
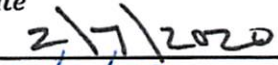
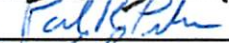
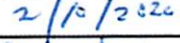


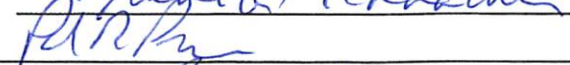

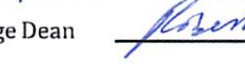
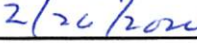
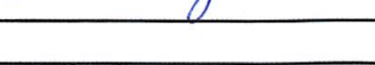
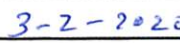
 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Educational Leadership and Research Methodology College College of Education		
<b>Current Course Prefix and Number</b> EDF 6786		<b>Current Course Title</b> Educational Governance	
<i>Syllabus must be attached for ANY changes to current course details. See <a href="#">Guidelines</a>. Please consult and list departments that may be affected by the changes; attach documentation.</i>			
<b>Change title to:</b> Policy & Politics		<b>Change description to:</b> Course facilitates school leadership learning concerning the values, governance, legal, and political systems that impact the educational process and learning environment. Important elements include professional, ethical, and moral leadership; governance structures, school law and policy, advocacy, and the interconnection of inclusive systems that impact the decision-making that happens in schools. <del>This course explores the development and application of policies and laws that control the delivery of education in the United States and selected developed countries.</del>	
<b>Change prefix</b> From:    N/A                      To:    N/A		Course facilitates school leadership learning concerning the values, governance, legal, and political systems that impact the educational process and learning environment. Important elements include professional, ethical, and moral leadership; governance structures, school law and policy, advocacy, and the interconnection of inclusive systems that impact the decision-making that happens in schools.	
<b>Change course number</b> From:    N/A                      To:    N/A		<b>Change prerequisites/minimum grades to:</b>	
<b>Change credits*</b> From:    N/A                      To:    N/A		<b>Change corequisites to:</b>	
<b>Change grading</b> From:    N/A                      To:    N/A		<b>Change registration controls to:</b>	
*Review <a href="#">Provost Memorandum</a>		Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
<b>Effective Date</b> Summer 2020 (TERM & YEAR)		<b>Terminate course List</b> <b>final active term</b>	
<b>Faculty Contact/Email/Phone</b>			
<b>Approved by</b>		<b>Date</b>	
Department Chair 			
College Curriculum Chair 			
College Dean 			
UGPC Chair 			
UGC Chair 			
Graduate College Dean 			
UFS President _____		_____	
Provost _____		_____	

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the UGPC meeting.



**COURSE NUMBER:** EDF 6786

**COURSE TITLE:** Politics and Policy

**CATALOG DESCRIPTION**

Course facilitates school leadership learning concerning the values, governance, legal, and political systems that impact the educational process and learning environment. Important elements include professional, ethical, and moral leadership; governance structures, school law and policy, advocacy, and the interconnection of inclusive systems that impact the decision-making that happens in schools.

**FULL COURSE DESCRIPTION**

This course facilitates the learning of aspiring administrators in terms of the values, governance, legal, and political systems that impact the educational process and learning environment. Important elements include professional, ethical, and moral leadership; governance structures; school law and policy; advocacy; and the interconnection of inclusive systems that impact the decision-making that happens in schools. As the final course in the professional learning courses in the curriculum, this course also reviews and draws connections to all the previous school leadership learning in the program.

**INSTRUCTOR INFORMATION**

Name:  
Office:  
Phone Number:  
Email Address:  
Office Hours:

**COURSE INFORMATION/LOGISTICS**

Semester:  
Dates:  
Time: 8:30 am to 4:30pm  
Location:

**REQUIRED TEXTS/MATERIALS**

Fowler, F. (2016). *Policy Studies for Educational Leaders (4<sup>th</sup> ed.)*. London: Pearson

Other required readings will be posted on Canvas

**RECOMMENDED TEXT/MATERIALS:**

See bibliography

**REQUIRED WEBSITES AND ELECTRONIC SOURCES**

- Florida Dept of Education: <http://www.fldoe.org/?flsh=false>

- Florida K-12 Education Code: [www.palmbeach.k12.fl.us](http://www.palmbeach.k12.fl.us)
- Florida Statutes and Constitution: [www.flsenate.gov](http://www.flsenate.gov)
- Florida school district websites
- Campus Research: Law (available through the FAU electronic databases)
- Legal Periodicals (available through the FAU electronic databases)
- LegalTrac (available through the FAU electronic databases)
- Lexis Nexis Academic (available through the FAU electronic databases)
- LexisNexis Congressional (available through the FAU electronic databases)
- LexisNexis U.S. Serial Set Digital Collection (available through the FAU electronic databases)
- Basic Legal Citation Format: [www.law.cornell.edu](http://www.law.cornell.edu)
- Legal Citation: [www.slaw.neu.edu](http://www.slaw.neu.edu)
- Legal Citation: Introduction to the Basics [www.legalcitation.net](http://www.legalcitation.net)
- William Cecil Golden Website: [www.floridaschoolleaders.org](http://www.floridaschoolleaders.org)
- National School Board Association: [www.nsba.org](http://www.nsba.org)
- Florida School Board Association: <http://www.fsba.org/>

**ASCD Smartbrief:** In addition to the required texts above, students must be subscribed on-line to the *ASCD Smartbrief* (<http://www.smartbrief.com/ascd/>) which is a daily service providing summaries and links to major education stories on curriculum, professional development, leadership, emerging technologies, policy, and news from the field.

**MyFAU:** To find out your FAUNet ID go to <http://accounts.fau.edu> (Enter your social security number and PIN). Your initial password for your account is your PIN (PIN by default is set to 2 zeros followed by the 2-digit-day and 2-digit year of birth). You are expected to check your email on a regular basis.

**Library Information:** All students are expected to have online access to the University Library. Through the FAU Libraries, you can access full-text articles from hundreds of electronic journals. Go to the FAU Libraries home page and click on Off-site connect (EZ Proxy). For an introduction, go to: <http://www.library.fau.edu.ezproxy.fau.edu/depts/ref/start.htm>. You can access the Libraries using your FAU NetID and Password.

**Canvas:** This course is assisted electronically by Canvas which is found at: <http://canvas.fau.edu>. To access Canvas, use your student username which is your FAUNet ID. To find out your FAUNet ID go to <http://accounts.fau.edu> (Enter your social security number and PIN). Your initial password for Canvas is your PIN (PIN by default is set to 2 zeros followed by the 2-digit-day and 2-digit year of birth). You are expected to check your email and Canvas on a regular basis. All course materials, readings, assignments, and other information are available to students on Canvas <http://canvas.fau.edu>.

**LiveText:** Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account one week before the first meeting of the class. Students who do not have an active LiveText account

may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/students/livetext>.

#### **APA Writing/Citing Style Requirements**

Every assignment in this course is expected to be completed by using the APA style unless otherwise indicated by the instructor. Failure to employ the APA style may lead to grade deduction or assignment repudiation. Please visit <http://www.apastyle.org/> for tutorials and more information about complete guides.

**BCPS Social Justice Initiative: Young Voices Matter:** This open access, free website provides supplemental materials about issues of social justice, equity and diversity in K-12 settings. <http://youngvoicesmatter.net/>

### **THE CONCEPTUAL FRAMEWORKS**

#### **Florida Atlantic University Principal Partnership Programs**

##### **Vision**

The Florida Atlantic University-School District Partnership will be the premier provider of school leadership professional learning programs in Florida and the nation, developing the strongest school leaders and leadership teams to lead and transform schools into model learning organizations.

##### **Mission**

The Florida Atlantic University-School District Partnership includes multiple school districts in Florida, each individually partnered with FAU's School Leaders Program, who together develop, implement, and improve the professional learning of school leaders in their districts to provide the best public education for students, families, and the community.

##### **School Leader Profile – Core Values and Beliefs**

We believe that the following descriptions, values, and beliefs will enable school leaders and those they influence to be fulfilled in their own personal ambitions, to be productive contributors to the economy, and to be democratic citizens for a vibrant national community. Our commitment to the public good is what makes school leadership different conceptually and in practice from other organizations and governmental agencies.

We believe that our purpose is to prepare leaders to create a healthy, sustainable, and regenerative society for present and future generations.

- **Leader of Leaders and Learning**– school leaders who are committed to a vision of leadership that is instructional, collaborative, distributed, data-informed, research-based, ethical, entrepreneurial, developmental, complementary, innovative, and courageous. They understand that leadership is most effective when it is shared and focused on developing leadership capacity within schools and school systems. They are lead learners whose leadership requires the ability to use pedagogy and andragogy in facilitating the learning of everyone in the school and its community.
- **Reflective Practitioners** – school leaders who are reflective practitioners with a world view to create dynamic learning environments as well as organizational and operational systems where everyone engages in ongoing reflective and critical inquiry to inform

action. They accept critical feedback to develop the personal insight necessary to increase their leadership attributes and skills. They are strategic and systems thinkers with a growth mindset.

- **Transformative Decision-Makers** – school leaders who recognize that their leadership is a transformative and political process to bring about positive change in the pursuit of a better society and world. They understand and demonstrate the capability to evaluate the moral and legal consequences of decisions and make their choices based on the goal of maximizing student learning through the values of social justice and democratic community.
- **Relationship Builders** – school leaders who are adept at building positive relationships. They are culturally competent leaders who treat each individual with civility, empathy, respect, and forthrightness while holding high expectations for everyone who contributes to the learning organization they strive to consistently improve. They build external relationships with families, community members, and community organizations to strengthen the school programs they lead.
- **Visionaries with High Expectations** - school leaders who communicate and create a shared vision that inspires high expectations for their own performance, as well as for the performance of all others in the school. They embrace accountability and give feedback as tools for continuous improvement while remaining focused on student learning as a priority. They are passionate leaders who persevere and challenge the status quo.

## **Department of Educational Leadership and Research Methodology**

### **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.

### **Mission**

The Department of Educational Leadership and Research Methodology at Florida Atlantic University is a community of scholars engaged in four programs: Adult and Community Education, Higher Education Leadership, School Leaders, and Research Methodology. We focus on the preparation and support of practitioners, leaders, and researchers in Florida, the nation, and the international community through courses, undergraduate and graduate programs, professional learning, and community service.

### **Values**

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

- **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.

## **PROGRAM OVERARCHING GOALS & COMPETENCIES**

*Curriculum Goals:* Students will be able to:

1. Reflect on leadership improvement and decision-making strategies for improved student learning. Synthesize the concepts learned in the course and reflect on the impact they have on their learning and leadership growth.
2. Understand the interconnection of organizational systems relevant to the context of the course concepts, and the processes needed to support student and adult learning.
3. Understand social justice, equity, and bias in the context of course concepts.
4. Understand the change process and its impact on school improvement relevant to the context of the course concepts and the systems needed to support student and adult learning.

*Competencies:* Program graduates shape their schools and communities' present and future through their demonstrated capacity to:

1. Demonstrate continuous personal leadership growth through reflective practice.
2. Demonstrate the leadership expertise and decision-making strategies needed to improve authentic student and adult learning, and foster a dynamic, purposeful learning organization.
3. Model the principles of - and advocate for - social justice, equity, and inclusion in their schools and communities.
4. Effectively lead and manage the interconnected organizational systems, processes, and people needed to support authentic student and adult learning, and a dynamic, purposeful community.
5. Design, implement, and sustain change processes that ensure school improvement initiatives and support authentic student and adult learning.

## **COURSE CONNECTION TO CONCEPTUAL FRAMEWORK**

As a reflective decision-maker, the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional by documenting emergent interpersonal and intrapersonal leadership development and the application of politics and policy to the leadership and management of schools. The student will recognize that educational leadership is a transformative and political process to bring about positive change and develop skills to create high-performing, results-oriented organizations.

## **STANDARDS & GUIDELINES USED FOR DEVELOPING COURSE OBJECTIVES**

Florida Educational Leadership Exam (FELE): 2.4.1; 3.1.4; 3.4.1; 3.4.2; 3.4.3

Florida Principal Leadership Standards (FPLS): 3.6.e; 3.9.f; 3.9.g; 4.10.a; 4.10.c; 4.10.e; 4.10.f

## COURSE OBJECTIVES

The learners will:

1. Understand, analyze, and critique the historical foundation of public education and educational policy using a lens of social justice, equity, and equality.
2. Understand, analyze and reflect on the roles of school boards and superintendents and their impact on policy and politics.
3. Understand and communicate the role of power, actors, and decisions for policy development and implementation.
4. Apply the PRINCE system of policy analysis.
5. Understand and analyze Florida legislative processes and the evolution of policy from definition to implementation to evaluation.
6. Understand, analyze, and communicate the stages of change within the development, implementation, and evaluation of policy initiatives.
7. Understand, analyze and reflect on the interconnected systems and micro-level politics needed to support policy at the local, state, and national levels.
8. Apply policy analysis theoretical frameworks to district and state policy.
9. Analyze and reflect on the equity and equality of policy and policy alternatives intended to support social justice.

## CONTENT OUTLINE

The following section lists the course topics, divided into modules (class meetings), with their standards, learning goals, and objectives.

<b>Module: 1 of 6</b>	<b>Module Theme: The History of Public Education in America</b>
Standards for this Module Florida Educational Leadership Exam (FELE): 3.1.4; 3.4.3 Florida Principal Leadership Standards (FPLS): 3.9.f; 4.10.c; 4.10.d; 4.10.f	
Learning Goals/Objectives for this Module <ul style="list-style-type: none"> <li>• Understand, analyze, and critique the historical foundation of public education and educational policy using a lens of social justice, equity, and equality.</li> <li>• Understand and analyze the roles of school boards and superintendents and their impact on policy and politics.</li> </ul>	

<b>Module: 2 of 6</b>	<b>Unit Theme: Power and Educational Policy</b>
Standards for this Module Florida Educational Leadership Exam (FELE): 2.2.6; 2.4.1; 3.4.1; 3.4.2; 3.4.3 Florida Principal Leadership Standards (FPLS): 4.10.a; 4.10.c; 4.10.e; 4.10.f; 3.9.f; 3.9.g; 3.6.e; 3.6.f; 3.6.g	
Learning Goals/Objectives for this Module <ul style="list-style-type: none"> <li>• Understand and communicate the role of power, actors, and decisions for policy development and implementation.</li> <li>• Apply the PRINCE system of power analysis.</li> </ul>	

<b>Module: 3 of 6</b>	<b>Unit Theme: Policy Process</b>
Standards for this Module Florida Educational Leadership Exam (FELE): 2.2; 2.3; 2.4; 3.5 Florida Principal Leadership Standards (FPLS): 3.6; 3.8; 3.9.	

<b>Module: 3 of 6</b>	<b>Unit Theme: Policy Process</b>
Learning Goals/Objectives for this Module	
<ul style="list-style-type: none"> <li>• Understand and analyze Florida legislative processes and policies.</li> <li>• Understand and analyze Florida legislative processes and the evolution of policy from definition to implementation to evaluation.</li> <li>• Understand and analyze the interconnected systems and micro-level politics needed to support policy at the local, state, and national levels.</li> </ul>	

<b>Module: 4 of 6</b>	<b>Unit Theme: Major Education Policy Actors</b>
Standards for this Module	
Florida Educational Leadership Exam (FELE): 2.4; 3.5	
Florida Principal Leadership Standards (FPLS): 3.6; 3.9	
Learning Goals/Objectives for this Module	
<ul style="list-style-type: none"> <li>• Understand and communicate the role of power, actors, and decisions for policy development and implementation.</li> <li>• Understand, analyze, and communicate the stages of change within the development, implementation, and evaluation of policy initiatives.</li> </ul>	

<b>Module: 5 of 6</b>	<b>Unit Theme: Micro-level Politics and Educational Policy</b>
Standards for this Module	
Florida Educational Leadership Exam (FELE): 2.2; 2.3; 2.4; 3.5	
Florida Principal Leadership Standards (FPLS): 3.6; 3.8; 3.9	
Learning Goals/Objectives for this Module	
<ul style="list-style-type: none"> <li>• Understand and analyze the interconnected systems and micro-level politics needed to support policy at the local, state, and national levels.</li> </ul>	

<b>Module: 6 of 6</b>	<b>Unit Theme: Florida Legislative Case Study (CA)</b>
Standards for this Module	
Florida Educational Leadership Exam (FELE): 2.2; 2.3; 2.4; 3.6	
Florida Principal Leadership Standards (FPLS): 3.6; 3.8; 3.9	
Learning Goals/Objectives for this Module	
<ul style="list-style-type: none"> <li>• Apply policy analysis theoretical frameworks to district and state policy.</li> <li>• Analyze the equity and equality of policy and policy alternatives intended to support social justice.</li> </ul>	

## COURSE REQUIREMENTS

### Competency Assessment

There is one required Competency Assessment in this course. The Competency Assessment must be **uploaded to LiveText and Canvas**. The rubric for each assignment will be discussed in class by the instructor at the appropriate time. Students will be assessed on this assignment using a scale of Exemplary, Satisfactory, Emerging, Unsatisfactory, and Did Not Attempt. The Competency Assessment will include an element for master level writing. (See the FAU PPI writing rubric). **The Competency Assessment must be rated at the Exemplary or Satisfactory for a student to pass the course.** Refer to the rubric for assessment criteria.



The Competency Assessment will also be scored for as part of the grade for this course. All assignments will be turned in online in Canvas, and **posted in LiveText**. Completion of all assignments at the Exemplary or Satisfactory level is required to pass the course. **No final grade for the course will be posted until the Competency Assessment is posted in BOTH LiveText and Canvas.**

**Competency Assessment 1**

**Assignment Description:** Track and analyze Florida policy **SB1546 - 2011 - School Choice** – (<http://laws.flrules.org/2011/232>) utilizing one process model and one power model, and then evaluate its effect on your school site. Include the major policy actors that affected this policy and how this policy impacts the micro-politics at your school site. Discuss how this policy was shaped by the history of public education in America. You will be scored per the rubric below:

Competency Assessment 1 Rubric					
Topic	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
<b>Content &amp; Development</b>	Exhibits a comprehensive, accurate, and persuasive understanding of the policy and ethical decisions for implementation including: <ul style="list-style-type: none"> <li>Educational and physical accommodations</li> <li>Federal and state guidelines, compliance with rights of students, staff, and/or parents.</li> </ul> (6 pts.)	Exhibits an accurate and comprehensive understanding of the policy and ethical decisions for implementation including: <ul style="list-style-type: none"> <li>Educational and physical accommodations,</li> <li>Federal and state guidelines, compliance with rights of students, staff, and/or parents.</li> </ul> (5 pts.)	Exhibits a general understanding of the policy and ethical decisions for implementation including: <ul style="list-style-type: none"> <li>Educational and physical accommodations</li> <li>Federal and state guidelines, compliance with rights of students, staff, and/or parents.</li> </ul> (4 pts.)	Exhibits a limited understanding of the policy and ethical decisions for implementation. (3-1 pts.)	<i>No attempt made (0 pts.)</i>
<b>Policy Process</b>	Exhibits an accurate understanding of the Stages and other policy process models. (6 pts.)	Exhibits an accurate understanding of the Stages Policy Process Model. (5 pts.)	Exhibits a general understanding of the Stages Policy Process Model. (4 pts.)	Exhibits a limited understanding of the Stages Policy Process Model. (3-1 pts.)	<i>No attempt made (0 pts.)</i>
<b>Power Model</b>	Provides a thorough list of viable actors. Thoroughly estimates the position, power and priority for each actor. (6 pts.)	Provides a satisfactory list of viable actors. Satisfactorily estimates the position, power and priority for each actor. (5 pts.)	Provides a limited estimate for the position, power or priority for each actor. (4 pts.)	Fails to identify viable actors. Fails to estimate the position, power and/or priority for each actor. (3-1 pts.)	<i>No attempt made (0 pts.)</i>

Competency Assessment 1 Rubric					
Topic	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
<b>Policy Actors</b>	Identifies most relevant policy actors. (6 pts.)	Identifies some relevant policy actors. (5 pts.)	Identifies few relevant policy actors. (4 pts.)	Identifies less relevant policy actors. (3-1 pts.)	No attempt made (0 pts.)
<b>Micro-political Effects</b>	Identifies most relevant micro-political effects. (6 pts.)	Identifies some relevant micro-political effects. (5 pts.)	Identifies few relevant micro-political effects. (4 pts.)	Identifies irrelevant micro-political effects. (3-1 pts.)	No attempt made (0 pts.)
<b>Link to history of American Education (3 points)</b>	Identifies sophisticated linkages to American Education history. (6 pts.)	Identifies linkages to American Education history. (5 pts.)	Identifies some linkages to American Education history. (4 pts.)	Identifies no linkages to American Education history. (3-1 pts.)	No attempt made (0 pts.)
<b>Content &amp; Development The student will use clear and persuasive communication</b>	<ul style="list-style-type: none"> <li>- Exhibits a comprehensive, accurate, and persuasive understanding of the topic.</li> <li>- Major points are identified and clearly and fully supported.</li> <li>- External literature and research used are compelling, current and clearly address the topic.</li> <li>- Content and purpose are clear, consistent and compelling. (6 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits an accurate and comprehensive understanding of the topic.</li> <li>- Major points are identified and adequately supported.</li> <li>- External literature and research used are current and address the topic.</li> <li>- Content and purpose are clear and consistent. (5 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits a general understanding of the topic.</li> <li>- Major points are identified but not adequately supported.</li> <li>- External literature and research used is included but does not adequately address the topic.</li> <li>- Content and purpose are unclear and inconsistent. (4 pt.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits a limited understanding of the topic.</li> <li>- Major points are poorly identified and not supported.</li> <li>- External literature and research used are not adequately included.</li> <li>- Content vague and purpose is difficult to determine. (3-1 pts.)</li> </ul>	No attempt made (0 pts.)
<b>Organization &amp; Structure The student will provide organized and structured writing.</b>	<ul style="list-style-type: none"> <li>- Reveals strong understanding of format and structure and the narrative flows well.</li> <li>- Paragraphs clearly connected to the topic and points are fully explained.</li> <li>- Paragraph transitions are excellent and compelling. (6 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Reveals an understanding of format and structure and is easy to follow.</li> <li>- Paragraphs connected to the topic and points are explained.</li> <li>- Paragraph transitions are clear and help the narrative flow. (5 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Reveals an understanding of format and structure but is not easy to follow.</li> <li>- Paragraphs vaguely connected to the topic but points are explained</li> <li>- Paragraph transitions need improvement. (4 pt.)</li> </ul>	<ul style="list-style-type: none"> <li>- Reveals a limited understanding of format and structure.</li> <li>- Paragraphs not connected to the topic or points not explained.</li> <li>- Paragraphs are disjointed and lack transitions. (3-1 pts.)</li> </ul>	No attempt made (0 pts.)

Competency Assessment 1 Rubric					
Topic	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
<b>Format and References</b> <i>The student will use appropriate formatting following the APA style.</i>	- Introduction and conclusions are compelling and major points are concisely previewed or summarized. - Citations and references are provided and follow APA style with no errors. (6 pts.)	- Introduction and conclusions are clear and major points are previewed or summarized. - Citations and references are provided and follow APA style nearly always. (5 pts.)	- Introduction and conclusions are present but major points are not previewed or summarized. - Citations and references are provided and follow APA style but not consistently. (4 pts.)	- Introduction and/or conclusion are missing. - Citations and references are not provided when necessary. (3-1 pts.)	<i>No attempt made (0 pts.)</i>
<b>Mechanics (grammar, spelling, length)</b> <i>The student will value the use of professional quality vocabulary, grammar, punctuation, and spelling.</i>	- Exhibits a thorough understanding of rules of grammar, usage, and punctuation; almost no spelling errors and uses excellent vocabulary. - Language clear, precise, invoking interest and attention. - Length appropriate as described for the assignment. (6 pts.)	- Exhibits an understanding of the rules of grammar, commits few spelling errors, and uses satisfactory vocabulary. - Language appropriate and clear. - Length appropriate as described for the assignment. (5 pts.)	- Exhibits an understanding of the rules of grammar, commits some spelling errors, and uses basic vocabulary. - Language appropriate for the assignment, yet inconsistent. - Over or under length necessary to develop the topic. (4 pts.)	- Exhibits little understanding of the rules of grammar, commits many spelling errors, and uses limited vocabulary. - Language inappropriate (jargon or conversational tone.) - Inadequate or excessive in length. (3-1 pts.)	<i>No attempt made (0 pts.)</i>
<b>FELE 2.4.1</b>	The student identifies all appropriate ethical behaviors within the implementation of the policy.	The student identifies at least two appropriate ethical behaviors within the implementation of the policy.	The student identifies at least one appropriate ethical behaviors within the implementation of the policy.	The student does not identifies at least one appropriate ethical behaviors within the implementation of the policy.	The student does not submit.
<b>FELE 3.1.4</b>	The student will identify all appropriate steps in a change process that effectively facilitates implementation of new policies	The student will identify at least three appropriate steps in a change process that effectively facilitates implementation of new policies	The student will identify at least two appropriate steps in a change process that effectively facilitates implementation of new policies	The student identifies one step in a change process that effectively facilitates implementation of new policies	The student does not submit.

Team Participation Rubric				
Item to be Assessed	Exemplary	Satisfactory	Emerging	Unsatisfactory
Preparation (1 point)	Fully prepared shows evidence of readings and presentations (6 pts.)	Mostly prepared, shows evidence of some readings and some presentations	Minimally prepared, shows little evidence of readings and presentations	Not prepared, does not show evidence of readings and presentations
Team Participation (2 points)	Fully engaged in team activity, works with team to produce a high quality product, supports all team members in the work (12-11 pts)	Somewhat engaged in team activity, works with team, the group product is satisfactory, supports some team members in the work	Minimally engaged in team activity, works with team some of the time, the group product is minimally acceptable, supports some team members in the work	Not engaged in team activity, works with team only some of the time, the group product is not acceptable, hinders the work of the group
Class Discussion (1 point)	Actively and respectfully listens to others and builds on comments, without dominating the conversation. Using references to readings, presentations, as well as makes connections to experience. (6 pts.)	Listens to others respectfully and sometimes builds on comments. Sometimes is quiet or dominates conversation. Sometimes uses references to readings, presentations, as well as makes connections to experience.	Listens to others respectfully and sometimes but does not builds on comments. Overly quiet or overly dominant in conversation. Uses limited references to readings, presentations, as well as makes connections to experience.	Does not listens to others respectfully and does not builds on comments. Overly quiet or overly dominant in conversation. Does not use references to readings, presentations, or connections to experience.

### Journals: Reflective Decision Making

A major goal of this course is to promote students' capacity as reflective decision makers. Students will meet this goal through reflective journal writing based on the learning in each module, class discussions, and the work they are conducting at their respective schools. This assignment will be assessed using the standard School Leaders Master's Program Reflective Writing Rubric.

### Class Participation

An important component of this course is for students to be prepared to come to class having read and reviewed all assigned readings, completed their assignments, and actively engage in all class activities by utilizing active listening skills, working successfully in teams, fully participating in class discussions, and being on time. The students will be graded based on the School Leaders Master's Program Class Participation Rubric.

GRADED ASSIGNMENTS	
Assignments	Points
School Board Venn Diagram	10
PRINCE Analysis	10
Policy Case Study	10
School Board Meeting Brief	10
Stakeholder Engagement Reflection	10

GRADED ASSIGNMENTS	
Assignments	Points
FDOE Policy Analysis	30
Team Participation	8
Class Participation	12
<b>Total Points Possible</b>	<b>100</b>

**ASSIGNMENT DESCRIPTIONS:**

**School Board Venn Diagram-** Students will review the roles/responsibilities of their school district School Board and compare it to the role of the Superintendent. Students will identify similarities and differences within the two roles, as well as how stakeholders play a part in the execution of their roles (10 points).

**PRINCE Analysis-** Students will use the PRINCE Analysis tool to analyze the power dynamics that exist within the School Board and its implications on their relationships with stakeholders (10 points).

**Policy Case Study-** Students will research an educational policy and its evolution from infancy to implementation. Students will then interview an administrator at a school within their district to understand the implications of that policy at the school level (10 pts). Use CA1 Rubric to assess assignment.

**School Board Meeting Brief-** Students will attend a School Board meeting and focus on the power relationships and politics that play themselves out throughout the course of the meeting. Students will write a reflection discussing the different political dynamics that exist and provide examples of how a school leader could use those dynamics. (10 pts). Reflection Rubric used to assess this assignment.

**Stakeholder Engagement Reflection-** Students will attend a SAC meeting or similar stakeholder engagement event at their school and write a reflection on the importance of micro-political relationships and how they can be leveraged as a future principal (10 pts). Reflection Rubric will be used to assess this assignment.

**FDOE Policy Analysis (Competency Assessment #1)-** Students will track and analyze Florida policy SB 1546-2011 – School Choice (<http://laws.flrules.org/2-11/232>) utilizing one process model and one power model, and then evaluate its effect on your school site. Include the major policy actors that affected this policy and how this policy impacts the micro-politics at your school site. Discuss how this policy was shaped by the history of public education in America.

**SCHOOL LEADERS MASTER'S PROGRAM COURSE GRADING SCALE**

This grading scale will be used to determine the final grades given in the course.

<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>	<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>
A	93-100	= 4.0	C	73-76	= 2.0
A-	90-92	= 3.67	C-	70-72	= 1.67
B+	87-89	= 3.33	D+	67-69	= 1.33
B	83-86	= 3.00	D	63-66	= 1.00
B-	80-82	= 2.67	D-	60-62	= 0.67
C+	77-79	= 2.33	F	Below 60	= 0.00

**SCHOOL LEADERS MASTER'S PROGRAM STANDARD RUBRICS**

The following rubrics are used across the School Leaders Master's Program to evaluate student performance. Please refer to your instructor for further explanation of rubrics. Students should understand that "Satisfactory" is the "Passing" rating for assessment. Rubrics are developed so that the sum of the scores is used to develop a "Passing" grade.

**Reflective Writing Rubric**

This rubric is for reflection assignments on readings, class discussions, presentations, and website information. Note that the self-reflection section is to be written in the first person.

- 1) Synthesis of Learning
  - a. Provides a clear synthesis of information related to the unit topic.
  - b. Includes appropriate citations for references.
- 2) Personal reflections:
  - a. How does what you learned apply to your current leadership?
  - b. What challenges do you foresee as you grow in your leadership?

<b>School Leaders Master's Program Reflective Writing Rubric</b>					
<b>Topic</b>	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Emerging</b>	<b>Unsatisfactory</b>	<b>No Attempt</b>
<b>Synthesis of Learning</b> <i>Synthesis of information related to the topic.</i>	Provides a thorough synthesis of information related to the concepts presented in class. (6 pts.)	Provides a basic synthesis of information related to the concepts presented in class. (5 pts.)	Provides a limited synthesis of information related to the concepts presented in class. (4 pts.)	Does not synthesize the information related to the concepts presented in class. (3-1 pts.)	The student did not submit. (0 pts.)

School Leaders Master's Program Reflective Writing Rubric					
Topic	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
<b>Personal Reflection</b> <i>First Person writing</i>	Provides a meaningful personal connection to the readings, presentations, learning activities and demonstrates a deep personal understanding of the topic. (6 pts.)	Provides a basic personal connection to the readings, presentations, learning activities and demonstrates a basic personal understanding of the topic. (5 pts.)	Provides a limited personal connection to the readings, presentations, learning activities and demonstrates a limited personal understanding of the topic. (4 pts.)	Does not make a personal connection to the readings, presentations, learning activities and does not demonstrate a personal understanding of the topic. (3-1 pts.)	The student did not submit. (0 pts.)

**School Leaders Master's Program Writing Rubric**

This rubric is for all non-reflection written assignments. All written assignments should follow APA style. This rubric will be incorporated within the specific rubric of each written assignment.

School Leaders Master's Program Writing Rubric					
Topic	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
<b>Content &amp; Development*</b> <i>The student will use clear and persuasive communication</i>	<ul style="list-style-type: none"> <li>- Exhibits a comprehensive, accurate, and persuasive understanding of the topic.</li> <li>- Major points are identified and clearly and fully supported.</li> <li>- External literature and research used are compelling, current and clearly address the topic.</li> <li>- Content and purpose are clear, consistent and compelling. (6 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits an accurate and comprehensive understanding of the topic.</li> <li>- Major points are identified and adequately supported.</li> <li>- External literature and research used are current and address the topic.</li> <li>- Content and purpose are clear and consistent. (5 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits a general understanding of the topic.</li> <li>- Major points are identified but not adequately supported.</li> <li>- External literature and research used is included but does not adequately address the topic.</li> <li>- Content and purpose are unclear and inconsistent. (4 pt.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits a limited understanding of the topic.</li> <li>- Major points are poorly identified and not supported.</li> <li>- External literature and research used are not adequately included.</li> <li>- Content vague and purpose is difficult to determine. (3-1 pts.)</li> </ul>	<i>No attempt made</i> (0 pts.)

<b>School Leaders Master's Program Writing Rubric</b>					
<i>Topic</i>	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>No Attempt</i>
<p><b>Organization &amp; Structure*</b> <i>The student will provide organized and structured writing.</i></p> <p>*See Content and Development NOTE above.</p>	<ul style="list-style-type: none"> <li>- Reveals strong understanding of format and structure and the narrative flows well.</li> <li>- Paragraphs clearly connected to the topic and points are fully explained.</li> <li>- Paragraph transitions are excellent and compelling. (6 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Reveals an understanding of format and structure and is easy to follow.</li> <li>- Paragraphs connected to the topic and points are explained.</li> <li>- Paragraph transitions are clear and help the narrative flow. (5 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Reveals an understanding of format and structure but is not easy to follow.</li> <li>- Paragraphs vaguely connected to the topic but points are explained</li> <li>- Paragraph transitions need improvement. (4 pt.)</li> </ul>	<ul style="list-style-type: none"> <li>- Reveals a limited understanding of format and structure.</li> <li>- Paragraphs not connected to the topic or points not explained.</li> <li>- Paragraphs are disjointed and lack transitions. (3-1 pts.)</li> </ul>	<p><i>No attempt made (0 pts.)</i></p>
<p><b>Format and References</b> <i>The student will use appropriate formatting following the APA style.</i></p> <p>*See Content and Development NOTE above.</p>	<ul style="list-style-type: none"> <li>- Introduction and conclusions are compelling and major points are concisely previewed or summarized.</li> <li>- Citations and references are provided and follow APA style with no errors. (6 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction and conclusions are clear and major points are previewed or summarized.</li> <li>- Citations and references are provided and follow APA style nearly always. (5 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction and conclusions are present but major points are not previewed or summarized.</li> <li>- Citations and references are provided and follow APA style but not consistently. (4 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction and/or conclusion are missing.</li> <li>- Citations and references are not provided when necessary. (3-1 pts.)</li> </ul>	<p><i>No attempt made (0 pts.)</i></p>
<p><b>Mechanics (grammar, spelling, length)</b> <i>The student will value the use of professional quality vocabulary, grammar, punctuation, and spelling.</i></p> <p>*See Content and Development NOTE above.</p>	<ul style="list-style-type: none"> <li>- Exhibits a thorough understanding of rules of grammar, usage, and punctuation; almost no spelling errors and uses excellent vocabulary.</li> <li>- Language clear, precise, invoking interest and attention.</li> <li>- Length appropriate as described for the assignment. (6 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits an understanding of the rules of grammar, commits few spelling errors, and uses satisfactory vocabulary.</li> <li>- Language appropriate and clear.</li> <li>- Length appropriate as described for the assignment. (5 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits an understanding of the rules of grammar, commits some spelling errors, and uses basic vocabulary.</li> <li>- Language appropriate for the assignment, yet inconsistent.</li> <li>- Over or under length necessary to develop the topic. (4 pts.)</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits little understanding of the rules of grammar, commits many spelling errors, and uses limited vocabulary.</li> <li>- Language inappropriate (jargon or conversational tone.)</li> <li>- Inadequate or excessive in length. (3-1 pts.)</li> </ul>	<p><i>No attempt made (0 pts.)</i></p>
<p>*NOTE: When incorporated within an assessment rubric, the total points from this Master's Program Writing Rubric will be divided by 4, 6, or 8 to make the maximum value of the writing either 6, 4, or 3 points towards the total value of the written assignment.</p>					



<b>School Leaders Master's Program Class Participation Rubric</b>					
	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Emerging</b>	<b>Unsatisfactory</b>	<b>No Attempt</b>
<b>Preparation</b>	Fully prepared shows evidence of readings and presentations. (6 pts.)	Mostly prepared, shows evidence of some readings and presentations. (5 pts.)	Minimally prepared, shows little evidence of readings and presentations. (4 pts.)	Not prepared, does not show evidence of readings and presentations. (3-1 pts.)	The student did not participate. (0 pts.)
<b>Group Activities</b>	Fully engaged in group activity, works with team to produce a high-quality product, supports all team members in the work. (6 pts.)	Somewhat engaged in group activity, works with team, the group product is satisfactory, supports some team members in the work. (5 pts.)	Minimally engaged in group activity, works with team some of the time, the group product is minimally acceptable, supports some team members in the work. (4 pts.)	Not engaged in group activity, works with team only some of the time, the group product is not acceptable, hinders the work of the group. (3-1 pts.)	The student did not participate. (0 pts.)
<b>Class Discussions</b>	Actively and respectfully listens to others and builds on comments, without dominating the conversation. Using references to readings, presentations, as well as makes connections to experience. (6 pts.)	Listens to others respectfully and sometimes builds on comments. Sometimes is quiet or dominates conversation. Sometimes uses references to readings, presentations, as well as makes connections to experience. (5 pts.)	Listens to others respectfully and sometimes but does not build on comments. Overly quiet or overly dominant in conversation. Uses limited references to readings, presentations, as well as makes connections to experience. (4 pts.)	Does not listen to others respectfully and does not build on comments. Overly quiet or overly dominant in conversation. Does not use references to readings, presentations, or connections to experience. (3-1 pts.)	The student did not participate. (0 pts.)
<b>Punctuality</b>	On time and ready to work prior to the beginning of class and at the termination of all breaks, always in attendance at class. (6 pts.)	On time and ready to work prior to the beginning of class but is sometimes late at the termination of all breaks, always in attendance at class. (5 pts.)	Late to class at least once and sometimes late at the termination of breaks, always in attendance at class. (4 pts.)	Late to class more than once and sometimes late at the termination of breaks, Misses a day of class. (3-1 pts.)	The student did not participate. (0 pts.)
*NOTE: This rubric will be used to calculate the student's participation grade. The total points from this Participation Rubric will be divided by 2 to make the maximum point value 12 points for class participation.					

### **END OF COURSE SURVEY**

Student Perception of Teaching (SPOT) surveys will be completed online. Please keep in mind that SPOTs are an extremely effective tool to evaluate the quality of instruction. Departments, schools, and colleges use individual instructor data and comments in annual evaluations, as well as for tenure and promotion. SPOT results are presented to faculty in summary form after the end of the semester. Individual SPOT responses are completely anonymous and remain anonymous. Faculty has no way of linking a SPOT to a particular student.

To begin the SPOT process:

1. Log on to MyFAU and click on the "SPOT" tab at the top of the page.
2. Click the "Complete My SPOTs" button to see the courses in which you are enrolled.  
Now also available through Canvas!
3. Click on each course to complete the SPOT for that course

If you have any questions about the process, please contact the Office of Testing and Evaluation at [testandeval@fau.edu](mailto:testandeval@fau.edu).

### **SCHOOL LEADERS MASTER'S PROGRAM POLICY ON MAKEUP TESTS, LATE WORK, AND INCOMPLETES:**

Students should read and refer to the School Leaders Master's Program Student Handbook that corresponds to their particular cohort program. Assignments are due when indicated in the syllabus. Please note that students may not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Instructors must allow these students to make up missed work without any reduction in the student's final course grade. Reasonable accommodation must also be made for students participating in a religious observance. Also, note that grades of Incomplete ("I") are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances. *Students who find themselves in this situation must meet with the professor.*

### **ATTENDANCE POLICY**

According to FAU, the Department of Educational Leadership and Research Methodology, and the School Leaders Master's Program protocols and Attendance Policy, "Students are expected to attend all of the scheduled University classes and to satisfy all academic objectives as outlined by the instructor." Refer to the School Leaders Master's Program Student Handbook that corresponds to their particular cohort program. Students must attend **ALL** classes. Students are expected to be on time and to remain for the duration of each class session. There are no excused absences unless approved by the instructor and the School Leaders Master's Program Coordinator responsible for that student's cohort. Unavoidable absences include: family emergencies, illness, military obligations, and court imposed legal obligations. These absences must be accompanied by documentation. The School Leaders Master's Program Coordinator responsible for that student's cohort reserves the right to approve or disapprove any absence. It is the student's responsibility to make up all assignments missed during his or her absence.

### **CLASSROOM ETIQUETTE / BEHAVIOR POLICY**

University policy on the use of electronic devices states: "In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions."

#### **CODE OF ACADEMIC INTEGRITY (4.001)**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, 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. Academic 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. Harsh penalties are associated with academic dishonesty. For more information, see [http://www.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

#### **STUDENTS WITH DISABILITIES**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).

#### **SPECIAL LEARNING NEEDS**

It is the policy of the College of Education to make reasonable accommodations for qualified individuals with disabilities and language barriers. If you desire accommodations to complete course requirements, please arrange a meeting early in the semester to discuss your request.

#### **STUDENT CODE OF CONDUCT (4.007)**

“The University's Student Code of Conduct is an integral part of the educational mission of the University, emphasizing the development of each individual's acceptance of his or her own personal and social responsibilities and to ensure fairness and due process for all students. Since behavior which is not in keeping with standards acceptable of the University community is often symptomatic of attitudes, misconceptions, and emotional crises; reeducation and rehabilitative activities are essential elements of the disciplinary process.

A humanistic approach is employed. The University's Student Code of Conduct is designed to provide and help maintain an atmosphere within the University community that is conducive to academic pursuits. Serious action against a student, such as separation, is considered and invoked only when other remedies fail to meet the needs of the University's mission.”

For the complete code, please see:

<http://www.fau.edu/artsandletters/new-pdfs/4.007.Student%20Code%20of%20Conduct.pdf>

#### **RELIGIOUS HOLIDAYS**

It is our policy, in accordance with the Board of Trustees' rules and Florida Law to make reasonable accommodations for observing religious holidays.

#### **CONTRACTUAL OBLIGATIONS**

Nothing that pertains to the successful completion of this course should interfere with your current contractual obligations at your school or workplace. In completing specific field-based

assignments (such as interviews), be sure to keep your principal-mentor informed of course requirements.

### **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 provide 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>.

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## Mikaela Kursell

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**From:** Michael Brady  
**Sent:** Thursday, November 14, 2019 4:51 PM  
**To:** Robert Shockley  
**Subject:** RE: Graduate Program Proposals from EDLRM

Bob – I've reviewed the changes to your program descriptions and syllabi. I do not see any conflict or overlap with the courses or curriculum in the ESE Department. Good luck with the changes!

Michael P. Brady, PhD  
Professor & Chair  
Department of Exceptional Student Education  
Florida Atlantic University  
777 Glades Road  
Boca Raton, FL 33431  
(561) 297-3281  
[mbrady@fau.edu](mailto:mbrady@fau.edu)

**From:** Robert Shockley <SHOCKLEY@fau.edu>  
**Sent:** Thursday, November 7, 2019 5:33 PM  
**To:** Barbara Ridener <BRIDENER@fau.edu>; Dale Williams <dwilliams@fau.edu>; Hanizah Zainuddin <zainuddi@fau.edu>; Michael Brady <mbrady@fau.edu>; Paul Peluso <ppeluso@fau.edu>  
**Cc:** Stephen Silverman <silverman@fau.edu>; Daniel Reyes-Guerra <dreyes@fau.edu>; Jarrett Warshaw <warshawj@fau.edu>; Valerie Bryan <bryan@fau.edu>; Maysaa Barakat <barakatm@fau.edu>; Sunny Gross <sgross20@fau.edu>  
**Subject:** Graduate Program Proposals from EDLRM

For your information I am forwarding to you proposed Graduate Program Changes from the Department of Educational Leadership and Research Methodology. These proposed changes are as follows:

- Catalog changes for the EDL Adult and Community Education Specialist Degree
- Catalog changes for proposed changes to the EDL Masters School Leaders Degree reflecting new course proposals, as well as course change proposals included in attached materials. These changes are as a result of Wallace Grant partnership initiatives with area school districts.
- Catalog changes to for proposed changes to the EDL Specialist (School Leaders) with Certification Degree reflecting new course proposals, as well as course change proposals that are included in attached materials. Again, these changes are the result of partnership initiatives with area school districts.
- Catalog changes to proposed changes to EDL Specialist (School Leaders) Advanced Degree reflecting course requirement changes.

Please get back to me at your earliest convenience if your department has conflicts with any of these proposed changes to our programs. Thanks. Bob

Robert Shockley, Chair  
Educational Leadership and Research Methodology  
ED 47 Room 260A  
777 Glades Rd.  
Boca Raton, FL 33431

GRADUATE COLLEGE

FEB 10 2020

## Mikaela Kursell

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**From:** Barbara Ridener  
**Sent:** Monday, November 18, 2019 10:10 AM  
**To:** Robert Shockley  
**Subject:** RE: Graduate Program Proposals from EDLRM

No conflict for Teaching and Learning.

Sorry for the delay.

Barbara

**From:** Robert Shockley <SHOCKLEY@fau.edu>  
**Sent:** Thursday, November 7, 2019 5:33 PM  
**To:** Barbara Ridener <BRIDENER@fau.edu>; Dale Williams <dwilliams@fau.edu>; Hanizah Zainuddin <zainuddi@fau.edu>; Michael Brady <mbrady@fau.edu>; Paul Peluso <ppeluso@fau.edu>  
**Cc:** Stephen Silverman <silverman@fau.edu>; Daniel Reyes-Guerra <dreyes@fau.edu>; Jarrett Warshaw <warshawj@fau.edu>; Valerie Bryan <bryan@fau.edu>; Maysaa Barakat <barakatm@fau.edu>; Sunny Gross <sgross20@fau.edu>  
**Subject:** Graduate Program Proposals from EDLRM

For your information I am forwarding to you proposed Graduate Program Changes from the Department of Educational Leadership and Research Methodology. These proposed changes are as follows:

- Catalog changes for the EDL Adult and Community Education Specialist Degree
- Catalog changes for proposed changes to the EDL Masters School Leaders Degree reflecting new course proposals, as well as course change proposals included in attached materials. These changes are as a result of Wallace Grant partnership initiatives with area school districts.
- Catalog changes to for proposed changes to the EDL Specialist (School Leaders) with Certification Degree reflecting new course proposals, as well as course change proposals that are included in attached materials. Again, these changes are the result of partnership initiatives with area school districts.
- Catalog changes to proposed changes to EDL Specialist (School Leaders) Advanced Degree reflecting course requirement changes.

Please get back to me at your earliest convenience if your department has conflicts with any of these proposed changes to our programs. Thanks. Bob

Robert Shockley, Chair  
Educational Leadership and Research Methodology  
ED 47 Room 260A  
777 Glades Rd.  
Boca Raton, FL 33431  
(561)297-3551

GRADUATE COLLEGE

## Mikaela Kursell

---

**From:** Robert Shockley  
**Sent:** Tuesday, November 26, 2019 1:09 PM  
**To:** Daniel Reyes-Guerra  
**Subject:** FW: Graduate Program Proposals from EDLRM

FYII RS

**From:** Hanizah Zainuddin <zainuddi@fau.edu>  
**Sent:** Tuesday, November 26, 2019 11:39 AM  
**To:** Robert Shockley <SHOCKLEY@fau.edu>; Paul Peluso <ppeluso@fau.edu>  
**Cc:** Sunny Gross <sgross20@fau.edu>  
**Subject:** RE: Graduate Program Proposals from EDLRM

Hi Bob:

I'm terribly sorry for this delay. I hope it's not too late. While my department doesn't see a conflict, it looks like both EDF 6918 (Action Research) and an EEX course were removed from the prior requirements. Perhaps this has to do with your grant requirements.

As I've said, my department sees no conflict, but we do want to express some our thoughts resulting from these proposals. Many of the topics in your curriculum proposals are also those that we address in our current courses, and are likely to address in our future courses as social justice is central to CCEI department's mission. While we agree that this work should be done across departments as they pertain to their field, we notice that questions about equity, race and class in instruction are being raised in the classroom context which directly overlaps with the work of my department. We hope that the presence of these topics on the syllabus does not become the basis by which our department's efforts towards the same goals will be objected to in future courses that we develop.

Additionally, as we accept new MEd in C & I students starting spring 2020, who will be needing the ELDRM courses in the Teacher Leadership Certificate, we would also like to know if your department would be open to including courses in our department on your list of program requirements in the future. We would really love to have this conversation with your department or relevant faculty to explore this possibility going forward.

All the best in the curriculum proposals!

Take care,

Best regards,  
Hani

Hanizah Zainuddin, Ph.D  
Interim Chair and Associate Professor  
Dept. of Curriculum, Culture, and Educational Inquiry  
Rm. 347, Education Bldg  
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Visit our Department Website:

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Visit our Facebook Page:

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



“Helping the underprivileged is justice, not charity”

## Mikaela Kursell

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**From:** Dale Williams  
**Sent:** Tuesday, November 12, 2019 8:33 AM  
**To:** Robert Shockley  
**Subject:** RE: Graduate Program Proposals from EDLRM

**Follow Up Flag:** Flag for follow up  
**Flag Status:** Flagged

No conflicts or concerns.  
Dale

**From:** Robert Shockley <SHOCKLEY@fau.edu>  
**Sent:** Friday, November 8, 2019 9:31 AM  
**To:** Dale Williams <DWILLIAM@fau.edu>  
**Subject:** FW: Graduate Program Proposals from EDLRM

For your information I am forwarding to you proposed Graduate Program Changes from the Department of Educational Leadership and Research Methodology. These proposed changes are as follows:

- Catalog changes for the EDL Adult and Community Education Specialist Degree
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- Catalog changes to proposed changes to EDL Specialist (School Leaders) Advanced Degree reflecting course requirement changes.

Please get back to me at your earliest convenience if your department has conflicts with any of these proposed changes to our programs. Thanks. Bob

Robert Shockley, Chair  
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**From:** Robert Shockley <SHOCKLEY@fau.edu>  
**Sent:** Tuesday, January 7, 2020 12:46 PM  
**To:** Paul Peluso <ppeluso@fau.edu>  
**Cc:** Maysaa Barakat <barakatm@fau.edu>; Jarrett Warshaw <warshawj@fau.edu>; Sunny Gross <sgross20@fau.edu>; Daniel Reyes-Guerra <dreyes@fau.edu>  
**Subject:** FW: Graduate Program Proposals from EDLRM

Paul,

I am forwarding to you proposed Graduate Program Changes from the Department of Educational Leadership and Research Methodology. These proposed changes are as follows:

- Catalog changes for the EDL Adult and Community Education Specialist Degree
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- Catalog changes to for proposed changes to the EDL Specialist (School Leaders) with Certification Degree reflecting new course proposals, as well as course change proposals that are included in attached materials. Again, these changes are the result of partnership initiatives with area school districts.
- Catalog changes to proposed changes to EDL Specialist (School Leaders) Advanced Degree reflecting course requirement changes.

I am attaching statements of no conflict from all of the departments except for Counselor Education. I know you had verbally indicated to me that there was no conflict from your department but I could not locate a written response. Please get back to me at your earliest convenience if there are concerns or problems with this proposal. Bob

Robert Shockley, Chair  
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