FLORIDA ATLANTIC UNIVERSITY

NEW COURSE PROPOSAL
Graduate Programs

Department Educational Leadership & Research Methodology

College College of Education

(To obtain a course number, contact erudolph@fau.edu)

UGPC Approval _____
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner _____
Catalog _____

Prefix EDA **Number** 7939	*(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)* **Lab Code** C	**Type of Course** Lecture/Lab	**Course Title** Seminar: Theory, Policy, and Practice: Implications for Research in Educational Leadership.
Credits *(See Definition of a Credit Hour)* 3	**Grading** *(Select One Option)* **Regular** ◉ **Sat/UnSat** ○	**Course Description** *(Syllabus must be attached; see Template and Guidelines)* Applying concepts to practice, doctoral students will develop their individual research project and consider strategies to disseminate new research. By the end of the course students will be able to write up research findings for scholarly Tier 1 journals, books, and practitioner journals. Further, students will consider the implications of research findings to their research project, including relevance and policy implications.	
Effective Date *(TERM & YEAR)* Fall 2023			
Prerequisites N/A ***Prerequisites, Corequisites and Registration Controls are enforced for all sections of course.***		**Academic Service Learning (ASL) course** ☐ Academic Service Learning statement must be indicated in syllabus and approval attached to this form.	
		Corequisites N/A	**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** Cooper, B. S., Fusarelli, L. D., & Randall, E. V. (2004). Better policies, better schools: Theories and applications. Boston: Allyn and Bacon.	
Faculty Contact/Email/Phone Daniel Reyes-Guerra/dreyes@fau.edu/7-4863		**List/Attach comments from departments affected by new course**	

Approved by	***Date***
Department Chair	2/21/23
College Curriculum Chair Paul R. Poluso	3/23/2023
College Dean	4/28/2023
UGPC Chair	08/17/2023
UGC Chair	08/17/2023
Graduate College Dean Robert W. Stackman Jr. (Aug 18, 2023 09:28 EDT)	08/18/2023
UFS President	
Provost	

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

COURSE PREFIX NUMBER-SECTION: EDA 7939
LEADERSHIP SEMINAR: THEORY, POLICY, AND PRACTICE - IMPLICATIONS FOR RESEARCH IN EDUCATIONAL LEADERSHIP
MEETING TIME: TBD
3 Credits

EDA 7939 LEADERSHIP SEMINAR
THEORY, POLICY, AND PRACTICE: IMPLICATIONS FOR RESEARCH IN EDUCATIONAL LEADERSHIP
Semester, Year

Professor name
Office
Office hours
Telephone
Email

Course Description

Applying concepts to practice, doctoral students will develop their individual research project and consider strategies to disseminate new research. Students will be guided to write up research findings for scholarly Tier 1 journals, books, and practitioner journals. Further, students will consider the implications of research findings to their research project, including relevance and policy implications.

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.

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.

Prerequisites

The following are recommended prerequisite courses and by permission of instructor:

- EDF 7114 Advanced Statistics,
- EDA 7416 Advanced Qualitative Inquiry,
- EDA 7106 Leadership 5
- EDA 7931 Leadership 6

Course Objectives/Student Learning Outcomes

As a result of successfully completing the course, students will

- Understand the interactions between educational leadership theory, practice, and policy.
- Conduct different types of analysis for different types of educational research writing
- Strengthen student ability to critique research.
- Increase readiness to convert large research project into books, scholarly articles, and practitioner journals.
- Practice presenting elements of their study using multiple modes of communication.
- Practice strategies designed to discuss the policy implications and how those are best written and disseminated.

Course Evaluation Method

ASSIGNMENT	GRADE
Research Project: ▪ Paper presentation: Varying outlets for research publication related to policy ▪ Final Paper: Publication outlets	 10% 50%
Discussant	5%
Researcher Journal & Log	10%
Reflective essay	15%
Class participation (this includes required Discussion Board Activities-Feedback & Reflection)	10%

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 are** the grades of "A" through "C," and "S," are passing grades. 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 Professors.**

Students are expected to attend all 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 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.

Classroom Etiquette Policy

When in class or in an on-line activity, please monitor you "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 with 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 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 Texts/Readings

Cooper, B. S., Fusarelli, L. D., & Randall, E. V. (2004). *Better policies, better schools: Theories and applications*. Boston: Allyn and Bacon.

Supplementary/Recommended Readings (if applicable)

Supplementary and recommended readings will be provided on Canvas.

Course Topical Outline

Date	Theme	Assignments
Module 1	Topic I: Introductions and individual explorations • Research design strategies and policy lenses • Synchronous	**Read:** ▪ Obtain and begin reading required text ▪ Consider how findings will be displayed and who the audience will be. What if they are different? **Due:** ▪ Feedback and reflection on Zoom
Module 2	Topic 2: The relationships between policy, practice, and research. • Conceptual Framework for Understanding Policymaking in Education. • Using multiple policy lenses (normative, structural, constituent, and technical) to analyze research and policy. • Asynchronous	**Read:** ▪ Textbook plus additional assigned reading ▪ Practice and Research: Praxis. Research design strategies **Due:** ▪ Canvas activity: Draft of Policy Brief ▪ Draft - Writing convincing policy briefs ▪ First draft of major assignment (final paper) writing for tier I journals. Practice example
Module 3	Topic 3: Policy and practice. Theory in use (praxis). • Using policy evaluation to improve educational decision making. • Explore trends in • research toward better policy evaluation for sustainable and ethical change. • Synchronous	**Read:** ▪ Textbook plus additional assigned reading **Due:** ▪ Due: Writing for tier I journals. Practice Example ▪ Final policy brief

Date	Theme	Assignments
Module 4	Topic 4: Supporting research in policy advocacy and dissemination. • Compare and contrast the way research is disseminated in scholarly journals, policy briefs, practitioner journals, and books. • Asynchronous	**Read:** ▪ Textbook plus additional assigned reading **Due:** ▪ Dissemination of research to practitioners ▪ Due: Writing for Books. Practice Example ▪ Second draft of major assignment (final paper) ▪ Draft of research for practitioners
Module 5	Topic 5: Making a real difference. How books, journals, and policy papers change practice • Drafting policy research for • various types of outlets (scholarly journals, policy papers, practitioner articles. • Asynchronous	**Read:** ▪ Textbook plus additional assigned reading **Due:** ▪ Due: Writing for Tier One Journal. Practice Example ▪ Third draft of major assignment: writing research for scholarly journals ▪ Practitioner article example
Module 6	Topic 6: Making a difference: The influence of research on educational decisions. • Writing up, displaying, disseminating research for scholarly journals, books, and practitioner journals • Synchronous	**Due:** ▪ Final Project: A representation of how research can be displayed and written differently for Tier I scholarly journals books, and practitioner journals. ▪ Final tier 1 paper presentation ▪ Discussant role

Education 2/3

Final Audit Report 2023-08-18

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