# FLORIDA ATLANTIC UNIVERSITY

## Graduate Programs—NEW COURSE PROPOSAL

**Department:** EDLRM  
**College:** COE

### RECOMMENDED COURSE IDENTIFICATION:
**Prefix:** AOE  
**Course Number:** 6695  
**Lab Code (L or C):**  
*(TO OBTAIN A COURSE NUMBER, CONTACT Mmalondo@fau.edu)*

### COMPLETE COURSE TITLE:
**Sustainability Leadership for ACE Entrepreneurs & Change Agents**

### EFFECTIVE DATE
(First term course will be offered)

---FALL 2015---

### CREDITS:
3 Graduate Hours

### TEXTBOOK INFORMATION:

### GRADING (SELECT ONLY ONE GRADING OPTION):
- Regular **X**
- Satisfactory/Unsatisfactory

### COURSE DESCRIPTION, NO MORE THAN THREE LINES:
This course offers a comprehensive overview of the field of sustainability leadership and the best practices of starting and growing successful triple-bottom line (TBL) for-profit/nonprofit ventures as the sustainability leaders serve more people and deliver more of their non-profit services to wider audiences.

### PREREQUISITES *:
ADE 6391 or permission of instructor

### COREQUISITES *:

### REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL) *:
Graduate Level Course

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* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

### MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:
PHD IN EDUCATIONAL LEADERSHIP, ADULT AND COMMUNITY EDUCATION, ENVIRONMENTAL AWARENESS

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Faculty contact, email and complete phone number:
Dr. Valerie C. Bryan, Professor & Charles Stewart Mott Eminent Scholar, bryan@fau.edu, 954-592-3224 or 561-799-8639 or Dr. John Hardman, EDLRM, 561-789-9418, whardman1@fau.edu

Please consult and list departments that might be affected by the new course and attach comments.

No Conflict from the following:
- College of Engineering and Computer Science: Mohammad Ilyas; Weppner Center for Civic Engagement & Service: Nori Carter; FAU’s Tech Runway and the Adams Center for Entrepreneurship (ACE): Kimberly Gramm; FAU Pine Jog Environmental Education Center: Susan Toth; COE Departments: NO conflict [TL, ESW, CCEI, ESE, CE and CSD]
<table>
<thead>
<tr>
<th>Approved by:</th>
<th>Date:</th>
<th>1. Syllabus must be attached; see guidelines for requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Curriculum Chair:</td>
<td>3/27/15</td>
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</tr>
<tr>
<td>College Dean:</td>
<td>3/24/15</td>
<td>2. Review Provost Memorandum:</td>
</tr>
<tr>
<td>UGPC Chair:</td>
<td>3/24/15</td>
<td>Definition of a Credit Hour</td>
</tr>
<tr>
<td>Graduate College Dean:</td>
<td>3/29/15</td>
<td><a href="http://www.fau.edu/provost/files/Definition">www.fau.edu/provost/files/Definition</a> Credit_Hour_Memo_2012.pdf</td>
</tr>
<tr>
<td>UFS President:</td>
<td>3/25/15</td>
<td>3. Consent from affected departments</td>
</tr>
<tr>
<td>Provost:</td>
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<td>(attach if necessary)</td>
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</tbody>
</table>

Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.
ADE 6695

Sustainability Leadership for ACE Entrepreneurs & Change Agents

Redefining who we are – Redesigning what we do

Designated as an Academic Service-Learning Course

PROFESSOR: John Hardman, Ph.D.
CONTACT INFORMATION: whardma1@fau.edu
PREREQUISITES: None
Office: Room 250, Department of Educational Leadership & Research Methodology
Phone: 561 789 9418
Hours: Tuesdays and Wednesdays, 1 – 4 pm

Course Credits: 3 graduate credit hours

Course assignments are scheduled for each week for 15 weeks. Final presentations will serve as final exams for the course. Reading Days will be observed unless the University is closed for emergencies; then Reading Days may be used as class time as per Provost Memo dated February 12, 2015.

Course Description (3 credit hours)
This course offers a comprehensive overview of the field of sustainability leadership and the best practices of starting and growing successful triple-bottom line (TBL) for-profit and nonprofit ventures. Sustainability leaders and entrepreneurs in the nonprofit sector will be a primary focus of the course as they aim to go further to not only make a profit for their company, but to elect to serve more people and deliver their services to wider audiences. Learners will see how innovation and creativity is channeled into profitable enterprises with regenerative approaches.

These new businesses will have a positive impact on local and global communities to fulfill their vision and engage all their principal stakeholders in building business models that respond to real needs of becoming financially profitable and scalable over time. The field of sustainability leadership is rapidly garnering attention around the world from entrepreneurs, investors, corporations, foundations, and consulting firms, who have understood that the business-as-usual paradigm has ceased to offer a viable framework for wealth creation.
At the end of the course, students can expect to have:

- Gained an understanding of the principles of sustainability and of the field of sustainability leadership for entrepreneurs, and of the many opportunities, challenges, and issues encountered when integrating a triple-bottom or triple-top line.
- Acquired the leadership and professional skills needed for managing successful sustainability teams.
- Participated in a sustainability-focused Academic Service Learning team project.
- Developed a personal sustainable (business) plan or proposal incorporating the principles of sustainability.
- Met sustainability leaders and entrepreneurs who are creating and applying regenerative approaches that are revolutionizing their industries.

Readings


Academic Service-Learning Statement

Due to the nature of the course content, this course is designated as an “academic service-learning” course. The assistance you provide to the agency/organization during your academic service-learning experience is a service to the community and will allow you to apply knowledge from the course to local, national, and/or global social issues. Throughout this course you will be participating in academic service-learning activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your academic service-learning experience and the impact on the community as well as your professional development.

To receive academic service-learning notation of hours on your transcript, your hours must be logged electronically through NobleHour, www.noblehour.com, while completing your academic service-learning project. Also, pre-assessment and post-assessment surveys through Survey Monkey are required to be taken by academic service-learning students. Please visit the Weppner Center for Civic Engagement & Service website, www.fau.edu/volunteer, for instructions on how to log hours through NobleHour and the links for the surveys. Once your hours have been approved and both surveys have been completed, you will receive an academic service-learning notation on your transcript.

For more information, see http://www.fau.edu/volunteer/NobleHour_guides.php

Team Design Academic Service-Learning Project

As part of the course and in keeping with the principles, goals and objectives of academic service-learning (AS-L), students will create and present a sustainable solution to a team-selected problem. The project will be assessed for its SQ (Environmental, Economic, and Social Sustainability Quotient) AND the quality of the group members’ critique of their individual and
team learning. Projects should actively involve a community agency, and the reflective journals should describe the impact on the community and the agency they are serving. To qualify for recognition of the AS-L component of the project, students must complete a minimum of 10 service-learning hours.

### Assessment

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>DESCRIPTION</th>
<th>DATE DUE</th>
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<tbody>
<tr>
<td><strong>Journals</strong></td>
<td><strong>Learning Journal:</strong> “What have I learned this week about leadership, sustainability, innovation, and entrepreneurship?”</td>
<td>Bi-weekly</td>
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<tr>
<td><strong>25%</strong></td>
<td>Five journals to be submitted throughout the semester. These will consist of personal reflections that connect the readings to your own development and to real-world situations.</td>
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<tr>
<td><strong>Team Design Academic Service-Learning Project</strong></td>
<td>Create and present a sustainable solution to a team-selected problem. The project will be assessed for its SQ (Environmental, Economic, and Social Sustainability Quotient) AND the quality of the group members’ critique of their individual and team learning. The project must be intended to have a measurable impact on the FAU and/or wider community. Projects should actively involve a community agency, and the reflective journals should describe the impact on the community and the agency they are serving. A minimum of 10 service-learning hours must be completed for AS-L for students to earn a notation in their transcripts.</td>
<td>Week 4 - 10</td>
</tr>
<tr>
<td><strong>30%</strong></td>
<td><strong>Take Home Exam:</strong> 6 - 8 page paper “My Sustainable Business Proposal.” This paper will present a student’s original proposal incorporating the concepts learned in the class, showing how he or she intends to create a sustainable solution that is economically viable which addresses regenerative environmental and social concerns.</td>
<td>Week 14</td>
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<tr>
<td><strong>Written Paper</strong></td>
<td><strong>Participation</strong></td>
<td>Ongoing</td>
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<td><strong>30%</strong></td>
<td>Including classroom interaction, email communication, and online exchange of ideas with professor and fellow students.</td>
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<td><strong>15%</strong></td>
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**Total Points for Course Work = 100**

**GRADING SCALE IN THIS CLASS FOR FINAL GRADE, BASED ON TOTAL POINTS:**
**FAU GENERAL OVERALL GRADE POINT AVERAGE [GPA]:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
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<tr>
<td>A</td>
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<td>A-</td>
<td>3.67</td>
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<tr>
<td>B</td>
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<td>B-</td>
<td>2.67</td>
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<td>C</td>
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<td>C-</td>
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<td>0.76</td>
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**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Activities &amp; Readings (selected chapters/articles/websites)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>• Prologue</td>
<td>• Student and Instructor Expectations</td>
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<td>• Assignments and Assessment</td>
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<td>• Class Dynamics</td>
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<td>• Communication</td>
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<td></td>
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<td>• Kouzes &amp; Posner Leadership Practices Inventory (LPI)</td>
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<td>• Principles of Sustainability and Sustainable Development: Breaking down the corporate walls</td>
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<td>Assignment 1: The Journal</td>
<td>• Self-assessment of leadership attributes and practices (Pre-test)</td>
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<tr>
<td></td>
<td></td>
<td>• Brief history of sustainability</td>
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<td>• Major tenets of sustainability and regenerative practice</td>
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<td></td>
<td></td>
<td>• Overcoming the seven blunders of sustainability</td>
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<td></td>
<td>• The triple top line (TTL): An integrated perspective of business</td>
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<td>Week 2</td>
<td>• The Regenerative Leadership Framework (RLF) and the Regenerative</td>
<td>Contrasting leadership theories and applications from the 20th and 21st centuries.</td>
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<tr>
<td></td>
<td></td>
<td>James McGregor Burns (1978). <em>Transformational leadership</em></td>
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<td></td>
<td></td>
<td>• Transforming v. transactional leaders</td>
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<td></td>
<td></td>
<td>• Leadership and followership</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Activities &amp; Readings (selected chapters/articles/websites)</td>
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</tbody>
</table>
|            | **Capacity Index (RCI)**                                            | Collins, J. (2001). *From good to great.*  
- Level 5 leadership  |
| Week 3     | • Organizational culture for sustainable business development        | Otto Scharmer (2007). *Theory U:*  
- Presencing: Leading from the future as it emerges  
- Illuminating our blind spot  |
|            | • The ethics of sustainable entrepreneurship                          | Ken Wilber (2001): *A theory of everything*  
- AQAL: The subjective and the objective dimensions of leadership and corporate sustainability  
- Integrity: Integral vision, integral theory, integral leadership  |
| Week 4     | • Sustainable business practices                                      | Karl Henrik Robert  
- The Natural Step Framework  |
- The Natural Step and its implications for sustainable business  |
|            | Assignment 2: Team Project (Due Week 10)                              | **Assignment 2: Team Project (Due Week 10)**  
- Instruction  
  - Topic selection  
  - Role assignation  
  - The facilitator/consultant’s toolkit: ISIS  
  - Team learning processes (Action Learning, Appreciative Inquiry)  |
|            | • Accountability and sustainability in the global marketplace         | Global Reporting Initiative (GRI): Accountability in a shrinking world  
http://www.globalreporting.org/Home  
- The G3 Reporting Framework Guidelines  
http://www.globalreporting.org/Home/BottomBlock3/Block3.htm |
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</table>
  • Learning organizations  
  McDonough, W., and Braungart, M. (2002). *From cradle to cradle: Remaking the way we make things.*  
  • The story of stuff (http://www.storyofstuff.com/)  
  • The concept of cradle to cradle v. cradle to grave |
  • Overview of the meta-cognitive dynamics of teams |
  • Multi-stakeholder involvement  
  • Capacity building  
  • Deep listening and generative conversation |
| Week 9   | • The Real Deal: Real world applications   | Willard, B. (2003). *The Sustainability Advantage*  
  • Selected studies of companies that have successfully incorporated the TBL. |
| Week 10  | • Sustainability efficiencies             | Accounting for sustainability  
  • Facilities  
  • *Energy, water, and waste*  
  • Resources |
| Week 11  | **Assignment 3:** Exam Paper: My sustainable enterprise  
  (Due Week 14)                                  | Exam Paper  
  From what you have learned during the semester and using the oral presentation, prepare a 3-5 page paper on your own sustainable business, one that you would like to develop as a real, profitable, environmentally friendly, and socially equitable enterprise. |
| Week 12  | • Change Management                      | John Kotter (1996). *Leading change*  
  • The change process in complex systems |
<p>| Week     | Emotional Intelligence                    | Goleman, D., Boyatzis, R. &amp; McKee, A. (2002). <em>Primal</em> |</p>
<table>
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<tbody>
<tr>
<td>13</td>
<td></td>
<td>leadership.</td>
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<tr>
<td></td>
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<td>- Developing emotional intelligence for effective leadership in organizations</td>
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<tr>
<td>Week 14</td>
<td>Exam Paper due: My sustainable enterprise</td>
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<td>- Change Agency</td>
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<td>- Self-assessment of leadership skills and practices</td>
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<td>- Epilogue</td>
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<td>- Instructor evaluation and feedback</td>
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</tbody>
</table>

UNIVERSITY AND COLLEGE POLICIES AND REGULATIONS

ATTENDANCE POLICY:

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." With regard to distance learning courses, attendance includes meaningful, active involvement in all online discussions, professional, ethical conduct in all communications, and timely submission of all assignments.

RELIGIOUS ACCOMMODATION:

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the university in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments.

Students who wish to be excused from course work, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University’s established grievance procedure regarding alleged discrimination.

STUDENTS WITH DISABILITIES:

"In compliance with the Americans with Disabilities Act (A.D.A.), Students who require special accommodations due to a disability to properly execute coursework must register with the Office
for Students with Disabilities (OSD) located in Boca Raton in the Student Support Service Building SU 80. Room 133 (297-3880), or in Davie in MOD I (236-1222), or Jupiter SR 117 (561-799-8585) and follow all OSD procedures.

COMPETENCY-BASED ASSESSMENTS:

A student will not pass the course until Competency-based assessments meet or exceed expectations (on a scale of does not meet expectations, meets expectations, and exceeds expectations). Policy states: In order to pass a Competency-based assessment, the student must meet all criteria of the assignment categorized as either “Meeting” or “Exceeding” expectations.

ACADEMIC MISCONDUCT:

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_Honor_Code.pdf

READINGS


WEBSITES

SUSTAINABILITY LEADERSHIP FOR ACE ENTREPRENEURS CHANGE AGENTS

Global Footprint Network
How many earths would it take to make your lifestyle available to everyone on the planet? Find out here using the Ecological Footprint Calculator:

http://www.footprintnetwork.org/gfn_sub.php?content=calculator

Society for Organizational Learning (SOL) Sustainability Consortium
http://www.solsustainability.org/
The Purpose of the SoL Sustainability Consortium is to build the capacity in organizations and society to achieve economic, ecological and social sustainability so that all life can thrive for all time. We do this by actively practicing the five disciplines of organizational learning and systems thinking in all we do and by engaging leaders who work together across traditional boundaries to achieve our shared aims.

Natural Capital Institute
http://www.naturalcapital.org/

The Natural Capital Institute serves the people who are transforming the world. We are a team of researchers, teachers, students, activists, scholars, writers, social entrepreneurs, artists, and volunteers committed to the restoration of the earth and the healing of human culture. We do two things: we describe pathways of change in books and research reports, and we create tools for connecting the individuals, information, and organizations that create change.

The Global Reporting Initiative
http://www.globalreporting.org/Home
The Global Reporting Initiative (GRI) has pioneered the development of the world’s most widely used sustainability reporting framework and is committed to its continuous improvement and application worldwide. This framework sets out the principles and indicators that organizations can use to measure and report their economic, environmental, and social performance.

The Sustainable Food Laboratory
http://www.sustainablefoodlab.org/

The mission of the Sustainable Food Lab is to accelerate improvement in mainstream food and agriculture systems so we can sustain a high quality life on earth.

Greenopolis
http://greenopolis.com/

Greenopolis.com is the first "green," interactive, collaborative, educational website to bring together communities, environmental organizations, universities, foundations and corporations to reward individuals for making incremental positive environmental changes.

International Society of Sustainability Professionals
http://sustainabilityprofessionals.org/

ISSP is a new, global professional association supporting sustainability practitioners. We offer networking opportunities, a databank of useful resources, and professional development primarily via user-friendly webtools.

Local Businesses
Pizza Fusion
http://www.pizzafusion.com/

Co-founders: Michael Gordon and Vaughn Lazar.

Our mission is to uphold the highest level of integrity in all we do, from the quality and origin of our food to our care for the health of our customers and the environment.

SUSTAINABILITY IN EDUCATION

Florida Atlantic University Sustainability Committee
http://wise.fau.edu/facilities/sustain/

MISSION STATEMENT
To create a culture of sustainability at Florida Atlantic University in which the entire FAU community is aware of, involved with and committed to advancing sustainability through education, operations and community engagement.

The Association for Advancement of Sustainability in Higher Education (AASHE)
www.aashe.org
AASHE is an association of colleges and universities in the U.S. and Canada working to create a sustainable future. It was founded in 2006 with a mission to promote sustainability in all sectors of higher education - from governance and operations to curriculum and outreach - through education, communication, research and professional development. Businesses, NGO's, and government agencies can participate as AASHE partner members. AASHE aims to advance the efforts of the entire campus sustainability community by uniting diverse initiatives and connecting practitioners to resources and professional development opportunities. The association also provides a professional home for campus sustainability coordinators and directors.
September 9, 2014

Dear Dr. Valerie Bryan:

The FAU Pine Jog Environmental Education Center would like to offer its support for the new course proposal from Dr. John Hardman – Sustainability Leadership for ACE Entrepreneurs and Change Agents.

This proposed course is a perfect complement to the Master’s Degree in Environmental Education. Students seeking this advanced degree in EE would greatly benefit from this course in a variety of ways. Its focus on the principles of sustainability and leadership are important components in growing environmental education professionals. Many students will be pursuing careers in the non-profit sector and this course would be invaluable to them. Additionally, the academic service learning component of this course provides for real world application and professional development.

As the unit within the College of Education that works directly with many of the graduate students in the EE Master’s Degree program, we would gladly provide any support possible to this proposed new course.

Sincerely,

Susan Toth
Director of Education
stoth2@fau.edu
September 5, 2014

Graduate Programs Committee Members:

The College of Engineering and Computer Science supports the new graduate course, "Sustainability Leadership for ACE Entrepreneurs & Change Agents" being proposed in the College of Education. This course will certainly complement the academic degree programs in the College of Engineering and Computer Science and does not create any duplication.

Sincerely,

Mohammad Ilyas
Dean and Professor
August 29, 2014

Dear Dr. Valerie Bryan:

The Weppner Center for Civic Engagement & Service would like to offer its support for the new course proposal from Dr. John Hardman: Sustainability Leadership for ACE Entrepreneurs and Change Agents.

The Academic Service-Learning (A S-L) project designed for the course focuses on the development of a sustainable solution to a current, tangible FAU or community need. Furthermore, the course and project design speaks to the reciprocity of service and learning between students as the change agents and the community. Hence, the project and new course strategically complement the program, Adult and Community Education in Sustainability Master’s Degree.

As the department that administers the A S-L program at FAU, we would gladly provide any support possible to the proposed new course.

Sincerely,

Nori Carter
Director, Weppner Center for Civic Engagement & Service
ncarte10@fau.edu
September 9, 2014

Dear Dr. Valerie Bryan:

The FAU Pine Jog Environmental Education Center would like to offer its support for the new course proposal from Dr. John Hardman – Sustainability Leadership for ACE Entrepreneurs and Change Agents.

This proposed course is a perfect complement to the Master’s Degree in Environmental Education. Students seeking this advanced degree in EE would greatly benefit from this course in a variety of ways. Its focus on the principles of sustainability and leadership are important components in growing environmental education professionals. Many students will be pursuing careers in the non-profit sector and this course would be invaluable to them. Additionally, the academic service learning component of this course provides for real world application and professional development.

As the unit within the College of Education that works directly with many of the graduate students in the EE Master’s Degree program, we would gladly provide any support possible to this proposed new course.

Sincerely,

Susan Toth
Director of Education
stoth2@fau.edu
Monday, September 8, 2014

Dr. Valerie Bryan
Professor
Florida Atlantic University
777 Glades Road, EC-MC12, Room 2071
Boca Raton, FL 33431

Dear Dr. Bryan:

FAU's Tech Runway and the Adams Center for Entrepreneurship (ACE) would like to offer their support of Dr. John Hardman and his course proposal for Sustainability Leadership for ACE Entrepreneurs and Change Agents.

Tech Runway, with the support of ACE, aspires to be the preeminent location for new technology and growth industry related ventures focused in Science, Technology, Engineering, and Math (STEM). Tech Runway is fully aligned with the University's Quality Enhancement Plan (QEP) and relies on participation from local, national, and international constituents to launch successful companies here in southeast Florida. The new course complements this program as it provides sustainable economic development through the education of the community.

We believe entrepreneurship is vital to the economic development of southeast Florida and we willingly support the proposed course.

Sincerest regards,

[Signature]

Kimberly Gramm
CEO, FAU Tech Runway
Director, Adams Center for Entrepreneurship
You have letters of support for TL, ESW, CCEI, and ESE. I have yet to hear from CE and CSD. Please forward these letters for inclusion in the COE Graduate Programs Committee with all the required materials. Bob
From: Michael Brady  
Sent: Friday, January 30, 2015 6:05 PM  
To: Robert Shockley  
Subject: RE: Courses for ACE Masters

Bob:

1. I’ve reviewed the three courses your Department has proposed, and see no conflict or overlap with the courses or curriculum in the ESE Department with ADE 6684 and ADE 6695.

2. There is considerable overlap with ADE 6285, your proposal for the grants course. The ESE Department has offered EEX 7526: Grant Writing for many years. Much of the content, as well as the work activities in your ADE course mirrors EEX 7526. In addition, students from your department and others have frequently enrolled in EEX 7526. To identify overlap, however, does not imply conflict. Your proposal for ADE 6285 also includes attention to program management, and the context for your Department’s course rests within adult and community organizations. While there is overlap there as well, there are also differences between the two courses. I do not see conflict between the courses or programs, and the redundancy is not problematic from our perspective.

Good luck,

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

From: Robert Shockley  
Sent: Friday, January 30, 2015 5:46 PM  
To: Barbara Ridener; Deena Wener; Emery Hyslop-Margison; Michael Brady; Michael Whitehurst; Paul Peluso  
Cc: Safeeia Azam; Valerie Bryan; Valerie Bristor  
Subject: FW: Courses for ACE Masters

Attached are three new courses that are being proposed for the department’s Educational Leadership Master’s Degree with emphasis in Adult and Community Education. The faculty have spent the past year planning for a restructuring of this program and these new courses are reflected in this effort. The proposed new courses are:

- ADE 6285 Grant Writing and Program Management for Adult and Community NonProfit Organizations
- ADE 6684 Assessment, Planning and Sustainability with Geospatial Technologies
- ADE 6695 Sustainability Leadership for ACE Entrepreneurs and Change Agents

1
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This degree will now have a focus on sustainability issues and will be unique in Florida. We are excited about the program’s marketability with these revisions. Please review and get back to me if your department sees any conflicts. Thanks. Bob
From: Barbara Ridener  
Sent: Sunday, February 01, 2015 9:45 PM  
To: Robert Shockley  
Subject: RE: Courses for ACE Masters

I do not have any concerns.

Barbara

From: Robert Shockley  
Sent: Friday, January 30, 2015 5:46 PM  
To: Barbara Ridener; Deena Werner; Emery Hyslop-Margison; Michael Brady; Michael Whitehurst; Paul Peluso  
Cc: Safeea Azam; Valerie Bryan; Valerie Bristor  
Subject: FW: Courses for ACE Masters

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