L. *A Tribute to the Women: Rewriting History, Retelling Herstory in Civil Rights*. Politics & Gender, **Vol. 10**, No. 3, pp. 413-431. Cambridge University Press, 2014.
<http://proxy.myunion.edu/login/?url=http://search.proquest.com/docview/1551821587?accountid=14436>

Select 1 Reading from the Course Case Book.

[Available online from the UI&U Library](#)

Resource Readings:

Crosby, B.C., & Bryson, J.M. (2005). *Leadership for the Common Good*. San Francisco, California: Jossey-Bass. Chapters 1, 2 & 9.
[Available online from the UI&U Library](#)

Kenney, S.J. (2010). Making the case for women judges. *Politics & Gender*. Cambridge: 6, 3; (433-441).

Schneider, A., & Ingram, H. (1993). Social construction of target populations: Implications for politics and policy. *American Political Science Review*, 87(2)

Smith, Adrienne R. *Cities Where Women Rule: Female Political Incorporation and the Allocation of Community Development Block Grant Funding*. *Politics & Gender*, Vol. 10, No. 3, pp. 313-340. Cambridge University Press, 2014.
<http://proxy.myunion.edu/login/?url=http://search.proquest.com/docview/1551821505?accountid=14436>

Theodoulou, S.Z., & Kofinis, C. (2004). *The art of the game: Understanding American public policy making*. Belmont CA: Wadsworth/Thomson.

SESSION V:

International Focus

Concept Conversation: **September 18**

Adobe Connect Class: **September 25**

Required Readings:

Arditti, R. (1999). *Searching for life*. Berkley: University of California Press.
[Available in print \(1 copy\) from the UI&U Library](#) or

Kristoff, N. D., & Wudunn, S. (2009). *Half the Sky*. New York: Alfred A. Knopf.

Ortega, Mariana (2015). Latina feminism, experience and the self. *Philosophy Compass* 10/4; 244-254 10.1111/phc3.12211

Thomas, G., Adams, M. (2010). Breaking the final glass ceiling: The influence of gender in the elections of ellen Johnson-sirleaf and michelle bachelet. *Journal of Women, Politics & Policy*, 31:2 (105-131)

United Nations Entity for Gender Equality and the Empowerment of Women, UN Women. (2011). *2011-2012 Progress of the world's women: In pursuit of justice*.

United Nations Development Fund for Women, (2008). *UNIFEM's work in support of Gender responsive budgeting*.

United Nations Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) [Available online from the United Nations](#)

United Nations Convention on the Rights of the Child
[Available online from the United Nations](#)

United Nations Millennium Development Goals

[Available online from the United Nations](#)

Resource Readings:

Avery, L. (2004). A return to life: The right to identity and the right to identify argentina's "living disappeared". *Harvard Women's Law Review*, 27, 235-272.

Huairou Commission. (2009). Women's session in the 5th africanities summit. *Huairou Update*, 64.

Kenney, S.J. (2008). Gender on the agenda: How the paucity of women judges became an issue. *Journal of Politics*. 70, 3 (717-735).

Kenney, S.J. (2010). Critical Perspectives on Gender and Judging. *Politics & Gender*. Cambridge: 6, 3 (433-441).

SESSION VI:

Policy Focus – Leadership Approach

Concept Conversation: **October 23**

Adobe Connect Class: **October 30**

Required Readings:

Alexander, Neva Helena. *Saudi Arabia Female Students' Perception of Effective Female Leaders.* Advancing Women in Leadership, Vol. 33, pp. 142-150, 9p. Prince Mohammad Bin Fahd University, 2013.

http://advancingwomen.com/awl/awl_wordpress/

Bessis, Sophie. *International Organizations and Gender: New Paradigms and Old Habits.* Vol. 29, No. 2. The University of Chicago Press Stable, 2004.

<http://www.jstor.org/stable/10.1086/379178>

Bordas, J. (2012). *Salsa, soul, and spirit: Leadership for a multicultural age* (2nd Ed).

King, T.C. & Ferguson, C.A. (2011). *Black womanist leadership – Tracing the motherline.* Chapter 5 [Available online from the UI&U Library](#)

Lionnet, Françoise, Nnaemeka, Obioma, Perry, Susan H., Schenck, Celeste. *Development Cultures: New Environments, New Realities, New Strategies.* The University of Chicago Press Stable, 2004.

<http://www.jstor.org/stable/10.1086/379178>

Resource Readings:

Carter, N.M. (2011). Black Women, Cultural Images and Social Policy by Julia Jordan-Zachary, *Journal of Women, Politics & Policy*, 32: 1, 73-75.

- Connell, R. W.** *Change among the Gatekeepers: Men, Masculinities, and Gender Equality in the Global Arena.* Signs, Vol. 30, No. 3, pp. 1801-1825. The University of Chicago Press Stable, Spring 2005.
<http://www.jstor.org/stable/10.1086/427525>
- Kellerman, B., & Rhode, D. L.** (2007). *Women on Leadership: The State of Play and Strategies for Change.* San Francisco, California: Jossey-Bass. Introduction pp 1-65, Chapters 2, 11, & 13
- Mizrahi, T.** (2007). Women's Ways of Organizing. *Journal of Women and Social Work.* 22, 39-55 [Available online from the UI&U Library](#)
- Westley, F. & Zimmerman, B. Patton, M.Q.** (2006). *Getting to maybe: How the world is changed.* Canada: Random House of Canada
- Yoder, J.** (2001). Making Leadership Work More Effectively for Women. *Journal of Social Issues.* 57, 815-819 [Available online from the UI&U Library](#)

SESSION VII:

Final Presentations – November 23

At this session each student is expected to present h/her case to the full class. A case summary or outline should be prepared and distributed to everyone in the class no later than **November 17**. The summary or outline should include the case format and the intended value and expected use of the case. The case summary or outline should be 3-5 pages.

General Resource Readings

- Bacchi, C.** (1999). *Women, policy and politics.* New York, New York: Sage
- Barnett, B.M.** (1993). Invisible southern black women leaders in the civil rights movement: The triple constraints of gender, race and class, *Sage Publications, Inc.* [Available online from the UI&U Library](#)
- Brislin, R. & Worthley, R., MacNab, B.** (2006). Cultural intelligence: Understanding behaviors that serve people's goals, group & organization management. *Sage Publications,* Thousand Oaks: 31, 1 (40-56).
- Burns, N., Schlozman, K. L., & Verba, S.** (2002). *The private roots of public action: Gender equality and political participation.* Cambridge, MA: Harvard.
[Available online from the UI&U Library](#)
- Caiazza, A.** (2008). The challenge to act: How progressive women activists reframe american democracy. *Institute for Women's Policy Research,* Washington, DC.
- Cannon, K.G.** (1988). *Black womanist ethics.* (American Academy of Religion Academy Series) 60, Chapter 6, Atlanta, Scholars Press.

- Ferguson, K.** (1984). *The feminist case against bureaucracy*. Philadelphia: Temple University Press.
- Gardner, H.E. & Laskin, E.** (1996). *Leading Minds: Anatomy of Leadership*. New York, New York: Basic Books. [Available online from the UI&U Library](#)
- Heidi Hartmann**, Editor Gendering Politics and Policy: Recent Developments in Europe, Latin America, and the United States, *Journal of Women, Politics and Policy* Volume 27, Numbers ½, The Haworth Political Press.
- Howes, C.** (2009). Who will care for the women? *Journal of Women, Politics & Policy*, 3, 2-3 (248-271).
- Kellerman, B.** (1986). *Politics of leadership*. Pittsburgh, PA.: University of Pittsburgh.
- Lemelle, A.** (2000). *Out of the revolution: the development of africana studies*. Chapter 14, (205-217.). [Available online from the UI&U Library](#)
- Lombardo, E., Meier, P., & Verloo, M.** (2009). *The discursive politics of gender equality: Stretching, bending and policymaking*. Abingdon, Oxon: Routledge. [Available online from the UI&U Library](#)
- Palley, M.L.** (2009). Creating gender: The sexual politics of welfare policy by Cathy Marie Johnson. *Journal of Women, Politics & Policy*, 30, 1 (92-94).
- Phillips, A.L.** (2006). *The womanist reader*. Routledge Press.
- Sharpe, J.** (2009). Geography and gender: What belongs to feminist geography? Emotion, power and change. *Progress in Human Geography*, London, 33, 1 (74-80).
- Skinner, E.** (1996). *Women and the national experience*. Addison-Wesley Educational Publishers.
- Special Topic Issues.** (2001). *Journal of Social Issues*, 57(4) Winter. [Available online from the UI&U Library](#)
- Tucker, R.C.** (1995). *Politics as leadership*. Columbia, Missouri: University of Missouri Press.
- Welch, W.** (2008). *The tactics of hope: How social entrepreneurs are changing the world*. San Rafael, California: Earth Aware.
- Wilson, M.** (2004). *Closing the leadership gap: Why women can and must help run the world*. New York, NY: Viking.
- Women's Policy Journal of Harvard*. Summer 2007. [Available online from Harvard University](#).

HOW TO USE THE RESOURCE READINGS

These readings are intended to support the investigation and thinking in which we are engaged this semester. While no specific titles/chapters have been assigned it is expected that you will consult the material in these sources to ground, expanded and or contextualize your work.

Additional Resources:

- International Museum of Women
- [*Journal of Social Issues*](#) Vo. 54 (4) Winter 2001, Entire Issue
- PBS Videos
- *Public Policy for Democracy*, Helen Ingram & Steven R. Smith, Editors
- The Brookings Institution, Washington, D.C. (1993)

Final Deadline for all work

December 1, 2018 – Final deadline for students to submit all outstanding work

December 15, 2018 – Final deadline for faculty submission of online grades

The Writing Center

Union Institute & University's Writing Center offers self-help resources and free one-on-one tutoring sessions over the phone for all students. Tutoring sessions are available mornings, afternoons, evenings and weekends. Self-help resources are located at <http://www.myunion.edu/writing-center>. Appointments for tutoring by telephone can be scheduled through the writing center's CampusWeb group or by contacting the center (phone: 513-487-1156 or toll free: 1-800-861-6400 ext. 1156 or email: writing-center@myunion.edu).

ADA Accommodations

Union Institute & University is committed to providing equal access to its academic programs and resources for individuals with disabilities. Information on ADA policies and services is located on UI&U's public website: <http://myunion.edu/student-resources/disability-services>.

Refer to the University Catalog for policies regarding Academic Integrity
<http://myunion.edu/academics/catalog/>)

Grading Scale and Satisfactory Academic Progress (SAP)

(Grading, SAP and Financial Aid Policies can be found in the University Catalog
<http://myunion.edu/academics/catalog/>)

Students in the Cohort PhD Program must make satisfactory academic progress every term. This means that students must earn at least a cumulative GPA of 3.0 or S. Students must

also successfully complete at least 67% of cumulative credits attempted. For example, if a student has attempted 60 credit hours during enrollment, he/she must successfully complete 40 or more of those hours. Student completion rates are reviewed at the end of each term of attendance. **Grades of U, W, I, V, NE and WIP adversely affect a student's completion rate because they are calculated as attempted but not completed. This can cause a student's completion rate to drop below 67%. This may result in the student not meeting the SAP requirement facing possible academic and financial aid probation and/or dismissal from the program. Grades of C or U adversely affect the student's GPA and academic standing in the program. A special review will be initiated if a student receives a C, U or two or more incomplete (I) grades.**

Grading Scale

Grade	Criteria
A	Academic work reflects impressively thorough and accurate knowledge of assigned material, including the complexities and nuances of major and minor theories, concepts, and intellectual frameworks; exceptional evidence of capability to compare, assess, and synthesize material; especially strong capability to logically critique extant theories and claims and to develop persuasive arguments based on original thinking. 4.0 Quality Points
A-	Criteria for A work not fully met. 3.70 Quality Points
B+	Criteria for B work is more fully met. 3.30 Quality Points
B	Academic work reflects accurate grasp of major concepts, theories, and prevailing knowledge; abundant evidence of capability to offer informed analysis of extant knowledge and ideas; clear capability to synthesize and apply key information from prevailing knowledge; appropriate critiques of extant theories and knowledge; considerable demonstration of capability to develop and logically present own judgments. 3.0 Quality Points
B-	Criteria for B work is not fully met. 2.70 Quality Points
C+	Criteria for C work is more fully met. 2.30 Quality Points

C	Academic work reflects adequate familiarity with key ideas and knowledge, although interpretations of key theories and concepts are occasionally incomplete and flawed; written and verbal accounts of information, theories, and concepts remain primarily at the level of description; critiques are present but not well developed with occasional interpretive errors. 2.0 Quality Points
S	Academic work reflects satisfactory completion of all prescribed learning and is equivalent to B or better at the doctoral level on a standard letter grading scale. The S grade is used only for ACS 897, ECL/HMS/PPS 841, 850, 860, MLK 800, MLK 890 and RSCH 900 Dissertation. 0.00 Quality Points and does not calculate into the GPA
U	Academic work reflects insufficient capability to comprehend and accurately present ideas and information; superficial and unpersuasive critiques; little evidence of capability for original thinking. Unsatisfactory performance is defined as any performance less than C at the doctoral level. A U grade should be given only on the basis of less than satisfactory work and should not be given because a student has not been present in a seminar (in such a case a V grade should be given). 0.0 Quality Points
W	Withdrawal: Student initiated withdrawal from a seminar or the program. Withdrawal from the program discontinues connection to university passwords and accounts.
I	Incomplete: Student completes at least 60% of work in a seminar but less than 100% of the required work in a seminar.
NE	Never Engaged: An NE grade will be assigned during the first 21 days of each term for a student who neither attends nor engages in a registered seminar (including the residency sessions).
V	Vanished: A V grade will be assigned six weeks after the beginning of a term by the Dean's Office, or during end-of-term grading by a faculty member for a student who attends/engages in a registered seminar (including the residency sessions) but subsequently ceases to attend/engage in the seminar and does not officially withdraw from the seminar.
WIP (No grade)	No Grade: Faculty member has not submitted a grade for a student.
Repeated Seminar	Students are permitted to repeat any seminar once after receiving a U. The last grade earned is calculated in the GPA.
Successful Completion	A grade of A through C or S is considered successful seminar completion.

Special Note Regarding Incompletes:

Students must have approval from the seminar faculty member to receive an incomplete for the term. If this approval is not requested and approved, **the student will receive a W (withdrawal) or V (vanished)**, depending on the circumstances in regard to attendance in the seminar. In other words, incompletes are not automatic and students should not assume that they can take incompletes at will. All incomplete work for a current term must be submitted by **May 15 or November 15** of the following term. **It is always best for students to stay in communication with faculty members and to try to get all the work done for the term by the deadline. Students and faculty members should explore all options together before deciding that the incomplete route is the one to take.**