 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____
	Department Educational Leadership and Research Methodology College Education (To obtain a course number, contact erudolph@fau.edu)		Confirmed _____ Banner _____ Catalog _____
Prefix EDH Number 6085	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) Lab Code	Type of Course Lecture	Course Title Social Justice in Higher Education
Credits (Review Provost Memorandum) 3	Grading (Select One Option) Regular xxxxxx Sat/UnSat	Course Description (Syllabus must be attached; see <i>Guidelines</i>) In this course, student will explore issues surrounding various social identities, examine epistemologies that attempt to explain the role these identities play in understanding culture in higher education settings, and critically analyze previous and existing higher education policy and practice to better understand the influence of culture, identity, and social justice in higher education.	
Effective Date (TERM & YEAR) Spring 2022	Prerequisites N/A <i>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course.</i>		
Prerequisites N/A		Academic Service Learning (ASL) course Academic Service Learning statement must be indicated in syllabus and approval attached to this form.	
		Corequisites N/A	Registration Controls (For example, Major, College, Level) N/A
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		List textbook information in syllabus or here Museus, S. D. & Jayakumar, U. M. (2012). Creating campus cultures: Fostering success among racially diverse student populations. Routledge.	
Faculty Contact/Email/Phone Cristobal SalinasJr/salinasc@fau.edu/x297-4538		List/Attach comments from departments affected by new course	

Approved by Department Chair <u>Robert Sh. Day</u> College Curriculum Chair <u>Paul H. Pelissier</u> College Dean <u>[Signature]</u> UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	Date <u>1/31/21</u> <u>April 7, 2021</u> <u>4/13/2021</u> _____ _____ _____ _____
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Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.



**Florida Atlantic University
College of Education
Educational Leadership and Research Methodology Department**

Course Syllabus | SEMESTER

EDH 6085

Social Justice in Higher Education

DAYS | TIMES | In-Person or Hybrid | Canvas assisted

If the academy refuses to change, we will change it. We will claim the curriculum, for we have always been a part of history, science, math, music, art, and literature. We will change teaching and learning to accommodate diversity. We will find our voice and use it to assert our rights and control our destiny. . . . We will change the academy, even as the academy changes us. L. Rendón (1992, p. 63)

Instructor: Dr. Cristobal Salinas Jr., Associate Professor

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Office Hours: Wednesdays 11:00 am to 3:00 pm |

Or by appointment

COURSE NUMBER, TITLE AND CREDIT HOURS

EDH 6085 – Social Justice in Higher Education

SEMESTER YEAR CRN # XXXX

Three (3) semester hours of graduate level credit.

COURSE DESCRIPTION

In this course, student will explore issues surrounding various social identities, examine epistemologies that attempt to explain the role these identities play in understanding culture in higher education settings, and critically analyze previous and existing higher education policy and practice to better understand the influence of culture, identity, and social justice in higher education.

Social justice is both a goal and a process that allow us to envision a society mutually shaped to meet individual and group needs, and in which all individuals have equal participation, distribution of resources is equitable, and all members are safe and secure. In this course, critical thinking, self-reflection, dialogue and praxis are used to encourage individuals to consider different perspectives to understand the world around them and various forms of individual, institution, and cultural oppression and privilege.

CLASS SCHEDULED AND LOCATION

This course will be taught in-person. All assignments and readings are announced on the syllabus and via Canvas (<https://canvas.fau.edu>). Class will meet every Tuesdays, from 4:20 pm to 7:00pm in the Phil Smith Hall, room 112, Boca Raton Campus.

COURSE FORMAT AND CONTENT

This course is designed to be delivered in a predominantly seminar format. Effective participation and learning requires that students read class materials, reflect on the readings, and come to the class sessions prepared to share their ideas and insights. There will be guest lecturers (faculty and practitioners in higher education, and community members), student presentations, and in-class exercises. Students will engage in collaborative learning and team projects.

This course emphasizes the academic affairs, student affairs & services, general higher education administrative services, governance/policy in higher education, and the evolving mission and structure of higher education.

CONTACT HOURS

This course meets the minimum requirements for three semester hours of graduate level credit. Students are expected to spend a minimum of 45 contact hours toward “in class” activities and another 90-120 hours of reading, homework and class activities.

REQUIRED READINGS AND TEXTBOOK

Museus, S. D. & Jayakumar, U. M. (2012). *Creating campus cultures: Fostering success among racially diverse student populations*. Routledge.

Required readings will be posted Canvas. All assigned readings are accessible through the FAU Libraries.

METHOD OF INSTRUCTION, TEACHING AND LEARNING

Teaching methods include classroom discussion, group activities, modified lectures, peer teaching, experiential activity(ies), site visit(s), and supported online through Canvas,

Through this course, you have the opportunity to explore learning, leadership, and social justice theories and the connection between and among them. You will be asked to apply your new understandings in situations where you lead others. Your classrooms, meetings, team projects, orientation sessions or any other learning situations for which you are responsible will become lab settings where you can purposefully plan to make your leadership and social justice thinking

and practice even more effective for improving learning and, therefore, for improving the effectiveness of individual and groups.

COURSE OBJECTIVES, AND LEARNING OUTCOMES

In this course, student will explore issues surrounding various social identities, examine epistemologies that attempt to explain the role these identities play in understanding culture in higher education settings, and critically analyze previous and existing higher education policy and practice to better understand the influence of culture, identity, and social justice in higher education. We will examine various concepts of equity and social justice in higher education and seek to understand the historical foundations of present inequities. Throughout the course, we will also explore a number of current equity issues and key concepts relevant to society via a transnational context, viewing these issues and concepts in relation to how they inform practices of social injustice and every day social relations (e.g., intersectionality, interlocking systems of oppression, knowledge production, multiculturalism, globalization, citizenship, immigration, policy, media, language, power, curriculum, environmentalism, etc.).

Key questions in this course will be engaged most directly in relationship to higher education (colleges and universities), while at the same time drawing on a broad body of work that examines issues of social justice and equity across society. We will also examine the practices of critical self-reflexivity, different ways of knowing, resistance, and healing in the pursuit of social change.

During learning experiences and by course completion, learner will:

- Analyze issues of identity, culture and social justice in higher education;
- Examine core concepts, theories, and frameworks related to culture, identity, and social justice in higher education;
- Identify how behaviors, attitudes, values, and traditional practices contribute to oppression and discrimination in higher education;
- Summarize and analyze issues facing diverse populations in higher education;
- Explore personal knowledge, views, attitudes, and beliefs towards cultures and populations different from one's own influence through dialogue, reflection, and self-exploration; and
- Examine institutional policy and personal practice for opportunities to create change in higher education.

Diverse Community Foundations

In order to best meet the goals of the course and to create space for meaningful and honest dialogue, the Foundations of a Diverse Community will be practiced. These foundations were developed by The Washington Consulting GroupTM and are as follows:

- Communities are built through building relationships of trust and commitment.
- We are all doing the best we can (most of the time).
- We do not know all there is to know.
- Just because you are, does not mean that you understand.
- Oppression is pervasive and impacts us all.
- Systematic oppression is not necessarily our faults, but we must accept responsibility.
- Conflict and discomfort are often part of growth.

- Seek first to understand, then to be understood.
- Practice some forgiveness and letting go.
- Self-work, healing, and love are necessary for acceptance of others.
- There are no quick fixes.
- Individuals and communities do grow and change.
- There is hope.

Canvas– Electronic Site for Class:

This course is assisted electronically by Canvas which is found at: <http://Canvas.fau.edu>. To access Canvas, you must use your student username which is your FAUNet ID. To find out your FAUNet ID go to <http://accounts.fau.edu>. The class Canvas site becomes available to registered students prior to the first day of class; there are periodic updates to the class list during registration.

Please note that your FAU email address will be used for all on line course communications. You are expected to check your FAU email and Canvas on a regular basis.

General Philosophy and Expectations

This course on social justice can be viewed as developmental in nature. Therefore, the outcomes are not viewed as a simply items to be checked off a list. “Development is a process of adding something, such as thoughts, feelings, or behaviors, to what was there already and, as that something is integrated, having the whole that it is joining, such as a perspective or frame of reference, be transformed.” (Roberson, Douglas Reimondon. 2001. Volume 18, Number 1. *The Journal of Faculty Development*.) Therefore, to enhance development, the assignments listed below are likely the most appropriate at this time. However, they may change or others might be added as needed to best meet your developmental needs.

Learning happens in the mind of individuals. It is not the doing that causes learning; it is the thinking about the doing, the thinking about the experiences that cause learning. Therefore, each of you is responsible for your own learning. All experiences and assignments for this course have been designed to apply what we know now about learning. They will promote your acquisition of enduring understanding about how people learn, about social justice and about how you, in your higher education leadership practice, can design your practice to promote learning and social justice. You are not doing any of the assignments for your professor; you are doing them for yourself. You deserve to do high quality work for yourself.

Letter grades earned in the course will be based on the quality of your performance on the assignments described below and your participation in class. It is expected that all completed assignments will be high quality. If an assignment appears to be a “work in progress,” you will receive feedback with suggestions about what needs to be done to reach completion. Since this is not a class from which you can meet requirements by missing class, and “getting the notes,” all assignments must be completed, and you must engage in all conversations. Should an emergency arise that you cannot take care of outside class time, you should make arrangements for a grade of a plan and development of a plan for completion in consultation with the professor.

Knowledge about learning makes clear learning does not automatically transfer from the situation in which it is learned to new or different situation. To better assist you with making transfer of learning from class to your own situation and experiences, please chose a set of

responsibilities from your professional life that involves leading others or interacting with others upon which to focus during the class and when you are completing assignments.

CLASSROOM EXPECTATIONS AND ENGAGEMENT

The course aims to create a community in which all can contribute and learn from one another. To support our collaborative efforts, you must complete all assigned readings on time and participate actively in in class discussions and group activities. Attendance at all class meetings is required. Robust engagement and participation in group projects and class discussions is also expected. Please be on time and *present* during class.

Attendance and active engagement at all class meetings is required. According to University policy, “Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor.” Attendance includes meaningful, active involvement in all class sessions, class discussion, and class activities as well as professional, ethical conduct in class. Reasonable accommodations are made for religious observances. Reasonable accommodations will also be made for those who actively participate in University sponsored activities.

Students with Disabilities:

If you have a disability that requires special accommodations, I am happy to work with you to make arrangements to meet your needs. Please notify me in advance of the first assignment if you will need any accommodations for a documented disability. In compliance with the Americans with Disabilities Act, students who require special accommodation due to a disability to properly execute course work must register with the Office for Students with Disabilities (OSD)—in Boca Raton, SU 133 - and follow all OSD procedures. **Website:** <http://www.fau.edu/sas/> **Phone:** 561-297-3880 **Fax:** 561-297-2184 **TTY:** 561-297-0358 or 711

Counseling and Psychological Services (CAPS) Center:

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services—individual, counseling, support meetings, and psychiatric services, to name a few—offered to help improve and maintain emotional well-being. For more information, go to <http://fau.edu/counseling>.

Religious Holidays:

“In accordance with rules of the Board of Regents and Florida Law, students have the right to reasonable accommodations... to observe religious practices and beliefs with regard to...class attendance, and the scheduling of examinations and work assignments.” If you wish to be excused from coursework, class activities, or examinations because of a religious holiday, you must notify me in advance of your intention to participate in religious observation and request an excused absence. I will provide a reasonable opportunity to make up such excused absences. Please document all anticipated absences for religious observations with me within the first two weeks of the semester.

Honor Code:

“Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility.

The FAU [Code of Academic Integrity](http://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf) prohibits dishonesty and requires a faculty member, student, or staff member to notify an instructor when there is reason to believe dishonesty has occurred in a course/program requirement. The instructor must pursue any reasonable allegation, taking action where appropriate.” You are encourage to review The FAU Code of Academic Integrity: http://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf

University Policy Regarding Non-Degree Credits

Florida Atlantic University regulations state that ONLY up to one-third of the degree requirements earned as a non-degree student may be applied to a graduate program. At the masters’ level, for example, this translates to 12 transferable credit hours toward the masters’ degree. This means that all students currently taking courses within the Department of Educational Leadership as non-degree students must have been accepted into a masters degree program prior to exceeding the 12 credit hours or else risk not having additional credit hours accepted for the program. Students who have completed more than 12 credit hours without being accepted into the program will only have their first 12 credit hours counted. Consult the graduate catalog for information about transfer policy.

Library Information

All students are expected to have online access to the University Library. Through the FAU Libraries EZ Proxy, you can access full-text articles from hundreds of journals. Go to the FAU Libraries home page and click on EZ Proxy. You must have a valid student OWL Card to access the Proxy Server on your home computer. The USER ID is the 14-digit ID number on the OWL Card minus the letter “A” before and after the number. The PASSWORD is the three-letter acronym for the school: fau. For an introduction, go to: <http://www.library.fau.edu.ezproxy.fau.edu/depts/ref/start.htm>.

Technology: No personal electronic devices (cell phones, recorders, iPads, etc.) may be used during class meetings. At the start of class, please be sure to silence all personal electronic devices and put them away. You may bring a laptop to take notes and/or to access the readings or the Internet, *for class-related purposes only*. If this is abused, I will rescind permission to have laptops in class. **Recording Devices:** Unless a prior arrangement has been made with me, you may not make any audio or visual recordings of class sessions.

GRADING

This course will follow FAU’s grading policy as stated below. The total points earned that will result in specific final grades are noted below.

A	94-100	B	84-86	C-	70-73
A-	90-93	B-	80-83	D+	67-69
B+	87-89	C+	77-79	D	64-66

C 74-76

D- 60-63

F 59 and below

Incompletes: Grades of Incomplete (“I”) are reserved for students who are passing the course but have not completed all the required work because of exceptional circumstances.

Assessment/Evaluation: As a graduate student in this course, I expect you to strive for excellence in your scholarship and practice. Hence, I expect you to take responsibility for getting the most out of this course and achieving the learning objectives you set forth for yourself in relationship to the course objectives and requirements. As your professor, I view my role as one of helping you in this process. In this role, what I am most interested in is that you engage fully and deeply with the issues covered in this class. In your pursuit of this objective, you will be assessed on the following bases:

1. Attendance and Participation	20 Points	
2. Critical Self-Reflections	10 Points	Weekly
3. Current Issue Dialogue Facilitation	20 Points	
4. Social Justice Paper	30 Points	Due Date
5. Visual Analysis, Collage, Artifact	20 Points	Due Date
Total:100 Points		

Please note: All assignments are to be submitted to me through Canvas using the Assignment link as MS Word file attachments due before the beginning of the assigned class session. I will download and read your assignments, make comments using the MS Word “Track Changes” function, and return the graded paper to you electronically, also through Canvas. **All written work is to be submitted in final form, and in compliance with APA guidelines.**

1. Attendance and Participation

In order to participate, students are expected to attend every class meeting. The extent to which the student will benefit from this class is dependent on the quality and intensity of effort the student devotes to readings, assignments, and class discussions. Absences and tardiness without prior notification of the instructor will be detrimental to the class participation of the final grade. **After each missed class session, a letter grade will be dropped from the student’s final grade.**

This course is delivered in a seminar format. A considerable amount of time is devoted to discussion and oral presentations. Each student is expected to contribute to the overall discussion by providing thoughtful and reflective comments. Effective class participation is based primarily on readings, research, and relevant experiences. Students will make positive contributions to small group discussions and analysis of higher education case studies.

The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period. If the use of cell phones, smart phones, or other mobile communication devices is disruptive and becomes a distraction on the learning of peers and class facilitation, your attendance and participation grade will be dropped.

2. Critical Self-Reflections – Weekly

Part of the process of understanding theory is being able to make your own interpretations of it and critique it. For each class meeting, you will write a reflection that discusses its main elements, some limitations and how you would apply it to your own personal life, professional work or research agenda. *Students should not write the critical self-reflections as if they were responding solely to the questions or prompts.* Rather use responses to the prompts/questions to compose your critical self-reflections.

- Reflect on your upbringing and how you define yourself. When did you first notice your gender, race, ability, sexual orientation, or other social identity?
- Consider the cultural norms you live by and who taught you those norms. What do those norms mean to you? In what ways are they situated in your social identities?
- Have you ever been in situations where you felt like the “other” or experienced bias or discrimination? What did you learn from being considered an “other”? How did this experience shape your understanding of differences?
- What has been your experience with students, colleagues, and others who are different from you (e.g., race/ethnicity, gender, sexual orientation, (dis)ability, class)? What did you think about those outside your group? If you ever had to advocate for people different from you, reflect on your level of comfort and expertise in doing so. What did you learn about yourself as a campus leader and advocate?

3. Current Issue Dialogue Facilitation

Each student will choose a class session to facilitate a dialogue regarding a hot topic related to the week’s assigned readings/topic. Students will create discussion questions and a plan for a 30-45 minute dialogue. **The student is required to submit the plan and discussion questions to the instructor one week prior to the assigned class, and to provide a handout for the class that details the pertinent details regarding the hot topic and any external/supplementary resources to enhance the discussion.**

This assignment will be evaluated based upon students’ ability to demonstrate a thorough review and understanding of the topical readings, generate critical questions, identify salient aspects of the hot topic, explain, support, and substantiate their perspective or interpretation of the readings, present a concise and comprehensive reaction, and engage the class in a lively dialogue. You should avoid simply summarizing the selected hot topic, posing yes/no questions, or not fully creating dialogue that engages the entire class.

4. Social Justice Paper – Due DATE

Choose one of the following four formats to analytically address a key social justice/equity issue. Your social justice paper should be at least 15-20 page paper long, including references.

- Policy analysis: Analyze a specific educational/social policy in relation to social justice.
- Critical literature review: Write a literature review in an effort to understand a contemporary social justice issue or research topic.
- Book review essay: Write a critical essay reviewing two or more social justice related books.
- Apply a theoretical framework to your own research: Write a critical review of your theoretical framework or conceptual framework in relation to social justice.

- **Ph.D. Students:** Doctoral students will be required to develop a theoretical framework for your potential dissertation study. For this paper, you will be required to discuss why a particular theoretical framework is appropriate for your own work.
- **Master Students:** Master students will have the option to apply the different theoretical frameworks to an element of their professional world. You will consider how these frameworks give you a different perspective about the work you do and the communities that you work with.

5. Visual Analysis, Collage, Artifact

In order to complete this assignment, read all your critical self-reflections. Create a visual collage that represents what you have learned in class over the semester. Try to capture your experience holistically (e.g., new ideas that you were exposed to, thing that surprised you, things that troubled you, issues with which you continue to grapple, topics you want to learn more about, surprises, a-ha moments, connections you made between the course content and your own life experiences, etc.). Ideally, this is a project that you should attempt to work on throughout the semester in order to best capture the nuances of your experience. A 2-page artist statement should accompany your collage. This is a fun and creative assignment that is part of our exploration of different ways of knowing. It is as important as any written assignment. In other words, thought, care, and time should go into the creation of your collage.

Social Justice Poetry is encouraged. Students and faculty will provide feedback to poetry. The best poetry will have the opportunity to be published in the *Journal Committed to Social Change on Race and Ethnicity*, Fall 2020 issue. All poetry will be submitted for peer-review.

www.jcscscore.com

- *Proposal Draft 1* – Due Date
- *Draft 2* – Due Date
- *Draft 3* – Due Date
- *Final* – Due Date

Week 1: Welcome & Overview

Building a framework for social justice in higher education

Readings & Assignments:

- Stewart, D. L. (2017, March 30). Language appeasement. Inside Higher Ed. <https://www.insidehighered.com/views/2017/03/30/colleges-need-language-shift-not-one-you-think-essay>
- Patton Davis, L. & Museus, S. D. (2019, July 19). Identifying and disrupting deficit thinking. National Center for Institutional Diversity. <https://medium.com/national-center-for-institutional-diversity/identifying-and-disrupting-deficit-thinking-cbc6da326995>
- Patton Davis, L. (2018, November). ASHE Presidential Speech. Association for the Study of Higher Education. <https://www.youtube.com/watch?v=mcuRPXGu-ZM&feature=youtu.be> (start watching at 23:00 mark).

- Johnson, A.G. (2013). The social construction of difference. In Adams, M., Blumenfeld, W. J., Castañeda, R., Hackman, H. W., Peters, M. L., & Zúñiga, X. (Eds.), *Readings for diversity and social justice* (3rd ed.; pp. 15-20). New York: Routledge.

Assignments:

- Critical Self-Reflection

Week 2

Establishing a multi-context thinking: Historical context & defining power, privilege and oppression in higher education

Readings:

- Salinas, C., & Guerrero, V. (2018). Tokenizing social justice. In P. Sasso & J. DeVitis (Eds), *Colleges at the crossroads: Taking sides on contested issues*, (pp. 161-179). Peter Lang. **(Canvas)**
- Young, I. (1990). *Justice and the Politics of Difference* (pp. 16-65). Princeton University Press. **(Chapters 1-2; Canvas)**
- Stewart, D. L. (2019). Envisioning possibilities for innovations in higher education research on race and ethnicity. *Journal Committed to Social Change on Race and Ethnicity*, 4(1), 6-32. <https://doi.org/10.15763/issn.2642-2387.2019.5.1.6-32>

Assignments:

- Critical Self-Reflection
- In preparation for Current Issue Dialogue Facilitation

Week 3

Mapping the intersection of campus cultures and equitable outcomes among racially diverse student populations

Dialogue Facilitation #1: _____

Readings:

- Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *The University of Chicago Legal Forum*. 139-167. <https://chicagounbound.uchicago.edu/cgi/viewcontent.cgi?article=1052&context=ucf>
- Coatson, J. (2019, May 28). The Intersectionality Wars. *Vox*. <https://www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination>
- Harris, J. C. & Patton, L. D. (2019) Un/Doing Intersectionality through Higher Education Research. *The Journal of Higher Education*, 90(3), 347-372. <https://doi.org/10.1080/00221546.2018.1536936>

- Nguyen, T. H., & Nguyen, B. M. D. (2018). Is the “first-generation student” term useful for understanding inequality? The role of intersectionality in illuminating the implications of an accepted—yet unchallenged—term. *Review of Research in Education*, 42(1), 146-176. <https://doi.org/10.3102/0091732X18759280>
- Pitcher, E. N. (2015). Another world is possible: Envisioning an intersectional social justice student affairs praxis. *Journal of Critical Thought and Praxis*, 4(1). Retrieved from <http://lib.dr.iastate.edu/jctp/vol4/iss1/>

Assignments:

- Critical Self-Reflection
- In preparation for Current Issue Dialogue Facilitation

Week 4

The campus racial culture: A critical race counterstory
Dialogue Facilitation #2: _____

Readings:

- Freire, P. (1970). *Pedagogy of the Oppressed* (pp. 71-80). Continuum. **(Canvas)**
- Salinas, C. (2017). Transforming academia and theorizing spaces for Latinx in higher education: *voces perdidas* and *voces de poder*. *International Journal of Qualitative Studies in Education*, 40(8), 746-758. <https://doi.org/10.1080/09518398.2017.1350295>
- Pérez, D. E. (2014). Jotería Epistemologies: Mapping a research agenda, unearthing a lost heritage, and building “Queer Aztlán”. *Aztlán: A Journal of Chicano Studies*, 39(1), 143-154. **(Canvas)**
- Tachine, A. R., Yellow Bird, E., & Cabrera, N. L. (2016). Sharing circles: An indigenous methodologies approach for researching with group of indigenous people. *International Review of Qualitative Research*, 9(3), 277-295. <https://www.jstor.org/stable/10.2307/26372209>
- Squire, D. D. & McCann, K. (2018). Women of Color with Critical Worldviews Constructing Spaces of Resistance in Education Doctoral Programs. *Journal of College Student Development* 59(4), 404-420.

Additional Resources:

- Salinas, C. & Rodríguez, C. (2020). *Tocayo* Epistemology for Latino Males in Education. *Journal of Latinos and Education* (Available online).

Assignments:

- Critical Self-Reflection
- In preparation for Current Issue Dialogue Facilitation

Week 5

What is a campus culture in higher education?

- Museus, S. D. & Jayakumar, U. M. (2012). *Creating campus cultures: Fostering success among racially diverse student populations*. Routledge. **Reach chapters 1-5, pp. 1-105.**

Week 6

Creating culture of inquiry around equity and student success

Dialogue Facilitation #3: _____

Readings:

- Solórzano, D., Ceja, M., & Yosso, T. (2000), Critical race theory, racial microaggressions, and campus racial climate: The experiences of African American college students. *The Journal of Negro Education*, 69(1), 60-73.
<https://www.jstor.org/stable/2696265>
- Bonilla-Silva, E. (2003). The central frames of color-blind racism. In *Racism without racists: Color-blind racism and the persistence of racial inequality in the United States* (pp. 25-52). New York, NY: Rowman & Littlefield. **(Canvas)**
- Harper, S. R. (2012). Race without racism: How higher education researchers minimize racist institutional norms. *The Review of Higher Education*, 36(1), 9-29.
[doi:10.1353/rhe.2012.0047](https://doi.org/10.1353/rhe.2012.0047)
- Cabrera, N. L. (2018). Where is the racial in critical race theory?: A constructive criticism of the Crits. *The Review of Higher Education*, 42(1), 209-233.
[doi:10.1353/rhe.2018.0038](https://doi.org/10.1353/rhe.2018.0038)

Additional Resources:

- Ortiz, C. M. (2012). Latinos nowhere in sight: Erased by racism, nativism, the Black-White binary, and authoritarianism. *Rutgers Race & L. Rev.*, 13, 29-219.
- Poon, O. A., Segoshi, M. S., Tang, L., Surla, K. L., Nguyen, C., & Squire, D. D. (2019). Asian Americans, affirmative action, and the political economy of racism: A multidimensional model of raceclass frames. *Harvard Educational Review*, 89(2), 201-226.
- Matias, C. E., Viesca, K. M., Garrison-Wade, D. F., Tandon, M., & Galindo, R. (2014). “What is critical whiteness doing in OUR nice field like critical race theory?” Applying CRT and CWS to understand the white imaginations of white teacher candidates. *Equity & Excellence in Education*, 47(3), 289-304.
- Kohli, R., & Solórzano, D. G. (2012). Teachers, please learn our names!: Racial microaggressions and the K-12 classroom. *Race Ethnicity and Education*, 15(4), 441-462.

Assignments:

- Critical Self-Reflection
- Proposal Draft 1 of Visual Analysis, Collage, Artifact (Bring 2-3 copies to class)
- In preparation for Current Issue Dialogue Facilitation

Week 7

Fostering culture of inclusion in the higher education classroom: From marginality to mattering

Dialogue Facilitation #4: _____

Readings:

- Stewart, D-L, & Nicolazzo, Z. (2018). The high impact of [whiteness] on trans* students in postsecondary education. *Equity & Excellence in Education*, 51(2), 132- 145. <https://doi.org/10.1080/10665684.2018.1496046>
- Nicolazzo, Z. (2017). Compulsory heterogenderism: A collective case study. *NASPA Journal About Women in Higher Education*, 10(3), 1-17. <https://doi.org/10.1080/19407882.2017.1351376>
- Vaccaro, A. (2012). Campus microclimates for LGBT faculty, staff, and students: An exploration of the intersections of social identity and campus roles. *Journal of Student Affairs Research and Practice*, 49(4), 429-446. <https://doi.org/10.1515/jsarp-2012-6473>
- Salinas, C. (2020). The complexity of the “x” in Latinx: How Latinx/a/o students relate to, identify with, and understand the term Latinx. *Journal of Hispanic Higher Education*, 19(2). (Link to TBA)
- Accapadi, M. M. (2007). When White women cry: How White women’s tears oppress women of color. *College Student Affairs Journal*, 26(2), 208-215. <https://eric-ed.gov.ezproxy.fau.edu/?id=EJ899418>

Additional Resources:

- Ropers-Huilman, R., Winters, K. T., Hakkola, L. (2016). Embodied minds: College women’s experience and the panopticon of higher education. *NASPA Journal About Women in Higher Education*, 9(2), 115-132.
- Linder, C., Myers, J. S., Riggle, C., & Lacy, M. (2016). From margins to mainstream: Social media as a tool for sexual violence activism. *Journal of Diversity in Higher Education*, 9(3), 231-244.

Assignments:

- Critical Self-Reflection

Week 8

Higher education subcultures: Where the cultural, academic, and social spheres of college life

Dialogue Facilitation #5: _____

Readings:

- Seifert, T. (2007). Understanding Christian privilege: Managing the tensions of spiritual plurality. *About Campus*, 12 (2), 10-17. <https://doi.org/10.1002/abc.206>
- Lee, J. J. & Rice, C. (2007). Welcome to America? International student perceptions of discrimination. *Higher Education*, 53(1), 381-409. <https://www.jstor.org/stable/29735060>
- Jones, V. (2017). The racialization of Arab panethnic identity: Exploring students’ ingroup and outgroup social positionings. *Race Ethnicity and Education*, 20(6), 811-828. <https://doi-org.ezproxy.fau.edu/10.1080/13613324.2017.1294563>
- Yao, C. W., Viggiano, T. (2019). Interest convergence and the commodification of international students and scholars in the United States. *Journal Committed to Social*

Change on Race and Ethnicity, 5(1), 81-109. <https://doi.org/10.15763/issn.2642-2387.2019.5.1.81-109>

Additional Readings:

- Muñoz, S. M. (2016). Undocumented and unafraid: Understanding the disclosure management process for undocumented college students and graduates. *Journal of College Student Development*, 57(6), 715-729.

Assignments:

- Critical Self-Reflection
- In preparation for Current Issue Dialogue Facilitation

Week 9

The role of student agency, student empowerment, and social praxis in shaping supportive cultures at traditionally white institutions

Dialogue Facilitation #8: _____

Readings:

- Loewen, G. & Pollard, W. (2010). The social justice perspective. *Journal of Postsecondary Education and Disability*, 23(1), 5-18. <https://eric.ed.gov/?id=EJ888640>
- Hutcheon, E. J., & Wolbring, G. (2012). Voices of “disabled” post secondary students: Examining higher education “disability” policy using an ableism lens. *Journal of Diversity in Higher Education*, 5(1), 39-49. <http://dx.doi.org.ezproxy.fau.edu/10.1037/a0027002>
- Stapleton, L. (2015). When being deaf is centered: d/Deaf women of color’s experiences with racial/ethnic and d/Deaf identities in college. *Journal of College Student Development*, 56(6), 570-586. [doi:10.1353/csd.2015.0061](https://doi.org/10.1353/csd.2015.0061)

Additional Resources:

- Taylor, J., & House, B. (2010). An exploration of identity, motivations and concerns of non-traditional students at different stages of higher education. *Psychology Teaching Review*, 16(1), 46-57.
- Kimball, E., Vaccaro, A., & Vargas, N. (2016). Student affairs professionals supporting students with disabilities: A grounded theory model. *Journal of Student Affairs Research and Practice*, 53(2), 175-189.
- Sissel, P. A., Hansman, C. A., & Kasworm, C. E. (2001). The politics of neglect: Adult learners in higher education. *New Directions for Adult and Continuing Education*, 91(Fall 2001), 17-27.

Assignments:

- Critical Self-Reflection
- Draft 2 of Visual Analysis, Collage, Artifact (Bring 2-3 copies to class)
- In preparation for Current Issue Dialogue Facilitation

Week 11

Shared leadership for creating campus cultures that support students of color
Dialogue Facilitation #9: _____

Readings:

- Vasquez, M. C., Vang, M., Garcia, F., & Harris, F. (2019). What do I eat? Where do I sleep?: A concern for men of color community college. *Community College Journal of Research and Practice*, 43(4), 1-6, 295-306. <https://doi.org/10.1080/10668926.2018.1478340>
- Johnson, S.E., Richeson, J.A., & Finkel, E.J. (2011). Middle class and marginal? Socioeconomic status, stigma, and self-regulation at an elite university. *Journal of Personality and Social Psychology*, 100(5), 838-852. <https://doi.org/10.1037/a0021956>
- Salinas, C., Malavé, R., Torrens, O. D., & Swingle, E. C. (2019). “It Is Who We Are. We Are Undocumented”: The Narrative of Two Undocumented Latino Male Students Attending a Community College. *Community College Review*, 47(3), 295–317. <https://doi.org/10.1177/0091552119850888>
- Yosso, T.J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity and Education*, 8(1), 69-91.

Additional Resources:

- Goldrick-Rab, S., Richardson, J., & Hernandez, A. (2017). Hungry and homeless in college: Results from a national study of basic needs insecurity in higher education. *Wisconsin Hope Lab*. <https://hope4college.com/wp-content/uploads/2018/09/Hungry-and-Homeless-in-College-Report.pdf>
- McLendon, M. K., Mokher, C. G., & Flores, S. M. (2011). Legislative agenda setting for in-state resident tuition policies: Immigration, representation, and educational access. *American Journal of Education*, 117(4), 563-602.

Assignments:

- Critical Self-Reflection
- In preparation for Current Issue Dialogue Facilitation

Week 12

Engaging faculty in the process of cultural change in support of diverse student populations

Dialogue Facilitation #10: _____

Readings:

- Briscoe, K. L., Jones, A. V., Hatch-Tocaimaza, D. K., Martinez, E. (2020). Positionality and power: The individual’s role in directing community college men of color initiatives. *Journal of Student Affairs Research and Practice*. (Available online). <https://doi.org/10.1080/19496591.2019.1699103>

- Torrens, O. D., Salinas, C., & Floyd, D. L. (2017). Examining the value of mentoring and men of color staff members of a community college. *Mentoring & Tutoring: Partnership in Learning*, 25(5), 509-527. <https://doi.org/10.1080/13611267.2017.1415830>
- Harris, J. C., Barone, R. P., & Patton Davis, L. (2015). Who benefits?: A critical race analysis of the (d)evolving language of inclusion in higher education. *The NEA Higher Education Journal*. Retrieved from <https://www.nea.org/assets/docs/TnA-Winter-2015--harrispdf.pdf>

Additional Resources:

- Kezar, A. (2008). Understanding leadership strategies for addressing the politics of diversity. *The Journal of Higher Education*, 79(4), 406-441.
- Shahjahan, R. A. (2014). From ‘no’ to ‘yes’: Postcolonial perspectives on resistance to neoliberal higher education. *Discourse: Studies in the Cultural Politics of Education*, 35(2), 219-232.

Assignments:

- Draft 3 of Visual Analysis, Collage, Artifact (Bring 2-3 copies to class)
- Social Justice Paper Due
- Critical Self-Reflection

Week 13:

Cultivating campus cultures in higher education that support racially diverse and other underserved students: A model for multicultural transformation.

Readings:

- Museus, S. D. & Jayakumar, U. M. (2012). *Creating campus cultures: Fostering success among racially diverse student populations*. Routledge. **Reach chapters 6-10, pp. 106-209.**

Week 13

Reading/Resistance Day

Spring Break/Thanksgiving Break

Week 14

Where do we go from here? – Final presentations as a form of activism

Readings:

- Duncan-Andrade, J. M. R. (2009). Note to educators: Hope required when growing roses in concrete. *Harvard Educational Review*, 79(2), 181-194. <http://www.sjsu.edu/people/marcos.pizarro/courses/185/s1/DuncanAndradeHOPE.pdf>
- Case, K. A., Kanenberg, H., Erich, S., & Tittsworth, J. (2012). Transgender inclusion in university nondiscrimination statements: Challenging gender- conforming privilege through student activism. *Journal of Social Issues*, 68(1), 145– 161.

- Karunaratne, N.D., Koppel, L., & yang, c.i. (2016). Navigating a social justice motivation and praxis as student affairs professionals. *Journal of Critical Scholarship in Higher Education and Student Affairs*, 3(1), 1-19.

Assignments:

- **Final Presentation of Visual Analysis, Collage, Artifact**

Week 15

Presentation day, art walk gallery

- Final Presentation of Visual Analysis, Collage, Artifact

Week 16

Readings Day / Finals

University, College and Department Mission Statements and Departmental Values and Conceptual Framework Statements

FAU MISSION STATEMENT

Florida Atlantic University is a public research university with multiple campuses along the southeast Florida coast serving a uniquely diverse community. It promotes academic and personal development, discovery, and lifelong learning. FAU fulfills its mission through excellence and innovation in teaching, outstanding research and creative activities, public engagement and distinctive scientific and cultural alliances, all within an environment that fosters inclusiveness.

COLLEGE OF EDUCATION MISSION STATEMENT

The mission of the College of Education is to serve the community of Florida Atlantic University by providing effective leadership in areas of research, service and teaching at the local, state, national and international levels, through the initial and advanced preparation of informed, capable, ethical and reflective decision-making professionals. Our faculty and students seek to promote and sustain authentic change, excellence and equity in their respective fields, and in the organizations and systems with which they are associated. The College's programs reflect changing societal needs and incorporate web-supported delivery systems, current methodologies and research, which bring faculty and students together to improve the quality of education for all in an increasingly diverse, technological, inclusive and global society.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

Informed reflective decision-makers have mastered the subject matter needed for the profession and understand the need for lifelong learning to remain a viable professional. Ethical reflective decision-makers understand why they are given discretion in their roles and use that ability only for the student's or client's benefit. Capable reflective decision-makers have the means to teach students or service clients effectively and understand the responsibilities involved in the role. Graduates of programs in the College of Education at Florida Atlantic University are informed, ethical, and capable reflective decision-makers.

COURSE CONNECTION TO COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

This course is based upon the essential components of the College's conceptual framework, including the need for high performing educational managers to be capable, informed and ethical leaders and managers, having the ability to build learning organizations based upon a reflective decision-making model for continuous improvement.

Department of Educational Leadership & Research Methodology

Our Vision

We strive for a transparent, caring, and ethical environment that cultivates educational leadership pioneers who through integrity, social justice and knowledge, shape a better world that promotes human dignity.

Our Values

Integrity

We strive to act with honesty, transparency, and respect.

Learning Community

We strive to be an evolving community of learners grounded in collegiality, collaboration and mentorship.

Social Justice, Diversity, Equity and Inclusion

We strive to promote a society where individuals and cultures are valued, where all have equitable opportunities, and where all inhabit an inclusive environment that is safe physically, emotionally, and socially.

Innovative Action

We strive at both an individual and systemic level to engage continuously in discovery, reflection, and the creation and application of knowledge.

Excellence

We strive for quality in everything we do individually and collectively.

With our values, we strive to align our words and actions.

Approved by the EDLRM faculty on October 24, 2018

From: [Cristobal Salinas](#)
To: [Robert Shockley](#)
Cc: [Deborah Floyd](#)
Subject: Re: EDH 6085
Date: Saturday, March 6, 2021 12:44:38 PM
Attachments: [EDH 6085 Social Justice in HqEd.docx](#)
[SOcial iustice NewCourseGrad-sept 2020.pdf](#)

Dr. Shockley,

Attached are the EDH 6085 syllabus and the new course proposal. This should be ready to be moved/processed to the next level.

Criss

From: Robert Shockley <SHOCKLEY@fau.edu>
Date: Friday, March 5, 2021 at 2:29 PM
To: Hanizah Zainuddin <zainuddi@fau.edu>
Cc: Cristobal Salinas <salinasc@fau.edu>, Deborah Floyd <dfloyd@fau.edu>, Dilys Schoorman <dschoorm@fau.edu>, Traci Baxley <BAXLEY@fau.edu>
Subject: RE: EDH 6085

Thanks Hani. Bob

From: Hanizah Zainuddin <zainuddi@fau.edu>
Sent: Friday, March 5, 2021 1:36 PM
To: Robert Shockley <SHOCKLEY@fau.edu>
Cc: Cristobal Salinas <salinasc@fau.edu>; Deborah Floyd <dfloyd@fau.edu>; Dilys Schoorman <dschoorm@fau.edu>; Traci Baxley <BAXLEY@fau.edu>
Subject: EDH 6085

Hi Bob:

CCEI has NO CONFLICT with your proposed curriculum EDH 6085.

We are glad that we were able to make the changes in the syllabus to avoid the overlap and look forward to opportunities where our courses can serve as pre-requisites to this course.

All the best,
Hani

Hanizah Zainuddin, Ph.D.

Interim Chair and Assoc. Professor

Dept. of Curriculum, Culture, and Educational Inquiry

College of Education, Rm. 347

Boca Raton, FL 33431

zainuddi@fau.edu

Boca Raton: 561-297-6598

From: [Michael Brady](#)
To: [Robert Shockley](#)
Subject: RE: Proposed New Course EDH 6085: Social Justice in Higher Education
Date: Tuesday, October 20, 2020 3:42:59 PM

I reviewed the syllabus, and I do not see any overlap or conflict with the courses or curriculum in the ESE Department.

Good luck

MB

Michael P. Brady, PhD
Professor and Chair
Department of Exceptional Student Education
Florida Atlantic University
561-297-3281
mbrady@fau.edu

From: Robert Shockley <SHOCKLEY@fau.edu>
Sent: Tuesday, October 20, 2020 2:40 PM
To: Carman Gill <gillc@fau.edu>; Dale Williams <DWILLIAM@fau.edu>; Hanizah Zainuddin <zainuddi@fau.edu>; Michael Brady <mbrady@fau.edu>; Paul Peluso <ppeluso@fau.edu>
Cc: Safeeia Azam <Sazam1@fau.edu>; Kimberley McKeag <kmckeag@fau.edu>; Kathleen Dubois <kdubois4@fau.edu>; Deborah Floyd <dfloyd@fau.edu>; Cristobal Salinas <salinasc@fau.edu>
Subject: Proposed New Course EDH 6085: Social Justice in Higher Education

Colleagues,

I hope this is not confusing but this is now a third request for a GPC program review. The Department of Educational Leadership and Research Methodology, Higher Education Leadership program, is proposing a new course, EDH 6085: Social Justice in Higher Education. This proposed course has been taught previously to our master and doctoral students as a special topics course and previous enrollment for this course has been excellent. By providing higher education graduate students a social justice in higher education course option as an alternative to the professional knowledge domain, it provides an opportunity to explore social justice theories in higher education research, policy and leadership. This will be the first class in the Higher Education Leadership that focuses on topics related to social justice in higher education, the course is open to all graduate students that want to learn about social justice in higher education. External reviewers of the Higher Education Leadership Program from 2015-2016, stated that the higher education curriculum lacks a social justice course for graduate students. Therefore, this proposed EDH 6085: Social Justice in Higher Education, would be an elective course for higher education leadership graduate students.

Please review and let me know as soon as possible if this course creates conflict with your department programs. Thanks. Bob

From: [Carman Gill](#)
To: [Paul Peluso](#); [Hanizah Zainuddin](#); [Cristobal Salinas](#); [Robert Shockley](#); [Dale Williams](#); [Michael Brady](#)
Cc: [Safeeia Azam](#); [Kimberley McKeag](#); [Kathleen Dubois](#); [Deborah Floyd](#)
Subject: Re: Proposed New Course EDH 6085: Social Justice in Higher Education
Date: Tuesday, October 20, 2020 4:06:10 PM
Attachments: [image002.png](#)
[image003.png](#)
[Outlook-vobdy4ut.png](#)

No conflict. Take care,
Carman

From: Paul Peluso <ppeluso@fau.edu>
Sent: Tuesday, October 20, 2020 3:32 PM
To: Hanizah Zainuddin <zainuddi@fau.edu>; Cristobal Salinas <salinasc@fau.edu>; Robert Shockley <SHOCKLEY@fau.edu>; Carman Gill <gillc@fau.edu>; Dale Williams <DWILLIAM@fau.edu>; Michael Brady <mbrady@fau.edu>
Cc: Safeeia Azam <Sazam1@fau.edu>; Kimberley McKeag <kmckeag@fau.edu>; Kathleen Dubois <kdubois4@fau.edu>; Deborah Floyd <dfloyd@fau.edu>
Subject: Re: Proposed New Course EDH 6085: Social Justice in Higher Education

There does not seem to be an conflict with Teaching and Learning.

-Paul

Paul R. Peluso, Ph.D., LMHC, LMFT
Senior Associate Dean
College of Education

Interim Chair
Department of Teaching and Learning

Professor
Department of Counselor Education

ACA Governing Council Representative, International Association of Marriage and Family Counselors (IAMFC)

Immediate Past-Editor, Measurement and Evaluation in Counseling and Development

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(561) 297-3602 (Dept.)
(561) 297-2309 (Fax)



From: Hanizah Zainuddin <zainuddi@fau.edu>
Sent: Tuesday, October 20, 2020 3:31 PM
To: Cristobal Salinas <salinasc@fau.edu>; Robert Shockley <SHOCKLEY@fau.edu>; Carman Gill <gillc@fau.edu>; Dale Williams <DWILLIAM@fau.edu>; Michael Brady <mbrady@fau.edu>; Paul Peluso <ppeluso@fau.edu>
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Subject: RE: Proposed New Course EDH 6085: Social Justice in Higher Education

Thanks, Criss.

Best regards,
Hani

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Visit our Facebook Page:
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“Helping the underprivileged is justice, not charity”

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Subject: Re: Proposed New Course EDH 6085: Social Justice in Higher Education

Hani,
Attached is the syllabus.
Criss

From: Hanizah Zainuddin <zainuddi@fau.edu>
Date: Tuesday, October 20, 2020 at 3:24 PM
To: Robert Shockley <SHOCKLEY@fau.edu>, Carman Gill <gillc@fau.edu>, Dale Williams <DWILLIAM@fau.edu>, Michael Brady <mbrady@fau.edu>, Paul Peluso <ppeluso@fau.edu>
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Cc: [Safeeia Azam](#); [Kimberley McKeag](#); [Kathleen Dubois](#); [Deborah Floyd](#)
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Date: Tuesday, October 20, 2020 3:32:13 PM
Attachments: [image002.png](#)
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Subject: Proposed New Course EDH 6085: Social Justice in Higher Education

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I hope this is not confusing but this is now a third request for a GPC program review. The Department of Educational Leadership and Research Methodology, Higher Education Leadership program, is proposing a new course, EDH 6085: Social Justice in Higher Education. This proposed course has been taught previously to our master and doctoral students as a special topics course and previous enrollment for this course has been excellent. By providing higher education graduate students a social justice in higher education

course option as an alternative to the professional knowledge domain, it provides an opportunity to explore social justice theories in higher education research, policy and leadership. This will be the first class in the Higher Education Leadership that focuses on topics related to social justice in higher education, the courses is open to all graduate students that want to learn about social justice in higher education. External reviewers of the Higher Education Leadership Program from 2015-2016, stated that the higher education curriculum lacks a social justice course for graduate students. Therefore, this proposed EDH 6085: Social Justice in Higher Education, would be an elective course for higher education leadership graduate students.

Please review and let me know as soon as possible if this course creates conflict with your department programs. Thanks. Bob

From: [Dale Williams](#)
To: [Robert Shockley](#)
Subject: RE: Proposed New Course EDH 6085: Social Justice in Higher Education
Date: Tuesday, October 20, 2020 4:30:04 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)

No conflict with this one either.

Dale

From: Robert Shockley <SHOCKLEY@fau.edu>
Sent: Tuesday, October 20, 2020 4:14 PM
To: Carman Gill <gillc@fau.edu>; Dale Williams <DWILLIAM@fau.edu>; Hanizah Zainuddin <zainuddi@fau.edu>; Michael Brady <mbrady@fau.edu>; Paul Peluso <ppeluso@fau.edu>
Cc: Safeeia Azam <Sazam1@fau.edu>; Kimberley McKeag <kmckeag@fau.edu>; Cristobal Salinas <salinasc@fau.edu>; Deborah Floyd <dfloyd@fau.edu>
Subject: FW: Proposed New Course EDH 6085: Social Justice in Higher Education

Sorry, but I forgot to attach the syllabus. Here it is. RS

From: Carman Gill <gillc@fau.edu>
Sent: Tuesday, October 20, 2020 4:06 PM
To: Paul Peluso <ppeluso@fau.edu>; Hanizah Zainuddin <zainuddi@fau.edu>; Cristobal Salinas <salinasc@fau.edu>; Robert Shockley <SHOCKLEY@fau.edu>; Dale Williams <DWILLIAM@fau.edu>; Michael Brady <mbrady@fau.edu>
Cc: Safeeia Azam <Sazam1@fau.edu>; Kimberley McKeag <kmckeag@fau.edu>; Kathleen Dubois <kdubois4@fau.edu>; Deborah Floyd <dfloyd@fau.edu>
Subject: Re: Proposed New Course EDH 6085: Social Justice in Higher Education

No conflict. Take care,
Carman

From: Paul Peluso <ppeluso@fau.edu>
Sent: Tuesday, October 20, 2020 3:32 PM
To: Hanizah Zainuddin <zainuddi@fau.edu>; Cristobal Salinas <salinasc@fau.edu>; Robert Shockley <SHOCKLEY@fau.edu>; Carman Gill <gillc@fau.edu>; Dale Williams <DWILLIAM@fau.edu>; Michael Brady <mbrady@fau.edu>
Cc: Safeeia Azam <Sazam1@fau.edu>; Kimberley McKeag <kmckeag@fau.edu>; Kathleen Dubois <kdubois4@fau.edu>; Deborah Floyd <dfloyd@fau.edu>
Subject: Re: Proposed New Course EDH 6085: Social Justice in Higher Education

There does not seem to be an conflict with Teaching and Learning.

-Paul

Paul R. Peluso, Ph.D., LMHC, LMFT
Senior Associate Dean
College of Education

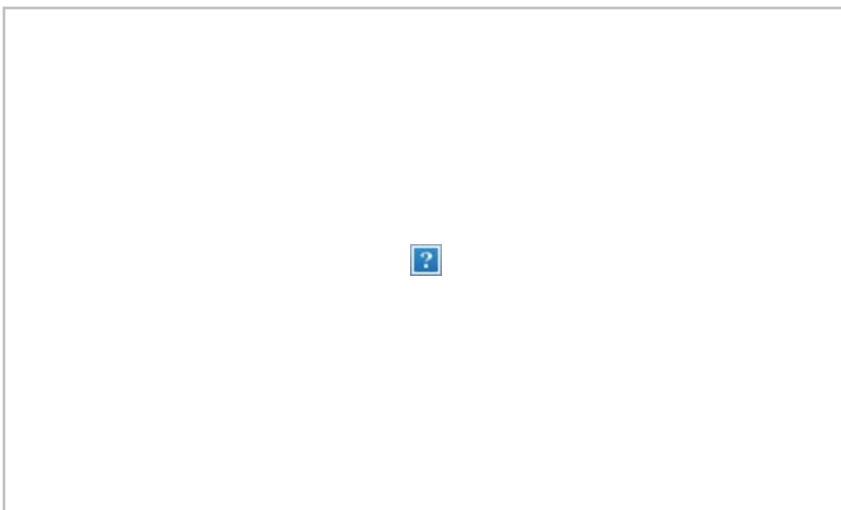
Interim Chair
Department of Teaching and Learning

Professor
Department of Counselor Education

ACA Governing Council Representative, International Association of Marriage and Family
Counselors (IAMFC)

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From: Hanizah Zainuddin <zainuddi@fau.edu>

Sent: Tuesday, October 20, 2020 3:31 PM

To: Cristobal Salinas <salinasc@fau.edu>; Robert Shockley <SHOCKLEY@fau.edu>; Carman Gill <gillc@fau.edu>; Dale Williams <DWILLIAM@fau.edu>; Michael Brady <mbrady@fau.edu>; Paul Peluso <ppeluso@fau.edu>

Cc: Safeeia Azam <Sazam1@fau.edu>; Kimberley McKeag <kmckeag@fau.edu>; Kathleen Dubois <kdubois4@fau.edu>; Deborah Floyd <dfloyd@fau.edu>

Subject: RE: Proposed New Course EDH 6085: Social Justice in Higher Education

Thanks, Criss.

Best regards,
Hani

Hanizah Zainuddin, Ph.D
Interim Chair and Associate Professor
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Visit our Facebook Page:

<https://www.facebook.com/fauCCEI>



“Helping the underprivileged is justice, not charity”

From: Cristobal Salinas <salinasc@fau.edu>

Sent: Tuesday, October 20, 2020 3:31 PM

To: Hanizah Zainuddin <zainuddi@fau.edu>; Robert Shockley <SHOCKLEY@fau.edu>; Carman Gill <gillc@fau.edu>; Dale Williams <DWILLIAM@fau.edu>; Michael Brady <mbrady@fau.edu>; Paul Peluso <ppeluso@fau.edu>

Cc: Safeeia Azam <Sazam1@fau.edu>; Kimberley McKeag <kmckeag@fau.edu>; Kathleen Dubois <kdubois4@fau.edu>; Deborah Floyd <dfloyd@fau.edu>

Subject: Re: Proposed New Course EDH 6085: Social Justice in Higher Education

Hani,

Attached is the syllabus.

Criss

From: Hanizah Zainuddin <zainuddi@fau.edu>

Date: Tuesday, October 20, 2020 at 3:24 PM

To: Robert Shockley <SHOCKLEY@fau.edu>, Carman Gill <gillc@fau.edu>, Dale Williams <DWILLIAM@fau.edu>, Michael Brady <mbrady@fau.edu>, Paul Peluso <ppeluso@fau.edu>

Cc: Safeeia Azam <Sazam1@fau.edu>, Kimberley McKeag <kmckeag@fau.edu>, Kathleen Dubois <kdubois4@fau.edu>, Deborah Floyd <dfloyd@fau.edu>, Cristobal Salinas

<salinasc@fau.edu>

Subject: RE: Proposed New Course EDH 6085: Social Justice in Higher Education

Hi Bob:
Can you send the syllabus please?
Thanks.

Best regards,
Hani

Hanizah Zainuddin, Ph.D
Interim Chair and Associate Professor
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Visit our Facebook Page:

<https://www.facebook.com/fauCCEI>



“Helping the underprivileged is justice, not charity”

From: Robert Shockley <SHOCKLEY@fau.edu>

Sent: Tuesday, October 20, 2020 2:40 PM

To: Carman Gill <gillc@fau.edu>; Dale Williams <DWILLIAM@fau.edu>; Hanizah Zainuddin <zainuddi@fau.edu>; Michael Brady <mbrady@fau.edu>; Paul Peluso <ppeluso@fau.edu>

Cc: Safeeia Azam <Sazam1@fau.edu>; Kimberley McKeag <kmckeag@fau.edu>; Kathleen Dubois <kdubois4@fau.edu>; Deborah Floyd <dfloyd@fau.edu>; Cristobal Salinas <salinasc@fau.edu>

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