

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs	UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____		
Department <u>Educational Leadership and Research Methodology</u> College <u>Education</u>				
Current Course Prefix and Number <u>EDA6947</u>	Current Course Title <u>Internship 3</u>			
<i>Syllabus must be attached for ANY changes to current course details. See <u>Guidelines</u>. Please consult and list departments that may be affected by the changes; attach documentation.</i>				
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> Change title to: Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Academic Service Learning (ASL) ** Add ☐ Remove ☐ </td> <td style="width: 50%; vertical-align: top;"> Change description to: Change prerequisites/minimum grades to: Remove pre-requisite Change corequisites to: Remove co-requisite Change registration controls to: </td> </tr> </table>			Change title to: Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Academic Service Learning (ASL) ** Add ☐ Remove ☐	Change description to: Change prerequisites/minimum grades to: Remove pre-requisite Change corequisites to: Remove co-requisite Change registration controls to:
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* Review <u>Provost Memorandum</u> ** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.		Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.		
Effective Term/Year for Changes: <u>Spring 2023</u>	Terminate course? Effective Term/Year for Termination:			
Faculty Contact/Email/Phone <u>Dr. Daniel Reyes-Guerra</u>				
Approved by Department Chair <u>[Signature]</u> College Curriculum Chair <u>Paul R. Petuso</u> College Dean <u>[Signature]</u> UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date <u>5/11/22</u> <u>9/30/2022</u> <u>10/3/2022</u> _____ _____ _____ _____		

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

COURSE NUMBER: EDA 6947

SECTION:

COURSE TITLE: Internship Summer

CATALOG DESCRIPTION

This course is one of three internship courses that are co-requisite requirements for all School Leader Educational Leadership programs leading to Level 1 Certification. Social and Emotional Learning and Social Justice are common threads for all three internship courses. During this course interns will be involved in experiential tasks on the continuum of observing, participating, and leading. Tasks are aligned to Budgeting and Summer School.

INSTRUCTOR INFORMATION

COURSE INFORMATION/LOGISTICS

REQUIRED TEXTS/MATERIALS

Krownapple, J. (2017). *Guiding teams to excellence and equity: Culturally proficient facilitation*. Thousand Oaks, CA: Corwin Press.

REQUIRED WEBSITES AND ELECTRONIC SOURCES

Burnette, D., II. (2018, August 14). *What Is ESSA's New School-Spending Transparency Requirement, and How Will It Work?* Retrieved from <https://www.edweek.org/ew/articles/2018/08/09/what-is-essas-new-school-spending-transparency-requirement.html>

Dunkelberger, L. (2018, March 08). *Education budget increases after Stoneman Douglas shooting*. Retrieved from <http://www.sun-sentinel.com/local/broward/parkland/florida-school-shooting/fl-florida-school-shooting-education-budget-20180308-story.html>

Florida Department of Education. (2018). *Every Student Succeeds Act (ESSA)*. Retrieved from <http://www.fldoe.org/academics/essa.shtml>

Florida Department of Education. (2018). *Florida's Approved Essay State Plan*. Retrieved from <http://www.fldoe.org/core/fileparse.php/14196/urlt/FL-ESSA-StatePlan.pdf>

Florida Department of Education. Retrieved from

<http://www.fldoe.org/accountability/assessments/postsecondary-assessment/fele/written-performance-assessment.stml>

Florida Department of Education Bureau of School Business Services Office of Funding and Financial Reporting. S. (2017, April 26). Financial & Program Cost Accounting & Report. Retrieved from

<http://www.fldoe.org/core/fileparse.php/7507/urlt/2017RedBook.pdf>

Rand Corporation (2011). *Making summer count: How summer programs can boost children's learning*. Santa Monica, CA: McCombs, J.S., Augustine, C., Schwartz, H.L., Bodily, S. J., McInnes, B., Lichter, D.S., & Cross, The Wallace Foundation.

S. (n.d.). FELE Formative Assessment Subtests. Retrieved August 26, 2018, from

<http://old.collierschools.com/hr/certification/studyguides/FELE-FL%20Educational%20Leadership%20Exam.pdf>

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 is 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, <https://www.fau.edu/education/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.

STANDARDS & GUIDELINES USED FOR DEVELOPING COURSE OBJECTIVES

Florida Educational Leadership Exam (FELE): 3.1.2, 3.1.4, 3.3.1, 3.3.2, 3.3.3, 3.3.4

Florida Principal Leadership Standards (FPLS): 3.8.a, 3.8.b, 3.8.c, 3.8.d, 3.9.g

THE CONCEPTUAL FRAMEWORK

Florida Atlantic University Principal Partnership Programs

OUR 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.

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.

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.

Florida Atlantic University College of Education Conceptual Framework

As educational leaders, we believe that leaders who possess a world view make a significant difference in their own performance and that of their organizations when that view is applied locally to shape policy, programs, and practice. We will strive to prepare and support educational leaders who: (a) create dynamic learning environments where people engage in ongoing reflective and critical self -inquiry as a prelude to action; (b) recognize that educational leadership is a transformative and political process to bring about positive change; (c) create high-performing, results-oriented organizations; and (d) engage their organizations and communities in the pursuit of a better world.

As a community of scholars, we value the discovery, investigation and application of research methodologies, traditional and innovative. We support student and faculty inquiry: rigorous interdisciplinary research leading to theory-building and enhancement of teaching, learning, and the practice of leadership. We will foster engagement with schools, colleges and universities, governmental and community organizations, public and private.

As ethical and informed leaders, we value leadership that is socially responsible, upholds high ethical standards, and embraces diversity of ideas and individuals. We believe in creating a collegial community where all members are expected to treat each individual with civility, empathy, respect, fairness, and forthrightness. We believe that our purpose is to prepare aspiring leaders to create a healthy, sustainable and regenerative society for present and future generations.

As a community of learners, we believe that lifelong learning for faculty and students is the basic foundation for and the essential outcome of our Educational Leadership program. We will strive to preserve and strengthen an equitable, stimulating, and productive learning community in which faculty and students collaboratively engage in active learning and inquiry and invest in one another's growth and development. We will seek to prepare educational leaders who are skilled in developing vigorous learning communities in their workplaces.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK

As visionaries with high expectations, students will demonstrate the ability to embrace accountability and social justice while remaining focused on student achievement. Students will observe, participate and lead in tasks as reflective practitioners to demonstrate their ability to apply knowledge learned in required coursework. Students will perform as a leader of leaders in an ethical and equitable manner and design the processes necessary for the achievement of the goals for each experiential task.

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 support authentic student and adult learning.

COURSE OBJECTIVES

By the end of the course, the student will be able to:

1. Identify and apply, personally and to the school environment, the Social and Emotional Learning Competencies as defined by the Collaborative for Academic, Social, Emotional Learning (CASEL) to foster a dynamic and purposeful learning environment through reflective leadership. (CO: 1)
2. Examine continuous leadership growth by communicating state and district policy regarding school safety and student learning to ensure compliance by all stakeholders and support the necessary change processes involved including hiring and retention practices. (CO: 2)
3. Apply concepts of cultural competence to leadership practices. (CO: 3)
4. Connect and communicate the creation of the safety plan to align with legislation and conduct crosswalks. (CO: 4)
5. Identify and implement appropriate progress monitoring steps in a timely and efficient manner. (CO: 5)
6. Identify the components of power. (CO: 6)
7. Analyze personal level of Florida Educational Leadership Competencies. (CO: 7)
8. Identify and analyze budget guidelines, funding, and allocations based on Florida Statutes (CO: 8)

CONTENT OUTLINE

The following section lists the course topics, divided into modules (class meetings), with their standards, learning goals, and objectives. This is a brief overview of each module.

Title of Course: Internship Summer	
Module: 1 of 10	Unit Theme: Preparation for High Stakes Testing
FELE Standards for this Module: 1.1.1, 1.1.2, 1.3, 1.1.4, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 1.4.5, 2.1.1, 2.1.2, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.4.1, 2.4.2, 2.4.3, 2.4.4	
FPLS Skills: 1.1.a, 1.1.b, 1.2.a, 1.2.b, 1.2.c, 1.2.d, 2.3.a, 2.3.b, 2.3.c, 2.3.d, 2.3.e, 2.4.a, 2.4.b, 2.4.c, 2.4.d, 2.4.e, 2.4.f, 2.5.a, 2.5.b, 2.5.c, 2.5.d, 2.5.e, 2.5.f, 4.10.a, 4.10.b, 4.10.d, 4.10.f	
Learning Goals/Objectives for this Module: Students will:	
1. Identify the sub-headings for the Florida Educational Leadership Exam (FELE) and take the FELE Formative Assessment to identify their strengths and areas of improvement. (CO: 7)	
Title of Course: Internship Summer	

Module: 2 of 10	Unit Theme: Preparation for High Stakes Testing
FELE Standards for this Module: 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.2.1, 3.2.3, 3.3.3, 3.2.4, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.4.1, 3.4.2, 3.4.3, 3.5.1, 3.5.2, 3.5.3	
FPLS Skills: 3.6.a, 3.6.b, 3.6.c, 3.6.d, 3.8.a, 3.8.b, 3.8.c, 3.8.d, 3.9.c, 3.9.e, 3.9.f	
Learning Goals/Objectives for this Module: Students will:	
1. Identify the subtests of the FELE to identify their strengths and weaknesses. (CO: 7) 2. Learn the criteria of the WPA rubric, necessary to successfully complete the FELE Written Performance Assessment. (CO: 7)	

Title of Course: Internship Summer	
Module: 3 of 10	Unit Theme: Summer School - Introduction
FELE Standards for this Module: 1.1.3, 1.4.2, 1.4.3, 2.3.3, 3.1.3, 3.2.1, 3.2.4	
FPLS Addressed for this Module: 1.1.b, 2.5.a, 2.5.b, 2.5.c, 2.5.d, 2.5.e, 3.6.d, 3.7.c, 3.8.b, 3.8.c	
Goals / Objectives: Students will:	
• Determine their role at summer school within the summer internship (CO: 1, 2, 3, 4). • Apply learning from the fall and spring internship in a summer school experience (CO: 1, 2, 3, 4). • Identify effective summer leadership program practices/strategies/documents (CO: 7).	

Title of Course: Internship Summer	
Module: 4 of 10	Unit Theme: Summer School - Curriculum
FELE Standards for this Module: 1.1.1; 1.3.3; 1.4.1; 1.4.3; 2.4.4; 3.1.2; 3.1.3; 3.2.1	
FPLS Addressed for this Module: 1.1.a; 1.2.c; 2.3.b; 2.3.c; 2.3.d; 2.4.a; 2.4.d; 3.6.b; 3.6.c; 3.8.a; 3.9.g; 4.10.c	
Goals / Objectives: Students will:	
• Identify the role curriculum plays in a summer program (CO: 1,2,5,7). • Create a progress monitoring tool to Identify best practices for progress monitoring (CO: 5,7).	

Title of Course: Internship Summer	
Module: 5 of 10	Unit Theme: Summer School - Safety
FELE Standards for this Module: 1.1.3; 1.2.3; 1.4.1; 1.4.3; 2.4.4; 3.1.1; 3.1.2; 3.1.3; 3.2.1; 3.1.3; 3.2.3; 3.4.1	
FPLS Addressed for this Module: 1.1.a; 1.2.c; 2.3.b; 2.3.c; 2.5.a; 2.5.b; 3.6.a; 3.6.c; 3.8.a; 4.10.c	
Goals / Objectives: Students will:	
• Assist in the creation of the summer master schedule (CO: 1,2,3,4) • Use data for optimal class placements (CO: 5,7) • Incorporate safety plans in their assigned summer internship task(s) (CO: 2,7)	

Title of Course: Internship Summer	
Module: 6 of 10	Unit Theme: Preparation for High Stakes Testing
FELE Standards for this Module: 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.2.1, 3.3.3, 3.2.3, 3.2.4, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.4.1, 3.4.2, 3.4.3, 3.5.1, 3.5.2, 3.5.3	

FPLS Skills: 3.6.a, 3.6.b, 3.6.c, 3.6.d, 3.8.a, 3.8.b, 3.8.c, 3.8.d, 3.9.c, 3.9.e, 3.9.f	
Goals and Objectives: Students will:	
Practice Subtest #3 (Systems Leadership) for the FELE with a focus on written communication skills (CO: 7)	
Title of Course: Internship Summer	
Module: 7 of 10	Unit Theme: Summer School - Reflection
FELE Standards for this Module: 2.4.3; 2.4.4; 3.1.1; 3.1.2; 3.1.4; 3.2.1; 3.2.3; 3.2.4; 3.4.1; 3.4.2; 3.4.3	
FPLS Addressed for this Module: 1.2.d; 2.3.b; 2.5.a; 2.5.b; 3.6.a; 3.6.b; 3.6.c; 3.6.d; 3.7.a; 3.8.a; 3.8.b; 3.8.c; 3.9.a; 3.9.d; 3.9.f; 3.9.g; 4.10.c	
Goals / Objectives: Students will:	
- Identify specific problems and solutions/modifications to their summer internship experiences (CO: 1,7). - Reflect upon their own leadership practices based on their summer leadership experiences and connection to their own cultural competence (CO: 3,7).	
Title of Course: Internship Summer	
Module: 8 of 10	Unit Theme: School Budget guidelines, funding and allocations of internal accounts
FELE Skills: 3.1.4, 3.3.1, 3.3.2, 3.3.3, 3.3.4	
FPLS Skills: 3.8.a, 3.8.b, 3.8.c, 3.8.c, 3.8.d, 3.9.g	
Goals / Objectives: Students will:	
Identify and analyze budget guidelines, funding, and allocations based on Florida Statutes (CO: 8)	
Title of Course: Internship Summer	
Module: 9 of 10	Unit Theme: School Budget guidelines, funding and allocations of internal accounts
FELE Skills: 3.1.4, 3.3.1, 3.3.2, 3.3.3, 3.3.4	
FPLS Skills: 3.8.a, 3.8.b, 3.8.c, 3.8.c, 3.8.d, 3.9.g	
Goals / Objectives: Students will:	
- Identify and analyze budget allocations within a summer school budget (CO: 7,8). - Make appropriate changes due to the need to increase a summer school budget by one classroom (CO:7,8).	
Title of Course: Internship Summer	
Module: 10 of 10	Unit Theme: School Budget guidelines, funding and allocations of internal accounts
FELE Skills: 3.1.4, 3.3.1, 3.3.2, 3.3.3, 3.3.4	
FPLS Skills: 3.8.a, 3.8.b, 3.8.c, 3.8.c, 3.8.d, 3.9.g	
Objectives: Students will be able to:	

- Identify appropriate procedures to manage school fiscal resources (fundraisers, extracurricular, athletics) consistent with state and district guidelines (CO: 8)

COURSE REQUIREMENTS

Competency Assessment

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

Tasks will also be scored as part of the grade for this course. All assignments will be turned in online in Canvas, and the completed tasks and will be **posted in Live Text**. Completion of all assignments at the Exemplary or Satisfactory level is required to pass the course.

ASSESSMENT PROCEDURES

Grading Rubric for Tasks

Components	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
Task Content	The student's submission Exceeds Expectation on the majority of elements required as evaluated by the Task Rubric. 9-10 points	The student's submission Meets Expectation on all elements required as evaluated by the task rubric. 7-8 points	The student's submission does not Exceed or Meet Expectation on some elements required as evaluated by the task rubric. 5-6 points	The student's submission does not meet Expectation on all elements required as evaluated by the task rubric. The task must be resubmitted. 3-4 points	Student did not submit
Task Elements	The student submission includes all components completed at a highly skilled level:	The student submission includes all components at a satisfactory level:	The student submission includes at least two of the following components at a satisfactory level:	The student submission includes none of the following components at a satisfactory level:	Student did not submit

	Reflection, Artifacts, and Task Performance Assessment.	Reflection, Artifacts, and Task Performance Assessment.	Reflection, Artifacts, and Task Performance Assessment.	Reflection, Artifacts, and Task Performance Assessment.	
	5 points	3-4 points	1-2 points	0 points	
Mentor Evaluation	The mentor evaluates the task as Exemplary 3 points	The mentor evaluates the task as 'Satisfactory' 2 points	The mentor evaluates the task as 'Emerging" 1 point	The mentor evaluates the task as 'Unsatisfactory'0 points	Student did not submit
Timeliness	The student's task is completed and properly submitted to Live Text on time. 3 points	Tasks submitted one day after the due date. 2 points	Tasks submitted two days late. 1 Point	Tasks submitted more than two days late. 0 Points	Student did not submit
FAU PPI Writing Rubric: Content and structure, organization and structure, format and references, and mechanics	<i>The student uses clear and persuasive communication. The student provides organized and structured writing.</i> <i>The student uses appropriate formatting following the APA style.</i> <i>The student uses professional quality vocabulary,</i>	<i>The student uses somewhat clear and persuasive communication.</i> <i>The student provides a somewhat organized and structured writing.</i> <i>The student uses most elements of formatting following the APA style.</i> <i>The student uses</i>	<i>The student uses beginning levels of clear and persuasive communication.</i> <i>The student provides a beginning level of organized and structured writing.</i> <i>The student uses limited elements of formatting following the APA style.</i>	<i>The student does not use clear and persuasive communication.</i> <i>The student provides a beginning level of organized and structured writing.</i> <i>The student uses limited elements of formatting following the APA style.</i>	The student does not submit.

	<i>grammar, punctuation, and spelling.</i>	<i>somewhat professional quality vocabulary, with no more than two grammar, punctuation, and/or spelling mistakes.</i>	• <i>The student uses beginning level professional quality vocabulary, with no more than three grammar, punctuation, and/or spelling mistakes.</i>	• <i>The student uses beginning level professional quality vocabulary, with no more than three grammar, punctuation, and/or spelling mistakes.</i>	
	4 Points	3 Points	2 Points	1 Point	

Summer Internship Task

TASK #6	TASK DESCRIPTOR	10-DAY SUMMER PROGRAM ADMINISTRATIVE EXPERIENCE
FLORIDA PRINCIPAL LEADERSHIP STANDARDS ADDRESSED:		1.1.a; 1.2.c; 1.2.d; 2.3.b; 2.3.c; 2.3.d; 2.4.a; 2.4.d; 2.5.a; 2.5.b; 2.5.c; 2.5.e; 3.6.a; 3.6.b; 3.6.c; 3.6.d; 3.6.e; 3.7.a; 3.7.c; 3.8.a; 3.8.b; 3.8.c; 3.9.e; 3.9.a; 3.9.d; 3.9.f; 3.9.g; 4.10.c; 4.10.e
FELE COMPETENCIES AND SKILLS ADDRESSED:		1.1.1; 1.1.3; 1.2.3; 1.3.3; 1.4.1; 1.4.2,1.4.3, 2.3.3, 2.4.3; 2.4.4; 3.1.1; 3.1.2; 3.1.3, 3.1.4; 3.2.1, 3.2.3; 3.2.4, 3.3.2, 3.3.4; 3.4.1; 3.4.2; 3.4.3
Supporting ELRM Coursework:	STA 6113 Statistics (CA1, CA2); ADE 6381 Adult Learning (CA1, CA2); EDS 6050 Instructional Leadership (CA1; CA2); EDS 6052 Instructional Leadership 2 (CA2); EDS 6100 Lead 2: Theory (CA1, CA2); EDA 6103 Lead 3: Administrative Processes (CA1); EDA 6191 Lead for Social Justice (CA1, CA2); EDA 6300 Systems and	

ACTIVITIES		
Observe	Participate	Lead
...the processes and procedures of the summer program (arrival, dismissal, scheduling, assessing, hiring, curriculum, food service, staff assignments, etc.)	...an opening day/week staff meeting ...in the management/leadership of the summer program (10 days to be determined by each program) ...in ongoing discussions and collaborations with the summer program's administrator(s) and school stakeholders	...a significant task(s) as assigned by the administrator and agreed upon by the professor ...an interview with their assigned summer program principal/coordinator to identify expectations for summer work and curriculum
STRATEGIES:	• Required for All Activities: Plan and participate in all class activities • Mentor Coaching Responsibilities: Provide access to mentee in all summer school processes and procedures; review and discuss all documentation and evidences. Monitor and document mentee's internship log. Complete the Task Performance Assessment • Consultation: Summer program administrative team; District reading/curriculum specialist; transportation/food and nutrition supervisor(s)	
PERFORMANCE ASSESSMENT:	• Required for All Activities: Activity Reflection Write –Up (see Internship Handbook) • Artifact: Develop a portfolio related to their assigned task(s) and include their summer interview with their site administrator	

FPLS and FELE Competencies and Skills Rubric- Summer Internship

	Exemplary	Satisfactory	Emerging	Unsatisfactory	Did not Submit
FELE Skill 1.1.1;1.1.3;	Students will: · analyze and determine three or more	Students will: · analyze and determine at least two	Students will: · analyze and determine at least one	Students: · did not analyze nor determine at	Student did not submit

FPLS 1.1.a; 3.9.g; 4.10.c	appropriate school learning goals for the summer program using State Board of Education adopted educational standards and district adopted curriculum Evaluate students' learning during the summer program based on performance and growth including subgroups, curricula, and teacher assignment	appropriate school learning goals for the summer program using State Board of Education adopted educational standards and district adopted curriculum Evaluate students' learning during the summer program based on performance and growth including at least two subgroups, curricula, and teacher assignment	appropriate school learning goals for the summer program using State Board of Education adopted educational standards and district adopted curriculum including strategies for high expectations · Evaluate students' learning during the summer program based on performance and growth including at least one subgroups, curricula, and teacher assignment	least one appropriate school learning goals for the summer program using State Board of Education adopted educational standards and district adopted curriculum including strategies for high expectations · Do not evaluate students' learning during the summer program based on performance and growth including at least one subgroups, curricula, and teacher assignment	
FELE skill 1.2.3; 1.3.3; 1.4.1; 1.42; 1.43	Students will: · Evaluate and select three rigorous	Students will: · Evaluate and select two rigorous and	Students will: · Evaluate and select one rigorous and	Students: · Did not evaluate or select one rigorous and	Student did not submit

FPLS 1.2.c; 1.2.d; 2.3.b; 2.5.a; 2.5.b; 3.6.b	and culturally relevant instructional methods for the summer program, including strategies for high expectations, maintaining a respectful and inclusive student-centered learning environment implementing State Board of Education adopted educational standards and district adopted curricula	culturally relevant instructional methods for implementing State Board of Education adopted educational standards and district adopted curricula including strategies for high expectations	culturally relevant instructional method for implementing State Board of Education adopted educational standards and district adopted curricula including strategies for high expectations	culturally relevant instructional method for implementing State Board of Education adopted educational standards and district adopted curricula including strategies for high expectations	
FELE skill 2.3.3 FPLS 3.7.e	Students will: · Identify and implement strategies for succession management in all key summer program positions	Students will: · Identify and implement strategies for succession management in two key summer program positions	Students will: · Identify and implement strategies for succession management in one key summer program positions	Students do not: · Identify and implement strategies for succession management in one key summer program positions	Student did not submit

FELE skill 2.4.3; 2.4.4 FPLS 2.4.d; 3.9.d; 3.9.f	Students will: Determine and evaluate at least three appropriate professional learning opportunities that enhance leadership practices, align with summer program needs and support sustainable collaborative relationships.	Students will: Determine and evaluate at least two appropriate professional learning opportunities that enhance leadership practices or align with summer program needs or support sustainable collaborative relationships.	Students will: Determine and evaluate at least one appropriate professional learning opportunity that enhances leadership practices or aligns with summer program needs or supports sustainable collaborative relationships.	Students do not: Determine or evaluate at least one appropriate professional learning opportunity that enhances leadership practices or aligns with summer program needs or supports sustainable collaborative relationships.	Student did not submit
FELE skill 3.1.1; 3.1.2 FPLS 2.3.b; 2.3.c; 2.3.d; 2.5.c; 3.6.a; 3.6.c; 3.6.e	Students will: - Analyze and prioritize all decisions and actions that minimize the impact of negative situations on the quality of student learning and teacher performance - Analyze all decisions for effectiveness	Students will: - Analyze and prioritize most decisions and actions that minimize the impact of negative situations on the quality of student learning and teacher performance - Analyze most decisions for effectiveness	Students will: - Analyze and prioritize few decisions and actions that minimize the impact of negative situations on the quality of student learning and teacher performance - Analyze few decisions for effectiveness	Students: - Do not analyze and prioritize decisions and actions that minimize the impact of negative situations on the quality of student learning and teacher performance - Do not analyze decisions for effectiveness	Student did not submit

FELE skill 3.1.4 FPLS 2.5.e; 3.7.c	Students will: · Use plan, implement, evaluate, and modify steps in the continuous improvement cycle that effectively facilitate implementations of summer program policies or procedures	Students will: · Use planning and implementation steps in the continuous improvement cycle that effectively facilitate implementations of summer program policies or procedures	Students will: · Use planning steps in the continuous improvement cycle that effectively facilitate implementations of summer program policies or procedures	Students will: · Do not use any steps in the continuous improvement cycle that effectively facilitate implementations of summer program policies or procedures	
FELE skill 3.2.1, 3.2.3; 3.2.4; 3.4.3 FPLS 2.4.a; 3.6.d; 3.7.a; 3.8.a; 3.8.b	Students will: · Effectively analyze, evaluate and implement strategies for organizing time, tasks, technologies, and projects for health and safety with clear goals, objectives, and plans that include delegation of tasks.	Students will: · Analyze and implement strategies for organizing time, tasks, technologies, and projects for health and safety with clear goals, objectives, and plans that include delegation of tasks.	Students will: · Implement strategies for organizing time, tasks, technologies, and projects for health and safety with clear goals, objectives, and plans that include delegation of tasks but the analysis and evaluation of the strategies is not complete.	Students: · Do not implement appropriate strategies for organizing time, tasks, technologies, and projects for health and safety with clear goals, objectives, and plans that include delegation of tasks and the analysis and evaluation of the strategies is not complete.	

FELE skill 3.3.2, 3.3.4 FPLS 3.9.a; 3.9.e; 4.10.c	Students will: ☐ Assist the summer school principal with appropriate procedures to manage school fiscal resources and property consistent with state guidelines and accounting practices and other funding sources as available	Students will: ☐ Assist the summer school principal with appropriate procedures to manage school fiscal resources and property consistent with state guidelines and accounting practices but do not identify additional funding sources available.	Students will: ☐ Assist the summer school principal with a few procedures to manage school fiscal resources and property consistent with state guidelines and accounting practices but do not identify additional funding sources available.	Students: ☐ Does not assist the summer school principal with a few procedures to manage school fiscal resources and property consistent with state guidelines and accounting practices but do not identify additional funding sources available.	
FELE skill 3.4.1 FPLS 3.6.a.	Students will: ☐ Apply all appropriate educational and physical accommodations provided under state and/or federal guidelines, for students by school and district staff	Students will: ☐ Apply some appropriate educational and physical accommodations provided under state and/or federal guidelines, for students by school and district staff	Students will: ☐ Apply a few appropriate educational and/or physical accommodations provided under state and/or federal guidelines, for students by school and district staff	Students: ☐ Do not apply a few appropriate educational and/or physical accommodations provided under state and/or federal guidelines, for students by school and district staff	

TASK # 7		TASK DESCRIPTOR: School Budget guidelines, funding and allocations of internal accounts	
FLORIDA PRINCIPAL LEADERSHIP STANDARD(S) ADDRESSED: 3.8a, 3.8b, 3.8c, 3.8d 3.9g			
FELE COMPETENCIES AND SKILLS ADDRESSED: 3.12, 3.1.4, 3.3.1, 3.3.2, 3.3.3, 3.3.4			
Supporting ELRM Coursework:		STA 6113 Statistics; ADE 6381 Adult Learning; EDS 6050 Instructional Leadership (School Culture and Climate Survey); EDS 6052 Instructional Leadership 2 (Continuous Improvement Model, How to Communicate Change); EDS 6100 Lead 2 (Application of Leadership Styles): Theory; EDA 6103 Lead 3: Administrative Processes (Systemic Processes of an Organization)	
ACTIVITIES			
Observe	Participate	Lead	
...the application of state guidelines and accounting practices in their school	... in a budget conference or discussion with Principal mentor and the impact of fall enrollment (changes in projected enrollment, etc.).	...develop a communication plan for the upcoming school year with the principal to communicate appropriate handling and monitoring of internal school accounts (<i>reference the example scenarios from the last 2 classes and the local budget expert from the final class</i>)	
...the needs of student subgroups, enrollment, staffing and resources and their role in school budgets, accounting, and fiscal practices	...in the planning of utilization of resources and fiscal management practices (district-based – operational budget – and school-based funds – internal accounts)		
...appropriate procedures to manage summer school fiscal resources			
STRATEGIES:		• Required for all activities: Plan and participate in all class activities • Mentor Coaching Responsibilities: Provide access for mentee to all budget plan materials (summer and school year) and process components; review and discuss all documentation. Support the development of the communication plan for the upcoming school year (in the “Lead” column above). Monitor and document mentee’s internship log. Complete the Task Performance Assessment.	

- **Consultation:** School Administrative team; District business support, and/or budget/bookkeeper (this will be unique to each school)

**PERFORMANCE
ASSESSMENT:**

- Required for All Activities: Activity reflection write-up
- Artifact: The developed budget communication plan. To include:
- Proper procedural steps
- Method for communicating the plan (presentation/meeting)
- Materials: handouts and technological resources
- Timeline for communication plan
- Stakeholders for communication
- Future plans for monitoring

FPLS and FELE Competencies and Skills Rubric-Budget

	Exemplary	Satisfactory	Emerging	Unsatisfactory	Did not Submit
FELE 3.1.2 FPLS 3.6.c, 3.9.g	The student will analyze and evaluate all decisions and actions as related to the communication plan for of monitoring and	The student will analyze and evaluate most decisions and actions as related to the communication plan for of monitoring	The student partially analyzes and/or evaluates most decisions and actions as related to the communication plan for of	The student does not partially analyze and/or evaluate most decisions and actions as related to the communication plan for	The student does not submit

	appropriate handling of internal accounts.	and appropriate handling of internal accounts.	monitoring and appropriate handling of internal accounts.	of monitoring and appropriate handling of internal accounts.	
FELE 3.1.4 FPLS 3.6.c	The student will select all appropriate steps in a change process that effectively facilitates implementations of new policies or procedures as related to the communication plan for the internal accounts process.	The student will select most appropriate steps in a change process that effectively facilitates implementations of new policies or procedures as related to the communication plan for the internal accounts process	The student omits some appropriate steps in a change process that effectively facilitates implementations of new policies or procedures as related to the communication plan for the internal accounts process	The student does not select appropriate steps in a change process that effectively facilitates implementations of new policies or procedures as related to the communication plan for the internal accounts process	The student does not submit
FELE 3.3.1 FPLS 3.8.d	The student will: · Identify and assess at least three methods of maximizing	The student will: · Identify and assess at least two methods of maximizing	The student will: · Identify and assess fewer than two methods of	The student does not: · Identify and assess methods of maximizing the use of	The student does not submit

	the use of summer school resources for instructional priorities	the use of summer school resources for instructional priorities	maximizing the use of summer school resources for instructional priorities	summer school resources for instructional priorities	
FELE 3.3.2 FPLS 3.8.a, 3.8.b, 3.8.d	The student will: Develop a comprehensive and effective communication plan that identifies all appropriate procedures to manage school internal accounts and property consistent with state guidelines and accounting practices	The student will: Develop an effective communication plan that identifies most appropriate procedures to manage school internal accounts and property consistent with state guidelines and accounting practices	The student will: Develop a partially effective communication plan that identifies few appropriate procedures to manage school internal accounts and property consistent with state guidelines and accounting practices	The student does not: Develop an effective communication plan that identifies appropriate procedures to manage school internal accounts and property consistent with state guidelines and accounting practices	The student does not submit
FELE 3.3.3 FPLS 3.8.c	The student will: Identify all the foundational concepts for the formula factors used	The student will: Identify at least four foundational concepts for the formula factors used	The student will: Identify at least fewer than four foundational concepts for the formula	The student does not: Identify foundational concepts for the formula factors used in computing	The student does not submit

	in computing the Florida Education Finance Program allocations · Describe differences between budget and internal accounts as part of the communications plan	in computing the Florida Education Finance Program allocations · Describe differences between budget and internal accounts as part of the communications plan	factors used in computing the Florida Education Finance Program allocations · Describe differences between budget and internal accounts as part of the communications plan	the Florida Education Finance Program allocations · Describe differences between budget and internal accounts as part of the communications plan	
FELE 3.3.4 FPLS 3.8.d	The student will: · Identify all funding sources available to school beyond Florida Education Finance Program allocations and include monitoring and appropriate handling in the communications plan	The student will: · Identify at least three funding sources available to school beyond Florida Education Finance Program allocations and include monitoring and appropriate handling in the communications plan	The student will: · Identify fewer than three funding sources available to school beyond Florida Education Finance Program allocations and include monitoring and appropriate handling in the communications plan	The student does not: · Identify funding sources available to school beyond Florida Education Finance Program allocations and does not include monitoring and appropriate handling in the communications plan	· The student does not submit

GRADED ASSIGNMENTS

Each task will be evaluated using the appropriate rubric to determine the level of mastery demonstrated. In addition, instructors will evaluate the tasks using the grading rubric for the purpose of calculating a grade for the task and the course. Any task that scores at the Unsatisfactory level must be corrected and resubmitted.

The instructor will determine the final grade for each task by totaling the points earned in each component of the grading rubric.

Grading Rubric Total Possible Points	Point Value
Summer School Task #6	25
Budget Task #7	25
Budget Activity	10
Summer School Interview	10
FELE Plan	10
Budget Scavenger Hunt	10
Making Summer Count Activity	10

END OF COURSE SURVEY

Effective summer 2014, all SPOTs (Student Perception of Teaching forms) will be completed online for classes with more than ten students. Faculty will no longer provide paper SPOTs in class at the end of the course.

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:

Log on to MyFAU and click on the "SPOT" tab at the top of the page.

Click the "Complete My SPOTs" button to see the courses in which you are enrolled. Now also available through Canvas!

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 .

Policy: FAU PPI Policy on Makeup Tests, Late Work, and Incompletes: Refer to the FAU PPI student handbook. Due to the design of this course, 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.*

COURSE GRADING SCALE:

<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>	<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>
A	95-100	= 4.0	C	75-78	= 2.0
A-	92-94	= 3.67	C-	72-74	= 1.67
B+	89-91	= 3.33	D+	68-71	= 1.33
B	85-88	= 3.00	D	65-67	= 1.00
B-	82-84	= 2.67	D-	62-64	= 0.67
C+	79-81	= 2.33	F	Below 62	= 0.00

ATTENDANCE POLICY

According to FAU and Department of Educational Leadership and Research Methodology protocols and the FAU PPI 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 FAU PPI student handbook. Students must attend **ALL** classes. Furthermore, 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 student's mentor. Unavoidable absences include: family emergencies, illness, military obligations, and court imposed legal obligations. These absences must be accompanied by documentation. Dr. Daniel Reyes-Guerra 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

STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) located in Boca Raton – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585), and follow all SAS procedures. For more information, visit the SAS website <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 entire 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 informed of course requirements.

BIBLIOGRAPHY

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- Florida Department of Education Bureau of School Business Services Office of Funding and Financial Reporting, S. (2017, April 26). *Financial & Program Cost Accounting & Report*. Retrieved from <http://www.fldoe.org/core/fileparse.php/7507/urlt/2017RedBook.pdf>
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- S. (n.d.). FELE Formative Assessment Subtests. Retrieved August 26, 2018, from <http://old.collierschools.com/hr/certification/studyguides/FELE-FL%20Educational%20Leadership%20Exam.pdf>

Books:

- Krownapple, J. (2017). *Guiding teams to excellence and equity: Culturally proficient facilitation*. Thousand Oaks, CA: Corwin Press.

Kathleen Dubois

Subject: FW: Proposed Graduate Program Changes

From: Dale Williams <DWILLIAM@health.fau.edu>

Sent: Monday, August 29, 2022 12:53 PM

To: Robert Shockley <SHOCKLEY@fau.edu>

Subject: RE: Proposed Graduate Program Changes

Maybe I mixed them up with the K-12. In any case, no conflicts.

From: Robert Shockley

Sent: Monday, August 29, 2022 12:18 PM

To: Dale Williams <DWILLIAM@health.fau.edu>

Cc: Kathleen Dubois <kdubois4@fau.edu>; Safeeia Azam <Sazam1@fau.edu>

Subject: FW: Proposed Graduate Program Changes

Dale,
I was putting together these proposals for submission to the GPC and could not locate your statement of no conflict. I have a number of proposals noted below, as well as one more that I will send later. Could you let me know if there is conflict with your department? See summary of proposals below and supporting attachments. Bob

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



Kathleen Dubois

Subject: Graduate Program Proposals from EDLRM

From: Charles Dukes

Sent: Thursday, August 25, 2022 4:35 PM

To: Robert Shockley <SHOCKLEY@fau.edu>

Cc: Kathleen Dubois <kdubois4@fau.edu>

Subject: Re: Graduate Program Proposals from EDLRM

Bob,

I apologize for the delay. It took a while to consult with some faculty members. There are no conflicts with this proposal. I do apologize for the wait.

Charles Dukes, EdD, PhD
Interim Chair, Department of Curriculum and Instruction
Doctoral Coordinator & Professor, Department of Special Education
Florida Atlantic University
777 Glades Road Boca Raton, FL 33431
E-mail: cdukes@fau.edu
office-561 297 1081
fax-561 297 2507

To learn more about me and my research,
go to <https://www.fau.edu/education/faculty/dukes/>

For information about FAU-ESE Degree Programs, Events/Activities,
or faculty/research visit: <http://www.fau.edu/education/academicdepartments/ese/contacts/>
or scan this QR code:



From: Robert Shockley <SHOCKLEY@fau.edu>

Date: Wednesday, August 10, 2022 at 9:16 AM

To: Charles Dukes <cdukes@fau.edu>

Cc: Kathleen Dubois <kdubois4@fau.edu>

Subject: FW: Graduate Program Proposals from EDLRM

Kathleen Dubois

From: Robert Shockley
Sent: Wednesday, August 10, 2022 8:56 AM
To: Kathleen Dubois
Subject: FW: Proposed Graduate Program Changes

Robert Shockley, Chair
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777 Glades Rd.
Boca Raton, FL 33431
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From: Rangasamy Ramasamy <RRAMASAM@fau.edu>
Sent: Tuesday, August 9, 2022 12:41 PM
To: Robert Shockley <SHOCKLEY@fau.edu>
Subject: RE: Proposed Graduate Program Changes

Bob,

Your Proposed Graduate Program Changes don't conflict with our department programs. Thank you.

Regards,
R. Ramasamy



Rangasamy Ramasamy, Ph.D.

Kathleen Dubois

From: Robert Shockley
Sent: Wednesday, August 10, 2022 8:59 AM
To: Kathleen Dubois
Subject: FW: Proposed Graduate Program Changes

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



From: Carman Gill <gillc@fau.edu>
Sent: Tuesday, July 12, 2022 12:39 PM
To: Robert Shockley <SHOCKLEY@fau.edu>
Subject: Re: Proposed Graduate Program Changes

No conflicts here either. I do have a friend who I worked with years ago that is looking for additional adjunct work. If you need more hands as a result of this change, or just in general, I highly recommend her. Let me know if you want her information. Take care,
Carman

From: Robert Shockley <SHOCKLEY@fau.edu>
Sent: Monday, July 11, 2022 4:00 PM