

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST

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

DEPARTMENT NAME: DEPARTMENT OF EDUCATIONAL LEADERSHIP AND RESEARCH METHODOLOGY	COLLEGE OF: EDUCATION
COURSE PREFIX & NUMBER: EDA 6244	CURRENT COURSE TITLE: HIGHER EDUCATION BUSINESS & FINANCE

CHANGE(S) REQUESTED

<p>SHOW "X" IN FRONT OF OPTION</p> <p>CHANGE CREDITS FROM _____ TO: N/A</p> <p>CHANGE GRADING FROM _____ TO: N/A</p> <p>CHANGE PREREQUISITES TO: N/A</p> <p>CHANGE MINIMUM GRADE TO: N/A</p> <p>CHANGE CO-REQUISITES TO: N/A</p> <p>CHANGE OTHER REGISTRATION CONTROLS TO: N/A</p> <p>OTHER : RATIONALE: This course is already approved. This is a course change of the course prefix and course number only.</p>	<p>SHOW "X" IN FRONT OF OPTION</p> <p>X CHANGE PREFIX FROM EDA TO: EDH</p> <p>X CHANGE COURSE No. FROM 6244 TO: 7505</p> <p>CHANGE TITLE TO: N/A</p> <p>CHANGE DESCRIPTION TO: N/A</p>
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CHANGES TO BE EFFECTIVE (TERM): FALL, 2011	Attach syllabus for ANY changes to current course information.
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Will the requested change(s) cause this course to overlap any other FAU course(s)? If yes, please list course(s). YES _____ NO XX	Any other departments and/or colleges that might be affected by the change(s) must be consulted. List entities that have been consulted and attach written comments from each. All departments in the College of Education.
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TERMINATE COURSE, EFFECTIVE (GIVE LAST TERM COURSE IS TO BE ACTIVE):

Faculty Contact, Email, Complete Phone Number:
Dianne Wright, dwright@fau.edu, 954236.1080(o); 954.391.1558 ©

SIGNATURES

SUPPORTING MATERIALS

<p><i>Approved by:</i></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><i>Date:</i></p> <p>2/16/11</p> <p>3/2/11</p>	<p>Syllabus—must include all criteria as detailed in UGPC Guidelines.</p> <p style="text-align: center;">Sign Here</p> <p>Go to: 6540 to access Guidelines and download this form.</p> <p>Written Consent—required from all departments affected.</p>
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Email this form and syllabus to diamond@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.

Florida Atlantic University
College of Education
Department of Educational Leadership

Higher Education Business and Finance

~~EDA: 6244~~ EDH 7505

TIMES, DAYS, LOCATION:
(To be announced)

PROFESSOR INFORMATION:
(To be announced)

COURSE DESCRIPTION (FAU Catalog)

Three (3) semester hours. This course provides an introduction to concepts and practices of administering business and financing operations in colleges and universities.

COURSE DESCRIPTION (Expanded)

This course is designed to provide a basic understanding of the business practices and financing of postsecondary education, including sources of funds, cost, price, and expenditures. Revenue and expenditure trend data will be specifically examined, as well as approaches to Higher Education budgeting, and the budgeting process. Financial management will also be discussed, as well as contemporary finance and related policy issues in U.S. higher education.

Course Rationale:

Colleges and universities must meet the triple challenge of increased performance accountability, cost containment, and the resulting need to grow and meet competition. Public institutions are encountering budget stringency as state resources dwindle and competing priorities grow. Meeting these challenges requires higher educationists with clear and effective decision making skills and a high degree of teamwork. Higher educationists must be decisive and insist on the highest standards for financial planning and control in the delivery of programs and services. These challenges also have strong implications for the education and training of higher educationists such that you understand and appreciate that you must make optimal use of assets, find creative ways to increase revenue, and be held accountable for institutional performance.

Course Connection to College Conceptual Framework:

This course is based upon the essential components of the College's conceptual framework, including the need for high performing educational managers to be capable, informed and ethical leaders and managers, having the ability to build learning organizations based upon a reflective decision-making model for continuous improvement.

Required Text(s):

1. Goldstein, L. (2005). *College and university budgeting: An introduction for faculty and academic administrators*. Washington, DC: NACUBO.
2. St. John, E. P., & Parsons, M.D., (2004). *Public Funding of Higher Education: Changing Contexts and New Rationales*. Baltimore: Maryland: John Hopkins Press.
3. Paulsen, M.B. & Smart, J.C. (2001). *The finance of higher education: Theory, research, policy and practice*. New York, NY: Agathon Press.

Recommended/Supplemental Texts (Optional):

1. Bok, D. (2003). *Universities in the marketplace: The commercialization of higher education*. Princeton, NJ: Princeton University Press.
2. Council on Aid To Education (1994). *Breaking the social contract. The fiscal crisis in higher education*. Council on Aid to Education. Washington, DC.
3. King, J., E. (1999). *Financing a college education, how it works, how its changing*. Phoenix: Oryx Press.

4. Kirp, D. L. (2003). *Shakespeare, Einstein, and the bottom line: The marketing of higher education*. Cambridge, MA: Harvard University Press.
5. Middaugh, M. (2000). *Analyzing costs in higher education: New directions in higher education*. San Francisco, CA: Jossey-Bass.
6. St. John, E.P. (2003). *Refinancing the college dream: Access, equal opportunity, and justice for taxpayers*. Baltimore, Maryland: John Hopkins Press.
7. Schuh, J. (1990). *Financial management for student affairs administrators*. Alexandria, VA: American College Personnel Association (ACPA).
8. Smith, C.W. (2000). *Market values in American higher education: The pitfalls and promises*. NY: Rowman & Littlefield Publishers.
9. Yeager, J., et.al. (2001). *Finance in higher education*. ASHE Reader Series. Boston, MA: Pearson.

Course Objectives:

This course will provide students with:

1. knowledge related to the financing of postsecondary education, related costs, expenditures, and revenues.
2. an introduction to the preparation of budgets through the use of various allocation techniques such as incremental budgeting, PPBS, ZZB, and formula budgeting.
3. an awareness and deeper insights relative to relevant policy issues and the financing U.S. postsecondary education.
4. a review of financial management techniques and procedures currently

used in higher education settings.

By the end of this course, students will:

1. be aware of and able to identify the various economic, social, and political influences on higher education financing.
2. be aware of a diverse set of postsecondary education fund sources.
3. have an increased understanding of the larger picture student financial aid and its role with regard to issues of access and taxpayer justice.
4. have an understanding of the role of individual, institutions, states, the federal government, and private enterprise in the financing of postsecondary education.
5. be able to differentiate key points of view and arguments for and against various policies for funding postsecondary education.
6. be able to write an essay related to the changing nature of financial support of higher education.
7. be able to describe a minimum of five (5) approaches to budgeting in postsecondary education settings.
8. be able to describe the higher education budget process.
9. be able to define approximately twenty-five (25) key terms related to higher and postsecondary education business and finance.
10. be able to calculate instructional workload.
11. be able to modestly interpret three (3) different types of financial statements typically used in the postsecondary and higher education setting.
12. be knowledgeable about a minimum of five (5) fund accounts and the role each plays in postsecondary and higher education financial management.

GRADING:

Letter Grade	%	Quality Pts.	Letter Grade	%	Quality Pts.
A	95-100	4.00	C	75-78	2.00
A-	92-94	3.67	C-	72-74	1.67
B+	89-91	3.33	D+	68-71	1.33
B	85-88	3.00	D	65-67	1.00
B-	82-84	2.67	D-	62-64	0.67
C+	79-81	2.33	F	Below 62	0.00

Course Requirements

	<u>Points</u>
Attendance/Participation <ul style="list-style-type: none">• <i>Attendance (12)</i>• <i>Current Issues in the News/Media/Chronicle of Higher Education (4)</i>• <i>Class Activity/Exercise (4)</i>	20 pts.
Individual/Group Paper Presentation/Thematic Discussion	20 pts.
Budget Presentations/Hearings/Observations & Reflections	10 pts.
Book Abstract, Review, Critique (and Conversation)	15 pts.
Case Study Analysis, Budget Planning & Decision Making Exercise	25 pts.
Course Portfolio	10 pts.
Total Points	100 pts.

Expectations:

It is department policy that all students enrolled in fast-track graduate courses **attend all class sessions**. It is also expected that each class member come to class having completed all assigned reading and actively participate in all class discussion sessions. Points will be deducted for lack of participation as well as for all assignments turned in late.

PART II: COURSE ASSIGNMENTS/ACTIVITIES

Higher Education Business and Finance

EDA: 6244 EDH 7505

Current Issues in Higher Education Business and Finance: Each class session will begin with current issues in the media (e.g., *the Chronicle of Higher Education*, CNN, C-SPAN, etc.), related to the content of the course. As such, each student is expected to come to class having read or otherwise become aware of one or more current issues/news stories, etc., related to the financing of higher education in the United States (and/or internationally) and prepared to share related coverage of such issues with the other members of the class for purposes of class discussion.

Class Activity(ies)/Exercises: one or more class activities/exercises will be required in application and demonstration of concepts taught during the course (e.g., development of budget priority lists; development of Higher Education 21st Century Commission Recommendations to be presented to a Mock Congress, etc.).

Campus Budget Presentations/Hearings/Observations and Reflections: Each class member will be responsible for attending and observing a campus budget presentation/hearing and posting to blackboard his/her written reflections. Written reflections should also be included in final course portfolio submitted to instructor at the end of the term. Selections for campus budget presentations/hearings may be at other campuses and might include:

- Student Government Association (SGA) Budget hearing
- Campus Board of Trustees' meeting
- College/Department level budget hearing, meetings or budget presentations
- Etc.

Individual/Group Written and Oral Presentation/Thematic Discussion re: "Searching for Profitable Opportunities, Financing H.E. & Related Policy Issues in Selected Higher Education Settings": Each class member is required to select from one of the topics below (or alternative, as approved by the professor) and develop an individual/group paper presentation and post to Blackboard, for purposes of thematic discussion during class session V titled: "Searching for Profitable Opportunities, Financing H.E. & Related Policy Issues in Selected Higher Education Settings".

- Academic Capitalism
- Technology Transfer
- Study Abroad Programs
- College Athletes
- Funding Distance Education
- The Privatization Of Higher Education
- Funding Higher Education in the Public Interest

Regarding the above, be sure to identify the type(s) of higher education setting within which your presentation/thematic discussion is situated, contextually. All doctoral students are encouraged, to the extent possible, to take into consideration how the selected topic potentially fits into their tentatively selected dissertation topic.

Abstract, Review, Critique (and Conversation): Each class member is required to read one book selected from list below, develop and submit a book abstract, review, and critique (ARC). The required ARC must be submitted as part of the required course portfolio due at the end of the term. Each book focuses on a contemporary finance and policy theme in higher education.

It is possible to contact the professor via email prior to the first class meeting regarding your preference. Approval from the Professor for individual/group book selections is required.

You may need to get your approved book selection on your own if not available in the campus bookstore. Other selections may be made, depending on your area of interest in the area of finance, but you must have the professor's approval.

1. Bok, D. (2003). *Universities in the marketplace: The commercialization of higher education*. Princeton, NJ: Princeton University Press.
2. Kirp, D. L. (2003). *Shakespeare, Einstein, and the bottom line: The marketing of higher education*. Cambridge, MA: Harvard University Press.
3. Smith, C.W. (2000). *Market values in American higher education: The pitfalls and promises*. NY: Rowman & Littlefield Publishers.
4. St. John, E.P. (2003). *Refinancing the college dream: Access, equal opportunity, and Justice for Taxpayers*. Baltimore, Maryland: John Hopkins Press.

Case Study Analysis (es), Budget Planning Activities &/or Decision Making Exercise(es): One or more case study analysis(es), budget planning activities and /or the completion of decision making exercise(s) will be required throughout this course and may require individual and/or group work on the part of the class participants.

Exams/Pop Quizzes: The professor reserves the right to administer pop quizzes, particularly in instances where it may become evident that individual class members, or the class as a whole, is not meeting expectations in terms of keeping up with the assigned reading for the course. My experience teaching this course is that when everyone has read the assigned course material, more spirited class discussions can occur.

Course Portfolio: At the end of the course, each class member will submit a course portfolio containing all class assignments. The course portfolio should be

in the form of a three-ring clear view notebook/binder with both an outside and inside cover page, a table of contents, a separate tab in the required course portfolio reflecting the submission of each class assignment, peer evaluations, and the final exam, etc. The required course portfolio, as submitted to the professor, should also contain a copy of the course syllabus. It should also **ONLY CONTAIN YOUR INDIVIDUAL COURSE WORK** as opposed to copies of work completed and/or submitted by others.

Work Submitted: All course work completed and submitted must be typewritten on 8 & ½ x 11 white paper and must conform to the latest (6th) edition of the APA editorial style manual.

Instructional Methods: Instructional methods include lecture and facilitated discussion, case study, role play and decision making exercises, student and/or practitioner presentations/guest lectures, demonstrations, and instructor presentations developed for on-line delivery formats, where appropriate.

Content Outline:

Session/Date	Topic	Assigned Reading
I	<p>Course Overview:</p> <ul style="list-style-type: none"> • Course Objectives/ Rationale • Course Requirements/ Expectations 	<p><u>Required Reading:</u></p> <p>1. Paulsen & Smart: Introduction (pp.1-8); CH: 3-4, pp. 55-132. CH: 5-6, pp.133-263. CH: 8, pp. 321-354. CH: 9, pp.396-415. CH: 12, pp. 461-479.</p>
II-III	<p>Course Introduction:</p> <ul style="list-style-type: none"> • Historical Perspectives • Economic & Political Context • Public Policy Debates • Costs: Why Have Costs Gone Up So Much? <ul style="list-style-type: none"> -Cost Drivers; -Cost vs. Price -Benefits of Higher Education; Public vs. Private. <p><u>Due:</u> Discussion Questions re: McPherson & Schulenburger Article (See Blackboard Course Documents).</p>	<p>1. St. John & Parsons: Introduction (pp. 1-16).</p> <p>2.St. John & Parsons: CH:5 pp. 79-107.</p> <p>3.Who is running the university? In <i>Tuition Rising: Why College Costs So Much</i>. Cambridge: Harvard.</p> <p><u>Suggested Reading:</u> Goldstein (2005). Preface & CH:2, pp. 13-30.</p> <p><u>Supplemental Reading (Optional)</u></p> <p>1. Breneman, D.W. (2001). <i>An essay on college costs</i>. NCES, USDOE.</p> <p>2.McPherson, P., & Schulenburger, D. (2010). Understanding the cost of public higher education. SCUP, pp.15-24.</p>

<p>IV-VI</p>	<p>Two Sides of the Ledger - Revenues and Expenditures: <i>So, where does the money come from and how do we spend it?</i></p> <p>Revenues</p> <ul style="list-style-type: none"> • Federal and State Roles in Financing Higher Education • Tuition • Auxiliary Enterprises • Grants & Contracts Donations & Endowments • Other Sources of Revenue <p>Expenditures</p> <ul style="list-style-type: none"> • <i>Instruction</i> • <i>Student Services</i> • <i>Academic Support Services</i> • <i>Research</i> • <i>Administration</i> • <i>Maintenance</i> • <i>Expenditures per FTE</i> • <i>Expenditures per Completion</i> 	<p>3.Heller, D. Trends in the affordability of Public Colleges and Universities: The contradiction of increasing prices and increasing enrollment. <i>The states & public higher education policy: Affordability, access, & accountability</i>, 11-38.</p> <p>3.NCES Quarterly (Spring, 2002). Study of costs and prices, 1988-89 to 1997-98. Vol. I.</p> <p>4.News from NASFAA (2002). Study of College Costs. 1988-1989 to 1997-1998. Vol. II.</p> <p>5.Finney, J. (2002). The National Center for Public Policy and Higher Education. <i>Losing ground: A national status report on the affordability of American Higher Education.</i></p> <p>Required Reading:</p> <p>1. Paulsen & Smart: CH: 8, pp. 321-354. CH: 9, pp.396-415. CH: 12, pp. 461-479.</p> <p>2.St. John & Parsons: CH:5 pp. 79-107.</p> <p>Suggested Reading:</p> <p>1.Theelin, J.R. (2004). Higher Education and the Public Trough: A Historical Perspective. In <i>Public funding of higher education: Changing contexts and new rationales.</i> St. John, E.P. and Parsons, M.D. (Eds.). Baltimore, MD: Johns Hopkins University Press.</p> <p>2 Hauptman, A. (2001). Reforming the ways in which states finance higher education. In Heller, D. (Ed.). <i>The states and public higher education policy: Affordability, access, and accountability</i>, 64-80.</p> <p>3. Kane, T.J. (1999). <i>Student Aid After Tax Reform: Risk and Opportunities.</i> In <i>Financing a college education: How it works, how its changing.</i></p> <p>4. King, J. (1999): CH: 1, 5, & 10.</p> <p>5. Hovey, H. (1999, July). <i>State spending for higher education in the next decade: The battle to sustain current support.</i> San</p>
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		<p>Jose, CA: National Center for Public Policy & Higher Education, in conjunction with State Policy Research, Inc. (Not In course manual).</p> <p>6. Visit website of Florida Prepaid College Board: http://www.florida529plans.com</p> <p>7. Hearn, J. (2003). <i>Diversifying revenue streams: Opportunities and risks</i>. Center for Policy Analysis: ACE. http://www.acenet.edu/bookstore/pdf/2003_diversify_campus.pdf</p> <p>8. Goldstein: CH: 2 (pp. 31-52).</p> <p>9. Bittingham & Pezzullo (1990). <i>The campus green: Fundraising in higher education</i>. ASHE-ERIC Higher Education Reports. Washington, DC.</p> <p>10. Ehrenberg, R. (1998). <i>Endowment policies, development policies, and the color of money</i>. In Tuition Rising: Why college costs so much. Cambridge: Harvard University Press.</p> <p>11. Blumestyk, M., (2001, October). <i>Turning patent royalties into a sure thing</i>. CHE.</p>
VII-VIII	<p>Part I: Planning, Budgeting & Higher Education</p> <ul style="list-style-type: none"> • Two Major Types of Budget <ul style="list-style-type: none"> -Operating Budgets -Capital Budgets • Eight (8) Approaches To Higher Education Planning and Budgeting • The Higher Education Budget Process <p>Part II: Financial Management and Higher Education”</p> <p>Part III: Higher Education Business Finance & Ethics</p> <p>Ethical Case Study Analysis and Discussion</p> <ul style="list-style-type: none"> -Case Study Analysis Guidelines -Case Study in Higher Education Finance. 	<p>Required Reading:</p> <ol style="list-style-type: none"> 1. Paulsen & Smart: CH: 14, pp. 501-523. 2. Paulsen & Smart: CH: 15, pp. 543-568. 3. Case Study HANDOUT(s). <p>Suggested Reading:</p> <ol style="list-style-type: none"> 1. Goldstein: <i>College & University Budgeting</i>: CH: 1; 3-5; and the Appendix (pp. 163-175). 2. Professor’s Lecture Notes (Posted on Blackboard in Course Documents).

IX	Experiential Component: Campus Budget Hearings/Presentations (EXACT DATES – TBD).	Required Reading: 1. Paulsen & Smart: CH: 14, pp. 501-523. 2. Paulsen & Smart: CH: 15, pp. 543-568. 3. HANDOUT(s). Suggested Reading: Goldstein: <i>College & University Budgeting</i> : CH: 1; 3-5; and the Appendix (pp. 163-175).
X	Reflections on Budget Presentation/Hearings <u>DUE: NEXT CLASS SESSION:</u> Individual/Group Paper Presentation/Thematic Discussion re: “Searching for Profitable Opportunities: Financing H.E. & Related Policy Issues in Selected Higher Education Settings”	Required Reading: 1. Paulsen & Smart: CH: 14, pp. 501-523. 2. Paulsen & Smart: CH: 15, pp. 543-568. 3. HANDOUT(s). Suggested Reading: Goldstein: <i>College & University Budgeting</i> : CH: 1; 3-5; and the Appendix (pp. 163-175).

XI	<p>Out-of-Class Work on Individual/Group Presentations</p>	<p>Required Reading: Paulsen & Smart: CH: 12, pp.461-479. CH: 13, pp. 480-500.</p>
XII-XIII	<p>Thematic Discussion re: “Searching for Profitable Opportunities, Financing H.E. & Related Policy Issues in Selected Higher Education Settings”</p> <ul style="list-style-type: none"> • Academic Capitalism • Technology Transfer (Mohammed) • Study Abroad Programs (Melissa & Tania) • College Athletes (Bridget) • The Privatization Of Higher Education • Funding Higher Education in the Public Interest • Distance Education • Other <p><u>DUE:</u> Individual/Group Paper Presentations.</p>	<p>Required Reading (Cont'd.) Paulsen & Smart: CH: 12, pp.461-479. CH: 13, pp. 480-500.</p> <p><u>Suggested Readings (Optional):</u> <i>Following are some Additional Readings that May Be Helpful to You in Developing Your Midterm Paper/Presentation:</i></p> <ol style="list-style-type: none"> 1. Blumestyk, M., (2001, October). <i>Turning patent royalties into a sure thing.</i> CHE. 2. Schemo, D.J. (2007, August 13). In study abroad, Gifts and money for universities. <i>New York Times</i>. Available at http://www.nytimes.com/2007/08/13/education/13abroad.html 3. Thamel, P. (2006, August 23). In college football, big paydays for humiliation. <i>New York Times</i>. Available at http://www.nytimes.com/2006/08/23/sports/ncaafotball/23college.html?_r=1&scp 4. Wright, D., Floydette Cory-Scruggs, & King, (2010) A look at internal and external environments, Processes, and Strategic Options in the Wake of Financial Stress in Public Higher Education. <i>IJEP</i>. 5. Johnstone, D.B. (1997). Public & private partnerships: Leveraging private giving with public policies & public revenues. In <i>The Advancement President and the Academy</i>. 6. Ehrenberg, R. Why do costs keep rising at selective private colleges and universities? In <i>Tuition Rising: Why College Costs So Much</i>. Cambridge: Harvard 7. Schuh, J. (2003, Fall). <i>Contemporary financial issues</i>

		<p><i>in student affairs. New Directions for Student Affairs</i>, 103.</p> <p>8. Schuh, J. (1990). <i>Financial management for student affairs administrators</i>. Alexandria, VA:</p> <p>9. Scafidi, G.P., & Schwartz, A. (2003). What's "Up" with the price of two-year colleges? Cornell Higher Education Research Institute (CHERI). Conference on the Complex Community College. Oct.13-14.</p> <p>10 . Suggs, W. (2004, April 30). At some colleges, students tax themselves to pay for sports. Chronicle of Higher Education.</p> <p>Also see the following websites: http://chronicle.com/weekly/v50/i34a03701.htm http://www.ilr.cornell.edu/cheri/conf/chericonf2003-oct/chericonf2003-oct_09.pdf</p> <p>11. Rhoades, G. (2006, Spring) The higher education we choose: A question of balance. <i>The Review of Higher Education</i>, 29, 3, 381-404.</p> <p>12. Johnson, B. (nd). The US higher education system: Structures, governance, and finance. (Patterns in Russia, p. 10).</p> <p><u>Required Reading:</u> Paulsen & Smart: CH: 15, pp.545-568.</p>
XIV	The Finance of Higher Education: Implications for Theory, Research, Policy, and Practice in the 21st Century	
XV	Final Exam -Budget Planning and Decision Making Exercise/Case Study Analysis Due: (1) Book Abstract, Review & Critique (2) Course Portfolio COURSE EVALUATION	

POLICIES AND PROCEDURES

THE “12 Hour” Rule:

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, which translates to 12 credit hours for a master’s 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 program prior to exceeding the 12 credit hours, or else risk not having additional credit hours accepted for the program. The Department of Educational Leadership rigorously applies this policy. Students who complete more than 12 credit hours without being accepted into the program will only have their first 12 credit hours counted.

ACADEMIC POLICIES

The following university policies address important classroom practices:

Attendance:

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.” Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical conduct in class. Reasonable accommodations are made for religious observances.

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 your instructor at your earliest convenience.

Note: 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) 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 me, as the instructor, immediately by submitting a letter from the Disabilities Office to me, as your instructor, requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

Religious Holidays

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.

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.

University Honor Code

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty 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. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001 at http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest

ethical standards. Dishonesty 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. 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.

The FAU Code of Academic Integrity prohibits dishonesty and requires a faculty member, student, or staff member to notify an instructor when there is reason to believe dishonesty has occurred in a course/program requirement. The instructor must pursue any reasonable allegation, taking action where appropriate. Examples of academic dishonesty include, but are not limited to, the following:

(A) Cheating

1. The unauthorized use of notes, books, electronic devices, or other study aids while taking an examination or working on an assignment.
2. Providing unauthorized assistance to or receiving assistance from another student during an examination or while working on an assignment.
3. Having someone take an exam or complete an assignment in one's place.
4. Securing an exam, receiving an unauthorized copy of an exam, or sharing a copy of an exam.

(B) Plagiarism

1. The presentation of words from any other source or another person as one's own without proper quotation and citation.
2. Putting someone else's ideas or facts into your own words (paraphrasing) without proper citation.
3. Turning in someone else's work as one's own, including the buying and selling of term papers or assignments.

(C) Other Forms of Dishonesty

1. Falsifying or inventing information, data, or citations.
2. Failing to comply with examination regulations or failing to obey the instructions of an examination proctor.
3. Submitting the same paper or assignment, or part thereof, in more than one class without the written consent of both instructors.
4. Any other form of academic cheating, plagiarism, or dishonesty.

For full details of the FAU Code of Academic Integrity, see University Regulation 4.001 at

[http://wise.fau.edu/regulations/chapter4/4.001 Code of Academic Integrity.pdf](http://wise.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf).

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RATIONALE -To provide consistency and continuity in terms of the course pre-fix schema with regard to graduate courses offered at FAU in the Higher Education Graduate Program's Professional Knowledge Requirements. These courses have already been approved . This is a course change of course prefix and course number only.

Dianne Wright

To: Robert Shockley
Subject: RE: Department Responses to Proposed Course Changes - EDA 6540 and EDA 7236

From: Robert Shockley [<mailto:shockley@fau.edu>]
Sent: Tuesday, November 23, 2010 11:49 AM
To: Dianne A. Wright; Deborah L. Floyd; Kristy De Meo; Valerie Bryan
Cc: Chantal Sinady; Barbara Ridener; Deena Wener; Irene Johnson; Jim McLaughlin; Michael Brady; Sue Graves
Subject: Department Responses to Proposed Course Changes - EDA 6540 and EDA 7236

Below are department responses to Department of Educational Leadership course number and pre-fix proposed changes to EDA 6540 and EDA 7236. Responses have been received from ESE, CEI and ESHP. No responses were received from TL, CE or CSD. Please contact me if there are questions. **Bob Shockley**

The changes you proposed to EDA 6540 and EDA 7236 do not conflict with anything in our program or course inventory.

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

Bob:

The Department of Curriculum, Culture, and Educational Inquiry sees no conflict with the course number and prefix changes for your department. Take care.

H. James McLaughlin
Professor and Chair
Department of Curriculum, Culture, and Educational Inquiry
338 Education building
Florida Atlantic University
Boca Raton, FL
561-297-3965

Bob, our department does not have any conflicts with your HE-syllabus and change. Regards,

B. Sue Graves, Ed. D., Department Chair
Exercise Science and Health Promotion Department
Florida Atlantic University
777 Glades Road, Field House 11
Boca Raton, Florida 33431

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B. Sue Graves, Ed. D., Department Chair

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Dianne Wright

From: Robert Shockley [shockley@fau.edu]
Sent: Tuesday, November 30, 2010 11:31 AM
To: Dianne A. Wright
Cc: Deborah L. Floyd
Subject: FW: Department Responses to Proposed Course Changes - EDA 6540 and EDA 7236

FYI! RS

Robert Shockley, Chair
Department of Educational Leadership and Research Methodology
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777 Glades Rd.
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From: Barbara Ridener
Sent: Monday, November 29, 2010 9:38 PM
To: Robert Shockley
Cc: Dianne A. Wright; Deborah L. Floyd; Kristy De Meo; Valerie Bryan; Chantal Sinady; Deena Wener; Irene Johnson; Jim Mclaughlin; Michael Brady; Sue Graves
Subject: Re: Department Responses to Proposed Course Changes - EDA 6540 and EDA 7236

Teaching and Learning sees no conflicts.

Barbara

On Nov 23, 2010, at 11:48 AM, "Robert Shockley" <SHOCKLEY@fau.edu> wrote:

Below are department responses to Department of Educational Leadership course number and pre-fix proposed changes to EDA 6540 and EDA 7236. Responses have been received from ESE, CEI and ESHP. No responses were received from TL, CE or CSD. Please contact me if there are questions. Bob Shockley

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Michael P. Brady, PhD

Professor & Chair