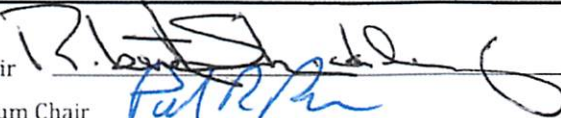

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW/CHANGE PROGRAM REQUEST</b> <b>Graduate Programs</b>	UGPC Approval _____ UFS Approval _____ Banner Posted _____ Catalog _____
	Department Educational Leadership and Research Methodology College Education	
<b>Program Name</b> Master's of Education (M.Ed.) Program	<input type="checkbox"/> New Program <input checked="" type="checkbox"/> Change Program	<b>Effective Date</b> (TERM & YEAR) Summer 2020
<b>Please explain the requested change(s) and offer rationale below or on an attachment</b>  The attached changes replace the catalog's description of the Master of Education (M.Ed.), School Leaders (K-12) Concentration.  Courses listed have had name changes and catalog description changes, and an additional course has been added. The resulting changes include a change in the degree requirements to 42 credits. These changes and their corresponding change forms (which also need simultaneous approval) are included as attachments as well.  The description of the School Leaders (K-12) Concentration is included.  See these attachment for details.		
<b>Faculty Contact/Email/Phone</b> Daniel Reyes-Guerra/dreyes@fau.edu/561-306-4897	<b>Consult and list departments that may be affected by the change(s) and attach documentation</b>	
<b>Approved by</b> Department Chair  College Curriculum Chair  College Dean <u>Steve Silberman</u> (PK) UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	<b>Date</b> <del>3/3/2020</del> 3/4/2020 3/19/20	

Email this form and attachments to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the UGPC meeting so that materials may be viewed on the UGPC website prior to the meeting.

## **Master's Degree Program in Educational Leadership (M.Ed.)**

### **School Leaders (K-12) Concentration**

The K-12 School Leaders concentration prepares aspiring teacher leaders and assistant principals to meet the challenges of today's public and private educational institutions. Developed in cooperation with Florida public school districts, the program of study is built on the four major domains that the EDLRM requires for leadership learning: leadership foundations, research foundations, professional knowledge and experiential learning. To fulfill the requirements of the Master's Degree program, students take coursework aligned to the knowledge, skills, and dispositions needed to be a school leader, program-provided seminars, and task-specific internship courses with curricula built to practice assistant principal-level activities in school-based clinical experiences.

**Admissions requirements into this program include three years of successful teaching experience and a sponsor commitment form from a school principal who is willing to sponsor and coach the student for three semesters of internship.**

Completion of this program, which includes passing the Florida Educational Leadership Exam (FELE), leads to Florida Educational Leadership Certification (Level I), which qualifies an individual to serve as a public school assistant principal or principal in the State of Florida (depending on individual district requirements). In addition to engaging students in world-class learning, the program incorporates the FELE Competencies and Skills. The program is also aligned with the Professional Standards for Educational Leaders (PSELs) and National Educational Leadership Preparation (NELP) Program Standards - Building Level which align with the Council for the Accreditation of Educator Preparation (CAEP) accreditation and program review. Students who complete this program are prepared to sit for the FELE examination and must pass the exam in order to graduate. Florida ESOL requirements must also be satisfied prior to graduation

# New School Leaders Master Degree

## School Leaders (K-12) Concentration

The K-12 School Leaders concentration prepares aspiring teacher leaders and assistant principals to meet the challenges of today's public and private educational institutions. **Developed** in cooperation with Florida public school districts, the program of study is built on the four major domains that the EDLRM requires for leadership learning: leadership foundations, research foundations, professional knowledge and experiential learning. To fulfill the requirements of the **Master's Degree** program, students take **coursework aligned to the knowledge, skills, and dispositions needed to be a school leader, program-provided seminars, and task-specific** internship courses with curricula built to practice assistant principal-level activities in school-based clinical experiences.

*New*

**Admissions requirements into this program include three years of successful teaching experience and a sponsor commitment form from a school principal who is willing to sponsor and coach the student for three semesters of internship.**

Completion of this program, **which includes passing the Florida Educational Leadership Exam (FELE), in combination with three years of successful teaching experience and passing the Florida Educational Leadership Exam (FELE), leads to Florida Educational Leadership Certification (Level I), which qualifies an individual to serve as a public school assistant principal or principal in the State of Florida (depending on individual district requirements), intern assistant principal, intern principal or interim principal.** In addition to engaging students in world-class learning, the program incorporates the **FELE Competencies and Skills. Florida leadership standards, competencies and skills that are measured through the FELE. The program is also aligned with the Professional Standards for Educational Leaders (PSELS) and National Educational Leadership Preparation (NELP) Program Standards - Building Level which align with the Council for the Accreditation of Educator Preparation (CAEP) accreditation and program review.** It also complies with knowledge requirements specified by NCATE and ISLCC Standards. Students who complete this program are prepared to sit for the FELE examination and must pass the exam in order to graduate. **Florida ESOL requirements must also be satisfied prior to graduation.**

*old*

<b>Degree Requirements</b>	<b>42 39 credits</b>
<b>Leadership Foundation</b>	<b>9 credits</b>
ADE 6381 – Leadership 1: Adult Learning and Assessment	3
EDS 6100 – Leadership 2: Theory and Practice	3
EDA 6103 – Leadership 3: Administrative Processes	3
<b>Research and Technology Foundation</b>	<b>6 credits</b>
STA 6113 – Research and Statistics 1	3
EDF 6481 – Research and Statistics 2	3
<b>Professional Knowledge</b>	<b>21 18 credits</b>
EDA 6232 – Law and Policy	3
EDA 6300 – Systems and Community	3
EDA 6207 – School Operations	3
EDF 6786 – Policy and Politics	3
EDS 6050 – Instructional Leadership I	3
EDS 6052 – Instructional Leadership II	3
EDA 6191 – Leadership for Social Justice	3
<b>Experiential Component</b>	<b>6 credits</b>
EDA 6945 – Fall School Leadership Internship	2

EDA 6946 – Spring School Leadership Internship	2
EDA 6947 – Summer School Leadership Internship	2



## CHANGES TO CATALOG DESCRIPTION FOR ALL SCHOOL LEADERS PROGRAM COURSES

### **Systems and Community School Partnerships and Diversity (EDA 6300) 3 credits**

*Prerequisite: Educational Leadership majors only*

*Corequisites: EDA 6191 – Leadership for Social Justice, EDA 6946 Fall Internship*

This course studies covers the philosophy, principles, practices, agencies and organizations involved in or influencing school community programs and initiatives. The course addresses the identification and utilization of community resources and the creation of family engagement partnerships, community linkages, and including collaborative efforts to provide for the educational needs, cultural, health, lifelong learning, vocational, and out-of-school needs of students and citizens in a multi-cultural community.

### **Managing School Operations (EDA 6207) 3 credits**

*Prerequisite: Educational Leadership majors only*

*Corequisites: EDA 6232 – Law and Policy, EDA 6947 – Summer Internship*

Course focuses on developing and analyzing school organizational systems for effective and continuous improvement and how they are interconnected to support student learning understanding the impact of how other systems, developing systems for communications with school stakeholders and community, and a developing a comprehensive plan for improving their school's systems. An introductory professional knowledge course for aspiring K-12 administrators. This course focuses on the role of school administrators who are responsible for the day-to-day managerial tasks in accordance with state and national standards for school management.

### **Practical School Law and Policy (EDA 6232) 3 credits**

*Prerequisites: Educational Leadership majors only and EDF 6786*

*Corequisites: EDA 6207 – School Operations, EDA 6947 – Summer Internship*

This course focuses on the practical aspects and applications of constitutional, statutory, and case law relating to education, with particular emphases on Florida and the law and policy implications and processes related to . Additionally, ethical leadership frameworks are introduced to assist aspiring school leadership when implementing law and policy in the schoolhouse.

### **Educational Governance Politics and Policy (EDF 6786) 3 credits**

*Prerequisite: Educational Leadership majors only*

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. 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.