

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL¹

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

DEPARTMENT: EDUCATIONAL LEADERSHIP &
RESEARCH METHODOLOGY (ELRM)

COLLEGE: EDUCATION

RECOMMENDED COURSE IDENTIFICATION:

PREFIX EDA COURSE NUMBER 7928 LAB CODE (L or C) NA

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

COMPLETE COURSE TITLE: Advanced Leadership Externship #1, 2 or 3

EFFECTIVE DATE

(first term course will be offered)

SPRING 2014

CREDITS:²
3 TO 6

TEXTBOOK INFORMATION:

THIS IS AN EXPERIENTIAL COURSE THUS TEXTBOOK IS AT DISCRETION OF THE PROFESSOR. SEE SYLLABUS FOR AN EXAMPLE.

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

COURSE DESCRIPTION, NO MORE THAN THREE LINES: IN THIS experiential learning course, students of educational leadership will apply leadership theory to practice and utilize inquiry methods to study a current, complex problem of practice.

PREREQUISITES*:

GRADUATE STANDING DOCTORAL
PERMISSION OF INSTRUCTOR
STA 7114 ADVANCED STATISTICS
EDA 6415 INTRODUCTION TO
QUALITATIVE INQUIRY
EDA 7106 LEAD 5: REFRAMING
ORGANIZATIONS

COREQUISITES*:

NA

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*:

COLLEGE OF EDUCATION GRADUATE LEVEL

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

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: DOCTORAL DEGREE IN EDUCATION, LEADERSHIP/ADMINISTRATION, OR RESEARCH


Faculty contact, email and complete phone number:


Pat Maslin-Ostrowski
pmaslin@fau.edu
561-297-3550

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

All 6 departments were notified by email July 10, 2013. Three departments responded that there is no impact on them. Three departments did not respond and were contacted again September 20. We indicated in the letter that no response means there is no impact. Comments are attached.

Approved by:

Department Chair: 

College Curriculum Chair: 

College Dean: 

JGPC Chair: 

Date:

9/25/13

10/23/13

10/28/13

11/3/13

1. Syllabus must be attached; see guidelines for requirements:

www.fau.edu/provost/files/course_syllabus.2011.pdf

Not required, but one is provided.

2. Review Provost Memorandum:

Definition of a Credit Hour

www.fau.edu/provost/files/Definition

Graduate College Dean: Brynn Pomeroy
UFS President: _____
Provost: _____

11.21.17

Credit Hour Memo 2012.pdf
3. Consent from affected departments
(attach if necessary) Not necessary-
leadership course restricted to ELRM
Department

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.

FLORIDA ATLANTIC UNIVERSITY
Department of Educational Leadership & Research Methodology (ELRM)

Leadership Externship Syllabus: Action Learning

EDA 7928

Executive Track

Saturday 8:30 a.m. – 4:30 p.m.

Course Description: IN THIS experiential learning course, students will apply leadership theory to practice and utilize inquiry methods to study a current problem of practice. Requires permission of instructor. Restricted to ELRM doctoral students.

Grading S/U. 6 credits.

Course Purpose: This experiential course is designed to bridge educational leadership theory and practice. Students work together in sets as consultants to address a real and challenging organizational problem identified by a client in the community and pre-arranged by the professor.

Learning Objectives:

Upon completion of the course a student will be able to:

1. Apply action learning principles for problem solving in an organizational setting;
2. Develop greater self-awareness;
3. Have an understanding of how theory links to practice;
4. Apply knowledge of group dynamics and adult learning and development principles to work groups; and
5. Integrate learning from the educational leadership program with real-time experiences.

Prerequisites: Lead V: Reframing Organizations, Introduction to Qualitative Inquiry, Advanced Statistics.

Course Connection to 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 & Overview of Assignments:

Students are expected to complete the assigned readings, fieldwork and project on time. Assignment due dates are outlined in the "Topic/Assignment Schedule" posted on Blackboard. Detailed descriptions of Assignments are posted on Blackboard and discussed at the first class meeting. There are graded assignments (outlined below) and non-graded assignments that will be

considered part of class participation.

- Each class participant is expected to attend class regularly, contribute to class discussions and help to create a safe, productive, and lively learning community in the classroom, at set meetings, in the field, and on Blackboard. Also, we expect each class member will bring an appreciation for or strive to cultivate an appreciation for different perspectives, willingness to work professionally with colleagues and the client, and a drive to learn and produce high quality work as a set. All field work and non-graded assignments will be considered part of class participation.
- Students are required to submit a series of Journal Reflections about their learning experiences.
- Sets must produce a comprehensive final report for the client that includes recommendations and a plan of action tailored to the client. Sets will make formal presentations of their findings to the client. These are group assignments.
- A final essay is due after the report is submitted and the presentation has been made to the client. This is an individual assignment.
- Sets are required to schedule a minimum of eight meetings outside of class time. The professor will consult with sets.
- Sets are required to participate in two formal meetings with the client, in addition to field work.

Required Reading:

Heifetz, R., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Boston, MA: Harvard Business Press.

Marguardt, Michael J. (2005). *Leading with questions: How leaders find the right solutions by knowing what to ask*. Palo Alto CA: Davies-Black Publishing.

Additional readings will be assigned by the professor or set members. Please see the Blackboard site for additional readings.

Recommended Reading:

Marguardt, Michael J. (2004). *Optimizing the power of action learning in action: Solving problems and building leaders in real time*. Palo Alto CA: Davies-Black Publishing.

Grades Will Be Based On:

Action Learning Field Study

Presentation.....20%

Report.....40%

Journal reflections.....	20%
Reflective essay.....	20%

FAU Grading Scale:

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

Attendance Policy:

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 is necessary for active involvement in all class sessions, discussions, and activities. There will be two mandatory client meetings on site, field work and a minimum of six set meetings (face-to-face and virtual) between the Saturday classes; each set member is expected to participate. A high standard of professional conduct is the norm, including honoring attendance commitments and punctuality.

Religious Holidays:

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

Students with Disabilities:

It is the policy of the College of Education to make reasonable accommodations for qualified individuals with disabilities and language barriers. Students with disabilities who require special accommodations to properly execute coursework must register at the campus Office for Students with Disabilities (OSD), and follow OSD procedures.

Disabilities and Accommodations

<http://www.fau.edu/policies/files/1.13%20Disabilities%20and%20Accomodations.pdf>

http://www.fau.edu/eop/ada/ada_policy.php

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 the student handbook.

Code of Academic Integrity

http://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf

Student Research vs. Class Project. ("FAU IRB Helpful Hints")

Student Research refers to human subjects research conducted by students in pursuit of an Honor's thesis, Master's thesis, dissertation, DIS, or other similar research. Student research projects should be submitted to the IRB and be actively monitored by the Responsible Principal Investigator.

*Class Research refers to students' involvement in course activities that are primarily intended to teach them how to conduct human subjects research, rather than contribute to generalizable knowledge. Results of these activities are generally not published or disseminated outside of an instructional setting. *In most cases, class research does not need to be reviewed by the IRB. If at a later point, you decide to continue a class project as a research project, submit an IRB application for review and approval.*

(Retrieved from Research Integrity website May 31, 2012)

Outline of Class Topics & Class Activities:

CLASS #1	
TOPICS:	CLASS ACTIVITY:
Introduction to Action Learning	Lecture: Foundations of action learning Overview of the course, logistics & expectations Guest Speakers (Action Learning graduates) Lunch with guest speakers
Ground rules	Develop norms for whole class Sets develop norms and goals Discuss importance of professional conduct when working with the client
Action Learning Text Review	Small groups prepare for text talk (activity based on main ideas of required text book)
Action learning experience	Action learning simulation
Forming Groups	Set exercises. Team building. Role assignments made in sets
Introduction to Client	Big picture of client problem presented (sets meet client later in semester)
CLASS #2	

TOPICS:	CLASS ACTIVITY:
Adult Learning and Development, Teams & Reflective Practice	Work in sets on assigned topic Interactive presentations by sets
Team development & project design Role of coach	Panel of speakers Applied action learning Role plays
Writing the Memo Of Understanding (MOU) Deliverables due to Client	Lecture & discussion
Literature review	Library research to investigate the client problem

CLASS #3	
TOPICS:	CLASS ACTIVITY:
Asking questions, framing the problem: What do you need to know?	Lecture & discussion Prepare for first client meeting Simulation of client meeting
Preparing final products	Review executive summary, final report, oral presentation, power point, handout

CLASS #4	
TOPICS:	CLASS ACTIVITY:
Forming Partnerships Identifying the Problem	Client meeting on site Engage in building a relationship with the client. Query the client to identify the problem. Explore access to client site. Discuss MOU and next steps

Making sense of the problem Action Plans Designing Protocols Set Planning	Sets clarify the problem and reflect on the client meeting. Lecture & discussion Sets work on developing preliminary action plans to address the client problem. Action plans will be developed in conjunction with MOU. The action plan must be designed and approved before creating protocols. All protocols must be first approved by professor and second by client before any data is collected.
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CLASS #5	
TOPICS:	CLASS ACTIVITY:
Field work Relations	Finalize action plans. MOU must be signed before data collection may begin.
Data Collection Implementing Action Plans	Lecture & discussion Protocols must be approved
Collegiality in work groups	Set assessments
Literature review informs understanding of the problem	Meet in sets to discuss draft literature review.

CLASS #6	
TOPICS:	CLASS ACTIVITY:
Data analysis	Lecture Workshop in sets Begin to examine data collected thus far Develop code list as appropriate
Assessment of action plan and role of coach	Set takes pulse on group process and fine tunes as necessary to meet goals
Final reports	Meet in sets to discuss the draft methods section for the report Meet in sets to discuss the draft methods section for the report

CLASS #7	
TOPICS:	CLASS ACTIVITY:

Field work relations	Check-In All data should be collected
Data analysis	Workshop in sets
Final Reports	Sets meet to review the draft introduction to the final report

CLASS #8	
TOPICS:	CLASS ACTIVITY:
Establishing Findings & Making Recommendations	Sets meet to review draft of findings section of report Sets determine recommendations. Sets develop an action plan for the client.
Writing Workshop: Final Reports	Sets complete writing and editing the final report. Establish work plan for addressing feedback on the report from the professor before sending draft to client for review. Establish work plan for addressing feedback on the report from client.
Prepare for client meeting	Plan presentation and develop visual aide (e.g. power point). Assign roles.

CLASS #9	
TOPICS:	CLASS ACTIVITY:
Effective Communication	Dress Rehearsal for oral presentation at second client meeting
Reflections on action learning	Structured reflection activity. Set responses

CLASS #10	
TOPICS:	CLASS ACTIVITY:
Presenting findings and recommendations to address the client problem	Client Meeting on site <i>Final Presentation to client</i> <i>Written Report and power point due to client</i>

CLASS #11	
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TOPICS:	CLASS ACTIVITY:
Meeting learning goals and ending well	Final reflections. Evaluation Celebration
	<i>Final Journal and Final Essay due</i>

**DEPARTMENT OF EDUCATIONAL LEADERSHIP & RESEARCH METHODOLOGY
(2010)**

Our Mission

The Department of Educational Leadership and Research Methodology is a community of scholars focusing on the preparation and support of leaders and researchers in Florida, the nation, and the international community.

Our Values

Our values represent what we collectively stand for and reflect how we aspire to execute our responsibilities on a daily basis. These values provide guidance with regard to the practices that will assist us in moving toward our individual and collective visions.

Leadership

As educational leaders, we believe that leaders who possess a world view make a significant difference in their own performance and that of their organizations when that view is applied locally to shape policy, programs, and practice. We will strive to prepare and support educational leaders who: (a) create dynamic learning environments where people engage in ongoing reflective and critical self-inquiry as a prelude to action; (b) recognize that educational leadership is a transformative and political process to bring about positive change; (c) create high-performing, results-oriented organizations; and (d) engage their organizations and communities in the pursuit of a better world.

Research and Scholarship

As a community of scholars, we value the discovery, investigation and application of research methodologies, traditional and innovative. We support student and faculty inquiry: rigorous interdisciplinary research leading to theory-building and enhancement of teaching, learning, and the practice of leadership. We will foster engagement with schools, colleges and universities, governmental and community organizations, public and private.

Social Responsibility

As ethical and informed leaders, we value leadership that is socially responsible, upholds high ethical standards, and embraces diversity of ideas and individuals. We believe in creating a collegial community where all members are expected to treat each individual with civility, empathy, respect, fairness, and forthrightness. We believe that our purpose is to prepare aspiring leaders to create a healthy, sustainable and regenerative society for present and future generations.

Learning Community

As a community of learners, we believe that lifelong learning for faculty and students is the basic foundation for and the essential outcome of our Educational Leadership program. We will strive to preserve and strengthen an equitable, stimulating, and productive learning community in which faculty and students collaboratively engage in active learning and inquiry and invest in one another's growth and development. We will seek to prepare educational leaders who are skilled in developing vigorous learning communities in their workplaces.

ASPIRATION

Our values lead the way ...

To distinctively impact our faculty, students, communities, and educational policy, practice, and research.

OUR PRIORITIES

This set of flexible priorities describes the *targeted areas that the Department will address* to accomplish the aspiration/mission over the next 3-5 years.

- Develop and deliver curricula and learning experiences that incorporate multi-dimensional and diverse perspectives.
- Produce interdisciplinary research and research-based models that can be used to improve socially responsible leadership and research practice.
- Create opportunities to unite and celebrate the distinctive work of our faculty, students, alumni, and partners.
- Cultivate alliances both within the university and with schools, colleges and universities, governmental and community organizations, public and private.
- Develop and sustain a collegial community of scholars where all members treat each individual with civility, compassion, and forthrightness.
- Educate aspiring and practicing leaders to be skilled at developing vigorous learning communities in their workplaces.
- Foster ongoing professional growth and development of our faculty and staff.

Approved 6/24/2010



College of Education
Educational Leadership & Research
Methodology
3200 College Avenue
Davie, FL 33314 USA
pmaslin@fau.edu
www.leadership.fau.edu

September 24, 2013

Dr. Paul Peluso
Department of Counselor Education
COE Graduate Programs Committee
Chair, Curriculum Issues sub-committee
FAU

Dear Dr. Peluso:

The Department of Educational Leadership & Research Methodology is submitting a proposal for a new experiential learning course: EDA 7928 Advanced Leadership Externship #1, 2 or 3 for review by the COE Graduate Programs Committee. The faculty believe that the course is needed to further the learning and development of educational leadership doctoral students, and that the course will help students to bridge theory and practice. For many doctoral students this will be considered a capstone course.

The proposed experiential leadership course is restricted to upper level doctoral students in educational leadership and based on our inquiry of the six other departments in our college, the course does not have an impact on other departments. We are providing a copy of the email responses we received.

We are providing three documents for your review: the new course proposal, the course rationale, and a syllabus. All documents will be submitted electronically and in paper form.

Thank you and others for serving on the committee and for reviewing the application. I understand that this proposal will be considered at the next scheduled Graduate Programs Committee meeting. Please let me know if you have any questions or require additional information. Thank you!

Yours truly,

Pat Maslin-Ostrowski

Pat Maslin-Ostrowski, Ed.D.
Professor, Educational Leadership & Research Methodology

cc: Rossi, Shockley, Floyd

Rationale for New Course Proposal

Proposed Course: *EDA 7928 Advanced Leadership Externship #1, 2 or 3*

Department of Educational Leadership & Research Methodology

College of Education, FAU

April 23, 2013

The department is proposing a new experiential learning course:

EDA 7928 Advanced Leadership Externship #1, 2 or 3.

The course is needed to further the learning and development of educational leadership doctoral students. It requires students to apply leadership theory to practice in real time and to utilize inquiry methods to study a current, complex problem of practice. The proposed course, EDA 7928, will be restricted to doctoral students in the Department of Educational Leadership & Research Methodology who will work together on small teams and interact with a client identified by the professor. It will fulfill an experiential learning requirement for doctoral students.

As indicated in the course catalog, the department currently offers a similar course for masters and specialist level students:

Administrative Externship #1, 2, or 3 (EDA 6925) 3-6 credits

Requires advisor signature to enroll. Grading: S/U

At present, doctoral students seeking an externship experience must enroll in the 6000 level course because there is no other option. The new advanced level course will not be open to masters and specialist students.

No syllabus is required for a new externship course, however, one is provided with the application in case helpful.

Kathleen Dubois

From: Emery Hyslop-Margison
Sent: Wednesday, July 10, 2013 12:25 PM
To: Robert Shockley; Barbara Ridener; Deena Wener; Michael Brady; Paul Peluso; Sue Graves
Cc: Safeeia Azam; Kathleen Dubois; Patricia Maslin Ostrowski
Subject: RE: New Course Proposal letter to chairs

Follow Up Flag: Follow up
Flag Status: Flagged

Dear Dr. Shockley,

Given the focus of the proposed course, EDA 7928 Advanced Leadership Externship, connects leadership theory to practice in the field, and after reviewing the supplied materials, I do not see any impact on CCEI courses or programs.

Dr. Emery J. Hyslop-Margison
Professor and Chair
Department of Curriculum, Culture and Educational Inquiry
College of Education
Florida Atlantic University
Boca Raton, FL 33431

Email: ehyslopmargison@fau.edu
Phone: 561-297-3965
Fax: 561-297-2925

From: Robert Shockley
Sent: Wednesday, July 10, 2013 11:47 AM
To: Barbara Ridener; Deena Wener; Emery Hyslop-Margison; Michael Brady; Paul Peluso; Sue Graves
Cc: Safeeia Azam; Kathleen Dubois; Patricia Maslin Ostrowski
Subject: FW: New Course Proposal letter to chairs

The Department of Educational Leadership & Research Methodology is submitting a proposal for a new experiential learning course: EDA 7928 Advanced Leadership Externship #1, 2 or 3, and would like you to please review the proposal to note if there is any impact on your department. The proposed course is restricted to upper level doctoral students in educational leadership.

After your consideration, please respond in writing and we will include your response with our application. The faculty believe that the course is needed to further the learning and development of educational leadership doctoral students, and that the course will help students to bridge theory and practice. For many doctoral students this will be considered a capstone course.

We are providing three documents for your review: the new course proposal, the course rationale, and a syllabus.

We plan to submit the application to be considered at the next scheduled COE Graduate Programs Committee meeting in September. If you choose not to respond, we will assume there is no impact on your department to note. Please let me know if you have any questions or require additional information.

Thank you in advance for providing me with quick feedback regarding your support or concerns that you may have with this proposal. Thank you.

Pat Maslin-Ostrowski
Professor, Educational Leadership & Research Methodology
Florida Atlantic University

Kathleen Dubois

From: Sue Graves
Sent: Wednesday, July 10, 2013 11:55 AM
To: Robert Shockley
Subject: RE: New Course Proposal letter to chairs

Follow Up Flag: Follow up
Flag Status: Flagged

Dr. Shockley:

The Exercise Science and Health Promotion Department does not have any conflicts with the EDA 7928 Externship. Regards, Sue

B. Sue Graves, Ed.D., FACSM, FISSN
Chair, Exercise Science and Health Promotion Department
Florida Atlantic University
777 Glades Road, Field House 11, Room 24D
Boca Raton, Florida 33431
561-297-2938; fax, 561-297-2839

Department website: www.coe.fau.edu/eshp

Facebook: <https://www.facebook.com/#!/pages/FAU-Department-of-Exercise-Science-and-Health-Promotion/343365107553?fref=ts>

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Thank you in advance for providing me with quick feedback regarding your support or concerns that you may have with this proposal. Thank you.

**Pat Maslin-Ostrowski
Professor, Educational Leadership & Research Methodology
Florida Atlantic University**

Kathleen Dubois

From: Michael Brady
Sent: Wednesday, July 10, 2013 6:20 PM
To: Robert Shockley
Cc: Patricia Maslin Ostrowski
Subject: RE: New Course Proposal letter to chairs

Follow Up Flag: Follow up
Flag Status: Flagged

I've reviewed the objectives and course content for you proposed course, EDA 7926: Leadership Externship Syllabus: Action Learning. The course does not overlap or conflict with the courses or curriculum in the ESE Department. Good luck with the course!

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

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Sent: Wednesday, July 10, 2013 11:47 AM
To: Barbara Ridener; Deena Wener; Emery Hyslop-Margison; Michael Brady; Paul Peluso; Sue Graves
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Pat Maslin-Ostrowski
Professor, Educational Leadership & Research Methodology
Florida Atlantic University

FW: New Course Proposal letter to chairs. Need your reply please!

Patricia Maslin Ostrowski

Sent: Friday, September 20, 2013 5:13 PM
To: BRidner@fau.edu; Deena Wener; Paul Peluso
Cc: Robert Shockley; Kathleen Dubois; Safeeia Azam
Categories: Purple Category
Attachments: Action.Learning.2013.4.23.~1.pdf (7 KB) ; Leadership.Externship.Syll~1.pdf (898 KB) ;
Action.Learning.2013.4.23.~2.pdf (131 KB)

Colleagues,

I hope the semester is off to a great start for you! The Graduate Program Committee prefers that we have a response in writing from all departments regarding the new course proposal cited below, even though we said that no response means there is no impact. Thus could you please reply at your earliest convenience and let us know that there is no impact? We will include your email in our application.

Thank you so much!

Pat

Pat Maslin-Ostrowski
Professor, Educational Leadership & Research Methodology
Florida Atlantic University

From: Robert Shockley
Sent: Wednesday, July 10, 2013 11:47 AM
To: Barbara Ridener; Deena Wener; Emery Hyslop-Margison; Michael Brady; Paul Peluso; Sue Graves
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Professor, Educational Leadership & Research Methodology
Florida Atlantic University