

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Educational Leadership and Research Methodology College Education		
Current Course Prefix and Number EDA 6947		Current Course Title Summer School Leadership Internship	
<i>Syllabus must be attached for ANY changes to current course details. See Guidelines. Please consult and list departments that may be affected by the changes; attach documentation.</i>			
Change title to: Internship 3: Summer Change prefix From: N/A To: N/A Change course number From: N/A To: N/A Change credits* From: 2 To: 3 Change grading From: N/A To: N/A *Review Provost Memorandum		Change description to: N/A Change prerequisites/minimum grades to: ADE 6381, EDS 6050, EDS 6052, STA 6113, EDS 6100, EDA 6103, EDA 6945, EDA 6300, EDA 6191, & EDA 6946 - with minimum grades of "B-" Change corequisites to: EDA 6207 EDA 6232 Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
Effective Date (TERM & YEAR) Summer 2022		Terminate course List final active term	
Faculty Contact/Email/Phone			
Approved by Department Chair _____  College Curriculum Chair _____  College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date 11/25/2020 _____ 12/2/20 _____ 12/3/2020 _____ _____ _____ _____ _____	

Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.



COURSE NUMBER: EDA 6947

COURSE TITLE: Internship 3: Summer

COREQUISITES

EDA 6207 School Operations

CATALOG DESCRIPTION

Internship 3: Spring (EDA 6947) 3 credits

Prerequisites: ADE 6381, EDS 6050, EDS 6052, STA 6113, EDS 6100, EDA 6103, EDA 6945, EDA 6300, EDA 6191, & EDA 6946 with minimum grades of "B-"

One of three internship courses, this is also a corequisite requirement for all school leader educational leadership programs leading to Level 1 Educational Leadership certification. A stand-alone course, it requires attendance in semester-long weekly on-campus seminars and 150+ hours of logged tasks, during which interns will be involved on the continuum of observing, participating and leading.

INSTRUCTOR INFORMATION

Name:

Office:

Phone Number:

Email Address:

Office Hours:

COURSE INFORMATION/LOGISTICS

Semester: Summer

Dates:

Time: 4:45-7:55 PM

Location:

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.stml>
- 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 are 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, <http://coe.fau.edu/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.

BCPS Social Justice Initiative: Young Voices Matter: This open access, free website provides supplemental materials about issues of Social Justice, Equity and Diversity in the k-12 settings. <http://youngvoicesmatter.net/>

THE CONCEPTUAL FRAMEWORKS

Florida Atlantic University Principal Partnership Programs

Our 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.

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.

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.

Department of Educational Leadership and Research Methodology

Our Vision

We strive for a transparent, caring, and ethical environment that cultivates educational leadership pioneers who through integrity, social justice and knowledge, shape a better world that promotes human dignity.

Our Mission

The Department of Educational Leadership and Research Methodology at Florida Atlantic University is a community of scholars engaged in four programs; Adult and Community Education, Higher Education Leadership, School Leaders, and Research Methodology. We focus on the preparation and support of practitioners, leaders, and researchers in Florida, the nation, and the international community through courses, undergraduate and graduate programs, professional learning, and community service.

Our Values

With our values, we strive to align our words and actions.

- **Integrity**
We strive to act with honesty, transparency, and respect.
- **Learning Community**
We strive to be an evolving community of learners grounded in collegiality, collaboration and mentorship.
- **Social Justice, Diversity, Equity and Inclusion**

We strive to promote a society where individuals and cultures are valued, where all have equitable opportunities, and where all inhabit an inclusive environment that is safe physically, emotionally, and socially.

- **Innovative Action**

We strive at both an individual and systemic level to engage continuously in discovery, reflection, and the creation and application of knowledge.

- **Excellence**

We strive for quality in everything we do individually and collectively.

PROGRAM OVERARCHING GOALS & COMPETENCIES

Curriculum Goals: Students will to 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 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.

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

COURSE OBJECTIVES

The learners will:

- Demonstrate and apply leadership skills of analysis, decision making and communicating of summer school scheduling, progress monitoring and safety, incorporating the principals of social justice, equity and inclusion to optimize the learning of all.
- Identify and apply federal, state and local budgeting laws, policies and processes to ensure ethical, socially just allocation and distribution of funds in managing school fiscal resources.
- Understand through reflective, collaborative processes how to lead others to demonstrate on high stakes assessments knowledge of Leadership for Student Learning, Organizational Development and Systems Leadership through case scenario multiple choice and written performance assessment.

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.

Module: 1 of 11	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	
Goals and Objectives: Students will have a deeper understanding of the sub-headings for the FELE and take the FELE Formative Assessment to identify their strengths and areas of improvement. Students will engage in adult learning strategies to lead teachers in preparation of high stakes testing.	

Module: 2 of 11	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 have a deeper understanding of the subtests (leadership for student learning, organizational development, systems leadership) for the FELE to identify their strengths and areas of improvement. Students will understand the criteria of the WPA rubric, necessary to successfully complete the FELE Written Performance Assessment.	

Module: 3 of 11	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	

Module: 3 of 11	Unit Theme: Summer School - Introduction
Learning Goals/Objectives for this Module: Students will be able to: <ul style="list-style-type: none"> ● Understand their role at summer school within the summer internship ● Use learning from the fall and spring internship and apply in a summer school experience ● Identify effective summer leadership program practices/strategies/documents 	
Module: 4 of 11	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	
Learning Goals/Objectives for this Module: Students will be able to <ul style="list-style-type: none"> ● Understand the role curriculum plays in a summer program ● Create a progress monitoring tool ● Identify best practices for progress monitoring 	
Module: 5 of 11	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	
Learning Goals/Objectives for this Module: Students will be able to <ul style="list-style-type: none"> ● Understand and assist in the creation of the summer master schedule ● Use data for optimal class placements ● Incorporate safety plans in their assigned summer internship task(s) 	
Module: 6 of 11	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	
Learning Goals/Objectives for this Module: Students will have a deeper understanding of Subtest # 3 (Systems Leadership) for the FELE and improve written communication skills. Students will engage in adult learning strategies to lead teachers in preparation of high stakes testing.	
Module: 7 of 11	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.e	
Learning Goals/Objectives for this Module: Students will be able to <ul style="list-style-type: none"> ● Identify specific problems and solutions/modifications to their summer internship experiences ● Reflect upon their own leadership practices based on their summer leadership experiences 	

Module: 8 of 11	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	
Learning Goals/Objectives for this Module: Students will be able to identify and analyze budget guidelines, funding, and allocations based on Florida Statues	

Module: 9 of 11	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	
Learning Goals/Objectives for this Module: Students will be able to <ul style="list-style-type: none"> • Identify and analyze budget allocations within a summer school budget • Make appropriate changes due to the need to increase a summer school budget by one classroom 	

Module: 10 of 11	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	
Learning Goals/Objectives for this Module: Students will be able to identify appropriate procedures to manage school fiscal resources (fundraisers, extracurricular, athletics) consistent with state and district guidelines.	

Module: 11 of 11	Unit Theme: School Budget guidelines, funding and allocations of internal accounts
FELE Skills: 3.1.2, 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	
Learning Goals/Objectives for this Module: Students will be able to analyze scenarios to fund school-based projects to determine appropriate funding sources and methods to conduct the event.	

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's Degree level writing. (See the School Leaders Program Master's Degree 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 All Tasks					
<i>Topic</i>	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>No Attempt</i>
Task Content	The student submission Exceeds Expectation on the majority of elements required as evaluated by the Task Rubric.	The student submission Meets Expectation on all elements required as evaluated by the task rubric.	The student submission does not Exceed or Meet Expectation on some elements required as evaluated by the task rubric.	The student submission does not Meet Expectation on all elements required as evaluated by the task rubric. The task must be resubmitted.	<i>No attempt made (0 pts.)</i>
Task Elements	The student submission includes all components completed at a highly skilled level: Student task log/ TPA, Reflection and Artifacts.	The student submission includes all components at a satisfactory level: Student task log/ TPA, Reflection and Artifacts.	The student submission includes at least two of the following components at a satisfactory level: Student task log/ TPA, Reflection and Artifacts.	The student submission includes none of the following components at a satisfactory level: Student task log/ TPA, Reflection and Artifacts.	<i>No attempt made (0 pts.)</i>
Mentor Evaluation (TPA)	The mentor evaluates the task as Exemplary	The mentor evaluates the task as 'Satisfactory'	The mentor evaluates the task as 'Emerging'	The mentor evaluates the task as 'Unsatisfactory'	<i>No attempt made (0 pts.)</i>
Timeliness	The student's task is completed and properly submitted to Live Text on time.	Tasks submitted one day after the due date.	Tasks submitted two days late.	Tasks submitted more than two days late.	<i>No attempt made (0 pts.)</i>
Content Grade Calculation	<i>Sum of column above:</i>	<i>Sum of column above:</i>	<i>Sum of column above:</i>	<i>Sum of column above:</i>	TOTAL OF CONTENT GRADE (sum of all values to the left):

Grading Rubric for All Tasks					
Topic	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
<p>Content & Development <i>The student will use clear and persuasive communication</i></p>	<p>Exhibits a comprehensive, accurate, and persuasive understanding of the topic. Major points are identified and clearly and fully supported. External literature and research used are compelling, current and clearly address the topic. Content and purpose are clear, consistent and compelling. (6 pts.)</p>	<p>Exhibits an accurate and comprehensive understanding of the topic. Major points are identified and adequately supported. External literature and research used are current and address the topic. Content and purpose are clear and consistent. (5 pts.)</p>	<p>Exhibits a general understanding of the topic. Major points are identified but not adequately supported. External literature and research used is included but does not adequately address the topic. Content and purpose are unclear and inconsistent. (4 pt.)</p>	<p>Exhibits a limited understanding of the topic. Major points are poorly identified and not supported. External literature and research used are not adequately included. Content vague and purpose is difficult to determine. (2 pts.)</p>	<p><i>No attempt made (0 pts.)</i></p>
<p>Organization & Structure <i>The student will provide organized and structured writing.</i></p>	<p>Reveals strong understanding of format and structure and the narrative flows well. Paragraphs clearly connected to the topic and points are fully explained. Paragraph transitions are excellent and compelling. (6 pts.)</p>	<p>Reveals an understanding of format and structure and is easy to follow. Paragraphs connected to the topic and points are explained. Paragraph transitions are clear and help the narrative flow. (5 pts.)</p>	<p>Reveals an understanding of format and structure but is not easy to follow. Paragraphs vaguely connected to the topic but points are explained. Paragraph transitions need improvement. (4 pt.)</p>	<p>Reveals a limited understanding of format and structure. Paragraphs not connected to the topic or points not explained. Paragraphs are disjointed and lack transitions. (2 pts.)</p>	<p><i>No attempt made (0 pts.)</i></p>
<p>Format and References <i>The student will use appropriate formatting following the APA style.</i></p>	<p>Introduction and conclusions are compelling and major points are concisely previewed or summarized. Citations and references are provided and follow APA style with no errors. (6 pts.)</p>	<p>Introduction and conclusions are clear and major points are previewed or summarized. Citations and references are provided and follow APA style nearly always. (5 pts.)</p>	<p>Introduction and conclusions are present but major points are not previewed or summarized. Citations and references are provided and follow APA style but not consistently. (4 pts.)</p>	<p>Introduction and/or conclusion are missing. Citations and references are not provided when necessary. (2 pts.)</p>	<p><i>No attempt made (0 pts.)</i></p>

Grading Rubric for All Tasks					
<i>Topic</i>	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>No Attempt</i>
Mechanics (grammar, spelling, length) <i>The student will value the use of professional quality vocabulary, grammar, punctuation, and spelling.</i>	Exhibits a thorough understanding of rules of grammar, usage, and punctuation; almost no spelling errors and uses excellent vocabulary. Language clear, precise, invoking interest and attention. Length appropriate as described for the assignment. (6 pts.)	Exhibits an understanding of the rules of grammar, commits few spelling errors, and uses satisfactory vocabulary. Language appropriate and clear. Length appropriate as described for the assignment. (5 pts.)	Exhibits an understanding of the rules of grammar, commits some spelling errors, and uses basic vocabulary. Language appropriate for the assignment, yet inconsistent. Over or under length necessary to develop the topic. (4 pts.)	Exhibits little understanding of the rules of grammar, commits many spelling errors, and uses limited vocabulary. Language inappropriate (jargon or conversational tone.) Inadequate or excessive in length. (2 pts.)	<i>No attempt made (0 pts.)</i>
Writing Grade Calculation	<i>Sum of column above:</i>	<i>Sum of column above:</i>	<i>Sum of column above:</i>	<i>Sum of column above:</i>	TOTAL OF WRITING GRADE <i>(sum of all values to the left):</i>
<i>TOTAL POINTS FROM CONTENT GRADE (see final column in row 5):</i>					/30
<i>TOTAL POINTS FROM WRITING GRADE (see final column in row 10) / 8:</i>					/3
<i>TOTAL POINTS FOR COMPETENCY 1 (sum of previous two rows):</i>					/33

TASK #6	
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 5931 Lead for Social Justice (CA1, CA2); EDA 6300 Community Partnerships and Diversity (CA1, CA2); EDA 6207 Managing School Operations (CA3); EDA 6232 Practical School Law
ACTIVITIES	
<i>Observe</i>	<i>Participate</i>
	<i>Lead</i>

TASK #6 10-DAY SUMMER PROGRAM ADMINISTRATIVE EXPERIENCE		
<i>...the processes and procedures of the summer program (arrival, dismissal, scheduling, assessing, hiring, curriculum, food service, staff assignments, etc.)</i>	<i>...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.</i>	<i>...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.</i>
STRATEGIES:	<ul style="list-style-type: none"> ● 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:	<ul style="list-style-type: none"> ● 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					
	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>Did not Submit</i>
FELE Skill 1.1.1;1.1.3; FPLS 1.1.a; 3.9.g; 4.10.c	Students will: analyze and determine three or more appropriate school learning goals for the summer program using State Board of Education adopted educational standards and district adopted curriculum	Students will: analyze and determine at least two appropriate school learning goals for the summer program using State Board of Education adopted educational standards and district adopted curriculum	Students will: analyze and determine at 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.	Students: did not analyze nor determine at 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	Student did not submit
	Evaluate students' learning during the summer program based on performance and growth including subgroups, curricula, and teacher assignment	Evaluate students' learning during the summer program based on performance and growth including at least two subgroups, curricula, and teacher assignment	Evaluate students' learning during the summer program based on performance and growth including at least one subgroups, curricula, and teacher assignment	Do not evaluate students' learning during the summer program based on performance and growth including at least one subgroups, curricula, and teacher assignment	

FPLS and FELE Competencies and Skills Rubric- Summer Internship					
	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>Did not Submit</i>
<p>FELE skill 1.2.3; 1.3.3; 1.4.1; 1.42; 1.43 FPLS 1.2.c; 1.2.d; 2.3.b; 2.5.a; 2.5.b; 3.6.b</p>	<p>Students will: · Evaluate and select three rigorous 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.</p>	<p>Students will: · Evaluate and select two rigorous and culturally relevant instructional methods for implementing State Board of Education adopted educational standards and district adopted curricula including strategies for high expectations</p>	<p>Students will: · Evaluate and select one rigorous and culturally relevant instructional method for implementing State Board of Education adopted educational standards and district adopted curricula including strategies for high expectations</p>	<p>Students: · Did not evaluate or select one rigorous and culturally relevant instructional method for implementing State Board of Education adopted educational standards and district adopted curricula including strategies for high expectations</p>	<p>Student did not submit</p>
<p>FELE skill 2.3.3 FPLS 3.7.e</p>	<p>Students will: · Identify and implement strategies for succession management in all key summer program positions</p>	<p>Students will: · Identify and implement strategies for succession management in two key summer program positions</p>	<p>Students will: · Identify and implement strategies for succession management in one key summer program positions</p>	<p>Students do not: · Identify and implement strategies for succession management in one key summer program positions</p>	<p>Student did not submit</p>

FPLS and FELE Competencies and Skills Rubric- Summer Internship					
	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>Did not Submit</i>
<p>FELE skill 2.4.3; 2.4.4 FPLS 2.4.d; 3.9.d; 3.9.f</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Student did not submit</p>
<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>Student did not submit</p>
<p>FELE skill 3.1.4 FPLS 2.5.e; 3.7.c</p>	<p>Students will: · Use plan, implement, evaluate, and modify steps in the continuous improvement cycle that effectively facilitate implementations of summer program policies or procedures</p>	<p>Students will: · Use planning and implementation steps in the continuous improvement cycle that effectively facilitate implementations of summer program policies or procedures</p>	<p>Students will: · Use planning steps in the continuous improvement cycle that effectively facilitate implementations of summer program policies or procedures</p>	<p>Students will: · Do not use any steps in the continuous improvement cycle that effectively facilitate implementations of summer program policies or procedures</p>	

FPLS and FELE Competencies and Skills Rubric- Summer Internship					
	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>Did not Submit</i>
<p>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</p>	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.	
<p>FELE skill 3.3.2, 3.3.4 FPLS 3.9.a; 3.9.e; 4.10.e</p>	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.	
<p>FELE skill 3.4.1 FPLS 3.6.a.</p>	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
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

TASK # 7		
School Budget guidelines - funding and allocations of internal accounts		
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: 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		
<i>Observe</i>	<i>Participate</i>	<i>Lead</i>
<p>...the application of state guidelines and accounting practices in their school</p> <p>...the needs of student subgroups, enrollment, staffing and resources and their role in school budgets, accounting, and fiscal practices</p> <p>...appropriate procedures to manage summer school fiscal resources</p>	<p>... in a budget conference or discussion with Principal mentor and the impact of fall enrollment (changes in projected enrollment, etc.).</p> <p>...in the planning of utilization of resources and fiscal management practices (district-based – operational budget – and school-based funds – internal accounts)</p>	<p>...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>)</p>
<p>STRATEGIES:</p> <ul style="list-style-type: none"> • 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 “<i>Lead</i>” 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) 		
<p>PERFORMANCE ASSESSMENT:</p> <ul style="list-style-type: none"> • Required for All Activities: Activity reflection write-up • Artifact: The developed budget communication plan. To include: <ul style="list-style-type: none"> • 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					
	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>Did not Submit</i>
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 appropriate handling of internal accounts.	The student will analyze and evaluate most decisions and actions as related to the communication plan for of monitoring and appropriate handling of internal accounts.	The student partially analyzes and/or evaluates most decisions and actions as related to the communication plan for of monitoring and appropriate handling of internal accounts.	The student does not partially analyze and/or evaluate most decisions and actions as related to the communication plan for of monitoring and appropriate handling of internal accounts.	The student does not submit

FPLS and FELE Competencies and Skills Rubric-Budget					
	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>Did not Submit</i>
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 use of summer school resources for instructional priorities	The student will: · Identify and assess at least two methods of maximizing the use of summer school resources for instructional priorities	The student will: · Identify and assess fewer than two methods of maximizing the use of summer school resources for instructional priorities	The student does not: · Identify and assess methods of maximizing the use of summer school resources for instructional priorities	· The student does not submit
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

FPLS and FELE Competencies and Skills Rubric-Budget					
	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>Did not Submit</i>
FELE 3.3.3 FPLS 3.8.c	The student will: · Identify all the foundational concepts for the formula factors used in computing the Florida Education Finance Program allocations · Describe differences between budget and internal accounts as part of the communications plan	The student will: · Identify at least four foundational concepts for the formula factors used in computing the Florida Education Finance Program allocations · Describe differences between budget and internal accounts as part of the communications plan	The student will: · Identify at least fewer than four foundational concepts for the formula factors used in computing the Florida Education Finance Program allocations · Describe differences between budget and internal accounts as part of the communications plan	The student does not: · Identify foundational concepts for the formula factors used in computing the Florida Education Finance Program allocations · Describe differences between budget and internal accounts as part of the communications plan	· The student does not submit
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 communication 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 communication 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 communication 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 communication plan	· The student does not submit

Journals: Reflective Decision Making

A major goal of this course is to promote students’ capacity as reflective decision makers. Students will meet this goal through reflective journal writing based on the learning in each module, class discussions, and the work they are conducting at their respective schools. This assignment will be assessed using the standard School Leaders Master’s Program Reflective Writing Rubric.

Class Participation

An important component of this course is for students to be prepared to come to class having read and reviewed all assigned readings, completed their assignments, and actively engage in all class activities by utilizing active listening skills, working successfully in teams, fully

participating in class discussions, and being on time. The students will be graded based on the School Leaders Master's Program Class Participation Rubric.

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
Budget Task #6	25
Summer School Task #7	25
FELE Reflection (Module 2)	10
Summer School Interview Protocol (Module 4)	10
FELE Prep Plan (Module 6)	10
Budget Scavenger Hunt (Module 8)	10
Budget 3-2-2+1 Activity (Module 11)	10

SCHOOL LEADERS MASTER'S PROGRAM COURSE GRADING SCALE

This grading scale will be used to determine the final grades given in the course.

<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>	<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>
A	93-100	= 4.0	C	73-76	= 2.0
A-	90-92	= 3.67	C-	70-72	= 1.67
B+	87-89	= 3.33	D+	67-69	= 1.33
B	83-86	= 3.00	D	63-66	= 1.00
B-	80-82	= 2.67	D-	60-62	= 0.67
C+	77-79	= 2.33	F	Below 60	= 0.00

SCHOOL LEADERS MASTER'S PROGRAM STANDARD RUBRICS

The following rubrics are used across the School Leaders Master's Program to evaluate student performance. Please refer to your instructor for further explanation of rubrics. Students should understand that "Satisfactory" is the "Passing" rating for assessment. Rubrics are developed so that the sum of the scores is used to develop a "Passing" grade.

Reflective Writing Rubric

This rubric is for reflection assignments on readings, class discussions, presentations, and website information. Note that the self-reflection section is to be written in the first person.

- 1) Synthesis of Learning
 - a. Provides a clear synthesis of information related to the unit topic.
 - b. Includes appropriate citations for references
- 2) Personal reflections:
 - a. How does what you learned apply to your current leadership?
 - b. What challenges do you foresee as you grow in your leadership?

School Leaders Master's Program Reflective Writing Rubric					
Topic	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
Synthesis of Learning <i>Synthesis of information related to the topic.</i>	Provides a thorough synthesis of information related to the concepts presented in class. (6 pts.)	Provides a basic synthesis of information related to the concepts presented in class. (5 pts.)	Provides a limited synthesis of information related to the concepts presented in class. (4 pts.)	Does not synthesize the information related to the concepts presented in class. (2 pts.)	The student did not submit. (0 pts.)
Personal Reflection <i>First Person writing</i>	Provides a meaningful personal connection to the readings, presentations, learning activities and demonstrates a deep personal understanding of the topic. (6 pts.)	Provides a basic personal connection to the readings, presentations, learning activities and demonstrates a basic personal understanding of the topic. (5 pts.)	Provides a limited personal connection to the readings, presentations, learning activities and demonstrates a limited personal understanding of the topic. (4 pts.)	Does not make a personal connection to the readings, presentations, learning activities and does not demonstrate a personal understanding of the topic. (2 pts.)	The student did not submit. (0 pts.)

School Leaders Master's Program Writing Rubric

This rubric is for all non-reflection written assignments. All written assignments should follow APA style. This rubric will be incorporated within the specific rubric of each written assignment.

School Leaders Master's Program Writing Rubric					
Topic	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
Content & Development* <i>The student will use clear and persuasive communication</i>	<ul style="list-style-type: none"> - Exhibits a comprehensive, accurate, and persuasive understanding of the topic. - Major points are identified and clearly and fully supported. - External literature and research used are compelling, current and clearly address the topic. - Content and purpose are clear, consistent and compelling. (6 pts.) 	<ul style="list-style-type: none"> - Exhibits an accurate and comprehensive understanding of the topic. - Major points are identified and adequately supported. - External literature and research used are current and address the topic. - Content and purpose are clear and consistent. (5 pts.) 	<ul style="list-style-type: none"> - Exhibits a general understanding of the topic. - Major points are identified but not adequately supported. - External literature and research used is included but does not adequately address the topic. - Content and purpose are unclear and inconsistent. (4 pt.) 	<ul style="list-style-type: none"> - Exhibits a limited understanding of the topic. - Major points are poorly identified and not supported. - External literature and research used are not adequately included. - Content vague and purpose is difficult to determine. (2 pts.) 	<i>No attempt made (0 pts.)</i>

School Leaders Master's Program Writing Rubric					
Topic	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
<p>Organization & Structure* <i>The student will provide organized and structured writing.</i></p> <p>*See Content and Development NOTE above.</p>	<ul style="list-style-type: none"> - Reveals strong understanding of format and structure and the narrative flows well. - Paragraphs clearly connected to the topic and points are fully explained. - Paragraph transitions are excellent and compelling. (6 pts.) 	<ul style="list-style-type: none"> - Reveals an understanding of format and structure and is easy to follow. - Paragraphs connected to the topic and points are explained. - Paragraph transitions are clear and help the narrative flow. (5 pts.) 	<ul style="list-style-type: none"> - Reveals an understanding of format and structure but is not easy to follow. - Paragraphs vaguely connected to the topic but points are explained - Paragraph transitions need improvement. (4 pt.) 	<ul style="list-style-type: none"> - Reveals a limited understanding of format and structure. - Paragraphs not connected to the topic or points not explained. - Paragraphs are disjointed and lack transitions. (2 pts.) 	<p><i>No attempt made (0 pts.)</i></p>
<p>Format and References <i>The student will use appropriate formatting following the APA style.</i></p> <p>*See Content and Development NOTE above.</p>	<ul style="list-style-type: none"> - Introduction and conclusions are compelling and major points are concisely previewed or summarized. - Citations and references are provided and follow APA style with no errors. (6 pts.) 	<ul style="list-style-type: none"> - Introduction and conclusions are clear and major points are previewed or summarized. - Citations and references are provided and follow APA style nearly always. (5 pts.) 	<ul style="list-style-type: none"> - Introduction and conclusions are present but major points are not previewed or summarized. - Citations and references are provided and follow APA style but not consistently. (4 pts.) 	<ul style="list-style-type: none"> - Introduction and/or conclusion are missing. - Citations and references are not provided when necessary. (2 pts.) 	<p><i>No attempt made (0 pts.)</i></p>
<p>Mechanics (grammar, spelling, length) <i>The student will value the use of professional quality vocabulary, grammar, punctuation, and spelling.</i></p> <p>*See Content and Development NOTE above.</p>	<ul style="list-style-type: none"> - Exhibits a thorough understanding of rules of grammar, usage, and punctuation; almost no spelling errors and uses excellent vocabulary. - Language clear, precise, invoking interest and attention. - Length appropriate as described for the assignment. (6 pts.) 	<ul style="list-style-type: none"> - Exhibits an understanding of the rules of grammar, commits few spelling errors, and uses satisfactory vocabulary. - Language appropriate and clear. - Length appropriate as described for the assignment. (5 pts.) 	<ul style="list-style-type: none"> - Exhibits an understanding of the rules of grammar, commits some spelling errors, and uses basic vocabulary. - Language appropriate for the assignment, yet inconsistent. - Over or under length necessary to develop the topic. (4 pts.) 	<ul style="list-style-type: none"> - Exhibits little understanding of the rules of grammar, commits many spelling errors, and uses limited vocabulary. - Language inappropriate (jargon or conversational tone.) - Inadequate or excessive in length. (2 pts.) 	<p><i>No attempt made (0 pts.)</i></p>
<p>*NOTE: When incorporated within an assessment rubric, the total points from this Master's Program Writing Rubric will be divided by 4, 6, or 8 to make the maximum value of the writing either 6, 4, or 3 points towards the total value of the written assignment.</p>					

School Leaders Master's Program Class Participation Rubric					
	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
Preparation	Fully prepared shows evidence of readings and presentations. (6 pts.)	Mostly prepared, shows evidence of some readings and some presentations. (5 pts.)	Minimally prepared, shows little evidence of readings and presentations. (4 pts.)	Not prepared, does not show evidence of readings and presentations. (2 pts.)	The student did not participate. (0 pts.)
Group Activities	Fully engaged in group activity, works with team to produce a high-quality product, supports all team members in the work. (6 pts.)	Somewhat engaged in group activity, works with team, the group product is satisfactory, supports some team members in the work. (5 pts.)	Minimally engaged in group activity, works with team some of the time, the group product is minimally acceptable, supports some team members in the work. (4 pts.)	Not engaged in group activity, works with team only some of the time, the group product is not acceptable, hinders the work of the group. (2 pts.)	The student did not participate. (0 pts.)
Class Discussions	Actively and respectfully listens to others and builds on comments, without dominating the conversation. Using references to readings, presentations, as well as makes connections to experience. (6 pts.)	Listens to others respectfully and sometimes builds on comments. Sometimes is quiet or dominates conversation. Sometimes uses references to readings, presentations, as well as makes connections to experience. (5 pts.)	Listens to others respectfully and sometimes but does not builds on comments. Overly quiet or overly dominant in conversation. Uses limited references to readings, presentations, as well as makes connections to experience. (4 pts.)	Does not listens to others respectfully and does not builds on comments. Overly quiet or overly dominant in conversation. Does not use references to readings, presentations, or connections to experience. (2 pts.)	The student did not participate. (0 pts.)
Punctuality	On time and ready to work prior to the beginning of class and at the termination of all breaks, always in attendance at class. (6 pts.)	On time and ready to work prior to the beginning of class but is sometimes late at the termination of all breaks, always in attendance at class. (5 pts.)	Late to class at least once and sometimes late at the termination of breaks, always in attendance at class. (4 pts.)	Late to class more than once and sometimes late at the termination of breaks, Misses a day of class. (2 pts.)	The student did not participate. (0 pts.)
*NOTE: This rubric will be used to calculate the student's participation grade. The total points from this Participation Rubric will be divided by 2 to make the maximum point value 12 points for class participation.					

END OF COURSE SURVEY

Student Perception of Teaching (SPOT) surveys will be completed online. 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:

1. Log on to MyFAU and click on the "SPOT" tab at the top of the page.
2. Click the "Complete My SPOTs" button to see the courses in which you are enrolled.
Now also available through Canvas!
3. 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.

SCHOOL LEADERS MASTER'S PROGRAM POLICY ON MAKEUP TESTS, LATE WORK, AND INCOMPLETES:

Students should read and refer to the School Leaders Master's Program Student Handbook that corresponds to their particular cohort program. 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.*

ATTENDANCE POLICY

According to FAU, the Department of Educational Leadership and Research Methodology, and the School Leaders Master's Program protocols and 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 School Leaders Master's Program Student Handbook that corresponds to their particular cohort program. Students must attend **ALL** classes. 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 School Leaders Master's Program Coordinator responsible for that student's cohort. Unavoidable absences include: family emergencies, illness, military obligations, and court imposed legal obligations. These absences must be accompanied by documentation. The School Leaders Master's Program Coordinator responsible for that student's cohort 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 at <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 complete 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-mentor informed of course requirements.

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 provide 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://fau.edu/counseling>.

BIBLIOGRAPHY

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- 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.
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Books:

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

CHANGES TO CATALOG DESCRIPTION FOR SCHOOL LEADERS PROGRAM COURSES

Current Descriptions

Law and Policy (EDA 6232) 3 credits

Prerequisite: Educational Leadership majors only

Corequisites: EDA 6207 and EDA 6947

This course focuses on the practical aspects and applications of constitutional, statutory and case law relating to education, with particular emphasis on Florida and the law and policy implications and processes related to school leadership.

Fall School Leadership Internship (EDA 6945) 2 credits

Prerequisites: ADE 6381 and EDA 6103 and EDS 6100 with minimum grades of "B-," and certificate of completion of Technology Modules

One of three internship courses, this is also a corequisite requirement for all school leader educational leadership programs leading to level 1 certification. A stand-alone course, it requires six on-campus seminars and 150 hours of logged tasks, during which interns will be involved on the continuum of observing, participating and leading.

Spring School Leadership Internship (EDA 6946) 2 credits

Prerequisites: ADE 6381 and EDA 6103 and EDS 6100 with minimum grades of "B-," and certificate of completion of Technology Modules

One of three internship courses, this is also a corequisite requirement for all school leader educational leadership programs leading to level 1 certification. A stand-alone course, it requires six on-campus seminars and 150 hours of logged tasks, during which interns will be involved on the continuum of observing, participating and leading.

Summer School Leadership Internship (EDA 6947) 2 credits

Prerequisites: ADE 6381 and EDA 6103 and EDS 6100 with minimum grades of "B-," and certificate of completion of Technology Modules

This course is one of three internship courses that are a corequisite requirement for all school leader educational leadership programs leading to Level 1 certification. A stand-alone course, it requires six on-campus seminars and 150 hours of logged tasks during which interns will be involved on the continuum of observing, participating and leading.

Changes

~~Law and Policy (EDA 6232) 3 credits~~

~~*Prerequisite: Educational Leadership majors only*~~

~~*Corequisites: EDA 6207 and EDA 6947*~~

~~This course focuses on the practical aspects and applications of constitutional, statutory and case law relating to education, with particular emphasis on Florida and the law and policy implications and processes related to school leadership.~~

~~Fall School Leadership Internship 1: Fall (EDA 6945) 2 3 credits~~

~~*Prerequisites: ADE 6381 and EDA 6103 and EDS 6100 EDS 6050, EDS 6052, and STA 6113 with minimum grades of "B-," and certificate of completion of Technology Modules*~~

~~One of three internship courses, this is also a corequisite requirement for all school leader educational leadership programs leading to Level 1 Educational Leadership certification. A stand-alone course, it requires six attending semester-long weekly on-campus seminars and 150+ hours of logged tasks, during which interns will be involved on the continuum of observing, participating and leading.~~

~~Spring School Leadership Internship 2: Spring (EDA 6946) 2 3 credits~~

~~*Prerequisites: ADE 6381 and EDA 6103 and EDS 6100, EDS 6050, EDS 6052, STA 6113, EDS 6100, EDA 6103, & EDA 6945 with minimum grades of "B-," and certificate of completion of Technology Modules*~~

~~One of three internship courses, this is also a corequisite requirement for all school leader educational leadership programs leading to Level 1 Educational Leadership certification. A stand-alone course, it requires six attending semester-long weekly on-campus seminars and 150+ hours of logged tasks, during which interns will be involved on the continuum of observing, participating and leading.~~

Summer School Leadership Internship 3: Spring (EDA 6947) 2 3 credits

Prerequisites: ADE 6381, ~~and EDA 6103 and EDS 6100~~ EDS 6050, EDS 6052, STA 6113, EDS 6100, EDA 6103, EDA 6945, EDA 6300, EDA 6191, & EDA 6946 with minimum grades of "B-," ~~and certificate of completion of Technology Modules~~

~~This course is e~~One of three internship courses that are a corequisite requirement for all school leader educational leadership programs leading to Level 1 Educational Leadership certification. A stand-alone course, it requires ~~six~~ attending semester-long weekly on-campus seminars and 150+ hours of logged tasks, during which interns will be involved on the continuum of observing, participating and leading.

New Descriptions

Internship 1: Fall (EDA 6945) 3 credits

Prerequisites: ADE 6381, EDS 6052, and STA 6113 with minimum grades of "B-"

One of three internship courses, this is also a corequisite requirement for all school leader educational leadership programs leading to Level 1 Educational Leadership certification. A stand-alone course, it requires attendance in semester-long weekly on-campus seminars and 150+ hours of logged tasks, during which interns will be involved on the continuum of observing, participating and leading.

Internship 2: Spring (EDA 6946) 3 credits

Prerequisites: ADE 6381, EDS 6050, EDS 6052, STA 6113, EDS 6100, EDA 6103, & EDA 6945 with minimum grades of "B-"

One of three internship courses, this is also a corequisite requirement for all school leader educational leadership programs leading to Level 1 Educational Leadership certification. A stand-alone course, it requires attendance in semester-long weekly on-campus seminars and 150+ hours of logged tasks, during which interns will be involved on the continuum of observing, participating and leading.

Internship 3: Spring (EDA 6947) 3 credits

Prerequisites: ADE 6381, EDS 6050, EDS 6052, STA 6113, EDS 6100, EDA 6103, EDA 6945, EDA 6300, EDA 6191, & EDA 6946 with minimum grades of "B-"

One of three internship courses, this is also a corequisite requirement for all school leader educational leadership programs leading to Level 1 Educational Leadership certification. A stand-alone course, it requires attendance in semester-long weekly on-campus seminars and 150+ hours of logged tasks, during which interns will be involved on the continuum of observing, participating and leading.

From: [Robert Shockley](#)
To: [Paul Peluso](#); [Mikaela Kursell](#)
Cc: [Kimberley McKeag](#); [Kathleen Dubois](#); [Safeeia Azam](#); [Jarrett Warshaw](#); [Maysaa Barakat](#); [Daniel Reyes-Guerra](#)
Subject: FW: For COE Department Chairs
Date: Monday, November 2, 2020 12:46:53 PM
Attachments: [Course Change Form_EDA6945_Internship 1.docx](#)
[Course Change Form_EDA6946_Internship 2.docx](#)
[Course Change Form_EDA6947_Internship 3.docx](#)
[Educational Leadership School Leaders Program Course Changes for Catalog.docx](#)
[Final_7_2020_EDA_6945_Partnership.docx](#)
[Final_7_2020_EDA_6946_Partnership.docx](#)
[Final_7_2020_EDA_6947_Partnership.docx](#)
[Level 1 Certification K-12 Program Catalog Change.docx](#)
[Masters Degree K-12 Catalog Change.docx](#)
[Specialist Program K-12 Catalog Change.docx](#)
[RE For COE Department Chairs.msg](#)
[RE For COE Department Chairs.msg](#)
[Re For COE Department Chairs.msg](#)
[Re For COE Department Chairs.msg](#)
[Re For COE Department Chairs.msg](#)
[New-Change-Program-Request-Master of Education.pdf](#)
[New-Change-Program-Request-Level 1 Certification Program.pdf](#)
[New-Change-Program-Request-Specialist \(1\).pdf](#)
Importance: High

Paul,

The department of Educational Leadership and Research Methodology is recommending for Graduate Program Committee review the following changes to the Certification, Master's Degree, and Specialist Degree programs in School Leadership. These changes have been reviewed by all COE chairs and statements of no conflict are attached. These changes are as follows:

- Up our three semesters of internship courses from 2 credits each to 3 credits each, given that they have moved from meeting six times in the semester to now weekly meetings as well as significant in-school task work.
- Eliminate the School Law Course. As an FYI, the content from this course will now be incorporated into on-line learning modules and the Policy course. Modules will be required to take and pass as a part of their program but are not credit-based learning.
- Update the catalog with these changes and correct some of the errors that are currently in the catalog.
- This change affects programs in School Leadership that lead to Florida Department of Education State Approved Level 1 Educational Leadership Certification.

Please find also attached:

- the updated syllabi for the internships (3)
- the course change forms for the internships (3)
- the Certification Program change form (although this is no longer going to be an option, it is good to have it on the books in case there are questions when Specialist students get the Level 1 Certification stamped on their transcript before they complete the degree) (1)
- the Master's Degree Program change form (1)
- the Specialist Degree Program change form (1)
- the catalog changes documents that accompany the Certification, Master's, and Specialist Program change forms for:

- catalog course description changes (1)
- catalog program table changes (3)

Please let me know if there are questions or concerns regarding these proposals. Bob

From: [Robert Shockley](#)
To: [Michael Brady](#)
Subject: RE: For COE Department Chairs
Date: Tuesday, September 29, 2020 2:10:00 PM

Thanks Mike.

From: Michael Brady <mbrady@fau.edu>
Sent: Tuesday, September 29, 2020 1:04 PM
To: Robert Shockley <SHOCKLEY@fau.edu>
Subject: RE: For COE Department Chairs

Bob – I’ve read your proposed changes. I don’t see any conflicts or unintended overlap with courses or curriculum in the ESE Department.

Good luck with the changes.
MB

Michael P. Brady, PhD
Professor and Chair
Department of Exceptional Student Education
Florida Atlantic University
561-297-3281
mbrady@fau.edu

From: Robert Shockley <SHOCKLEY@fau.edu>
Sent: Tuesday, September 29, 2020 12:18 PM
To: Carman Gill <gillc@fau.edu>; Dale Williams <DWILLIAM@fau.edu>; Hanizah Zainuddin <zainuddi@fau.edu>; Michael Brady <mbrady@fau.edu>; Paul Peluso <ppeluso@fau.edu>
Cc: Safeeia Azam <Sazam1@fau.edu>; Kimberley McKeag <kmckeag@fau.edu>; Kathleen Dubois <kdubois4@fau.edu>; Daniel Reyes-Guerra <dreyes@fau.edu>
Subject: FW: For COE Department Chairs
Importance: High

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Please let me know if there are any perceived conflicts with your department's program and/or courses. Thanks. Bob

From: [Paul Peluso](#)
To: [Robert Shockley](#)
Subject: Re: For COE Department Chairs
Date: Tuesday, October 20, 2020 4:28:32 PM
Attachments: [Outlook-e2ypufbu.png](#)

Hi Bob,

First, I do not see any issues with Teaching and Learning.

Second, do you plan to terminate the Law course that you are eliminating, or not?

Finally, because this is a large set of changes, if you could just enumerate what you are doing in a memo, it will help reviewers as this moves outside of the College.

Thanks,

-Paul

Paul R. Peluso, Ph.D., LMHC, LMFT
Senior Associate Dean
College of Education

Interim Chair
Department of Teaching and Learning

Professor
Department of Counselor Education

ACA Governing Council Representative, International Association of Marriage and Family Counselors (IAMFC)

Immediate Past-Editor, Measurement and Evaluation in Counseling and Development

Florida Atlantic University
777 Glades Rd.
Bldg 47, Rm 270
Boca Raton, FL 33431-0991
(561) 297-3625 (Office)
(561) 297-3602 (Dept.)
(561) 297-2309 (Fax)



From: Robert Shockley <SHOCKLEY@fau.edu>

Sent: Tuesday, October 20, 2020 11:41 AM

To: Carman Gill <gillc@fau.edu>; Dale Williams <DWILLIAM@fau.edu>; Hanizah Zainuddin <zainuddi@fau.edu>; Michael Brady <mbrady@fau.edu>; Paul Peluso <ppeluso@fau.edu>

Cc: Safeeia Azam <Sazam1@fau.edu>; Kimberley McKeag <kmckeag@fau.edu>; Daniel Reyes-Guerra <dreyes@fau.edu>

Subject: FW: For COE Department Chairs

Colleagues,

Last month I sent this request out regarding proposed program changes to our School Leaders Program. Because I had sent out another request a few days earlier regarding GRE requirements it must have been confusing. With the exception of Mike Brady I have not heard back from any of you on the proposed changes noted below. Please let me know if there are any conflicts with your department programs. Thanks. Bob

From: Robert Shockley

Sent: Tuesday, September 29, 2020 12:18 PM

To: Carman Gill <Gillc@fau.edu>; Dale Williams <dwilliam@fau.edu>; Hanizah Zainuddin <zainuddi@fau.edu>; Michael Brady <mbrady@fau.edu>; Paul Peluso <ppeluso@fau.edu>

Cc: 'Safeeia Azam' (sazam1@fau.edu) <sazam1@fau.edu>; Kimberley McKeag <kmckeag@fau.edu>; 'kdubois4@fau.edu' (kdubois4@fau.edu) <kdubois4@fau.edu>; Daniel Reyes-Guerra <dreyes@fau.edu>

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Please let me know if there are any perceived conflicts with your department's program and/or courses. Thanks. Bob

From: [Dale Williams](#)
To: [Robert Shockley](#)
Subject: RE: For COE Department Chairs
Date: Tuesday, October 20, 2020 4:12:11 PM

No conflicts. Good luck.
Dale

From: Robert Shockley <SHOCKLEY@fau.edu>
Sent: Tuesday, October 20, 2020 11:41 AM
To: Carman Gill <gillc@fau.edu>; Dale Williams <DWILLIAM@fau.edu>; Hanizah Zainuddin <zainuddi@fau.edu>; Michael Brady <mbrady@fau.edu>; Paul Peluso <ppeluso@fau.edu>
Cc: Safeeia Azam <Sazam1@fau.edu>; Kimberley McKeag <kmckeag@fau.edu>; Daniel Reyes-Guerra <dreyes@fau.edu>
Subject: FW: For COE Department Chairs
Importance: High

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Sent: Tuesday, September 29, 2020 12:18 PM
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Subject: FW: For COE Department Chairs
Importance: High

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Please let me know if there are any perceived conflicts with your department's program and/or courses. Thanks. Bob

From: [Carman Gill](#)
To: [Hanizah Zainuddin](#); [Robert Shockley](#)
Cc: [Dale Williams](#); [Michael Brady](#); [Paul Peluso](#); [Safeeia Azam](#); [Kimberley McKeag](#); [Daniel Reyes-Guerra](#)
Subject: Re: For COE Department Chairs
Date: Tuesday, October 20, 2020 4:33:15 PM

Hi Bob,

There are no perceived conflicts with CE department's program and/or courses. Thanks,
Carman

From: Hanizah Zainuddin <zainuddi@fau.edu>
Sent: Tuesday, October 20, 2020 12:06 PM
To: Robert Shockley <SHOCKLEY@fau.edu>
Cc: Carman Gill <gillc@fau.edu>; Dale Williams <DWILLIAM@fau.edu>; Michael Brady <mbrady@fau.edu>; Paul Peluso <ppeluso@fau.edu>; Safeeia Azam <Sazam1@fau.edu>; Kimberley McKeag <kmckeag@fau.edu>; Daniel Reyes-Guerra <dreyes@fau.edu>
Subject: Re: For COE Department Chairs

Hi Bob:

My deepest apologies. I forgot to inform you earlier that CCEI does not see any conflict with ELDRM's curriculum proposals.

Best wishes,
Hani

Hanizah Zainuddin, Ph.D
Interim Chair and Associate Professor
Dept. of Curriculum, Culture, & Educational Inquiry
ED 347, College Of Education
Boca Raton, FL 33431
Tel: 561-297-3965
Fax: 561-297-2925

“In diversity, there is beauty and there is strength” ~ Maya Angelou

Sent from my iPhone

On Oct 20, 2020, at 11:41 AM, Robert Shockley <SHOCKLEY@fau.edu> wrote:

Colleagues,

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 - * catalog program table changes (3)

Please let me know if there are any perceived conflicts with your department's program and/or courses. Thanks. Bob

<Course Change Form_EDA6945_Internship 1.docx>
<Course Change Form_EDA6946_Internship 2.docx>
<Course Change Form_EDA6947_Internship 3.docx>
<Educational Leadership School Leaders Program Course Changes for Catalog.docx>
<Final_7_2020__EDA_6945_Partnership.docx>
<Final_7_2020_EDA_6946_Partnership.docx>
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<Level 1 Certification K-12 Program Catalog Change.docx>
<Masters Degree K-12 Catalog Change.docx>
<New-Change-Program-Request-Level 1 Certification Program.pdf>
<New-Change-Program-Request-Master of Education.pdf>
<New-Change-Program-Request-Specialist (1).pdf>
<Specialist Program K-12 Catalog Change.docx>

From: [Hanizah Zainuddin](#)
To: [Robert Shockley](#)
Cc: [Carman Gill](#); [Dale Williams](#); [Michael Brady](#); [Paul Peluso](#); [Safeeia Azam](#); [Kimberley McKeag](#); [Daniel Reyes-Guerra](#)
Subject: Re: For COE Department Chairs
Date: Tuesday, October 20, 2020 12:06:42 PM

Hi Bob:

My deepest apologies. I forgot to inform you earlier that CCEI does not see any conflict with ELDRM's curriculum proposals.

Best wishes,
Hani

Hanizah Zainuddin, Ph.D
Interim Chair and Associate Professor
Dept. of Curriculum, Culture, & Educational Inquiry
ED 347, College Of Education
Boca Raton, FL 33431
Tel: 561-297-3965
Fax: 561-297-2925

“In diversity, there is beauty and there is strength” ~ Maya Angelou

Sent from my iPhone

On Oct 20, 2020, at 11:41 AM, Robert Shockley <SHOCKLEY@fau.edu> wrote:

Colleagues,

Last month I sent this request out regarding proposed program changes to our School Leaders Program. Because I had sent out another request a few days earlier regarding GRE requirements it must have been confusing. With the exception of Mike Brady I have not heard back from any of you on the proposed changes noted below. Please let me know if there are any conflicts with your department programs. Thanks. Bob

From: Robert Shockley
Sent: Tuesday, September 29, 2020 12:18 PM
To: Carman Gill <Gillc@fau.edu>; Dale Williams <dwilliam@fau.edu>; Hanizah Zainuddin <zainuddi@fau.edu>; Michael Brady <mbrady@fau.edu>; Paul Peluso <ppeluso@fau.edu>
Cc: 'Safeeia Azam' (<sazam1@fau.edu> <sazam1@fau.edu>); Kimberley McKeag <kmckeag@fau.edu>; 'kdubois4@fau.edu' (<kdubois4@fau.edu> <kdubois4@fau.edu>); Daniel Reyes-Guerra <dreyes@fau.edu>
Subject: FW: For COE Department Chairs
Importance: High

The department of Educational Leadership and Research Methodology is

recommending the following changes to the Certification, Master's Degree, and Specialist Degree programs in School Leadership:

- * Up our three semesters of internship courses from 2 credits each to 3 credits each, given that they have moved from meeting six times in the semester to now weekly meetings as well as significant in-school task work.
- * Eliminate the School Law Course. As an FYI, the content from this course will now be incorporated into on-line learning modules and the Policy course. Modules will be required to take and pass as a part of their program but are not credit-based learning.
- * Update the catalog with these changes and correct some of the errors that are currently in the catalog.
- * This change affects programs in School Leadership that lead to Florida Department of Education State Approved Level 1 Educational Leadership Certification.

Please find attached:

- * the updated syllabi for the internships (3)
- * the course change forms for the internships (3)
- * the Certification Program change form (although this is no longer going to be an option, it is good to have it on the books in case there are questions when Specialist students get the Level 1 Certification stamped on their transcript before they complete the degree) (1)
- * the Master's Degree Program change form (1)
- * the Specialist Degree Program change form (1)
- * the catalog changes documents that accompany the Certification, Master's, and Specialist Program change forms for:
 - * catalog course description changes (1)
 - * catalog program table changes (3)

Please let me know if there are any perceived conflicts with your department's program and/or courses. Thanks. Bob

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