FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST[1]

DEPARTMENT: EDUCATIONAL LEADERSHIP AND RESEARCH METHODOLOGY	COLLEGE: EDUCATION
COURSE PREFIX AND NUMBER: EDA 5061	CURRENT COURSE TITLE: CONTEXT AND EDUCATIONAL ADMINISTRATION

CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM) SPRING 2016	___ TERMINATE COURSE (LIST FINAL ACTIVE TERM)

CHANGE TITLE TO:	CHANGE PREREQUISITES/MINIMUM GRADES TO*:
CHANGE PREFIX FROM: TO:	
CHANGE COURSE NO. FROM: 5061 TO: 7061	
CHANGE CREDITS[2] FROM: TO:	CHANGE COREQUISITES TO*:
CHANGE GRADING FROM: TO:	
CHANGE DESCRIPTION TO:	CHANGE REGISTRATION CONTROLS TO:
ATTACHMENTS: • COURSE SYLLABUS • CHANGE JUSTIFICATION	
	*Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.

Faculty contact, email and complete phone number: Dr. Robert Shockley, shockley@fau.edu, 561-297-3551	Attach syllabus for ANY changes to current course information.
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here:	Please consult and list departments that might be affected by the change(s) and attach comments.[3]

Approved by:	Date:	
Department Chair:	8/19/15	1. **Syllabus** must be attached; see guidelines for requirements: www.fau.edu/provost/files/course syllabus.2011.pdf
College Curriculum Chair:	8/15/15	
College Dean: _Valerie J. Bristor_	8/24/15	2. Review **Provost Memorandum: Definition of a Credit Hour** www.fau.edu/provost/files/Definition Credit_Hour_Memo_2012.pdf
UGPC Chair: _Wm L McDaniel_	9-9-2015	
Graduate College Dean: _Deborah Floyd_	9-9-2015	3. **Consent** from affected departments (attach if applicable)
UFS President:		
Provost:		

Email this form and syllabus to _UGPC@fau.edu_ **one week before** the University Graduate Programs Committee meeting.
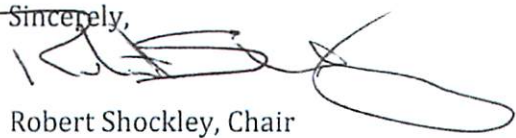
Educational Leadership and Research Methodology
College of Education
777 Glades Road
Boca Raton, FL 33431-0991
tel: 561.297.3550
fax: 561.297.3618
www.leadership.fau.edu
edleadership@fau.edu

Colleagues,

The purpose of this request to change the number of EDA 5061 (The Context of Educational Administration) EDA 7061 is to make this course an introductory course for doctoral students in the School Leaders Program. This will be the initial course that all School Leaders doctoral students are required to take. Please forward any questions that you have to either Dr. Ira Bogotch or me related to this course number request. Thank you for your consideration of this program request that has been approved by the department faculty in Educational Leadership and Research Methodology.

Sincerely,

Robert Shockley, Chair

FAU

FLORIDA ATLANTIC UNIVERSITY

Florida Atlantic University
EDUCATIONAL LEADERSHIP
The Context of Educational Administration
EDA 7061

Professor: Ira Bogotch & Pat Maslin-Ostrowski
Campus   Boca Raton
Office: 252ED Boca Phone: 561-297-3550
E-mail: ibogotch@fau.edu

Course Description:

The Context of Educational Administration (EDA 7061) 3 credits
Prerequisite: Educational Leadership majors only

The purpose of [this introductory] doctoral 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.

General Course Objectives

As an introductory course, there are two major objectives that serve doctoral students well going forward: (1) developing a system or taxonomy for increasing **content knowledge** across the various contexts of school leadership. This is typically called "fund of knowledge." But as a survey course, in-depth knowledge will have to come later in the program. At this stage, it is essential to develop a roadmap or schema for all the topics and researchers you will learn in the program; and, (2) an understanding that all knowledge, without exception is based on three concepts: (a) identifying your **conceptual framework** (often called a frame of reference); identifying the **context** for the research; and. (b) **research methods** by which you can systematically study and acquire new knowledge. It is the combination of "1," "2," and "3" that allows you to successfully complete a dissertation. A recommended reading, Townsend &

Bogotch, (2008) *The Elusive What and the Problematic How: The Essential Questions for School Leaders and Educational Researchers,* gives illustrations of how researchers can distinguish content from methods and then bring them together – skills for both researchers and practitioners.

For purposes of this course, it is essential that you understand that "1,""2," and "3" go together. As a doctoral student, you will need to master new content knowledge, understand context(s), and new research methods. Your instructors will always provide you with information regarding both content (e.g., findings from research) and methods (settings, samples, data collection procedures, data analyses). It is up to you as a researcher to provide context!

The knowledge and skills of a researcher differ from those of a successful practitioner. However, as you progress, your professional experiences on the job will ground your research in "what is" realities which will then allow you to imagine "what might be" realities. With writing practice, you will be able to bring both sets of knowledge and skills closer together – following the format of a dissertation.

Defining Contexts:
The course uses a number of working definitions of the term context. For example,…

The doctoral program itself is a context. Each course has a different leadership perspective, a different conceptual framework. By taking these courses one by one you will see how policy, ethics, politics, school improvement programs shape the questions you may ask. Once you begin asking questions, you will think of more questions to ask. Eventually, one question will become your dissertation research journey.

Contexts, internal and external, influence every aspect of education. As such, in acquiring the knowledge and skills needed to successfully research and complete a doctoral dissertation, questions of context are always relevant. This course specifically reviews how *internal* **contexts** (i.e., heritage, genealogy, identity, voice, gender, race, ethnicity, etc.) combine with *external* **contexts** (i.e., history, geography, politics, culture, norms, roles) to influence values, attitudes, and behaviors inside and surrounding school organizations.

Another working definition of context uses the terms inner and outer as follows: the inner context begins with you and your workplace. Every workplace, school, is different in climate, culture, geography, diversity, etc. The outer context is how society interacts and influences perceptions of the school. Some schools have positive reputations based on different criteria. Other schools have negative reputations, but may be excellent when other criteria are in play. Does that make sense?

Another working definition in the literature comes from Pettigrew (1985, 1987, 2012). Pettigrew, too, uses the inner and outer distinction. For him, inner contexts include personal abilities and experiences) while outer contexts refer to external factors such as structures, rules, procedures, workplace culture and socio-cultural dynamics. For Pettigrew, context impacts content and processes.

Bottom-line: Context Matters!

Understanding diverse contexts will allow you as a researcher to appreciate alternative perspectives on all topics ranging from teaching, learning, and leading, in and out of schools. Some of these alternative perspectives will no doubt challenge conventional wisdom, "best practices," long-held assumptions about education, and perhaps most significantly, understanding contexts will bring into question whether or not what we call research is ever really objective or neutral. For example, please consider whether standardized curriculum can also be culturally responsive and relevant to communities and students. There are good reasons to support standardization and to support culturally relevant practices. But when you do, the question becomes, how do you live with contradictions?

In developing your taxonomy of system, you will naturally begin to group researchers into families, families with very clear and logical genealogies. At the top of a family tree are the **seminal authors**. These are the individuals who either introduced an idea into the literature (or practice) and who is cited whenever a particular word is used. Following from the seminal authors are other researchers who have built their own ideas from the original ideas. By the end of the program, it will be clear to you to which family of school leadership you will owe allegiance and support. Knowing the different families also protects you from making what is called "**category mistakes**." If researchers hold strong assumptions and positions, politically and intellectually, it is important that you not mis-interpret their position and put an opposition researcher into that family.

Knowing YOUR family will give you a voice in contributing to educational and societal debates.

Sequenced Assignments to meet the course objectives (each TO DO could be a whole course in itself, so make decisions on what to read now for this course and what you will read throughout the program)

1. Begin a list of KEY TERMS. You will come across many words which are strange to you. Write them down and begin to add their meanings as you see them again and again. You will notice that different researchers use the KEY TERMS differently. Therefore, for each meaning, include the author's name, the year, the title of the article. No KEY TERM is complete without a minimum of 3 citations (and none of them should be the dictionary). By the time you are ready to take your comprehensive examination, you will have 50 pages or more of KEY TERMS to study. Begin this assignment NOW and continue it in every course whether it is assigned or not.

2. Group key words and researchers by course topics in the Ph.D. program. We call this doing a Subject Matter Genealogy (N=7) representing each topic as follows:
   a. Ethics
   b. Policy
   c. School Improvement
   d. Organizational Theory

    e. Leadership Theory (beyond Northouse)
    f.   Tests and Measurement
    g. Qualitative Analysis
       TO DO: Trace The Seminal Authors for each Topic Through Time and Space (Chronology and geography)

3. First inner context: Identities and Voices
       TO DO: Write a mini-autobiography highlighting individuals, organizations, etc. that have influenced how you think and what values you cherish. Knowing yourself is a first stage in developing a research family.

4. First outer context: Histories and Cultures of Educational Leadership as a Discipline
       TO DO: Read as many "histories" of school leadership as you can find: Culbertson, Callahan, Tyack, Cuban, Bogotch http://www.sagepub.com/upm-data/38970_1pdf.pdf

5. Second outer context: Engagement with Dominant Discourses of Science, Religion, Economics and Politics
       TO DO: Divide the above histories into eras and events and identify the major influences on educational leadership during each era.

6. Second inner context: Contexts of Race, Class, Gender, Sexual Orientations and Language (privileges and margins)
       TO DO: Taking each context one at a time, review how race matters in educational leadership, how class matters, how gender effects leadership, the effects of sexual orientations and language. Each of these contexts matters, but it is up to you to see how and why they matter based on your identity and personal philosophy.

7. Third outer context: Geography, Nation-States, International Organizations and Frameworks
       TO DO: This is a deliberate approach for you to see that the field of educational leadership differs continent by continent, nation by nation. As time allows, take a trip around the world typing in the key words of "school" school leadership" etc. and the name of a continent or nation. You don't need a passport, but you might want to conduct and international study for your dissertation.

8. Research begins as an outer context and then by the end of the program (we hope), it will be an inner context: Research Methods to Study Specific Contexts: Beyond Surveys and Interviews
       TO DO: Create a Methods' Glossary of all the different ways to study people and phenomena. Make sure your list includes ethnography, critical discourse analysis, meta-analysis, structural equation modeling. The text, THE ELUSIVE WHAT AND THE PROBLEMATIC HOW, edited by Townsend and Bogotch demonstrate how content and methods come together as research.

Prerequisites: You must have the basic knowledge of leadership foundations, for example as demonstrated by successfully completing Leadership I – III at FAU or the equivalent.

Guidelines Used In Developing Course Objectives:
Core Values of the FAU Department of Educational Leadership and Research Methodologies
Peer-Reviewed Research published in top-tier journals [the list will be given in Class 1]
Florida Educational Leadership Examination (FELE)
Florida Principal Competencies (FPC)
NCATE/CAEP Accrediting Standards
Interstate School Leaders Licensure Consortium Standards (ISLLC)

Course Grades:

Grades are given for oral and written work related to progress in becoming an educational leadership researcher. Each class, you will learn to begin speaking using the phrases, "Based on…" or "According to…". You will be given names of researches to look up and use in your oral presentations. Similar formats will be given for drafts of your REVIEWS OF LITERATURE.

Guidelines for written work and class participation:
"Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts. This requires not that the writer make all his sentences short, or that he avoid all detail and treat his subjects only in outline, but that every word tell."
 -William Strunk Jr. (1959) [Today we would use inclusive language, i.e. his or her, she or he, but the message is timeless.]

APA format should be used when writing papers. I recommend that you secure a copy of the most recent edition [6th Edition] of the APA guide (Publication Manual of the American Psychological Association). Be sure to double space, number pages, include title and reference pages, and use citations when using authors' words and/or ideas.

Generic Course Schedule (when we get together with our calendars, we will make the final course schedule)

CLASS 1: Context Matters! What, Where, When, Why and How	**Introductions:**
	Working Definition of Context
	Outline of the 6 all-day class meetings: Examples of previous students' final review of literature papers
	Review Assignments and Projects.
	AM
	Join AERA in class
	FAU is a member institution of UCEA (look at website)
	Quick Review "Top 10" Educational Leadership Journals (look at their websites):
	1, Journal title (memorize): EAQ, JEA, UE, IJLE, JSL, EEPA, AERJ, JCEL, RER, TCR, HER etc.
	2. Go to Editorial Board page (all students are required to memorize a minimum of 150 names, areas of specialization, author's seminal work (find webpages of professors and read their cv's or the list of their research publications) – this is called your "fund of knowledge." Note APA formatting for publications. Objective of memorization is to find your own research family.
	3. The idea food chain: Go over timeline for the development and dissemination of ideas, from conference papers to manuscripts to publications in journals to the writing of a book.
	PM
	TO DO #1: Create an Excel Spreadsheet with course titles as columns. Under each topic arrange researchers in chronological order and identify the SEMINAL author. We will do one in class.
	TO DO #2: Draw an organizational chart of your extended family. Describe how important decisions in your family are made? (compare the process with how routine decisions are made). How are gender roles defined in your family? How are new ideas or new activities introduced in your family? By whom? Describe your peer group outside your family. List all the groups of which you

	are a member. Rank them by their significance to you. Next: Draw a Figure (following APA format) Define "political identity" "culture" "voice" Distinguish between using a dictionary, Google, or context cues from journals. **HW**: Skim, do not read, one article from each of the top ten journals. Which articles had you shaking your head up and down positively? Which had you running to a dictionary? How many used quantitative methods? How many used qualitative methods? Can you name the specific methods used? Note: **By the end of the program, you will be expected to speak and write like these examples. The sooner you figure out how to make this transition, the more progress you will make in successfully completing this course, this program and the dissertation.** Read: See TO DO #3: A history of school leadership: The first century http://www.sagepub.com/upm-data/38970_1pdf.pdf Look up Jackie Blount, David Tyack, Larry Cuban, Raymond Callahan,… Create a Glossary of Research Terms/Vocabulary (beyond dictionary definitions and Google)
Class 2: History Matters	**AM** Review Class 1 and TO DO's 1, 2, and 3 Homework Assignments **PM** Contrast John Dewey's notions of history with Joseph Ellis and Barbara Tuchman (professional historians) **Homework**: TO DO #4: dominant discourses
Class 3: Race, Class, Gender, etc. as Contexts	**AM** Review TO DO #4 Race, Class, Gender, etc. Break up in to workgroups to do a REVIEW OF THE LITERATURE (Chapter 2). Tracing Contexts through time and space; seminal authors, where published (citations)-two week assignment

	PM
Class 4: Continue Race Class Gender	…. See Jill Blackmore on Gender; Read Dilys School on the role of the Critical Multicultural (leadership) researchers **HW**: Lecturette on "ideal manuscript"

Class 4: Research Methods as Contexts -	**AM**
	
	Learning to become a novice researcher
	
	Review form and structures of Literature Reviews, i.e., Chapter 2 of the dissertation,
	
	PM
	
	Overview of Research Methods, i.e., Chapter 3 of the dissertation
	
	HW
	
	1. US Culture
	    a. Read: Bogotch, I. (2011). US cultural history: Visible and invisible influences on leadership for learning. In T. Townsend & J. MacBeath (Eds.). *International Handbook of Leadership for Learning*, Chapter 2, pp. 29-50. Dordrecht, NL: Springer http://site.ebrary.com.ezproxy.fau.edu/lib/floridaatlantic/docDetail.action?docID=10485322
	2. International
	    a. Read Who Controls Knowledge http://www.tandfonline.com/doi/abs/10.1080/13603124.2012.707688?journalCode=tedl20
	
	3. search for research methods developed by Russell Bishop

Class 5: Culture as contexts – local, national and global	**AM** Understanding culture: From school culture research to community to national and international cultures **PM**

	Globalism Neoliberalism **HW** Review Townsend & Bogotch Review Creswell Final Reviews of Literature Due
Class 6: Bringing it all together: Context Matters	**AM** International Research - Comparative Analyses - Contextual Research **PM** Course Summary and Student Reflections & Evaluations

Grades Continued:

Each class member is expected to complete all assignments on time in order to be able to participate fully in our ongoing inquiry.

"Regular" attendance is required.

Class participation will be evaluated according to the degree to which you arrive ready to participate as both a speaker and listener.

Writing will be assessed according to the clarity of analysis, the depth of understanding demonstrated and your correct use of APA writing guidelines.

Doctoral courses require a commitment on the part of the student to engage in independent readings in addition to assigned readings. Success in the program is measured by the completion of a dissertation, not by course grades. Nevertheless, students will be graded on *the progress they make in rewriting the review of literature on the pillars and platforms of contexts.*

Scale
Completing all assignments will earn students a grade between B- and B+.
In order to receive an A- to A grade, students must incorporate instructor feedback on the successive drafts and add citations taken from reference lists of assigned readings. How to do

this will be explained in the first class meeting.

Special Needs - It is the policy of the College of Education to make reasonable accommodations for qualified individuals with disabilities and language barriers. If you are a person with a disability and desire accommodations to complete course requirements, please arrange a meeting with me at your earliest convenience to discuss your request. Students are encouraged to obtain authorization for accommodations from the Office of Students with Disabilities.

Religious Holidays " In accordance with 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 me in advance of your intention to participate in religious observation and request an excused absence.

Academic Misconduct "All acts of dishonesty in any work constitute academic misconduct. The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct." Please note the policy on academic misconduct in your student handbook.

Professor Evaluations - FAU conducts student evaluations of professors on-line. The website will be announced in class and students will be requested to complete the SPOT evaluations.

BIBLIOGRAPHY

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From:	Michael Brady
Sent:	Friday, March 27, 2015 4:56 PM
To:	Robert Shockley
Subject:	RE: Proposed Course Number Change - Context and Educational Administration

Follow Up Flag:	Flag for follow up
Flag Status:	Flagged

The ESE Department fully supports your effort to make EDA 5061 a 7000 level class.

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
(561) 297-3281
mbrady@fau.edu

From: Robert Shockley
Sent: Thursday, March 26, 2015 3:25 PM
To: Barbara Ridener; Deena Wener; Emery Hyslop-Margison; Michael Brady; Michael Whitehurst; Paul Peluso
Cc: Valerie Bristor; Safeeia Azam; Kathleen Dubois; Ira Bogotch
Subject: FW: Proposed Course Number Change - Context and Educational Administration

Chairs,

EDA 5061 Context in Educational Administration is the initial course that all students admitted into the School Leadership doctoral program are required to take. As such, the course is mis-signified with a 5000 level designation. The School Leadership faculty with support from the Department of Educational Leadership and Research Methodologies passed a resolution to change the course number to a 7000 level. There will be no other changes in terms of course catalogue description, course objectives, requirements, etc. Only a number change is being requested.

Please let me know that there are program conflicts from your department. Thanks. Bob

Note:
Responses from ESE, TEL, CCEI, CSW. No response from CSD and CE

From:	Barbara Ridener
Sent:	Thursday, March 26, 2015 3:29 PM
To:	Robert Shockley
Subject:	RE: Proposed Course Number Change - Context and Educational Administration

Follow Up Flag:	Follow up
Flag Status:	Flagged

No conflict.

Barbara

From: Robert Shockley
Sent: Thursday, March 26, 2015 3:25 PM
To: Barbara Ridener; Deena Wener; Emery Hyslop-Margison; Michael Brady; Michael Whitehurst; Paul Peluso
Cc: Valerie Bristor; Safeeia Azam; Kathleen Dubois; Ira Bogotch
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1

From:	Emery Hyslop-Margison
Sent:	Thursday, March 26, 2015 3:33 PM
To:	Robert Shockley
Subject:	RE: Proposed Course Number Change - Context and Educational Administration

Follow Up Flag:	Follow up
Flag Status:	Flagged

No conflicts with CCEI.

Dr. Emery J. Hyslop-Margison

Professor and Chair

Department of Curriculum, Culture and Educational Inquiry

College of Education

Florida Atlantic University

Boca Raton, FL 33431

Email: ehyslopmargison@fau.edu

Phone: 561-297-3965

Fax: 561-297-2925

From: Robert Shockley
Sent: Thursday, March 26, 2015 3:25 PM
To: Barbara Ridener; Deena Wener; Emery Hyslop-Margison; Michael Brady; Michael Whitehurst; Paul Peluso
Cc: Valerie Bristor; Safeeia Azam; Kathleen Dubois; Ira Bogotch
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Please let me know that there are program conflicts from your department. Thanks. Bob

1

From:	Michael Whitehurst
Sent:	Thursday, March 26, 2015 5:04 PM
To:	Robert Shockley
Subject:	RE: Proposed Course Number Change - Context and Educational Administration

| **Follow Up Flag:** | Follow up |
| **Flag Status:** | Flagged |

Bob,
No conflict with ESHP.
Mike

From: Robert Shockley
Sent: Thursday, March 26, 2015 3:25 PM
To: Barbara Ridener; Deena Wener; Emery Hyslop-Margison; Michael Brady; Michael Whitehurst; Paul Peluso
Cc: Valerie Bristor; Safeeia Azam; Kathleen Dubois; Ira Bogotch
Subject: FW: Proposed Course Number Change - Context and Educational Administration

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Please let me know that there are program conflicts from your department. Thanks. Bob

From:	Ira Bogotch
Sent:	Tuesday, March 24, 2015 3:45 PM
To:	Nilce Maldonado
Cc:	Kathleen Dubois
Subject:	Procedures for changing a course number

Dear Ms. Maldonado,

EDA 5061 Context in Educational Administration is the initial course that all students admitted into the School Leadership doctoral program are required to take. As such, the course is mis-signified with a 5000 level designation. The School Leadership faculty with support from the Department of Educational Leadership and Research Methodologies passed a resolution to change the course number to a 7000 level. There will be no other changes in terms of course catalogue description, course objectives, requirements, etc. Only a number change is being requested.

Please let me know which forms are required for Graduate Program Committees to review and approve. Thank you.
Sincerely,
Ira Bogotch
Professor, EDLRM

From: Michael Whitehurst
Sent: Tuesday, August 18, 2015 3:14 PM
To: Darlene Epperson
Subject: RE: Emailing - EDA 5061.pdf

ESHP has no problem with this resolution.
Dr. Whitehurst

From: Darlene Epperson
Sent: Tuesday, August 18, 2015 12:29 PM
To: Deborah Shepherd <DSHEP@fau.edu>; Deena Wener <wener@fau.edu>; Dianne Wright <dwright@fau.edu>;
Carman Gill <gillc@fau.edu>; Hanizah Zainuddin <zainuddi@fau.edu>; Janet Towell <jtowell2@fau.edu>; Mary
Lieberman <mlieberm@fau.edu>; Mary Louise Duffy <mduffy@fau.edu>; Michael Whitehurst <whitehur@fau.edu>;
Robert Zoeller <rzoeller@fau.edu>; Sabrina Sembiante <ssembiante@fau.edu>; Sharon Darling <Sdarlin4@fau.edu>;
Traci Baxley <BAXLEY@fau.edu>; Ali Asghar Danesh <Danesh@fau.edu>; Eileen Ariza <EARIZA@fau.edu>
Subject: Emailing - EDA 5061.pdf
Importance: High

Program Change Request
Darlene Epperson
Office Assistant
Department of Counselor Education
COE 47, Room 272
frederic@fau.edu
561-297-3601
561-297-2309 fax

<Clin Ed EDA 6508 Syllabus 4 8 2014 (2).docx>

<EVALUATION AND LEADERSHIP THEORY EDA 6508 Syllabus 4 8 2014.docx>

<LEADING ADULT LEARNING ADE 6268 Syllabus 4 8 2014.docx>

<Graduate Program-EVALUATION AND LEADERSHIP THEORY FOR EDUCATIONAL LEADERS.doc>

<Graduate Programs- LEADING ADULT AND PROFESSIONAL LEARNING IN SCHOOLS.docx>

<Graduate Programs-CLINICAL EVALUATION.docx>

From:	Michael Brady
Sent:	Friday, March 27, 2015 4:56 PM
To:	Robert Shockley
Subject:	RE: Proposed Course Number Change - Context and Educational Administration

Follow Up Flag:	Flag for follow up
Flag Status:	Flagged

The ESE Department fully supports your effort to make EDA 5061 a 7000 level class.

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
(561) 297-3281
mbrady@fau.edu

From: Robert Shockley
Sent: Thursday, March 26, 2015 3:25 PM
To: Barbara Ridener; Deena Wener; Emery Hyslop-Margison; Michael Brady; Michael Whitehurst; Paul Peluso
Cc: Valerie Bristor; Safeeia Azam; Kathleen Dubois; Ira Bogotch
Subject: FW: Proposed Course Number Change - Context and Educational Administration

Chairs,

EDA 5061 Context in Educational Administration is the initial course that all students admitted into the School Leadership doctoral program are required to take. As such, the course is mis-signified with a 5000 level designation. The School Leadership faculty with support from the Department of Educational Leadership and Research Methodologies passed a resolution to change the course number to a 7000 level. There will be no other changes in terms of course catalogue description, course objectives, requirements, etc. Only a number change is being requested.

Please let me know that there are program conflicts from your department. Thanks. Bob

Note:
Responses from ESE, T&L, CCEI,
ESW. No response from CSD and CE

1

From:	Barbara Ridener
Sent:	Thursday, March 26, 2015 3:29 PM
To:	Robert Shockley
Subject:	RE: Proposed Course Number Change - Context and Educational Administration

Follow Up Flag:	Follow up
Flag Status:	Flagged

No conflict.

Barbara

From: Robert Shockley
Sent: Thursday, March 26, 2015 3:25 PM
To: Barbara Ridener; Deena Wener; Emery Hyslop-Margison; Michael Brady; Michael Whitehurst; Paul Peluso
Cc: Valerie Bristor; Safeeia Azam; Kathleen Dubois; Ira Bogotch
Subject: FW: Proposed Course Number Change - Context and Educational Administration

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Please let me know that there are program conflicts from your department. Thanks. Bob

From: Emery Hyslop-Margison
Sent: Thursday, March 26, 2015 3:33 PM
To: Robert Shockley
Subject: RE: Proposed Course Number Change - Context and Educational Administration

Follow Up Flag: Follow up
Flag Status: Flagged

No conflicts with CCEI.

Dr. Emery J. Hyslop-Margison

Professor and Chair

Department of Curriculum, Culture and Educational Inquiry

College of Education

Florida Atlantic University

Boca Raton, FL 33431

Email: ehyslopmargison@fau.edu

Phone: 561-297-3965

Fax: 561-297-2925

From: Robert Shockley
Sent: Thursday, March 26, 2015 3:25 PM
To: Barbara Ridener; Deena Wener; Emery Hyslop-Margison; Michael Brady; Michael Whitehurst; Paul Peluso
Cc: Valerie Bristor; Safeeia Azam; Kathleen Dubois; Ira Bogotch
Subject: FW: Proposed Course Number Change - Context and Educational Administration

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From:	Michael Whitehurst
Sent:	Thursday, March 26, 2015 5:04 PM
To:	Robert Shockley
Subject:	RE: Proposed Course Number Change - Context and Educational Administration

Follow Up Flag:	Follow up
Flag Status:	Flagged

Bob,
No conflict with ESHP.
Mike

From: Robert Shockley
Sent: Thursday, March 26, 2015 3:25 PM
To: Barbara Ridener; Deena Wener; Emery Hyslop-Margison; Michael Brady; Michael Whitehurst; Paul Peluso
Cc: Valerie Bristor; Safeeia Azam; Kathleen Dubois; Ira Bogotch
Subject: FW: Proposed Course Number Change - Context and Educational Administration

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FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—PROGRAM CHANGE REQUEST

DEPARTMENT: EDUCATIONAL LEADERSHIP AND RESEARCH METHODOLOGY	COLLEGE: EDUCATION

PROGRAM NAME: PH.D. IN THE FOLLOWING PROGRAMS:

SCHOOL LEADERS K-12

ADULT AND COMMUNITY EDUCATION

HIGHER EDUCATION

EFFECTIVE DATE
(PROVIDE TERM/YEAR)

SPRING 2016

PLEASE EXPLAIN THE REQUESTED CHANGE(S) AND OFFER RATIONALE BELOW AND/OR ATTACHED:

CURRENTLY, THE FALL APPLICATION DEADLINE FOR THE PH.D. PROGRAMS IN THE DEPARTMENT OF EDUCATIONAL LEADERSHIP AND RESEARCH METHODOLOGY IS MARCH 15TH. THE FACULTY IS REQUESTING A CHANGE IN THE FALL PH.D. APPLICATION DEADLINE TO FEBRUARY 15TH. THIS CHANGE WILL ENABLE FACULTY TO DO A MORE THOROUGH AND COMPLETE REVIEW OF APPLICANTS PRIOR TO THE CONCLUSION OF THE SEMESTER.

Faculty contact, email and complete phone number: Robert Shockley shockley@fau.edu 561-297-3551	Consult and list departments that might be affected by the change and attach comments. N/A

Approved by:

Department Chair: _____   Date: 8/18/15

College Curriculum Chair: _____   8/15/15

College Dean: _____   8/24/15

UGPC Chair: _____   9-9-2015

Graduate College Dean: _____   9-9-2015

UFS President: _____

Provost: _____

Email this form and syllabus to *UGPC@fau.edu* **one week before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.