
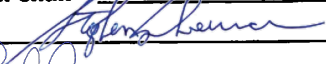

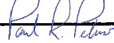


FAU FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____	
	Department Educational Leadership & Research Methodology College College of Education (To obtain a course number, contact erudolph@fau.edu)			
Prefix EDA Number 7196	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) Lab Code N/A	Type of Course Lecture	Course Title Educational Leadership Foundations	
Credits (See <i>Definition of a Credit Hour</i>) 3	Grading (Select One Option) Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	Course Description (Syllabus must be attached; see <i>Template and Guidelines</i>) This course will examine the major philosophies of education and contemporary education sociology and education psychology theories that are foundational to educational leadership. Knowledge of these philosophies and theories of applied disciplines in education will inform deeper understanding of current issues and problems facing educational leaders (aims of education, methods of education, teaching and learning, the role of educators and educational leaders) and educational leadership policy and practice.		
Effective Date (TERM & YEAR) Fall 2023	Prerequisites None			
Prerequisites, Corequisites and Registration Controls are enforced for all sections of course.		Academic Service Learning (ASL) course <input type="checkbox"/> Academic Service Learning statement must be indicated in syllabus and approval attached to this form.		
		Corequisites None	Registration Controls (For example, Major, College, Level) Graduate By instructor permission only	
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field).		List textbook information in syllabus or here Brooks, J. S., & Normore, A. H. (2017). Foundations of educational leadership: Developing excellent and equitable schools. Routledge.		
Faculty Contact/Email/Phone Daniel Reyes-Guerra/dreyes@fau.edu/7-4863		List/Attach comments from departments affected by new course		

Approved by Department Chair <u></u> College Curriculum Chair <u>Paul R. Petuso</u> College Dean <u></u> UGPC Chair <u></u> UGC Chair <u></u> Graduate College Dean <u>Robert W. Stackman Jr.</u> UFS President _____ Provost _____	Date <u>3/23/23</u> 3/23/2023 4/28/2023 08/17/2023 08/17/2023 08/18/2023 _____ _____
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Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.



COURSE PREFIX NUMBER-SECTION: EDA 7196-XXX
COURSE NAME: Educational Leadership Foundations
MEETING TIME:
3 CREDITS

EDUCATIONAL LEADERSHIP FOUNDATIONS

Semester, Year

Professor Name:
Office:
Office Hours:
Telephone:
Email:

Course Description

This course will examine the major philosophies of education and contemporary education sociology and education psychology theories that are foundational to educational leadership. Knowledge of these philosophies and theories of applied disciplines in education will inform deeper understanding of current issues and problems facing educational leaders (aims of education, methods of education, teaching and learning, the role of educators and educational leaders) and educational leadership policy and practice. Course content will include: the relationship between philosophy and education and the major schools of Philosophy; the relationship between Sociology and education; and the relationship between Psychology and education; and the history of how these three disciplines have changed and influenced Educational Leadership.

Instructional Method

Whether facilitated through a face-to-face delivery method or through distance learning, this course utilizes the Socratic method. It uses conversation-prompting questions that can increase the value of student input in learning. The instructor asks questions instead of providing information. In most cases, there are no distinctly specific “right” answers. The point is to encourage dialogue and differences in thought for analysis. Students can expect the following:

- Thoughtful questions - usually based on a reading, video, lecture, or a fundamental concept. Students should expect to be able to provide a summary of the subject, why it matters, and how they themselves connect to the subject.
- Individual expression – while dependent on the facts and research being presented, the focus is on what each student has to say. Students’ individual expressions will help them recognize that there are differences in opinions – even when drawn from the same set of information – and that there is not necessarily one correct way of thinking about a topic.
- Productive discomfort – students may explore unfamiliar topics, or topics that lead to expressing emotions, opinions, and beliefs. This may cause intellectual discomfort when other students express them and the student finds them incongruous to their own. That discomfort is productive. It allows for students to individually explore new ideas while expressing their own.
- Complex topics – at the end of a given topic’s discussion, students may be left with more questions than answers. Not only does this let students understand that concepts in educational leadership are complex, contextual, and challenging, but it emphasizes the importance of process and dialogue as opposed to simple factual learning.

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One of the objectives of this course is to facilitate critical thinking and debate around topics, theories, and concepts where disagreement is not only anticipated, but encouraged. The ability to think critically, express your ideas clearly, and respond to the professor and other students civilly are the keystones of the academic experience. In this course, the professor will provide instruction in an objective manner and will remain open to a wide variety of viewpoints, so long as those viewpoints are evidence-based and presented in a respectful way. During class, the professor may take positions and make statements for the sole purpose of accomplishing an academic objective or enhancing the learning environment. Additionally, the adoption of class materials for this course does not imply an endorsement of the full content of those materials or the positions of the authors of those materials. Often the professor will provide materials as a point of departure for critical thinking and debate. Students should keep in mind that the ideas presented or discussed during class may not necessarily reflect the professor's personal beliefs or opinions on the subject matter.

Recommended Prerequisites/Corequisites

Educational Leadership PhD School Leaders Program students only.

Course Objectives and Student Learning Outcomes

By the end of the course students will be able to:

1. define, analyze, and evaluate different education philosophies and applied education psychology and sociology; analyze and evaluate the relationship between theory, philosophy and educational leadership practices;
2. explain the historical context of the three educational foundation disciplines (education philosophy, psychology, and sociology);
3. create their own educational leadership philosophy;
4. compare, contrast, and evaluate the philosophical and theoretical perspectives of the various philosophers and scholars across the three disciplines;
5. apply the disciplines to their own educational leadership research and scholarship; and,
6. develop or construct research conceptual frameworks that include elements of these three disciplines.

Course Evaluation Method and Assignments

All course components and assignments are posted in Canvas. Grades are assigned to each activity individually. There are six assignments (five individual and one group assignment) that are posted in Canvas:

Individual Assignments (60%)

1. Literature Review (30%): A paper and in-class summative PowerPoint presentation on the major seminal authors from these three disciplines (Philosophy, Psychology and Sociology) as they connect to the conceptual framework of your Concept Paper.
2. Adding to the Concept Paper and Reflection (20%): Developing your Concept Paper with an inclusion of a section of either the literature review or the conceptual framework or both (as relevant to your topic) directly related to Educational Leadership Philosophy,

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Sociology, and Psychology (including historical context and influence extracted from these three foundational disciplines)

3. Updating Glossary (3%) – submitted with tracked changes
4. Updating Seminal Authors (3%) – submitted with tracked changes
5. Updating Annotated Bibliography (4%) – submitted with tracked changes

Group Assignment (30%):

Timeline, Map, and Presentation on the major schools of thought, including seminal authors.

Attendance and Participation (10%):

Full attendance to all Saturday executive fast-track classes is compulsory

Course Grading Scale

The following criteria will be used to assign letter grades. Grades will be posted on Canvas. Feedback will be provided to engage in formative assessment. The grade will be based on 100 total points with the following weights:

Score	Grade	Grading Scale
93-100	A	4.0
90- 92	A-	3.67
86- 89	B+	3.33
83- 85	B	3.0
80- 82	B-	2.67
Below 80 points	Incomplete	--

Please note: As outlined in the Florida Atlantic University Grading Policy for all students:

Passing grades: The grades of “A” through “C,” and “S,” are passing grades. **Note:** The grades of “B-,” “C+” and “C,” while considered passing for undergraduate students, are indicative of **unsatisfactory work for graduate students and may not be accepted for some courses.**

For this course such a grading system will be upheld when considering the status of a student’s grade. Therefore, be aware that any grade **less than a B** (this includes a grade of a B-) will be considered a failing grade for this course.

Attendance Policy and Policy on Makeup Tests, Late Work, and Incompletes

Full attendance to all Saturday executive fast-track classes is compulsory. *Any absences must be explained and documented, and unless caused by extreme emergency, should be notified in advance so that you will be able to make special arrangements with the instructor.*

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work

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missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Attendance includes meaningful, active involvement in all class sessions, discussions, and activities as well as professional and ethical conduct. Reasonable accommodations are made for religious observances.

Classroom Etiquette Policy

When in class or in an on-line activity, please monitor your "air" time on all ZOOM sessions. As leaders, listening is an important skill. If class is meeting via ZOOM, post in the Chat periodically so that the professor and fellow classmates know you are listening even when you are not speaking. Please minimize (or eliminate) all multi-tasking during class time.

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Counseling and Psychological Services (CAPS) Center

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

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students

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

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university's 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 University Regulation 4.001.

Required Text

Brooks, J. S., & Normore, A. H. (2017). *Foundations of educational leadership: Developing excellent and equitable schools*. Routledge.

Recommended Text

- Bhatt, S. R. (2018). *Philosophical Foundations of Education*. Springer, Singapore. <https://ifeet.org/files/Philosophical-Foundation-of-education.pdf> (Links to an external site.)
- Moore, T. W. (2010). *Philosophy of Education* (International Library of the Philosophy of Education Volume 14): An Introduction. Routledge. <http://ai-makurdi.org/wp-content/uploads/2020/05/97.-Philosophy-of-Education.-An-Introduction-by-Terence-W.-Moore-1.pdf>

Supplementary Readings

Additional readings will be added to each learning module.

Course Topical Outline

This is tentative and professor may make changes as needed:

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Module and Date	Theme	Assignments
Module: 1 Date:	Introduction	Read: <ul style="list-style-type: none"> Brooks, J. S., & Normore, A. H. (2017). Foundations of educational leadership: Developing excellent and equitable schools. Routledge. Chapter 1, 2 & 3. Paul, J. L., & Marfo, K. (2001). Preparation of educational researchers in philosophical foundations of inquiry. Review of educational research, 71(4), 525-547. Due: Feedback and reflection
Module 2 Date:	Individual Explorations and Topical Introductions	Read: <ul style="list-style-type: none"> Brooks, J. S., & Normore, A. H. (2017). <i>Foundations of educational leadership: Developing excellent and equitable schools</i>. Routledge. Chapter 4, 5 & 6. Guba, E. (1990). G. (1990). <i>The Paradigm Dialogue</i> Due: Feedback and reflection
Module 3 Date:	Educational Leadership Philosophy	Read: <ul style="list-style-type: none"> Brooks, J. S., & Normore, A. H. (2017). <i>Foundations of educational leadership: Developing excellent and equitable schools</i>. Routledge. Chapter 7, 8 & 9 Brossard, B., & Sallee, N. (2020). Sociology and psychology actions: What intersections? <i>European Journal of Social Theory</i>, 23(1), 3-14. Due: <ul style="list-style-type: none"> Feedback and reflection Timeline, Map, and Presentation (Group 1 Philosophy)
Module 4 Date:	Educational Psychology as related to Educational Leadership	Read: <ul style="list-style-type: none"> Brooks, J. S., & Normore, A. H. (2017). Foundations of educational leadership: Developing excellent and equitable schools. Routledge. Chapter 10, 11 & 12. Chapter Due: <ul style="list-style-type: none"> Feedback and reflection Timeline, Map, and Presentation (Group 2 Psychology) Literature Review (Individual presentations of 4 students)

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Module and Date	Theme	Assignments
Module 5 Date:	Educational Sociology as related to Educational Leadership	Read: <ul style="list-style-type: none">• Snedden, D. (1937). The field of educational sociology. Review of educational research, 7(1) 5-14. Due: <ul style="list-style-type: none">• Feedback and reflection• Timeline, Map, and Presentation (Group 3 Sociology)• Literature Review (Individual presentations of 4 students)
Module 6 Date:	Integration of the Foundations of Educational Leadership	Due: <ul style="list-style-type: none">• Feedback and reflection• Literature Review (Individual presentations of 4 students)

Assignments Details:

Literature Review (Individual) 30%

- *Develop the beginning literature review for your concept paper:
 - Review the conceptual framework of your concept paper
 - Determine which one or all of the three disciplines we are studying (Philosophy, Psychology, and Sociology) are most connected to the framework (start by using the Stanford Encyclopedia of Philosophy)
 - Investigate three seminal authors that come from these disciplines (may or may not be from all three fields)
 - Paper should engage in synthesis writing and NOT be a mere description of each author
 - Paper should be approximately 6 to 9 pages APA (not counting reference or title pages)
- Develop a PowerPoint presentation highlighting the major points of the paper
 - Presentation should be 20 minutes
 - Presentations will take place during Class 4, 5, and 6 by lottery
- *Note: this must be done using synthesis writing

Due: Week 4, 5 and 6

Adding to the Concept Paper and Reflection (Individual) 20%

- Submit an updated version of your Concept Paper with tracked changes in WORD (10%)
- Further develop and add to a section of either the literature review or the conceptual framework or both (as relevant to your topic) directly related to:
 - educational leadership philosophy
 - Sociology and Psychology
 - historical context and influence extracted from these three foundational disciplines
 - Revise any other sections based on your new learnings and ideas to date
- Submit a final reflection (10%) that describes:
 - what, if any conceptual changes (e.g., problem statement, purpose, research questions, methodology, etc.) you have made to the Concept Paper and why;
 - the direction your thinking is taking in terms of the research described; and,
 - what insights you have gained due to the learning in this course as related to your area of research.

Due: TBD

Updating Glossary (Individual) 3%

- Add to the Glossary, which you have started in the Context class
- Submit Glossary with tracked changes

Due: TBD

Updating Seminal Authors (Individual) 3%

- Add to the Seminal Authors' list, which you have started in the Context class
- Submit list with tracked changes

Due: TBD

Updating Annotated Bibliography (Individual) 4%

- Add to the Annotated Bibliography, which you have started in the Context class
- Submit Annotate Bib. with tracked changes

Due: TBD

Timeline, Map and Presentation (Group Project) 30%

- Class will be divided into three random groups
- Each group will:
 - be assigned one of the three disciplines (Educational Leadership Philosophy, Sociology, or Psychology)
 - investigate and develop a PowerPoint presentation including:
 - the major schools of thought
 - seminal authors
 - Western and non-Western thinking
 - authors from non-dominant groups (different races, gender, etc.)
 - a Timeline
 - a Geographic Map
- Class presentations will be based on:
 - 40 minutes (including a 15-minute class discussion around findings led by the presenting group)
 - a recommended practice of planned activity(ies) to facilitate class learning

Due: Week 3, 4 & 5

Attendance and Participation 10%

Class attendance and participation are important for our group dynamics and collaborative learning. To foster a scholarly culture, you are required to offer constructive feedback to each other. Be supportive as you help your colleagues to push their ideas forward. The course requires active engagement in each session and for students who miss class, or are not engaged in course activities, points will be deducted from their attendance and participation grade. Each class of Units 2 to 6 is worth 3%. Unless prior arrangements are made with Professors, please don't make any audio or visual recordings of class sessions.