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Graduate Programs—NEW COURSE PROPOSAL

DEPARTMENT NAME: EDUCATIONAL LEADERSHIP COLLEGE OF: EDUCATION

RECOMMENDED COURSE IDENTIFICATION:
 PREFIX EDF COURSE NUMBER 6786 LAB CODE (L or C) _____
 (TO OBTAIN A COURSE NUMBER, CONTACT ERUDOLPH@FAU.EDU)
 COMPLETE COURSE TITLE EDUCATIONAL GOVERNANCE

EFFECTIVE DATE
 (first term course will be offered)

 _____ FALL 2009 _____

CREDITS: **3**

TEXTBOOK INFORMATION: Alexander, K., & Alexander, M. D. (2008). *American public school law* (7th ed.). Belmont, CA: West/Thomson Learning.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR X PASS/FAIL _____ SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN 3 LINES: This course explores the development and application of policies and laws that control the delivery of education in the United States and selected developed countries.

PREREQUISITES W/MINIMUM GRADE: *
None

COREQUISITES:
None

OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):
 MAJOR – EDUCATIONAL LEADERS
 LEVEL - GRADUATE

PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS.
 *DEFAULT MINIMUM GRADE IS D-.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:
 DOCTORATE IN EDUCATION OR RELATED FIELD

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each. Comments are attached

Dr. Robert E. Shockley, shockley@fau.edu, 297-3551
 Faculty Contact, Email, Complete Phone Number

SIGNATURES

SUPPORTING MATERIALS

<p>Approved by:</p> <p>Department Chair: _____</p> <p>College Curriculum Chair: _____</p> <p>College Dean: _____</p> <p>UGPC Chair: _____</p> <p>Dean of the Graduate College: _____</p>	<p>Date:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Syllabus—must include all details as shown in the UGPC Guidelines.</p> <p>Written Consent—required from all departments affected.</p> <p>Go to: http://graduate.fau.edu/gpc/ to download this form and guidelines to fill out the form.</p>
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Email this form and syllabus to fulks@fau.edu and eqirjo@fau.edu one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

Department of Educational Leadership
College of Education
Florida Atlantic University

COURSE NUMBER: EDA 6786

COURSE TITLE: Educational Governance

CATALOG DESCRIPTION:

This course explores the development and application of policies and laws that control the delivery of education in the United States and selected developed countries.

MORE ABOUT THIS COURSE:

This course first identifies the historical and political underpinnings of creating a free, universal, and common school system in the United States and compares it to selected developed countries. Then it explores educational governance in the United States by examining: (a) the structure and relationship between the federal and state judiciary and its role in the governance and administration of education in the United States; (b) the authority relationships among federal, state, and local educational policymakers; (c) how policies are made at each level, (d) the basic values that operate in the policy system, and how they affect policy decisions.

PREREQUISITES: None

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:

Educational policy makers and implementers are reflective decision-makers who have the skills and dispositions to develop, articulate, and implement federal, state, and local educational policies in an ethical manner.

REQUIRED TEXTS:

Alexander, K., & Alexander, M. D. (2008). *American public school law* (7th ed.). Belmont, CA: West/Thomson Learning.

REQUIRED READINGS -Selected articles and chapters from Books will be drawn from the following references.

Airasian, P. W. (1988). Symbolic validation: The case of state-mandated, high-stakes testing. *Educational Evaluation and Policy Analysis*, 10, 301-313.

Alsbury, T. (2008) . *Relevancy and revelation: The future of school board governance*. Rowman & Littlefield Press

Birman, B.F. & Porter, A.C. (2002). Evaluating the Effectiveness of Educational Funding Streams. *Peabody Journal of Education*, 77(4), 59-85.

- Campbell, R., Cunningham, L., Nystrand, R., & Usden, M. (1985). *The organization and control of American schools* (5th ed), Columbus: Ohio, Merrill.
- Capper, C. (1993) *Educational Administration in a pluralistic Society*. New York: SUNY
- Cohen, D. & Spillane, J. (1993). Policy and practice: The relations between governance and instruction. In S. Fuhrman (Ed.). *Designing coherent educational policy: Improving the system* (pp. 35-88). San Francisco: Jossey Bass
- Finn, Jeremy D. (2002). Small classes in American schools: Research, Practice, and Politics. *Phi Delta Kappan*, 83(7), pp. 551-560.
- First, P. F. (1997). *Educational policy for school administrators*. Boston: Allyn and Bacon.
- Goodlad, J. I., & McMannon, T. J. (Eds.) (1997). *The public purpose of education and schooling*. San Francisco: Jossey-Bass Publishers.
- Gutherie, J. W., Springer, M. G., Rolle, R. A., & Houck, E. A. (2007). *Modern education finance and policy*. Boston: Allyn and Bacon.
- Howell, W. (Ed.). (2005). *School boards and the future of education politics*. Washington, D.C.: Brookings Institute Press.
- Hulett, K. E. (2009). *Legal aspects of special education*. Upper Saddle River, NJ: Merrill.
- Kaestle, C. F. (1983). *Pillars of the republic: Common school and American society, 1780-1860*. New York: Hill and Wang.
- Kaestle, C., & Lodewick, A. E. (Eds.). (2007) *To educate a nation: Federal and National strategies of school reform*. Lawrence, KS: University Press of Kansas.
- Levin, H. (1989). *The theory of choice applied to education*. Stanford, CA: Center for Educational Research at Stanford.
- McDermott, K.A. (2000). Barriers to large-scale success for models of urban school reform. *Educational Evaluation and Policy Analysis*, 22(1), 83-89.
- National Research Council. (1999). *High Stakes: Testing for Tracking, Promotion, and Graduation*. Washington, D.C.: National Academy Press, (pp. 29-49; 71-85
- Ravitch, D. (Ed.) (2005). *Brookings papers on education policy*. Washington, D.C.: Brookings Institute Press.
- Schiller, K.S. & Muller, C. (2003). Raising the bar and equity? *Effects of state high school graduation requirements and accountability policies on students' mathematics course taking*. *Educational Evaluation and Policy Analysis*, 25(3), pp. 299-318.
- Skrla, L. & Scheurich, J. (2004). *Educational Equity and Accountability: Paradigms, Policies, and Politics*. London: Routledge-Falmer.
- Spring, J. (2004). *Conflict of interests: The politics of American education*. New York: Longman.
- Spring, J. (2007). *American education*. Columbus, OH: McGraw Hill Publishers.
- Tyack, D. B. (1974). *The one best system: A history of American urban education*. Cambridge, MA: Harvard University Press.
- Weatherly, R., & Lipsky, M. (1977). *Street-level bureaucrats and institutional*

innovation: Implementing special education reform. *Harvard Educational Review*, 47, 171-197.

Current education case law related to school governance and policy making
Section of various Florida school board handbooks

*Additional readings may be added at a later date.

RECOMMENDED READINGS:

The bluebook: A uniform system of citation (17th ed.). (2000). Cambridge, MA: The Harvard Law Review Association.

Publication manual of the American Psychological Association (5th ed.). (2001). Washington, DC: American Psychological Association.

REQUIRED WEBSITES and Electronic Sources:

Florida Dept of Education: <http://www.fldoe.org/?flsh=false>

Florida K-12 Education Code: www.palmbeach.k12.fl.us

Florida Statutes and Constitution: www.flsenate.gov

Florida school district websites

Campus Research: Law (available through the FAU electronic databases)

Legal Periodicals (available through the FAU electronic databases)

LegalTrac (available through the FAU electronic databases)

Lexis Nexis Academic (available through the FAU electronic databases)

LexisNexis Congressional (available through the FAU electronic databases)

LexisNexis U.S. Serial Set Digital Collection (available through the FAU electronic databases)

RECOMMENDED WEBSITES:

Basic Legal Citation Format: www.law.cornell.edu

Legal Citation: www.slaw.neu.edu

Legal Citation: Introduction to the Basics www.legalcitation.net

William Cecil Golden Website: www.floridaschoolleaders.org

National School Board Association: www.nsba.org

Florida School Board Association: <http://www.fsba.org/>

William Cecil Golden Website: www.floridaschoolleaders.org

Library Information: All students are expected to have online access to the University Library. Through the FAU Libraries EZ Proxy, you can access full-text articles from hundreds of journals. Go to the FAU Libraries home page and click on EZProxy. You must have a valid student Owl Card to access the Proxy Server on your home computer. The USER ID is (the 14-digit ID number on the Owl Card minus the letter "A" before and after the number) and the PASSWORD is the three-letter acronym for the school: (FAU). For an introduction, go to <http://www.library.fau.edu.ezproxy.fau.edu/depts/ref/start.htm>

AUDIO/VISUAL TECHNOLOGY:

All students will be expected to have stable and steady access to a computer and to an Internet Service Provider (ISP). Students must have the capacity to access the

Internet to conduct database searches (e.g., Campus Research: Law), to send and receive email with attachments, and to complete on-line quizzes. **Only the *fau.edu* email addresses** will be used by the instructor. If a student uses another ISP, he or she will have to set up the email system to receive *fau.edu* mail.

MS Office 2000 or newer - PowerPoint, and Word will be used during the semester for completion of course work and for receiving or viewing documents from the instructor. Adobe Acrobat Reader. Reader is available to download for free from the Acrobat web page, This software will allow you to read and print pdf files.
<http://www.adobe.com/products/acrobat/readstep2.html>.

TABLE OF GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

C-F/NCATE	=	Conceptual Framework ¹ / National Council for Accreditation of Teacher Education ²
FPLS	=	Florida Principal Leadership Standards (2005)
ISLLC	=	Interstate School Leaders Licensure Consortium (1996) ³
FELE	=	Competencies and Skills in the Florida Educational Leadership exam (FELE) 5 th ed., (2007). ⁴

A. Florida Principal Leadership Domains, Standards, and Descriptions related to Course Development:

****highly related**

***somewhat related and implied within the course content**

This course focuses primarily on the domains of **School Leadership, Operational Leadership, and Instructional Leadership**. The focus of school leadership will be on the governance structures and legal relationships among the federal, state, and local educational agencies and how they influence and implement educational policy. This falls primarily under the Diversity standard. Operational leadership will address the Human Resource Development and Ethical Leadership. It is important for aspiring school leaders to understand the responsibility of school boards to develop, under color of state and federal law, policies that ensure the employment of high quality teachers and leaders. Aspects of Human Resource Development are covered in other courses, as well. It is equally important to understand the role of central officer personnel and building administrators in implementing state and school board policies that result in the ethical practices that lead to equal education

¹ The Conceptual Framework is subsumed within the Description of the course and the identification of the competencies and skills to taught and assessed in the course.

² According to NCATE, the conceptual framework is knowledge based and is evident in the competencies and sills that develop informed, capable, reflective and ethical decision makers. The competencies and skills are assessed as part of the overall assessment system for the college and the program.

³ The ISLLC Standards are currently under revision and may not be as relevant as the revised standards that are not currently available.

⁴ Demonstration of the FELE competencies and skills is required for successful completion of the course.

opportunity for *all* children. To a lesser degree, there will be reference to the **Instructional Leadership** domain, in particular, the standard of Managing the Learning Environment. Specifically, it is an overview of the role of school boards and central office personnel in promoting a safe, efficient, and legal learning environment. Further emphasis on Managing the Learning Environment will be covered in other courses.

B. Description of Florida Leadership Standards:

****Diversity**

High Performing Leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.

****Ethical Leadership**

High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.

***Human Resource Development**

High Performing Leaders recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.

***Managing the Learning Environment**

High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.

C. Florida Domains and Competencies and Skills Aligned to the Florida Educational Leadership Exam (FELE)

Domain: Instructional Leadership (Subtest 1)

1.7. Knowledge of managing the learning environment standard as related to tort and contract liability in the operation of Florida public schools.

1.7.1. Given a scenario, identify legal standards of negligent tort liability applicable to school employees and districts.

1.7.2. Given a scenario, identify legal standards of intentional tort liability applicable to school employees and districts.

1.11. Knowledge of managing the learning environment standard as related to student services.

1.11.1. Given a school guidance report, determine compliance with Florida Statutes.

1.11.2. Given a faculty handbook, identify the duties of school administrators governing student discipline and school safety per Florida Statutes (e.g., zero tolerance, discipline of exceptional students, emergency management plan, Student Code of Conduct).

1.12. Knowledge of managing the learning environment standard as related to student and parental rights.

1.12.1. Given the student/parent handbook, determine compliance with Florida Statutes governing parents' rights and responsibilities and/or student's rights and privacy to access student educational records (e.g., deny, release, challenge content, FERPA).

1.13. Knowledge of managing the learning environment standard as related to federal law for education and schooling.

1.13.1. Given a scenario, identify exceptional education entitlements, equal access for students and staff with disabilities, and related rights under federal statutes.

1.14. Knowledge of learning, accountability and assessment standard as related to state law for education and schooling

1.14.1. Given a scenario, identify legal standards and procedures applicable to school accountability legislation.

1.14.2. Given a scenario, identify the standards and procedures applicable to the Meta Consent Decree.

Domain: Operational Leadership (Subtest 2)

2.3. Knowledge of human resource development standard as related to recruitment, selection, induction, and retention of staff

2.3.3. Given a sample of an interview, identify violations of federal and State laws that protect an applicant from job discrimination (e.g., AIDS, civil rights, American with Disability Act).

2.5 Knowledge of human resource development standard as related to managing personnel records

2.5.1. Given a sample of content from an employer's personnel file, determine compliance with Florida Statutes governing personnel files.

2.5.2. Given public information requests, determine compliance with Florida Statutes governing access to personnel files and records (e.g., medical records, complaints related to investigation, payroll deduction records, social security numbers).

2.6. Knowledge of human resource development standard as related to processes and procedures for discipline, dismissal, and nonrenewal of school employees

2.6.2. Given case studies with accompanying documentation, identify and

apply the Standard of Just Cause for any adverse employment decision as required by Florida Statutes (e.g., dismissal, suspension, demotion, reinstatement).

2.7. Knowledge of human resource development standard as related to collective bargaining agreements

2.7.1. Given a collective bargaining agreement, identify the role of the administrator in managing the contract per Florida Statutes (e.g., grievances, school policies, enforcement, and punitive actions related to all classifications of school personnel).

2.9. Knowledge of human resource development standard as related to state law for education and schooling

2.9.1. Given a scenario, identify standards and procedures applicable to State certification, selection, evaluation, discipline, and reappointment of school district employees.

2.10. Knowledge of ethical leadership standard as related to ethical conduct

2.10.1. Given the Code of Ethics of the Education Profession in Florida, identify violations of ethical conduct as stated in Florida Statutes (e.g., conviction of a crime involving moral turpitude, gross insubordination, misconduct in office, neglect of obligations to students, public, school personnel).

2.11. Knowledge of ethical leadership standard as related to federal and state law for education and schooling

2.11.1. Given a scenario, identify judicially recognized rights and responsibilities guaranteed under the Constitution (e.g., 1st, 4th, 14th amendments).

2.11.2. Given a scenario, identify the statutory powers and duties of the Florida Board of Education, Commissioner of Education, local school boards, superintendents, and principals.

2.11.3. Given a situation, identify standards and procedures of State administrative law, public disclosure, record keeping, and child welfare.

2.12. Knowledge of decision making strategies standard as related to federal and/or state law for education and schooling

2.12.1. Given a scenario, identify standards and procedures applicable to federal and/or state statutory provisions for accomplished practices, student progression, compulsory school attendance, sexual harassment, charter schools, alternative schools, safe schools, curricula, and facilities.

Domain: School Leadership (Subtest 3)

3.5. Knowledge of community and stakeholder partnerships standard as related to student and parental rights and responsibilities

3.5.1. Given the student/parent handbook, identify rights and responsibilities of students, parents, and guardians per Florida Statutes (i.e. notification, due process hearings, student academic progress, school choice preference, health

examinations/immunizations, student academic improvement plan, truancy procedures, instructional materials).

3.6. Knowledge of diversity standard as related to federal and state law for education and schooling and organizational communication

3.6.1. Given a scenario, apply legal interpretations of the purpose and intent of federal statutes related to equal access and the prohibition of all forms of discrimination in public schools.

COURSE OBJECTIVES:

This course is centered on seven objectives required by the Florida Principal Leadership Standards (2005/2007) A secondary emphasis is placed on constitutional, statutory, and case law that govern public schools nationally and regionally. Finally, students will have the opportunity to apply legal and ethical concepts to district-based problems. This course is designed to provide students with:

- 1.Knowledge of diversity standard as related to federal and state law for education and schooling. (FPLS – Diversity; FELE – 3.6.1)
- 2.Knowledge of managing the learning environment standard as it relates to providing a safe, efficient, and legal learning environment. (FPLS – Managing the Learning Environment; FELE – 1.7.1, 1.7.2, 1.11.1, 1.11.2, 1.12.1, 1.13.1, 2.10.1, 2.11.1,2.11.2, 2.11.3, 2.12.1)
- 3.Knowledge of human resource development standard as it relates to school board and central office responsibilities. (FPLS – Human Resource Development; FELE – 2.7.1)
- 4.Knowledge of the policymaking process at federal, state and local levels. (FPLS – Diversity; FELE – 1.11.2, 1.12.1, 1.13.1, 1.14.1, 1.14.2,)
- 5.Knowledge of ethical leadership. (FLPS – Ethical Leadership; FELE – 2.10.1, 2.11.1, 2.11.2, 2.11.3)

COURSE OUTLINE:

Topic	Class/Date	Readings*
Introductions & expectations <ul style="list-style-type: none"> • Historical and political roots of American education and selected developed countries. • What is policy and how to study it. • Role of federal and state government in American education and how it relates to the American legal system 	#1,2,3	Syllabus Text: Alexander & Alexander, pp. 1-148 (149 pp) Selected readings
<ul style="list-style-type: none"> • The Role of the Federal Constitution and Legislative and 	#4,5,6	Alexander & Alexander, pp. 248-

Topic	Class/Date	Readings*
Executive Branches of Government <ul style="list-style-type: none"> • The Role of the Federal Educational Agency (FEA) • Policymaking at the federal level 		295; 296-363 (116 pp) Current case law
<ul style="list-style-type: none"> • The role of State Constitutions and Executive and Legislative branches of Government • The Role of the State Educational Agency (SEA) • Policymaking at the state level • School attendance • Instructional program 	#7,8,9	Alexander & Alexander, pp. 765-793 (29 pp.) Board policy handbooks Student codes of conduct Florida Statutes Current case law
<ul style="list-style-type: none"> • Policymaking at the local level • The role of Local Boards • The role of the Local Educational Agency (LEA) 	#10,11,12	Text: Alexander & Alexander, pp. 549-668 (119 pp.) Florida statutes Recent case law
<ul style="list-style-type: none"> •Discrimination in employment •Collective bargaining •Certification, contracts, & tenure •Tort liability •District liability •Defamation •Due Process 	#13,14,15	Alexander & Alexander, pp. 669-717; 794-888 (101 pp.) Florida statutes EEOC information OCR information Current case law

- **Readings will be supplemented by professors teaching the course**

Course Requirements –

Reading – Text readings indicated in the schedule above are illustrative. The number in parentheses in the column labeled “Readings” indicates the number of pages to be covered. This should aid students in planning sufficient time to read for understanding. Check the Blackboard course site frequently to see if cases, statutes, or other materials have been added. All readings are to be completed prior to class.

Writing – There will be four kinds of writing assignments: a case brief, a law topic, and a policy brief and/or stakeholder policy analysis. All assignments are designed to teach students the skills necessary (a) to keep current on educational governance, (b) to do so in a manner appropriate to analyzing the development of school law, and (c) how to apply law in schools. (Obj. #1-5)

Case Briefs – One is required, although others may be assigned individually. Case briefs are legal abstracts, usually no longer than a single page. They serve to provide all the essential information related to a case and to pull the points of law addressed in the decision. Students must select cases that are not already discussed in the textbook. Selected cases should be current (1998-2008) unless they are **landmark cases not** included in the textbook. Instruction will be given on the proper format for a brief. Students who do not capture the necessary elements of a brief will be required to do additional case briefs to demonstrate competency.

Law Topic – Students individually will write a summary paper of the Law topic they chose, including the problem statement, the analysis interviews with appropriate officials, and a discussion of the related statutory and case law and district policy they collected. The body of the paper should be no more than 10 pages long. The paper **MUST** conform to the APA academic format and Bluebook legal citation format.

Policy Case or Power Analysis – One policy brief or a Power analysis is required. Students are encouraged to select, in consultation with the instructor, a salient policy, one they are curious about, can secure information about and can analyze carefully and even-handedly. This piece will describe a policy in a particular setting.

Policy case - The case should (a) identify the policy, its stated purpose and formal provisions, and the institutional setting in which it operates; (b) characterize the policy using concepts from the readings (e.g., domain, type), (c) provide a brief synopsis of the "origins" of the policy, (e.g., how/when/why it was proposed/enacted/implemented; the impetus for it, sentiments surrounding it); (d) delimit the stage(s) in the process and note the time frame on which the analysis will focus, and (e) acknowledge, in the script or in an explanatory note, the information base used to develop the policy case (e.g., documents, brochures, legal briefs, reports, your own observations as an observer or participant, informal interviews you have or might conduct). There is often some extant data that can be helpful in describing aspects of the policy's purposes, provisions and "origins," as well as aspects of the policy context. The Case should be no longer than 5 single spaced pages in 12 font.

Power Analysis – the analysis should identify the policy, the key actors (individuals, organizations) shaping the policy and major events occurring within the context, concentrating on those most related to the "stage" and "time-frame" focus of the case, and (e) acknowledge, in the script or in an explanatory note, the information base used to develop the policy case (e.g., documents, brochures, legal briefs, reports, your own observations as an observer or participant, informal interviews you have or might conduct). There is often some extant data that can be helpful in describing aspects of the policy's purposes, provisions and "origins," as well as

aspects of the policy context. The power analysis should be no longer than 5 single spaced pages in 12 font.

Quizzes – Quizzes may be used

Class Participation – All students are expected to attend class regularly and to participate in class discussions and activities. The instructor will look for evidence of preparation and for quality contributions by students.

TEACHING METHODOLOGIES:

Methodologies include classroom discussion, lectures, group activities, and problem-based activities. (These methodologies are modified and/or adapted for on-line delivery formats.)

GRADING SCALE:

Scores are cumulative and the grade scale represents percentage of total points earned.

A 93-100
B 83-86
C 73-76
D 63-66

A- 90-92
B- 80-82
C- 70-72
D- 60-62

B+ 87-89
C+ 77-79
D+ 67-69
F Below 60

Criteria for Assignment Evaluations –

The number and kinds of assignments the student completes, the quality of work the student does, and the degree to which the student participates in class will determine the overall course grade.

To receive credit for individual course work, the student must address all the required elements of an assignment, and it must be quality work. Quality written work is defined as well written, and properly documented, formatted, and organized at a level expected of a MA or EdS student by the instructor. Quality presentations are judged by the relevance and clarity of the content, the appropriate use of technology, and the knowledge and participation of each member of the group presenting.

Good writing is an essential component of course work. Best practices include diligent proofreading and editing one's own work and that of others. Proofreading the work of another provides a fresh pair of eyes to catch what may have become invisible to the writer. The instructor strongly encourages students to help each other create quality work, a collaboration that will serve all students well during the course of study. The work of a good editor (and writer) will be apparent in a paper that is well organized, reads well, and is grammatically correct, accurately punctuated, and properly formatted.

Students are expected to adhere to the university honor code. Any evidence of cheating, including plagiarism in any form and to any degree, will result in the student being reported as per the requirements set in Graduate Catalogue, 6C5-4.001 Honor Code, Academic Irregularities, and Student Grievances.

FAU GRADING SCALE:

A	=	4.0	C	=	2.0
A-	=	3.67	C-	=	1.67
B+	=	3.33	D+	=	1.33
B	=	3.00	D	=	1.00
B-	=	2.67	D-	=	0.67
C+	=	2.33	F	=	0

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

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

RELIGIOUS HOLIDAYS:

"In accordance with the rules of the Board of Regents and Florida law, students have the right to reasonable accommodations...to observe religious practices and beliefs with regard to...class attendance, and the scheduling of examinations and work assignments." Please notify professor in advance of intention to participate in religious observation and request an excused absence.

STUDENTS WITH DISABILITIES:

In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-

8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by submitting a letter from the Disabilities Office to your instructor requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

CRITICAL ASSIGNMENT ASSESSMENT: *a student will not pass the course until critical assignments meet or exceed expectations (on a scale of does not meet expectations, meets expectations, and exceeds expectations). Policy states: In order to pass a critical assignment, the student must meet **all** criteria of the assignment categorized as either “Meeting” or “Exceeding” expectations*

HONOR CODE: 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_Honor_Code.pdf

UNIVERSITY POLICY REGARDING NON-DEGREE CREDITS:

Florida Atlantic University regulations state that ONLY up to one-third of the degree requirements earned as a non-degree-seeking student may be applied to a graduate program. At the masters level, for example, this translates to 12 transferable credit hours toward the masters’ degree. This means that all students currently taking courses within the Department of Educational Leadership as non-degree students must have applied and been accepted into a masters degree program prior to exceeding the 12 credit hours, or else risk not having additional credit hours accepted for the program. Students who have completed more than 12 credit hours without being accepted into the program will only have their first 12 credit hours counted. Consult graduate catalog for more information about transfer policy.

Disclaimer:

Although every effort will be made to follow the syllabus, the instructor reserves the right to make changes in response to unforeseen circumstances and to student needs.