FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST

DEPARTMENT NAME: DEPARTMENT OF EDUCATIONAL LEADERSHIP AND RESEARCH METHODOLOGY	COLLEGE OF: EDUCATION
COURSE PREFIX & NUMBER: EDA 6540	CURRENT COURSE TITLE: ORGANIZATION AND ADMINISTRATION OF HIGHER EDUCATION

CHANGE(S) REQUESTED

SHOW "X" IN FRONT OF OPTION

CHANGE CREDITS FROM   TO: N/A

CHANGE GRADING FROM   TO: N/A

CHANGE PREREQUISITES TO: N/A

CHANGE MINIMUM GRADE TO: N/A

CHANGE CO-REQUISITES TO: N/A

CHANGE OTHER REGISTRATION CONTROLS TO: N/A

OTHER : RATIONALE: This course is already approved. This is a course change of the course prefix and course number only.

SHOW "X" IN FRONT OF OPTION

X CHANGE PREFIX   FROM EDA   TO: EDH

X CHANGE COURSE NO. FROM 6540   TO: 6635

CHANGE TITLE TO: N/A

CHANGE DESCRIPTION TO: N/A

CHANGES TO BE EFFECTIVE (TERM): FALL, 2011

Attach syllabus for ANY changes to current course information.

Will the requested change(s) cause this course to overlap any other FAU course(s)? If yes, please list course(s).	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.
YES NO XX	

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

Approved by:	Date:
Department Chair: _[signature]_	2/11/11
College Curriculum Chair: _Linda Webb_	3/2/11
College Dean: _____	_____
UGPC Chair: _____	_____
Dean of the Graduate College: _____	_____

Syllabus—must include all criteria as detailed in UGPC Guidelines.

Go to: 6540

Sign Here

Written Consent—required from all departments affected.

FAUchangeGrad—Revised May 2010

FEB 1 6 2011

[FLORIDA ATLANTIC UNIVERSITY
HIGHER EDUCATION
DEPARTMENT OF EDUCATIONAL LEADERSHIP

ORGANIZATION AND ADMINISTRATION OF HIGHER EDUCATION
~~EDA 6540~~ EDH 6635
(Syllabus and Study Guide)
TIMES, DAYS, LOCATION:
(To be announced)
PROFESSOR INFORMATION:
(To be announced)

COURSE DESCRIPTION (FAU Catalog)

3 Credits. Purposes, organization and administration of institutions of higher education in the U.S., both public and private are studied.

COURSE DESCRIPTION (Expanded)

This course will be an intense overview of the areas of leading, managing and governing all sectors of American higher education. The diverse types of institutions (as categorized by the Carnegie Classification System) will be studied in the context of different missions and purposes of universities, community colleges, state colleges, private liberal arts colleges, proprietary colleges, technical colleges, and private universities. Various internal and external organizational structures will be discussed in the context of institutional type. Speakers and case studies from diverse sectors of higher education may be incorporated into the classroom learning activities.

Students will develop a deeper appreciation of highly complex, multi-faceted, and ever-changing state and local governance systems and their effects on local institutional organization and administration. Students will develop an understanding of various external forces that influence higher education.

Various management and leadership approaches to higher education will be studied and challenged in terms of their effectiveness and appropriateness to various higher education sectors. Management and organizational issues will be studied and discussed in areas such as roles of specific leaders in colleges and universities, challenges leaders face in various roles, and realistic challenges of leading in a rapidly changing arena of American higher education.

Students will also enhance their writing, presentation, group, research, and interview skills through the assignments and class participation.

REQUIRED TEXTS AND READINGS

Brown, C.B., Ed. (2000). *Organization and governance in higher education*, 5th ed. . ASHE reader series. Boston: Pearson Publishing Company.

Collins, J. (2001). *Good to great.* New York: Harper Collins.

Collins, J. (2005) *Good to great and the social sectors: a monograph to accompany Good to great.* New York: Harper Collins.

The Chronicle of Higher Education. http://chronicle.com
It is expected that all students either subscribe to The Chronicle or have daily on-line access through their employment.

Publication Manual of the American Psychological Association (6th ed.).(2009). Washington, D.C.: American Psychological Association.

*All papers must be in APA format. It is expected that all students have access to resources to ensure their papers are in the appropriate APA format.

The Carnegie classification of institutions of higher education, 2008 ed. Available from the Carnegie Foundation website http://Carnegiefoundation.org/classification

RECOMMENDED AND SUPPLEMENTAL READINGS
A rich body of literature surrounds the topics we will cover this term. The list provided below is by no means definitive. Students are encouraged to add readings they find that may add to their body of knowledge. Postings of texts or materials is encouraged. An area on Blackboard will be provided for these additions. Indeed, students should become familiar with the range and depth of the literature in this area. **Please note the starred readings or sites with readings as these will be the selections for the Pro-Active report.**

Ackerman R.H. and Maslin-Ostrowski P. (2002). *The wounded leader: How real leadership emerges in time of crisis.* San Francisco: Jossey-Bass. **

Balderston, F.E. (1995). *Managing today's university.* San Francisco: Jossey-Bass.

Bergquist, W.H. (2008). *Engaging the six cultures of the academy.* San Francisco: Jossey-Bass. **

Bess, J. and Dee, J.R. (2008). *Understanding college and university organization: Theories for effective policy and practice: The State of the System.* Vol. I. Sterling, VA.: Stylus Publishing.

Bess, J. and Dee, J.R. (2008). *Understanding college and university organization: Theories for effective policy and practice: Dynamics of the System.* Vol. II. Sterling, VA.: Stylus Publishing.

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Birnbaum, R. (2000). *Management fads in higher education: Where they come from, what they do, why they fail.* San Francisco: Jossey-Bass. **

Cohen, A.M. and Brawer, F.B. (1996). Governance and administration: Managing the contemporary college, In Cohen, A.M. and Brawer, F.B. *The American community college, 3rd ed.* San Francisco: Jossey-Bass.

Duderstadt, W. (2003). *A university for the 21st century.* Ann Arbor: The University of Michigan Press. **

Duderstadt, W. (2004). *The future of the public university in America: beyond the crossroads.* Baltimore: Johns Hopkins University Press. **

Duderstadt, W. (2007). *The view from the helm: leading the American university during an era of change.* Ann Arbor: The University of Michigan Press

Hirsch, W.Z. and Weber, L.E. (2001). *Governance in Higher Education: The university in a state of flux.* London: Economics Ltd.

Massy, W. (2002) *Virtual U: A simulation of university management.* (Available through www.virtual-u-org.

Morgan, G. (1996). *Images of organizations.* Thousand Oaks: Sage Publications. **

Vaughn, G.B. (2000). *Balancing the presidential seesaw: Case studies in community college leadership.* Washington, D.C.: Community College Press of the American Association of Community Colleges.

COURSE OBJECTIVES

1. To familiarize the learner with the aspects of organization and management in higher education settings.
2. To develop an appreciation of the multi-faceted, complex nature of higher education management and governance.
3. To develop an understanding of the internal and external forces influencing higher education.
4. To comprehend the differences in public, private and for-profit higher education organizations.
5. To understand various management and leadership approaches to the higher education enterprise.
6. To understand the role of the various constituent groups in the higher education enterprise.

7. To assist the students in presenting research through written and oral assignments focusing on the organization and management of higher education.

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.

COURSE REQUIREMENTS

The intent of this course is to create a community of learners in which we all contribute and learn from one another. To create this environment, students must complete all assigned readings and fully participate in class discussions and group activities. <u>Regular attendance at all class meetings is required.</u>

Following is an abbreviated listing of the assignments and requirements:

- *Course Readings*
- *Class Participation*
- *Leadership Interview*
- *Pro-Active Book Review and Presentation*
- *Research Paper*

PART II: Major Assignments and Course Requirements

Organization and Administration of Higher Education
EDH 6635

Course Readings

Read the assigned sections of the ASHE reader and the Collins text and monograph. Please note that the course schedule delineates the due dates for the readings. Reading additional articles from the ASHE reader is encouraged as well as material from the recommended reading list. While time may not permit a full discussion of all of the reading, the material will be used as foundations and references for class discussions, interviews and writing presentations. This is a fast track course and the reading is vital to understanding the complexity and richness of the topic.

Attendance and Class Participation

Participation is an important portion of the course grade and the general learning process. Each student should make every effort to attend all class sessions, to be fully engaged in the class discussions, and to participate in Blackboard discussions as assigned.

Student Goals and Profile

Students must complete the Student Information Profile and Learning Objectives Form which will be distributed the first day of class. A copy is available on the Blackboard Site and may be printed off and filled in prior to the first class. In addition to providing the professor general contact information, each student should study the course material (syllabus, course description, assignments, etc.,) and develop specific goals for this course.

Leadership Interview

Each student will interview a higher education leader and prepare a written summary of the interview. Leaders may be presidents or deans or a senate leader or chief academic officer. Moreover, the person interviewed must be from another institution apart from the student. This assignment will be discussed more fully in class. Each student should consider the material presented in the Collins text and monograph and query the leader on his/her perspectives on these approaches within the institution. In addition to inquiring about leadership, management and organizational issues, each student will want to ask basic questions about the roles, responsibilities, and organizational reporting of each leader interviewed. If external forces (legislative, board, etc.,) are impacting the leader, this area should be explored.

The purpose of the paper is to assess the role of the leader within the organization. How does s/he perceive that role? Is the leader engaged in the "cause"? Does s/he have the support to carry out the mission, vision, etc. How does s/he make decisions? What is his/her greatest personal challenge? Professional? Are his/her goals congruent with the university/college? Is the individual perceived as a leader by others? How do you perceive the leader manages himself/herself? Others?

Students will want to review documents such as the catalog, annual reports, and web sites in preparation for the interviews. At a minimum, the student should explore the following prior to the actual interview:

1. What is the institutional type of this college/university as classified by the Carnegie Classification system? What are the mission, vision, values of the college/university and are they congruent with the Carnegie description? Are these statements clear and is there evidence of administrative practices congruent with the goals.

2. How is the institution governed externally? A governing or advisory board? What is the composition of the board? What is the relationship between the president and the board? How does the board meet and who sets the agenda? Are the meetings open to the public and why or why not? What accrediting agency or oversight group charters, monitors, or funds the institution?

3. How is the college/university organized internally? Can you obtain an organizational chart? Is it on the web?

4. Is there a specific management approach used within the college/university?

5. Is collective bargaining part of the management process? How does it work?

6. What are the biggest challenges facing the institution? How are these challenges perceived by the various stakeholders such as the administration, faculty, or students?

7. What is the leader's role within the organization? Is he/she part of the strategic management group within the college/university setting?

8. What stakeholders impact the organizational leadership of the college/university?

Please confirm interviewees with the professor. The written report may include supportive materials such as organizational charts or other appropriate aids. Brief oral reports will be given, BUT the 10 page written report will not be distributed and is privileged between the student and the professor.

Proactive Reading Report and Presentation

Students will be assigned to a reading group. Each group will select a book from the Recommended Reading list provided in the Syllabus. The choices for selection are marked with an asterisk. Groups and books will be assigned at the first class session. Each student will read the book "proactively" and write a report. The process for writing the report will be posted on Blackboard. Students will be expected to discuss their findings with their group members. A Blackboard discussion site will be available for each group. Then, **at the final class meeting each group will present the report to the class.** Students will hand in their **individual report.** Furthermore, the group should prepare an annotated brief bibliography of the selected book for each class member. The group will also be evaluated on their presentation which should last no longer than 30 minutes.

Scholarly Research Paper

The final for this course is a scholarly research paper that is issues oriented. The purpose of this paper is to give the student an opportunity to explore an organizational issue within his/her college. The student will analyze a problem and present a solution that is grounded in the readings, in theory, and in practice. The first part of the paper should present the problem. The student should draw upon literature that has been presented in the text(s) to illustrate the organizational issues that are being confronted. Then, the student should present an informed discussion on how they problem can be resolved. Keep in mind that as a higher education leader, you will often be required to lead discussions, conduct departmental meetings, make presentations at conferences or seminars, explain concepts and approaches to followers, and write reports that present perspectives on a variety of matters. In those instances, you will be considered a "designated expert". Staff, peers, colleagues, and others will rely on your expertise and knowledge to help them make informed decisions, to understand expectations of leadership and to follow you as the leader. This paper should be written as a report that you will be giving to advance a management/ organizational concept that you believe can advance your area of the organization to achieve excellence or to solve a pressing organizational concern.

Students are strongly urged to discuss the topic and approach for the paper with the professor. Papers must be in approved APA format. The length of the paper will be determined by the author. Generally, manuscripts of this type are 10-12 pages. **This paper will be due one week after the last class meeting .**

FLORIDA ATLANTIC UNIVERSITY

DEPARTMENT OF EDUCATIONAL LEADERSHIP
HIGHER EDUCATION

Organization and Administration of Higher Education
EDH 6635
Spring 2011

Course Schedule and Regular Assignments

Please note: This is a fast track course. There will be a considerable amount of reading prior to each class; therefore, it is recommended that the students begin the readings as soon as possible to enable informed discussions for each session. Students are expected to search the web for relevant information and read *The Chronicle of Higher Education* as well as read the assigned material.

Class Sessions 1-3:
- Introduction and Overview of Organization and Administration in Higher Education settings
    - Complexity of the enterprise
    - Methods of classification of the entities
    - Understanding the system
- Overview of Organizational Theory
- Overview of Class Expectations
- Instructional methods: power point, lecture, discussion

Assignment for Class Session 1:
- Read the forward and the introduction in the ASHE Reader
- Read a minimum of two articles from Part I, a minimum of two articles from Part II, and Chapter 36 and 39 in Part VIII.
- Prepare a one paragraph summary of each article in preparation for the class discussion.
- Check the web site on Carnegie Classifications (site provided in the syllabus as part of Recommended Reading list
- Find at least one article from either *The Chronicle* or a web site related to higher education that presents information on organization and administration in higher education settings
- Begin reading the Collins text and monograph.

Assignment for Class Sessions 2-3:
- Complete the Collins book *Good to Great* and the accompanying monograph, *Good to Great and the Social Sectors*

- In Part III of the ASHE Reader, read Chapter 12 and one additional article and write a one-paragraph analysis of each article
- In Part V of the ASHE Reader, read Chapter 23, and one additional article and write a one-paragraph analysis of each article

Class Sessions 4-6:
- Perspectives on management principles based on the readings, discussion and lecture
- Discussion on Climate and Culture
- Overview of management in relation to social sector and higher education
- Pro-Active Reading Groups
- Speaker: TBA
- Instructional Methods: Power point, discussion, audio tapes, lecture

Assignment for Class Sessions 4-6:
- In ASHE Reader, read Part IV
- Review AACC article on Presidential Competencies (see website or professor will provide additional information on the Blackboard site
- Read Part VIII, Chapter 37
- Work on Leadership Interviews. Students should use the readings as a base for their writing of the assignment of the Leadership Interview which will be due at the fourth class session
- Students should be reading the book for the Pro-Active report and Groups should be considering how they will report material to the class

Class Sessions 7-9:
This class will feature practitioners in the various fields of higher education Who will spend the time with the students on various aspects of the Academy. Additional information and possible additional readings will be Provided the class at Class Two.

Assignment for Class Sessions 7-9:
- Read two articles from Part VI and two articles from Part VII in the ASHE reader and write a one-paragraph analysis of each article
- Read in Part VIII, Chapter 38 and write a one-paragraph analysis
- Leadership Interview is due

Class Sessions 10-12:
- Leadership/Management Perspectives
- Discussions on Leadership Interviews
- Perspectives on Organizational Change
- Race, Gender, and Multiculturalism in the Organization
- Speaker: TBA

Assignment for Class Sessions 10-12:
- Pro-Active Book Review
- Work on Scholarly Research Paper due one week after the close of class

Class Sessions 13-15:
- Pro-Active Book Reviews presented to the class
- Hand in group and individual reports
- Final views and tying it all together

Final Assignment
- The Scholarly Research Paper is due one week after the close of class. The professor will provide options for the students regarding transmittal and return of the paper.

ACADEMIC POLICIES

The following university policies address important classroom practices:

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.

Please 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.

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.

University Policy Regarding Non-Degree Credits

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

Library Information

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

BIBLIOGRAPHY

Ackerman R.H. and Maslin-Ostrowski P. (2002). *The wounded leader: How real leadership emerges in time of crisis.* San Francisco: Jossey-Bass.

Balderston, F.E. (1995). *Managing today's university.* San Francisco: Jossey-Bass.

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Vaughn, G.B. (2000). *Balancing the presidential seesaw: Case studies in community college leadership.* Washington, D.C.: Community College Press of the American Association of Community Colleges.

Key Web-sites

www.aacc.org. (American Association of Community Colleges)

www.acct.org. (Association of Community College Trustees)

www.ace.org.   (American Council on Education)

http://www.carvergovernance.com.
John and Miriam Carver provide excellent readings on policy governance. All students should view the website. **One reading group should select one book from the site for a pro-active report and presentation. ****

http://brookings.edu.
The Brookings Institute, a Washington based think-tank provides many excellent discussions regarding educational leadership and management.

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.

To:	Robert Shockley
Subject:	RE: 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

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

561-297-2938 (main office)

561-297-2790 (office)

561-297-2839 (fax)

www.coe.fau.edu

Visit us on Facebook. too.

Robert Shockley, Chair

Department of Educational Leadership and Research Methodology

Florida Atlantic University

777 Glades Rd.

Boca Raton, FL 33431

561.297.3551

Shockley@fau.edu

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
Florida Atlantic University
777 Glades Rd.
Boca Raton, FL 33431
561.297.3551
Shockley@fau.edu

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

> 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

1