

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: EDLRM

COLLEGE: COE

RECOMMENDED COURSE IDENTIFICATION:

PREFIX ADE _____ COURSE NUMBER ___ 6695 --- LAB CODE (L or C) _____

(TO OBTAIN A COURSE NUMBER, CONTACT NMALDONADO@FAU.EDU)

COMPLETE COURSE TITLE: **Sustainability Leadership for ACE Entrepreneurs & Change Agents**

EFFECTIVE DATE

(first term course will be offered)

___ FALL 2015 _____

CREDITS²:
 3 GRADUATE
 HOURS

TEXTBOOK INFORMATION: Hardman, J. (2012). *Leading for Regeneration: Going beyond sustainability in business, education, and community*. London: Routledge.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR ___X___ SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN THREE LINES:

This course offers a comprehensive overview of the field of sustainability leadership and the best practices of starting and growing successful triple-bottom line (TBL) for-profit/nonprofit ventures as the sustainability leaders serve more people and deliver more of their non-profit services to wider audiences.

PREREQUISITES*:

ADE 6391 OR PERMISSION OF INSTRUCTOR

COREQUISITES*:

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*:

GRADUATE LEVEL COURSE

* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: PHD IN EDUCATIONAL LEADERSHIP, ADULT AND COMMUNITY EDUCATION, ENVIRONMENTAL AWARENESS

Faculty contact, email and complete phone number:
 Dr. Valerie C. Bryan, Professor & Charles Stewart Mott Eminent Scholar, bryan@fau.edu, 954-592-3224 or 561-799-8639 or Dr. John Hardman, EDLRM, 561-789-9418, whardmal@fau.edu

Please consult and list departments that might be affected by the new course and attach comments.³

No Conflict from the following: College of Engineering and Computer Science: Mohammad Ilyas; Weppner Center for Civic Engagement & Service: Nori Carter; FAU's Tech Runway and the Adams Center for Entrepreneurship (ACE): Kimberly Gramm; FAU Pine Jog Environmental Education Center: Susan Toth; COE Departments: NO conflict [TL, ESW, CCEI, ESE, CE and CSD]

<p>Approved by:</p> <p>Department Chair: _____</p> <p>College Curriculum Chair: _____</p> <p>College Dean: _____</p> <p>UGPC Chair: _____</p> <p>Graduate College Dean: _____</p> <p>UFS President: _____</p> <p>Provost: _____</p>	<p>Date:</p> <p>3/29/15</p> <p>3/24/15</p> <p>3/24/15</p> <p>3/23/15</p> <p>3/25/15</p>	<p>1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf</p> <p>2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf</p> <p>3. Consent from affected departments (attach if necessary)</p>
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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.



ADE 6695

Sustainability Leadership for ACE Entrepreneurs & Change Agents

Redefining who we are – Redesigning what we do

Designated as an Academic Service-Learning Course

PROFESSOR: John Hardman, Ph.D.
CONTACT INFORMATION: whardma1@fau.edu
PREREQUISITES: None
Office: Room 250, Department of Educational Leadership & Research Methodology
Phone: 561 789 9418
Hours: Tuesdays and Wednesdays, 1 – 4 pm

Course Credits: 3 graduate credit hours

Course assignments are scheduled for each week for 15 weeks. Final presentations will serve as final exams for the course. Reading Days will be observed unless the University is closed for emergencies; then Reading Days may be used as class time as per Provost Memo dated February 12, 2015.

Course Description (3 credit hours)

This course offers a comprehensive overview of the field of sustainability leadership and the best practices of starting and growing successful triple-bottom line (TBL) for-profit and nonprofit ventures. Sustainability leaders and entrepreneurs in the nonprofit sector will be a primary focus of the course as they aim to go further to not only make a profit for their company, but to elect to serve more people and deliver their services to wider audiences. Learners will see how innovation and creativity is channeled into profitable enterprises with regenerative approaches.

These new businesses will have a positive impact on local and global communities to fulfill their vision and engage all their principal stakeholders in building business models that respond to real needs of becoming financially profitable and scalable over time. The field of sustainability leadership is rapidly garnering attention around the world from entrepreneurs, investors, corporations, foundations, and consulting firms, who have understood that the business-as-usual paradigm has ceased to offer a viable framework for wealth creation.

At the end of the course, students can expect to have:

- Gained an understanding of the principles of sustainability and of the field of sustainability leadership for entrepreneurs, and of the many opportunities, challenges, and issues encountered when integrating a triple-bottom or triple-top line.
- Acquired the leadership and professional skills needed for managing successful sustainability teams.
- Participated in a sustainability-focused Academic Service Learning team project.
- Developed a personal sustainable (business) plan or proposal incorporating the principles of sustainability.
- Met sustainability leaders and entrepreneurs who are creating and applying regenerative approaches that are revolutionizing their industries.

Readings

Hardman, J. (2012). *Leading for Regeneration: Going beyond sustainability in business, education, and community*. London: Routledge.

Academic Service-Learning Statement

Due to the nature of the course content, this course is designated as an “**academic service-learning**” course. The assistance you provide to the agency/organization during your academic service-learning experience is a service to the community and will allow you to apply knowledge from the course to local, national, and/or global social issues. Throughout this course you will be participating in academic service-learning activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your academic service-learning experience and the impact on the community as well as your professional development.

To receive academic service-learning notation of hours on your transcript, your hours must be logged electronically through NobleHour, www.noblehour.com, while completing your academic service-learning project. Also, pre-assessment and post-assessment surveys through Survey Monkey are required to be taken by academic service-learning students. Please visit the Weppner Center for Civic Engagement & Service website, www.fau.edu/volunteer, for instructions on how to log hours through NobleHour and the links for the surveys. Once your hours have been approved and both surveys have been completed, you will receive an academic service-learning notation on your transcript.

For more information, see http://www.fau.edu/volunteer/NobleHour_guides.php

Team Design Academic Service-Learning Project

As part of the course and in keeping with the principles, goals and objectives of academic service-learning (AS-L), students will create and present a sustainable solution to a team-selected problem. The project will be assessed for its SQ (Environmental, Economic, and Social Sustainability Quotient) AND the quality of the group members’ critique of their individual and

team learning. Projects should actively involve a community agency, and the reflective journals should describe the impact on the community and the agency they are serving. To qualify for recognition of the AS-L component of the project, students must complete a minimum of 10 service-learning hours.

Assessment

ASSIGNMENT	DESCRIPTION	DATE DUE
Journals 25 %	Learning Journal: “What have I learned this week about leadership, sustainability, innovation, and entrepreneurship?” Five journals to be submitted throughout the semester. These will consist of personal reflections that connect the readings to your own development and to real-world situations.	Bi-weekly
Team Design Academic Service-Learning Project 30%	Create and present a sustainable solution to a team-selected problem. The project will be assessed for its SQ (Environmental, Economic, and Social Sustainability Quotient) AND the quality of the group members’ critique of their individual and team learning. The project must be intended to have a measurable impact on the FAU and/or wider community. Projects should actively involve a community agency, and the reflective journals should describe the impact on the community and the agency they are serving. A minimum of 10 service-learning hours must be completed for AS-L for students to earn a notation in their transcripts.	Week 4 - 10
Written Paper 30%	Take Home Exam: 6 - 8 page paper “My Sustainable Business Proposal.” This paper will present a student’s original proposal incorporating the concepts learned in the class, showing how he or she intends to create a sustainable solution that is economically viable which addresses regenerative environmental and social concerns.	Week 14
Participation 15%	Including classroom interaction, email communication, and online exchange of ideas with professor and fellow students.	Ongoing

Total Points for Course Work = 100

GRADING SCALE IN THIS CLASS FOR FINAL GRADE, BASED ON TOTAL POINTS:

A=95-100 A-= 90-94 B+= 85-89 B= 81-84 B-=76-80
 C+= 71-75 C= 66-70 C-= 61-65 D+=56 -60 D= 51-55 D-= 46-50
 F= 45 or less

FAU GENERAL OVERALL GRADE POINT AVERAGE [GPA]:

A 4.00 B 3.00 C 2.00 D 1.00
 A- 3.67 B- 2.67 C- 1.67 D- 0.76
 B+ 3.33 C+ 2.33 D+ 1.33 F 0.00

k

COURSE SCHEDULE

Date	Topic	Activities & Readings (selected chapters/articles/websites)
Week 1	<ul style="list-style-type: none"> • Prologue <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> • Kouzes & Posner Leadership Practices Inventory (LPI) <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> • Principles of Sustainability and Sustainable Development: Breaking down the corporate walls 	<ul style="list-style-type: none"> • Student and Instructor Expectations • Assignments and Assessment • Class Dynamics • Communication <p>Assignment 1: The Journal This will consist of six 2-page journals to be submitted throughout the semester. These will consist of personal reflections that connect the readings to your own development and to real-world situations in response to the generic question: “What have I learned this week about leadership, entrepreneurship, and sustainability?”</p> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> • Self-assessment of leadership attributes and practices (Pre-test) <hr style="border-top: 1px dashed black;"/> <p>Dresner, S. (2004). <i>The principles of sustainability</i>.</p> <ul style="list-style-type: none"> • Brief history of sustainability • Major tenets of sustainability and regenerative practice <p>Doppelt, B. (2006). <i>The seven blunders and interventions for sustainability</i>.</p> <ul style="list-style-type: none"> • Overcoming the seven blunders of sustainability <p>Chris Laszlo (2008). <i>Sustainable Value: How the World’s Leading Companies are Doing Well by Doing Good</i>.</p> <ul style="list-style-type: none"> • The triple top line (TTL): An integrated perspective of business
Week 2	<ul style="list-style-type: none"> • The Regenerative Leadership Framework (RLF) and the Regenerative 	<p>Contrasting leadership theories and applications from the 20th and 21st centuries.</p> <p>James McGregor Burns (1978). <i>Transformational leadership</i></p> <ul style="list-style-type: none"> • Transforming v. transactional leaders • Leadership and followership

Date	Topic	Activities & Readings (selected chapters/articles/websites)
	Capacity Index (RCI)	Collins, J. (2001). <i>From good to great.</i> <ul style="list-style-type: none"> • Level 5 leadership
Week 3	<ul style="list-style-type: none"> • Organizational culture for sustainable business development • The ethics of sustainable entrepreneurship 	Otto Scharmer (2007). <i>Theory U:</i> <ul style="list-style-type: none"> • Presencing: Leading from the future as it emerges • Illuminating our blind spot Ken Wilber (2001): <i>A theory of everything</i> <ul style="list-style-type: none"> • AQAL: The subjective and the objective dimensions of leadership and corporate sustainability • Integrity: Integral vision, integral theory, integral leadership
Week 4	<ul style="list-style-type: none"> • Sustainable business practices <hr style="border-top: 1px dashed black;"/> Assignment 2: Team Sustainability Project	Karl Henrik Robert <ul style="list-style-type: none"> • The Natural Step Framework Hawken, P., Lovins, H., and Lovins, A. (1999). <i>Natural capitalism.</i> <ul style="list-style-type: none"> • The Natural Step and its implications for sustainable business <hr style="border-top: 1px dashed black;"/> Assignment 2: Team Project (Due Week 10) Instruction <ul style="list-style-type: none"> • Topic selection • Role assignation • The facilitator/consultant's toolkit: ISIS • Team learning processes (Action Learning, Appreciative Inquiry)
Week 5	<ul style="list-style-type: none"> • Philanthropy v. corporate social responsibility (CSR) <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> • Accountability and sustainability in the global marketplace 	Senge, P., Smith, B., Kruschwitz, N., Laur, J., and Schley, L. (2008). <i>The necessary revolution: How individuals and organizations are working together to create a sustainable world.</i> <ul style="list-style-type: none"> • Coca-Cola and the World Wildlife Fund: Finding common global interests. <hr style="border-top: 1px dashed black;"/> Global Reporting Initiative (GRI): Accountability in a shrinking world http://www.globalreporting.org/Home <ul style="list-style-type: none"> • The G3 Reporting Framework Guidelines http://www.globalreporting.org/Home/BottomBlock3/Block3.htm

Date	Topic	Activities & Readings (selected chapters/articles/websites)
Week 6	<ul style="list-style-type: none"> • Senge's five disciplines 	<p>Senge, P. (1990). <i>The fifth discipline</i>.</p> <ul style="list-style-type: none"> • Learning organizations <p>McDonough, W., and Braungart, M. (2002). <i>From cradle to cradle: Remaking the way we make things</i>.</p> <ul style="list-style-type: none"> • The story of stuff (http://www.storyofstuff.com/) • The concept of cradle to cradle v. cradle to grave
Week 7	<ul style="list-style-type: none"> • Vision and team building 	<p>Marquardt, M. (1998). <i>Action learning</i></p> <ul style="list-style-type: none"> • Overview of the meta-cognitive dynamics of teams
Week 8	<ul style="list-style-type: none"> • Team Learning and Reflection 	<p>Jaworski, J., Kahane, A., & Scharmer, O. (2005). <i>The Presence Workbook</i>.</p> <ul style="list-style-type: none"> • Multi-stakeholder involvement • Capacity building • Deep listening and generative conversation
Week 9	<ul style="list-style-type: none"> • The Real Deal: Real world applications 	<p>Willard, B. (2003). <i>The Sustainability Advantage</i></p> <p>Esty, D. & Winston, A. (2006). <i>Green to gold: How smart companies use environmental strategies to innovate, create value, and build competitive advantage</i></p> <ul style="list-style-type: none"> • Selected studies of companies that have successfully incorporated the TBL.
Week 10	<ul style="list-style-type: none"> • Sustainability efficiencies 	<ul style="list-style-type: none"> • Accounting for sustainability • <i>Facilities</i> • <i>Energy, water, and waste</i> • <i>Resources</i>
Week 11	<p>Assignment 3: Exam Paper: My sustainable enterprise (Due Week 14)</p>	<p>Exam Paper</p> <p>From what you have learned during the semester and using the oral presentation, prepare a 3-5 page paper on your own sustainable business, one that you would like to develop as a real, profitable, environmentally friendly, and socially equitable enterprise.</p>
Week 12	<ul style="list-style-type: none"> • Change Management 	<p>John Kotter (1996). <i>Leading change</i></p> <ul style="list-style-type: none"> • The change process in complex systems
Week	Emotional Intelligence	Goleman, D., Boyatzis, R. & McKee, A. (2002). <i>Primal</i>

Date	Topic	Activities & Readings (selected chapters/articles/websites)
13		<i>leadership.</i> <ul style="list-style-type: none"> • Developing emotional intelligence for effective leadership in organizations
Week 14	Exam Paper due: My sustainable enterprise <ul style="list-style-type: none"> • Change Agency <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> • Epilogue 	<ul style="list-style-type: none"> • Self-assessment of leadership skills and practices <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> • Instructor evaluation and feedback

UNIVERSITY AND COLLEGE POLICIES AND REGULATIONS

ATTENDANCE POLICY:

According to University policy, “Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor.” With regard to distance learning courses, attendance includes meaningful, active involvement in all online discussions, professional, ethical conduct in all communications, and timely submission of all assignments.

RELIGIOUS ACCOMMODATION:

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the university in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments.

Students who wish to be excused from course work, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University’s established grievance procedure regarding alleged discrimination.

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 Raton in the Student Support Service Building SU 80. Room 133 (297-3880), or in Davie in MOD I (236-1222), or Jupiter SR 117 (561-799-8585) and follow all OSD procedures.

COMPETENCY-BASED ASSESSMENTS:

A student will not pass the course until Competency-based assessments meet or exceed expectations (on a scale of does not meet expectations, meets expectations, and exceeds expectations). Policy states: In order to pass a Competency-based assessment, the student must meet all criteria of the assignment categorized as either "Meeting" or "Exceeding" expectations

ACADEMIC MISCONDUCT:

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

READINGS

- Collins, J. (2001). *From good to great. Why some companies make the leap and others don't*. New York: Harper-Collins.
- Doppelt, B. (2003). Overcoming the seven blunders of sustainability. *The Systems Thinker*, Vol. 14, No. 5.
- Dresner, S. (2004). *The principles of sustainability*. London, UK: Earthscan
- Edwards, A. (2005). *The sustainability revolution: Portrait of a paradigm shift*. Gabriola Island, BC, Canada: New Society Publishers.
- Esty, D. and Winston, A. (2006). *Green to gold: How smart companies use environmental strategies to innovate, create value, and build competitive advantage*. New Haven, MA: Yale University Press.
- Hawken, P., Lovins, H., and Lovins, A. (1999). *Natural capitalism*. New York, NY: Back Bay Books.
- Kotter, J. (1996). *Leading change*. Cambridge, MA: Harvard University Press.
- Laszlo, C. (2008). *Sustainable Value: How the world's leading companies are doing well by doing good*. Stanford, CA: Stanford University Press.
- Laszlo, C. (2005). *The sustainable company: How to create lasting value through social and environmental performance*. Washington, DC: Island Press.

- McDonough, W., and Braungart, M. (2002). *From cradle to cradle: Remaking the way we make things*. New York: North Point Press.
- Scharmer, O. (2007). *Theory U: Leading from the future as it emerges*. Cambridge, MA: The Society for Organizational Learning, Inc.
- Senge, P., Smith, B., Kruschwitz, N., Laur, J., and Schley, L. (2008). *The necessary revolution: How individuals and organizations are working together to create a sustainable world*. New York, NY: Doubleday.
- Senge, P. (1990). *The fifth discipline*. New York: Doubleday.
- Wilber, K. (2001). *A theory of everything*. New York: Shambhala Press, Inc.
- Willard, B. (2003). *The sustainability advantage: Seven business case benefits of a triple bottom line*. Gabriola Island, BC, Canada: New Society Publishers.
- Willard, B. (2006). *The next sustainability wave*. Gabriola Island, BC, Canada: New Society Publishers.

WEBSITES

SUSTAINABILITY LEADERSHIP FOR ACE ENTREPRENEURS CHANGE AGENTS

Global Footprint Network

How many earths would it take to make your lifestyle available to everyone on the planet? Find out here using the Ecological Footprint Calculator:

http://www.footprintnetwork.org/gfn_sub.php?content=calculator

Society for Organizational Learning (SOL) Sustainability Consortium

<http://www.solsustainability.org/>

The Purpose of the SoL Sustainability Consortium is to build the capacity in organizations and society to achieve economic, ecological and social sustainability so that all life can thrive for all time. We do this by actively practicing the five disciplines of organizational learning and systems thinking in all we do and by engaging leaders who work together across traditional boundaries to achieve our shared aims.

Natural Capital Institute

<http://www.naturalcapital.org/>

The Natural Capital Institute serves the people who are transforming the world. We are a team of researchers, teachers, students, activists, scholars, writers, social entrepreneurs, artists, and volunteers committed to the restoration of the earth and the healing of human culture. We do two things: we describe pathways of change in books and research reports, and we create tools for connecting the individuals, information, and organizations that create change.

The Global Reporting Initiative

<http://www.globalreporting.org/Home>

The Global Reporting Initiative (GRI) has pioneered the development of the world's most widely used sustainability reporting framework and is committed to its continuous improvement and application worldwide. This framework sets out the principles and indicators that organizations can use to measure and report their economic, environmental, and social performance.

The Sustainable Food Laboratory

<http://www.sustainablefoodlab.org/>

The mission of the Sustainable Food Lab is to accelerate improvement in mainstream food and agriculture systems so we can sustain a high quality life on earth.

Greenopolis

<http://greenopolis.com/>

Greenopolis.com is the first "green," interactive, collaborative, educational website to bring together communities, environmental organizations, universities, foundations and corporations to reward individuals for making incremental positive environmental changes.

International Society of Sustainability Professionals

<http://sustainabilityprofessionals.org/>

ISSP is a new, global professional association supporting sustainability practitioners. We offer networking opportunities, a databank of useful resources, and professional development primarily via user-friendly webtools.

Local Businesses

Pizza Fusion

<http://www.pizzafusion.com/>

Co-founders: Michael Gordon and Vaughn Lazar.

Our mission is to uphold the highest level of integrity in all we do, from the quality and origin of our food to our care for the health of our customers and the environment.

SUSTAINABILITY IN EDUCATION

Florida Atlantic University Sustainability Committee

<http://wise.fau.edu/facilities/sustain/>

MISSION STATEMENT

To create a culture of sustainability at Florida Atlantic University in which the entire FAU community is aware of, involved with and committed to advancing sustainability through education, operations and community engagement.

The Association for Advancement of Sustainability in Higher Education (AASHE)

www.aashe.org

AASHE is an association of colleges and universities in the U.S. and Canada working to create a sustainable future. It was founded in 2006 with a mission to promote sustainability in all sectors of higher education - from governance and operations to curriculum and outreach - through education, communication, research and professional development. Businesses, NGO's, and government agencies can participate as AASHE partner members. AASHE aims to advance the efforts of the entire campus sustainability community by uniting diverse initiatives and connecting practitioners to resources and professional development opportunities. The association also provides a professional home for campus sustainability coordinators and directors.



PINE JOG ENVIRONMENTAL EDUCATION CENTER
College of Education
6301 Summit Blvd.
West Palm Beach, FL 33415-0991
tel: 561.686.6600
fax: 561.687.4968
www.pinejog.fau.edu
pinejog@fau.edu

September 9, 2014

Dear Dr. Valerie Bryan:

The FAU Pine Jog Environmental Education Center would like to offer its support for the new course proposal from Dr. John Hardman – Sustainability Leadership for ACE Entrepreneurs and Change Agents.

This proposed course is a perfect complement to the Master's Degree in Environmental Education. Students seeking this advanced degree in EE would greatly benefit from this course in a variety of ways. Its focus on the principles of sustainability and leadership are important components in growing environmental education professionals. Many students will be pursuing careers in the non-profit sector and this course would be invaluable to them. Additionally, the academic service learning component of this course provides for real world application and professional development.

As the unit within the College of Education that works directly with many of the graduate students in the EE Master's Degree program, we would gladly provide any support possible to this proposed new course.

Sincerely,

A handwritten signature in black ink that reads 'Susan Toth'. The signature is fluid and cursive, with a long horizontal line extending to the right.

Susan Toth
Director of Education
stoth2@fau.edu



College of Engineering and Computer Science
Office of the Dean
777 Glades Road
Boca Raton, FL 33431
Tel: 561.297.3400
Fax: 561.297.1111
www.eng.fau.edu

September 5, 2014

Graduate Programs Committee Members:

The College of Engineering and Computer Science supports the new graduate course, "Sustainability Leadership for ACE Entrepreneurs & Change Agents" being proposed in the College of Education. This course will certainly complement the academic degree programs in the College of Engineering and Computer Science and does not create any duplication.

Sincerely,

A handwritten signature in black ink, appearing to read 'M. Ilyas', written in a cursive style.

Mohammad Ilyas
Dean and Professor



Weppner Center for Civic Engagement & Service
Division of Student Affairs
777 Glades Road, UN 218
Boca Raton, FL 33431
tel: 561.297.3607
fax: 561.297.2563
volunteer@fau.edu
www.fau.edu/volunteer

August 29, 2014

Dear Dr. Valerie Bryan:

The Weppner Center for Civic Engagement & Service would like to offer its support for the new course proposal from Dr. John Hardman: Sustainability Leadership for ACE Entrepreneurs and Change Agents.

The Academic Service-Learning (A S-L) project designed for the course focuses on the development of a sustainable solution to a current, tangible FAU or community need. Furthermore, the course and project design speaks to the reciprocity of service and learning between students as the change agents and the community. Hence, the project and new course strategically complement the program, Adult and Community Education in Sustainability Master's Degree.

As the department that administers the A S-L program at FAU, we would gladly provide any support possible to the proposed new course.

Sincerely,

A handwritten signature in cursive script that reads 'Nori Carter'.

Nori Carter
Director, Weppner Center for Civic Engagement & Service
ncarte10@fau.edu



PINE JOG ENVIRONMENTAL EDUCATION CENTER
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6301 Summit Blvd.
West Palm Beach, FL 33415-0991
tel: 561.686.6600
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www.pinejog.fau.edu
pinejog@fau.edu

September 9, 2014

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The FAU Pine Jog Environmental Education Center would like to offer its support for the new course proposal from Dr. John Hardman – Sustainability Leadership for ACE Entrepreneurs and Change Agents.

This proposed course is a perfect complement to the Master's Degree in Environmental Education. Students seeking this advanced degree in EE would greatly benefit from this course in a variety of ways. Its focus on the principles of sustainability and leadership are important components in growing environmental education professionals. Many students will be pursuing careers in the non-profit sector and this course would be invaluable to them. Additionally, the academic service learning component of this course provides for real world application and professional development.

As the unit within the College of Education that works directly with many of the graduate students in the EE Master's Degree program, we would gladly provide any support possible to this proposed new course.

Sincerely,

A handwritten signature in black ink, appearing to read 'Susan Toth', with a long horizontal line extending to the right.

Susan Toth
Director of Education
stoth2@fau.edu



Florida Atlantic University
Tech Runway
901 NW 35th Street
Boca Raton, FL 33431
Tel: 561.297.8000

Monday, September 8, 2014

Dr. Valerie Bryan
Professor
Florida Atlantic University
777 Glades Road, EC-MC12, Room 207I
Boca Raton, FL 33431

Dear Dr. Bryan:

FAU's Tech Runway and the Adams Center for Entrepreneurship (ACE) would like to offer their support of Dr. John Hardman and his course proposal for Sustainability Leadership for ACE Entrepreneurs and Change Agents.

Tech Runway, with the support of ACE, aspires to be the preeminent location for new technology and growth industry related ventures focused in Science, Technology, Engineering, and Math (STEM). Tech Runway is fully aligned with the University's Quality Enhancement Plan (QEP) and relies on participation from local, national, and international constituents to launch successful companies here in southeast Florida. The new course complements this program as it provides sustainable economic development through the education of the community.

We believe entrepreneurship is vital to the economic development of southeast Florida and we willingly support the proposed course.

Sincerest regards,

A handwritten signature in black ink, appearing to read 'Kimberly Gramm', with a stylized flourish at the end.

Kimberly Gramm
CEO, FAU Tech Runway
Director, Adams Center for Entrepreneurship

+ O: Pauline 2/3/15

Safeeia Azam

From: Robert Shockley
Sent: Monday, February 02, 2015 4:21 PM
To: Safeeia Azam
Cc: Valerie Bryan; Paul Peluso
Subject: Course Submissions for ACE

You have letters of support for TL, ESW, CCEI, and ESE. I have yet to hear from CE and CSD. Please forward these letters for inclusion in the COE Graduate Programs Committee with all the required materials. Bob

Safeeia Azam

From: Robert Shockley
Sent: Monday, February 02, 2015 4:16 PM
To: Safeeia Azam
Subject: FW: Courses for ACE Masters

From: Michael Brady
Sent: Friday, January 30, 2015 6:05 PM
To: Robert Shockley
Subject: RE: Courses for ACE Masters

Bob:

1. I've reviewed the three courses your Department has proposed, and see no conflict or overlap with the courses or curriculum in the ESE Department with ADE 6684 and ADE 6695.
2. There is considerable overlap with ADE 6285, your proposal for the grants course. The ESE Department has offered EEX 7526: Grant Writing for many years. Much of the content, as well as the work activities in your ADE course mirrors EEX 7526. In addition, students from your department and others have frequently enrolled in EEX 7526. To identify overlap, however, does not imply conflict. Your proposal for ADE 6285 also includes attention to program management, and the context for your Department's course rests within adult and community organizations. While there is overlap there as well, there are also differences between the two courses. I do not see conflict between the courses or programs, and the redundancy is not problematic from our perspective.

Good luck,

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: Friday, January 30, 2015 5:46 PM
To: Barbara Ridener; Deena Wener; Emery Hyslop-Margison; Michael Brady; Michael Whitehurst; Paul Peluso
Cc: Safeeia Azam; Valerie Bryan; Valerie Bristor
Subject: FW: Courses for ACE Masters

Attached are three new courses that are being proposed for the department's Educational Leadership Master's Degree with emphasis in Adult and Community Education. The faculty have spent the past year planning for a restructuring of this program and these new courses are reflected in this effort. The proposed new courses are:

- ADE 6285 Grant Writing and Program Management for Adult and Community NonProfit Organizations
- ADE 6684 Assessment, Planning and Sustainability with Geospatial Technologies
- ADE 6695 Sustainability Leadership for ACE Entrepreneurs and Change Agents

Safeeia Azam

From: Robert Shockley
Sent: Monday, February 02, 2015 4:16 PM
To: Safeeia Azam
Subject: FW: Courses for ACE Masters

From: Michael Whitehurst
Sent: Saturday, January 31, 2015 2:14 PM
To: Robert Shockley
Subject: RE: Courses for ACE Masters

Bob,
No conflict with ESHP.
Mike

From: Robert Shockley
Sent: Friday, January 30, 2015 5:46 PM
To: Barbara Ridener; Deena Wener; Emery Hyslop-Margison; Michael Brady; Michael Whitehurst; Paul Peluso
Cc: Safeeia Azam; Valerie Bryan; Valerie Bristor
Subject: FW: Courses for ACE Masters

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- ADE 6695 Sustainability Leadership for ACE Entrepreneurs and Change Agents

This degree will now have a focus on sustainability issues and will be unique in Florida. We are excited about the program's marketability with these revisions. Please review and get back to me if your department sees any conflicts. Thanks. Bob

Safeeia Azam

From: Robert Shockley
Sent: Monday, February 02, 2015 4:17 PM
To: Safeeia Azam
Subject: FW: Courses for ACE Masters

From: Barbara Ridener
Sent: Sunday, February 01, 2015 9:45 PM
To: Robert Shockley
Subject: RE: Courses for ACE Masters

I do not have any concerns.

Barbara

From: Robert Shockley
Sent: Friday, January 30, 2015 5:46 PM
To: Barbara Ridener; Deena Wener; Emery Hyslop-Margison; Michael Brady; Michael Whitehurst; Paul Peluso
Cc: Safeeia Azam; Valerie Bryan; Valerie Bristor
Subject: FW: Courses for ACE Masters

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Safeeia Azam

From: Robert Shockley
Sent: Monday, February 02, 2015 4:17 PM
To: Safeeia Azam
Subject: FW: Courses for ACE Masters

From: Emery Hyslop-Margison
Sent: Friday, January 30, 2015 6:12 PM
To: Robert Shockley
Cc: Valerie Bristor
Subject: RE: Courses for ACE Masters

CCEI is fine with the courses Dr. Shockley!

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: ehyslopmarginson@fau.edu

Phone: 561-297-3965

Fax: 561-297-2925

From: Robert Shockley
Sent: Friday, January 30, 2015 5:46 PM
To: Barbara Ridener; Deena Wener; Emery Hyslop-Margison; Michael Brady; Michael Whitehurst; Paul Peluso
Cc: Safeeia Azam; Valerie Bryan; Valerie Bristor
Subject: FW: Courses for ACE Masters

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