

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____	
	<b>Department</b> Educational Leadership and Research Methodolo <b>College</b> Education (To obtain a course number, contact <a href="mailto:erudolph@fau.edu">erudolph@fau.edu</a> )			
<b>Prefix</b> EDA <b>Number</b> 6053	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) <b>Lab Code</b>	<b>Type of Course</b> Lecture	<b>Course Title</b> Contemporary Trends in Education	
<b>Credits</b> (See <a href="#">Definition of a Credit Hour</a> ) 3	<b>Grading</b> (Select One Option)  <b>Regular</b> <input checked="" type="radio"/> <b>Sat/UnSat</b> <input type="radio"/>	<b>Course Description</b> (Syllabus must be attached; see <a href="#">Template</a> and <a href="#">Guidelines</a> ) This course presents six seminars on the most important issues shaping education today. Topics covered include fiscal management practices, building school culture, learning needs of varied student populations, human capital leadership and management, curriculum leadership, and contemporary trends in education law.		
<b>Effective Date</b> (TERM & YEAR) Fall 2025				
<b>Prerequisites</b> None  <i>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course.</i>		<b>Academic Service Learning (ASL) course</b> <input type="checkbox"/> Academic Service Learning statement must be indicated in syllabus and approval attached to this form.		
		<b>Corequisites</b> None	<b>Registration Controls</b> (For example, Major, College, Level) M.Ed. College of Education, K-12 School Leaders	
<b>Minimum qualifications needed to teach course:</b> Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field).		<b>List textbook information in syllabus or here</b> No textbook required.		
<b>Faculty Contact/Email/Phone</b> whardma1@fau.edu		<b>List/Attach comments from departments affected by new course</b>		

<b>Approved by</b> Department Chair _____ College Curriculum Chair _____ Elizabeth Villares College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	<b>Date</b> 3/5/25 3/6/25 3/11/2025 03/20/2025 03/20/2025 03/20/2025 _____ _____
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) 10 days before the UGPC meeting.



**COURSE TITLE:** Contemporary Trends in Education

**COURSE NUMBER:** EDA 6053

**CREDIT HOURS:** 3

### **CATALOG DESCRIPTION**

This course presents six seminars on the most important issues shaping education today. Topics covered include fiscal management practices, building school culture, learning needs of varied student populations, human capital leadership and management, curriculum leadership, and contemporary trends in education law.

### **FULL COURSE DESCRIPTION**

This course expands on essential and complementary dimensions of contemporary school leadership. It is designed to help build the capacity of emerging school leaders to effectively carry out the roles and responsibilities of school administrators in areas such as budgeting and fiscal management, building a school culture with high expectations for all, supporting the learning of all students, and compliance with state legislation and policies and regulations at the local level.

### **INSTRUCTOR INFORMATION**

Name:

Office:

Phone Number:

Email Address:

Office Hours:

Co-Instructor:

Email Address:

Office Hours: By Appointment

### **CO-INSTRUCTOR INFORMATION**

Name:

Office: N/A

Office hours precede and follow class.

Email for appointment:

Office hours: By appointment.

### **COURSE INFORMATION/LOGISTICS**

Semester:

Dates:

Time: Saturdays 8:30 AM – 4:30 PM

Location: Live Lecture Online

### **REQUIRED TEXTS/MATERIALS**

There is no required text for this class. Reading materials will be assigned by the instructor as relevant to the course.

## **REQUIRED WEBSITES AND ELECTRONIC SOURCES**

**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.

## **THE CONCEPTUAL FRAMEWORKS**

### **Florida Atlantic University Principal Partnership Programs**

## **OUR MISSION**

The Florida Atlantic University-School District Partnership includes multiple school districts in Florida, each individually partnered with FAU's School Leaders Program, who together develop, implement, and improve the professional learning of school leaders in their districts to provide the best public education for students, families, and the community.

## **VISION**

The Florida Atlantic University-School District Partnership will be the premier provider of school leadership professional learning programs in Florida and the nation, developing the strongest school leaders and leadership teams to lead and transform schools into model learning organizations.

### ***School Leader Profile – Core Values and Beliefs***

We believe that the following descriptions, values, and beliefs will enable school leaders and those they influence to be fulfilled in their own personal ambitions, to be productive contributors to the economy, and to be democratic citizens for a vibrant national community. Our commitment to the public good is what makes school leadership different conceptually and in practice from other organizations and governmental agencies.

We believe that our purpose is to prepare leaders to create a healthy, sustainable, and regenerative society for present and future generations.

### **Leader of Leaders and Learning**

School leaders who are committed to a vision of leadership that is instructional, collaborative, distributive, data-informed, research-based, ethical, developmental, 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. They are strategic thinkers who develop organizational and operational systems to promote ongoing reflective and critical inquiry to inform action. They welcome critical feedback to develop the personal insight necessary to increase their leadership attributes and skills.

### **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 and fostering a democratic community. They are strategic and systems thinkers with a growth mindset.

### **Relationship Builders**

School leaders who are adept at building positive relationships that support the wellbeing of all members of the school community. They are culturally aware leaders who treat each individual with civility, empathy, respect, and forthrightness while holding high expectations for everyone who contributes to the learning organization. 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**

### **Vision**

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

### **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.

### **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.
- **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 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. Effectively lead and manage the interconnected organizational systems, processes, and people needed to support authentic student and adult learning, and a dynamic, purposeful community.
4. Design, implement, and sustain change processes that ensure school improvement initiatives support authentic student and adult learning.

### **COURSE CONNECTION TO CONCEPTUAL FRAMEWORK**

This course is designed to prepare ethical, reflective, and collaborative system leaders who are actively committed to the principles of the success of all students and members of their school community.

### **STANDARDS & GUIDELINES USED FOR DEVELOPING COURSE OBJECTIVES**

Florida Educational Leadership Standards (FELS): 1.1, 1.2, 1.3, 1.4, 2.1.a, 2.1.b, 2.1.c, 2.1.d, 2.1.e, 2.2.a, 2.2.d, 3.1.a, 3.1.b, 3.1.c, 3.1.d, 3.1.e, 3.1.f, 3.1.g., 3.1.i, 3.1.j, 3.1.k, 3.1.l, 3.2.a, 4.1.a, 4.1.b, 4.1.c, 4.1.d, 4.1.e, 4.1.f, 4.1.g, 4.2.a, 5.1.a, 5.1.b, 5.1.c, 5.1.d, 7.1.a, 7.1.b, 7.1.c, 7.1.d, 8.1, 8.2., 8.1, 8.2, 8.3, 8.4, 8.5.

Florida Educational Leadership Exam (FELE): 1.2.4; 1.3.4; 2.1.1; 2.1.2; 2.2.2; 2.3.3; 2.4.1; 2.4.4; 3.1.2; 3.1.4; 3.2.1; 3.2.2; 3.2.3; 3.5.1; 3.5.2.

### **COURSE OBJECTIVES**

The learners will:

1. Develop expertise in fiscal management practices conducive to support the learning of every student and adult in the school community.
2. Deepen their ability to build a safe, strong school culture and climate of high expectations committed to the learning of all students, teachers, staff, families, and the community.
3. Develop their ability as an instructional leader to support the learning needs of all students.
4. Expand their capacity to lead and manage personnel and school operations to attain the school's learning goals.
5. Enhance their ability to support the professional learning of teachers and staff to ensure all students can learn and succeed.
6. Ensure all decisions at the school level are in compliance with state and local policies and procedures.

### **CONTENT OUTLINE**

The following section lists the course topics, divided into modules (class meetings), with their standards, learning goals, and objectives.

<b>Title of Course:</b> EDA 6053 Contemporary Trends in Education	<b>Module:</b> 1 of 6
<b>Module Theme: Fiscal Management Practices</b>	
<b>Standards for this module:</b> <b>FELS:</b> 1.3, 2.1.a, 2.2.a, 2.2.d, 3.1.a, 3.2.a, 4.1.a, 4.2.a, 8.1, 8.2. <b>FELE:</b> 3.3.1; 3.3.2; 3.3.3.; 3.3.4.	
<b>Module Objectives:</b> Learners will... <ul style="list-style-type: none"> <li>• Conceptualize schools as integrated, evolving, and interconnected systems.</li> <li>• Examine a system within a school applying an analytical lens to support all students and adult learners.</li> <li>• Synthesize and compare the demographics of a school's community, focusing on variables such as race, ethnicity, culture, family constitution, and levels of income.</li> <li>• Define a personal philosophy of leadership, community, and family involvement in contemporary society.</li> <li>• Describe diverse types of families, and the nature of their involvement in school, home, and community partnerships.</li> </ul>	

<b>Title of Course:</b> EDA 6053 Contemporary Trends in Education	<b>Module:</b> 2 of 6
<b>Module Theme: Building School Culture</b>	
<b>Standards for this module:</b> <b>FELS:</b> 1.4, 2.1.a, 2.1.c, 2.1.d, 2.1.e, 3.1.c, 3.1.e, 3.1.f, 3.1.i, 3.1.j, 3.1.k, 3.1.l, 5.1.a, 5.1.b, 7.1.a, 7.1.b, 7.1.c, 8.1, 8.2, 8.3, 8.4, 8.5. <b>FELE:</b> 1.2.4; 2.1.1.2; 2.4.1.4.	
<b>Module Objectives:</b> Learners will... <ul style="list-style-type: none"> <li>• Describe school systems and operations in depth, the impact these systems have on the school culture, and begin to identify strengths and areas for improvement.</li> <li>• Define the demographic makeup of the students and personnel at their school and communities.</li> <li>• Conduct an in-depth analysis of the challenges and opportunities affecting the students and families at their school, with an emphasis on struggling student populations.</li> <li>• Describe the social relevance and value of school programs, family support, and events for students, families, and the community.</li> </ul>	

<b>Title of Course:</b> EDA 6053 Contemporary Trends in Education	<b>Module:</b> 3 of 6
<b>Module Theme: Needs of Varied Student Populations</b>	
<b>Standards for this module:</b> <b>FELS:</b> 1.3, 2.1.a, 3.1.a, 3.1.b, 4.1.a, 4.1.b, 4.1.c, 4.1.d, 4.1.e, 4.1.f, 4.1.g, 5.1.a, 5.1.b, 5.1.c, 5.1.d, 8.1, 8.2, 8.3, 8.4, 8.5. <b>FELE:</b> 1.3.4; 2.2.2; 2.3.3; 3.1.4; 3.2.1.2.3; 3.5.1.2.	
<b>Module Objectives:</b> Students will... <ul style="list-style-type: none"> <li>• Analyze and discuss effective change leadership and management processes.</li> <li>• Select and analyze a school system or operation that will be most conducive to supporting the academic or behavioral needs of a selected group of students.</li> <li>• Understand and apply leadership practices that promote culturally competent schools.</li> <li>• Identify and describe the types of students and their families that are in the greatest need of support from the school, and the community resources that can bring additional value to a family and community involvement plan.</li> </ul>	



<b>Title of Course:</b> EDA 6053 Contemporary Trends in Education	<b>Module:</b> 4 of 6
<b>Module Theme: Human Capital Leadership and Management</b>	
<b>Standards for this module:</b> <b>FELS:</b> 2.1.b, 2.1.d, 3.1.b., 3.1.c, 3.1.d, 3.1.g., 4.1.a, 4.1.b, 4.1.c, 4.1.d, 4.1.e, 4.1.f. <b>FELE:</b> 1.2.4; 1.3.4.	
<b>Module Objectives:</b> Students will... <ul style="list-style-type: none"> <li>• Examine how teams in a school contribute to building a high-performing, inclusive environment for all.</li> <li>• Explore the different socio-cultural beliefs, norms, and behaviors of diverse families and community organizations.</li> <li>• Design approaches to enhance the quality of the relationships between school personnel, families, and community partners.</li> </ul>	

<b>Title of Course:</b> EDA 6053 Contemporary Trends in Education	<b>Module:</b> 5 of 6
<b>Module Theme: Curriculum Leadership</b>	
<b>Standards for this module:</b> <b>FELS:</b> 6.1.a, 6.1.b, 6.1.c, 6.1.d, 6.1.e, 6.1.f, 6.1.g, 6.1.h, 6.1.i, 7.1.a, 7.1.a, 7.1.b, 7.1.c, 7.1.d. <b>FELE:</b> 2.2.2; 2.4.4; 3.1.4; 3.2.2.	
<b>Module objectives:</b> Students will... <ul style="list-style-type: none"> <li>• Frame school improvement within historical, district, state, national, and international contexts.</li> <li>• Develop effective home, school, and community partnerships/teams to support all students and adult learners.</li> </ul>	

<b>Title of Course:</b> EDA 6053 Contemporary Trends in Education	<b>Module:</b> 6 of 6
<b>Module Theme: Contemporary Trends in Education Law</b>	
<b>Standards for this module:</b> <b>FELS:</b> 1.1, 1.2, 1.3, 1.4, 2.1.a, 2.2.a, 3.1.f, 3.2.f, 7.1.c, 7.1.d <b>FELE:</b> 1.3.4; 3.1.2; 3.2.1.3.	
<b>Module objectives:</b> Students will... <ul style="list-style-type: none"> <li>• Conduct systems and programs assessment and evaluation.</li> <li>• Draft a complete one-year action plan for family and community involvement, including Epstein's template for the four goals and the supporting narrative.</li> <li>• Conduct action plan assessment and evaluation.</li> <li>• Create well-designed, culturally relevant, and effectively delivered presentations.</li> </ul>	

## SPECIFIC COURSE REQUIREMENTS

This section describes the requirements for this particular course.

### Competency Assessment

Student learning will be assessed through one competency assessment that will provide students with an opportunity to analyze a school-based problem of practice through the lenses of the six module topics and offer recommendations for improvement.

### Reflective Decision Making

A major goal of this course is to promote students' capacity as reflective decision makers. Students will meet this goal as they complete their competency assessment by reflecting on the learning



they have taken away based on the learning in each module, class discussions, and the work they are conducting at their respective schools.

### 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 engaged 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.

### Competency Assessment

#### Rationale

EDA 6053 Contemporary Trends in Education is a capstone course that provides an opportunity for students to do a deeper dive into six topics covered throughout their degree program, a single culminating assessment has been developed to allow students to demonstrate the knowledge, skills, and dispositions acquired through the course. The completed assignment should consist of 10-12 pages excluding title and references page, double spaced, and a font such as Times New Roman 12. Illustrative tables and figures may be included in the manuscript.

#### Description

Students will:

1. *Select a problem of practice related to student learning pertinent to their school, supported by current data. They may choose their completed ALP topic.*
2. *Identify a meaningful and relevant learning goal for the selected student(s).*
3. *Discuss how the six topics covered during the course were employed as a lens to:*
  - help understand the student(s) learning challenge(s) and personal and social factors that may be impacting their readiness or ability to learn; and
  - suggest strategies to help the student(s) attain the selected learning growth goal.
4. *Reflect on their leadership learning resulting from the work done during the course.*

#### Content Rubric

<i>Content + Writing Rubric Final Score</i>						<i>100</i>
<i>Item to be Assessed</i>	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>No Attempt</i>	<i>Score</i>
	<b>12-11</b>	<b>10-9</b>	<b>8-7</b>	<b>6-4</b>	<b>0</b>	
Module 1. Fiscal Mgt. Practices (FMP)	Provides a clear understanding of the impact of FMP on student learning and offers a highly pertinent recommendation to better serve the identified students' needs.	Provides a reasonable understanding of the impact of FMP on student learning and offers a pertinent recommendation to better serve the identified students' needs.	Provides some understanding of the impact of FMP on student learning and offers a vague recommendation to better serve the identified students' needs.	Provides little understanding of the impact of FMP on student learning and offers no recommendation to better serve the identified students' needs.	No Attempt	
	<b>12-11</b>	<b>10-9</b>	<b>8-7</b>	<b>6-4</b>	<b>0</b>	

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Module 2. Bldg. School Culture (BSG)	Provides a clear understanding of the impact of BSG on student learning and offers a highly pertinent recommendation to better serve the identified students' needs.	Provides a reasonable understanding of the impact of BSG on student learning and offers a pertinent recommendation to better serve the identified students' needs.	Provides some understanding of the impact of BSG on student learning and offers a vague recommendation to better serve the identified students' needs.	Provides little understanding of the impact of BSG on student learning and offers no recommendation to better serve the identified students' needs.	No Attempt	
	<b>12-11</b>	<b>10-9</b>	<b>8-7</b>	<b>6-4</b>	<b>0</b>	
Module 3. Varied Students Needs (VSN)	Provides a clear understanding of the impact of VSN on student learning and offers a highly pertinent recommendation to better serve the identified students' needs.	Provides a reasonable understanding of the impact of VSN on student learning and offers a pertinent recommendation to better serve the identified students' needs.	Provides some understanding of the impact of VSN on student learning and offers a vague recommendation to better serve the identified students' needs.	Provides little understanding of the impact of VSN on student learning and offers no recommendation to better serve the identified students' needs.	No Attempt	
	<b>12-11</b>	<b>10-9</b>	<b>8-7</b>	<b>6-4</b>	<b>0</b>	
Module 4. Curriculum Leadership (CL)	Provides a clear understanding of the impact of CL on student learning and offers a highly pertinent recommendation to better serve the identified students' needs.	Provides a reasonable understanding of the impact of CL on student learning and offers a pertinent recommendation to better serve the identified students' needs.	Provides some understanding of the impact of CL on student learning and offers a vague recommendation to better serve the identified students' needs.	Provides little understanding of the impact of CL on student learning and offers no recommendation to better serve the identified students' needs.	No Attempt	
	<b>12-11</b>	<b>10-9</b>	<b>8-7</b>	<b>6-4</b>	<b>0</b>	
Module 5. Human Capital L&M (HCLM)	Provides a clear understanding of the impact of HCLM on student learning and offers a highly pertinent recommendation to better serve the identified students' needs.	Provides a reasonable understanding of the impact of HCLM on student learning and offers a pertinent recommendation to better serve the identified students' needs.	Provides some understanding of the impact of HCLM on student learning and offers a vague recommendation to better serve the identified students' needs.	Provides little understanding of the impact of HCLM on student learning and offers no recommendation to better serve the identified students' needs.	No Attempt	
	<b>12-11</b>	<b>10-9</b>	<b>8-7</b>	<b>6-4</b>	<b>0</b>	
Module 6. Trends in Education Law (EL)	Provides a clear understanding of the impact of EL on student learning and offers a highly pertinent recommendation to better serve	Provides a reasonable understanding of the impact of EL on student learning and offers a pertinent recommendation to better serve	Provides some understanding of the impact of EL on student learning and offers a vague recommendation to better serve the	Provides little understanding of the impact of EL on student learning and offers no recommendation to better serve the identified students' needs.	No Attempt	

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	the identified students' needs.	the identified students' needs.	identified students' needs.			
	<b>18-17</b>	<b>16-15</b>	<b>14-12</b>	<b>11-6</b>	<b>0</b>	
Reflective Writing	Student offers a strong and insightful reflection on the influence of the six topics on their leadership learning and growth.	Student offers a strong and insightful reflection on the influence of 4-5 topics on their leadership learning and growth.	Student offers some reflective insights on the influence of 3-4 topics on their leadership learning and growth.	Student offers weak insights on the influence of less than three topics on their leadership learning and growth.	No Attempt	
<b>Content Rubric</b>						<b>90</b>

## Writing Rubric

<i>Item to be Assessed</i>	<i>Exemplary</i>	<i>Satisfactory</i>	<i>Emerging</i>	<i>Unsatisfactory</i>	<i>No Attempt</i>	<i>Score</i>
	<b>2.3 to 2.5</b>	<b>2.0 to 2.2</b>	<b>1.5 to 1.9</b>	<b>0.5 to 1.4</b>	<b>0</b>	<b>2.5</b>
<b>Content &amp; Development*</b> The student will use clear and persuasive communication. (2.5 points)	<ul style="list-style-type: none"> <li>- Exhibits a comprehensive, accurate, and persuasive understanding of the topic.</li> <li>- Major points are identified and clearly and fully supported.</li> <li>- External literature and research used are compelling, current and clearly address the topic.</li> <li>- Content and purpose are clear, consistent and compelling.</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits an accurate and comprehensive understanding of the topic.</li> <li>- Major points are identified and adequately supported.</li> <li>- External literature and research used are current and address the topic.</li> <li>- Content and purpose are clear and consistent.</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits a general understanding of the topic.</li> <li>- Major points are identified but not adequately supported.</li> <li>- External literature and research used is included but does not adequately address the topic.</li> <li>- Content and purpose are unclear and inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>- Exhibits a limited understanding of the topic.</li> <li>- Major points are poorly identified and not supported.</li> <li>- External literature and research used are not adequately included.</li> <li>- Content vague and purpose is difficult to determine.</li> </ul>	No attempt made	
	<b>2.3 to 2.5</b>	<b>2.0 to 2.2</b>	<b>1.5 to 1.9</b>	<b>0.5 to 1.4</b>	<b>0</b>	<b>2.5</b>
<b>Organization &amp; Structure*</b> The student will provide organized and structured writing. (2.5 points)	<ul style="list-style-type: none"> <li>- Reveals strong understanding of format and structure and the narrative flows well.</li> <li>- Paragraphs clearly connected to the topic and points are fully explained.</li> </ul>	<ul style="list-style-type: none"> <li>- Reveals an understanding of format and structure and is easy to follow.</li> <li>- Paragraphs connected to the topic and points are explained.</li> </ul>	<ul style="list-style-type: none"> <li>- Reveals an understanding of format and structure but is not easy to follow.</li> <li>- Paragraphs vaguely connected to the topic but points are explained</li> </ul>	<ul style="list-style-type: none"> <li>- Reveals a limited understanding of format and structure.</li> <li>- Paragraphs not connected to the topic or points not explained.</li> </ul>	No attempt made	

School Leaders\_EDA 6053 Course Syllabus

	- Paragraph transitions are excellent and compelling.	- Paragraph transitions are clear and help the narrative flow.	- Paragraph transitions need improvement.	- Paragraphs are disjointed and lack transitions.		
	<b>2.3 to 2.5</b>	<b>2.0 to 2.2</b>	<b>1.5 to 1.9</b>	<b>0.5 to 1.4</b>	<b>0</b>	<b>2.5</b>
<b>Format and References</b> The student will use appropriate formatting following the APA style. (2.5 points)	- 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.	- Introduction and conclusions are clear and major points are previewed or summarized.  - Citations and references are provided and follow APA style nearly always.	- 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.	- Introduction and/or conclusion are missing.  - Citations and references are not provided when necessary.	No attempt made	
	<b>2.3 to 2.5</b>	<b>2.0 to 2.2</b>	<b>1.5 to 1.9</b>	<b>0.5 to 1.4</b>	<b>0</b>	<b>2.5</b>
<b>Mechanics (grammar, spelling, length)</b> The student will value the use of professional quality vocabulary, grammar, punctuation, and spelling. (2.5 points)	- 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.	- 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.	- 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.	- 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.	No attempt made	
				<b>Writing Final Score</b>		<b>10</b>

### FELE Competencies and Skills

Module	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
1. Fiscal Mgt. Practices (FMP) <b>FELE 3.3.1;3.3.2;3.3.4</b>	Shows clear knowledge of effective utilization of resources and fiscal management practices that	Shows good knowledge of effective utilization of resources and fiscal management practices that maximize a safe	Shows some knowledge of effective utilization of resources and fiscal management practices that	Shows some knowledge of effective utilization of resources and fiscal	No Attempt

School Leaders\_EDA 6053 Course Syllabus

	maximize a safe and effective learning environment.	and effective learning environment.	maximize a safe and effective learning environment.	management practices that maximize a safe and effective learning environment.	
2. Bldg. School Culture (BSG) FELE <b>3.2.1;3.2.2;3.2.3;3.2.4</b>	Demonstrates excellent knowledge of effective organizational theory, research, and management practices related to school operations that maximize a safe and effective learning environment.	Demonstrates good knowledge of effective organizational theory, research, and management practices related to school operations that maximize a safe and effective learning environment.	Demonstrates some knowledge of effective organizational theory, research, and management practices related to school operations that maximize a safe and effective learning environment.	Demonstrates little knowledge of effective organizational theory, research, and management practices related to school operations that maximize a safe and effective learning environment.	No Attempt
3. Varied Students Needs (VSN) FELE <b>1.1.1;1.1.2;1.1.3</b>	Demonstrates clear knowledge of effective facilitation of positive achievement results aligned with student learning goals and state accountability measures.	Demonstrates good knowledge of effective facilitation of positive achievement results aligned with student learning goals and state accountability measures.	Demonstrates some knowledge of effective facilitation of positive achievement results aligned with student learning goals and state accountability measures.	Demonstrates little knowledge of effective facilitation of positive achievement results aligned with student learning goals and state accountability measures.	No Attempt
4. Curriculum Leadership (CL) FELE <b>1.3.1;1.3.2;1.3.3;1.3.4</b>	Demonstrates clear knowledge of effective development and implementation of an instructional framework that aligns school curriculum with state standards, effective instructional strategies, student learning needs, and assessments.	Demonstrates good knowledge of effective development and implementation of an instructional framework that aligns school curriculum with state standards, effective instructional strategies, student learning needs, and assessments.	Demonstrates some knowledge of effective development and implementation of an instructional framework that aligns school curriculum with state standards, effective instructional strategies, student learning needs, and assessments.	Demonstrates little knowledge of effective development and implementation of an instructional framework that aligns school curriculum with state standards, effective instructional strategies, student learning needs, and assessments.	No Attempt
5. Human Capital L&M (HCLM) FELE <b>2.1.1;1.1.2;2.2.1;2.2.3</b>	Demonstrates clear knowledge of effective recruitment, induction, development, and retention practices to develop a high-performing, diverse faculty and staff.	Demonstrates good knowledge of effective recruitment, induction, development, and retention practices to develop a high-performing, diverse faculty and staff.	Demonstrates some knowledge of effective recruitment, induction, development, and retention practices to develop a high-performing, diverse faculty and staff.	Demonstrates little knowledge of effective recruitment, induction, development, and retention practices to develop a high-performing, diverse faculty and staff.	No Attempt

6. Trends in Education Law (TEL) <b>FELE 3.4.1;3.4.2;3.4.3</b>	Demonstrates clear knowledge of school legal practices and applications that assure a safe and effective learning environment.	Demonstrates good knowledge of school legal practices and applications that assure a safe and effective learning environment.	Demonstrates some knowledge of school legal practices and applications that assure a safe and effective learning environment.	Demonstrates little knowledge of school legal practices and applications that assure a safe and effective learning environment.	No Attempt
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## GRADED ASSIGNMENTS

Grade components and weights are as follows:

Assignments	%	Dates
Competency Assessment	75	Ongoing
Class Participation	10	Ongoing
Reflective Writing	15	Ongoing
Total	100	

### Rationale for Submission of Assignments

Students in Master's/Specialist programs will participate in coursework designed to increase theoretical knowledge and administrative experiences. As a part of the learning process, courses require submission of a variety of assignments such as reflection, data analysis, plans, and theoretical analysis. A part of the learning process is to follow the guidelines for submission of the assignments in a timely manner.

**Program Policy on Makeup Tests, Late Work, and Incompletes:** Due to the design of this course, assignments are due when indicated in the syllabus. Please note that students may not be penalized for absences due to participation in university-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Instructors must allow these students to make up missed work without any reduction in the student's final course grade. Reasonable accommodation must also be made for students participating in a religious observance. Also, note that grades of Incomplete ("I") are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances. *Students who find themselves in this situation must meet with the professor.*

### Late Assignment Policy

Students will submit all assignments as required by the course instructor within the designated timeframe. Unless a request for extension of the timeline is made and accepted by the instructor prior to the due date, the instructor will deduct 5% of the total possible points available for the assignment for every day the assignment is late. For courses that use Satisfactory/Unsatisfactory for grading, late assignments will be designated as 'U' unless the instructor accepts a request for extension of the timeline.

In the event of a personal emergency that happens prior to the submission date and will interfere with the student's ability to complete the work, the student will immediately notify the instructor via email of the circumstances for not meeting the assignment due date and ask for a specific date and time to extend the submission. The instructor may accept or reject the student's request based on the circumstances.

- If the request is rejected, then the above-described policy applies and the student's grade on the assignment will be adjusted accordingly.

- If the request is accepted, the student must submit the assignment by the revised time and no penalty to a score will result.
- If the request is rejected based on the student suggested timeframe, the instructor will determine a due date.
- All new due dates determined will still follow the above-described policy.

### COURSE GRADING SCALE:

<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>	<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>
A	94-100	= 4.0	C	73-76	= 2.0
A-	90-93	= 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 PROGRAM STANDARD RUBRICS

The following rubrics are used across the School Leaders Program(s) 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 Program Reflective Writing Rubric					
Topic	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
<b>Synthesis of Learning</b> <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. (3-1 pts.)	The student did not submit. (0 pts.)



School Leaders Program Reflective Writing Rubric					
Topic	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
<b>Personal Reflection</b> <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. (3-1 pts.)	The student did not submit. (0 pts.)

### School Leaders 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 Program Class Participation Rubric					
	Exemplary	Satisfactory	Emerging	Unsatisfactory	No Attempt
<b>Preparation</b>	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. (3-1 pts.)	The student did not participate. (0 pts.)
<b>Group Activities</b>	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. (3-1 pts.)	The student did not participate. (0 pts.)

<b>School Leaders Program Class Participation Rubric</b>					
	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Emerging</b>	<b>Unsatisfactory</b>	<b>No Attempt</b>
<b>Class Discussions</b>	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. (3-1 pts.)	The student did not participate. (0 pts.)
<b>Punctuality</b>	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. (3-1 pts.)	The student did not participate. (0 pts.)
*NOTE: This rubric will be used to calculate the student's participation grade. The total score from this Participation Rubric will contribute up to 10% of the final grade.					

## 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](mailto:testandeval@fau.edu).

## ATTENDANCE POLICY

According to FAU, the Department of Educational Leadership and Research Methodology, and the School Leaders 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 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 Program Director 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 Program Director 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](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

### **STUDENTS WITH DISABILITIES**

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/](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**

As a student at FAU, you can access electronic journals and search for articles by topic through the FAU Libraries. To gain access from off campus, click on <http://www.fau.edu.ezproxy.fau.edu/library> and log in using your FAU NetID and Password.

## **Professional Knowledge School Leaders (K-12)**

### **Contemporary Trends in Education (EDA 6053) 3 credits**

This course presents six seminars on the most important issues shaping education today. Topics covered include fiscal management practices, building school culture, learning needs of varied student populations, human capital leadership and management, curriculum leadership, and contemporary trends in education law.

### **School Improvement (EDA 6062) 3 credits**

This course examines current issues in school reform and effective strategies for change. It develops an understanding of the role of school leaders in improving school programs and performance. The major focus is placed on school organization, curriculum, and assessment, with the aim of establishing a process of continuous school improvement.

### **Leadership for Social Justice (EDA 6191) 3 credits**

Course provides school leadership learning needed for advocating for student voice through awareness and action. Centered on social, political and economic injustices that should be addressed within schools and their populations, it promotes an inclusive environment that is equitable and culturally relevant for schools' students, teachers, staff, parents and communities.

### **School Operations (EDA 6207) 3 credits**

Course focuses on developing and analyzing school organizational systems for effective and continuous improvement. The course covers how the systems are interconnected to support student learning, understanding the impact of other systems, developing systems for communications with school stakeholders and community, and developing a comprehensive plan for improving their school's systems.

### **Law and Policy (EDA 6232) 3 credits**

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.

### **Systems and Community (EDA 6300) 3 credits**

This course covers the philosophy, principles, practices, agencies and organizations involved in or influencing school community programs and initiatives, including collaborative efforts to provide for the educational needs of a multicultural community.

**Education and Philanthropy (EDA 6375) 3 credits**

The study of the integral role that philanthropy and fundraising play in sustaining educational institutions. Practical and theoretical foundations and emerging trends are also covered.

**Clinical Evaluation (EDA 6507) 3 credits**

This course focuses on developmental skills for instructional coaches and mentors in formative observation, clinical supervision, feedback skills and professional development planning for increased instructional effectiveness with K-12 teacher preparation students.

**Evaluation and Leadership Theory for Educational Leaders (EDA 6508) 3 credits**

This course studies leadership theories, characteristics, behaviors and the use of instruments that provide indicators of leadership styles, especially those most applicable to teacher leadership. Students apply knowledge and skills with specific emphasis on impacting K-12 students' learning and achievement in the school setting.

**Internship 1: Fall (EDA 6945) 3 credits**

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.

**Internship 2: Spring (EDA 6946) 3 credits**

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.

**Internship 3: Summer (EDA 6947) 3 credits**

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.

### **The Context of Educational Administration (EDA 7061 ) 3 credits**

*Prerequisite: Educational Leadership majors only*

The purpose of the course is to prepare school leaders to understand the role of administrators in differing organizational, governance, and policy contexts in which leadership is practiced. The course centers on the belief that administrators must understand the context in which they work prior to attempts at leadership.

### **Ethics and Policy Alternatives (EDA 7069) 3 credits**

*Prerequisite: Educational Leadership majors only*

This course provides a reflective (and reflexive) overview of the educational policy-making process at local, state, and national levels, and of the ethical principles that can influence such policy-making.

### **Seminar in School Law (EDA 7235) 3 credits**

*Prerequisites: Educational Leadership majors only and EDA 6232*

A seminar exploring, through the problem method, various legal aspects related to the administration and organization of American education. Individuals will study and research selected topics in depth.

### **Seminar in School Administration (EDA 7930) 3 credits**

*Prerequisite: Educational Leadership majors only*

Discussion of problems in school administration, patterns of curriculum organization, and research projects. Open only to Educational Leadership and Research Methodology Ed.S. and Ed.D. students who have completed the core courses.

### **Instructional Leadership 1: Role of the Leader in Continuous School Improvement (EDS 6050) 3 credits**

*Prerequisite: Educational Leadership majors only*

The focus of this course is on the role of the instructional leader in continuous whole school improvement to meet state and national requirements; to develop objectives for implementing, assessing, and revising a school improvement plan; and to monitor its ongoing progress and the attainment of its goals.

### **Instructional Leadership 2: Role of the Leader in Improvement of Student Learning (EDS 6052) 3 credits**

The focus of this course is on the instructional leader's role in improvement of student learning and meeting students' needs through professional development growth plans, supervision, and evaluation of teachers to improve classroom performance and student learning.



**Legal Foundations of Special Education (EEX 7520) 3 credits**  
[\(See Special Education courses, this section\)](#)

Email from Dr. Robert Shockley and Department Chairs' responses on conflict with other programs

**From:** Robert Shockley <SHOCKLEY@fau.edu>

**Sent:** Monday, November 4, 2024 3:28 PM

**To:** Carman Gill <gillc@fau.edu>; Charles Dukes <cdukes@fau.edu>; Dale Williams <DWILLIAM@health.fau.edu>; Joseph Brojomohun-Gagnon <josephgagnon@fau.edu>

**Cc:** Elizabeth Sacks <evillare@fau.edu>; Kathleen Dubois <kdubois4@fau.edu>; Sunny Gross <sgross20@fau.edu>; John Hardman <Whardma1@fau.edu>; Daniel Reyes-Guerra <dreyes@fau.edu>

**Subject:** Graduate Program Proposals - ELRM

Colleagues,

The School Leaders Program in the Department of Educational Leadership and Research Methodology is seeking to request the course and program changes to the School Leaders Masters and Specialist programs as summarized below. None of these changes should conflict with the content of any other program currently offered through the College of Education.

**New course request**

We would like to request the addition of **EDA 6053 Contemporary Trends in Education** to the program requirements and catalog (New Course Form and Syllabus attached)

Rationale: This course has been created to provide a deeper dive into six important topics covered in both master's and specialist programs. The topics are fiscal management practices, school culture and safety, needs of varied student populations, curriculum leadership, human capital leadership and management, and contemporary trends in education law.

Please review these proposed recommendations and let me know if there are potential conflicts or concerns from your department. Thanks. Bob

Robert Shockley, Chair

Educational Leadership and Research Methodology

ED 47 Room 260A

777 Glades Rd.

Boca Raton, FL 33431

(561)297-3551

**From:** Joseph Brojomohun-Gagnon  
**To:** Robert Shockley  
**Subject:** Re: Graduate Program Proposals - ELRM  
**Date:** Monday, November 4, 2024 4:23:11 PM  
**Attachments:** Outlook-kwtqrquz.dat  
Outlook-a3wldvqi.dat  
Outlook-Image resu.dat  
Outlook-https ts.dat

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Hi,  
The proposed changes will not impact the Special Education department.  
Cheers, Joe

Joseph Calvin Gagnon, Ph.D.  
Professor & Department Chair  
Department of Special Education

Florida Atlantic University  
Bldg 47 (Room 412), Boca Raton, FL 33431  
Phone: 561-297-3281  
[josephgagnon@fau.edu](mailto:josephgagnon@fau.edu)

ORCID ID: <https://orcid.org/0000-0003-3266-5843>

Google Scholar: <https://scholar.google.com/citations?user=E91DESMAAAAJ&hl=en>

Researchgate: <https://www.researchgate.net/profile/Joseph-Gagnon>

**From:** Dale Williams  
**To:** Robert Shockley  
**Subject:** RE: Graduate Program Proposals - ELRM  
**Date:** Wednesday, November 6, 2024 10:50:29 AM  
**Attachments:** image001.jpg  
image002.jpg  
image003.jpg  
image004.jpg

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No CSD conflicts.

**From:** Carman Gill  
**To:** Robert Shockley  
**Subject:** Re: Graduate Program Proposals - ELRM  
**Date:** Tuesday, November 5, 2024 11:44:54 AM  
**Attachments:** Outlook-kwtarquz  
Outlook-a3widvqi  
Outlook-Image resu  
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No conflict! Thanks,  
Carman

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**From:** Charles Dukes  
**To:** Robert Shockley  
**Subject:** Re: Graduate Program Proposals - ELRM  
**Date:** Friday, November 8, 2024 8:25:21 AM  
**Attachments:** image001.jpg  
image002.jpg  
image003.jpg  
image004.jpg

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Hello,

Thank you for the explanation of the course and program changes. There is no conflict with any course or program in the Department of Curriculum and Instruction.

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Charles Dukes, EdD, PhD  
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