

**Department of Educational  
Leadership and Policies  
College of Education  
University of South Carolina  
Spring 2006**

**EDLP J700 - Introduction to Educational Administration**

**1. Course Description:**

A survey of basic principles of school administration, the conceptual and structural organization of public education, and the educational governance at the federal, state and local levels.

**2. Intended Audience:**

Master's Degree students  
Doctoral students completing Ph. D. foundation core

**3. Credit:**

3 graduate semester hours

**4. Course Schedule and Time Specifications:**

The course will be scheduled during the regular Spring term dates and will be presented in an online format. Students will be expected to engage in online work for approximately 150 minutes each week during the 15 week session.

**5. Prerequisites:**

Graduate standing

**6. Course Goals and Objectives**

**A. Goal** - To familiarize students with basic principles and practices of school organization and administration through a) review of the conceptual and theoretical contexts that define/explain the structure and organization of public education, b) study of the evolution of, as well as current state of, the governance and structure of education at the federal, state and local levels, c) presentation and discussion of internal and external trends and issues that impact on governance and structure of education, and d) hands-on experiences that give a real-life meaning to the conceptual and theoretical frameworks of educational governance and structure. This will be done within the context of the model, "Professional Educators as Leaders," which reflects the type of graduate the Educational Administration Program seeks to produce.

**B. Objectives** - Specific objectives for this class involve the participant demonstrating

knowledge and understanding of how K-12 student success is related to:

1. The demographic context in which education occurs, and how demographic shifts can impact on school variables.
2. The governance and control of public education in the United States.
3. The structure and organization of schools and school districts.
4. The definition of school or educational effectiveness.
5. The role and functions of educational administrators, other school and district personnel, and special interests.
6. The financing of schooling, particularly as it relates to one's definition of effectiveness.
7. National, state, and local issues, problems, and concerns impacting on education.
8. The basic components of operating an effective school including:
  - C. The importance of a school and/or school district vision to the success of students and the support of the community
  - D. The role of school culture, the instructional program and best practice, and professional growth of staff in promoting the success of students.
  - E. The creation of a safe and orderly learning environment through effective management of the structure, operations, and resources of the school.
  - F. The value of including the families served by a school and the diverse components of the school's community in achieving success of all students served.
  - G. The critical nature of ethical leadership if success is to be achieved for all students served by the school.
  - H. The importance of understanding, responding to, and influencing the various external school environments (political, social, economic, legal, ethical, cultural, etc.) to achieving optimum student success.
  - I. The importance of hands-on experiences with school operations to successful school leadership/administration as one prepares to be an educational administrator.
9. The future societal, political, and technical directions that will occur in America.

## 7. Required Readings

### A. Text:

Lunenburg, F & Ornstein, A. (2004). Educational administration: Concepts and practices (4th edition). Belmont, CA: Wadsworth Publishing Company.

### B. Other Readings

Each student is expected to read and critique seven articles. The articles are to be from current professional journals (2000 or newer) and MUST be research-based.

Critique topics are as follows:

- critique 1      Effective programs/instruction for high risk students (poor, minority, gender, etc.)
- critique 2      Effective school **DISTRICTS**, accountability, educational outcomes (studies of characteristics of effective school districts versus outcomes)
- critique 3      Effective principals (characteristics versus student outcomes)
- critique 4      Effective curricular/instructional practice (program approaches versus outcomes)
- critique 5      Effective teachers (characteristics versus outcomes)
- critique 6      Effective community interactions (programs for parents, etc. versus outcomes)
- critique 7      Schools of the future (only this one may be non-research based)

## 8. Course Requirements:

- A.      Class Attendance/Electronic Participation (email/Blackboard/on-air, etc.)
- B.      A formal paper which summarizes research studies on a critical educational outcome issue (see end of syllabus for suggestions)
- C.      Seven Article Critiques
- D.      Completion of a series of hands-on activities, and the preparation of a portfolio summarizing the activities and lessons learned from those activities:
  - 1.      Reviewing and assessing a school's basic demographics including: composition of student body, general community setting, school's vision/mission, school's annual goals/objectives, recent productivity indicators (test results, dropout rates, turnover, etc.), and communication system with parents and community
  - 2.      Attending and assessing a school board meeting

(NCATE 3.1.3.2)

3. Self-assessment for principalship  
(NCATE 4.4)
  4. Shadowing principal for a day and assessing the job  
(NCATE 12.1)
  5. Interviewing a teacher of the year (school or school district) or a Nationally Board Certified teacher about the role of the principal and assessing how to use such information.
  6. Interviewing a non-educator about his/her perspectives on public schooling (what it should accomplish, how well it is going, what needs to be done to make it better/worth the tax dollars spent, etc.) and assessing how to use such information
  7. Interview principal about effects of organizational structure, and assessing how to use such information. (NCATE 12.1)
  8. Developing a written summary of what you have learned, what you yet need to know and what you need to experience (staff development plan). As part of this process, review what you have learned from school-based activities, interviews, shadowing, and analysis of school documents during the course. Then, as part of your summary, delineate what you have come to believe are the critical elements in creating a positive school environment among teachers, parents, and students to promote optimal learning. Cite examples from the school you studied of things that you saw that did or did not work, and how you learned from these in terms of your own leadership approach to promoting learning. (NCATE 3.1)
4. Participation in five ethics case studies (discussions/exercises/written summary) to enhance leadership skills and improve decision-making, and interview of a principal about a school's written code of ethics. As part of each analysis, students will be required to determine a course of action to take in resolving the issue/situation presented in the case study and to defend that action in the context of Ken Strikes two principles of ethical decision-making. Students then will be required to post their solution to the Blackboard electronic discussion board, read the proposed solutions of others, and to finalize a plan and justification for the case study. The final solution to the problems, including how each solution is framed from Strikes ethical decision-making model, must be presented in each student's portfolio, which will be turned into the instructor on the date specified. Also to be included is the write-up of a school's code of ethics and the related principal interview regarding that code and encouraging ethical behavior in general (NCATE 1.3, 1.7, 11.5)

## 9. Course Outline:

### Session 1. Course Overview and Overview of “Ethical Leadership”

- A. What will be covered
  - 1. The syllabus, course requirements, instructor expectations
  - 2. The principles of ethical leadership
- B. What you should know and/or be able to do after this session:
  - 1. Understand the intent of the course and instructor expectations
  - 2. Be able to explain how to understand decision-making within the context of ethical principles
- C. Due: NA
- D. Assignments:
  - 1. Submit “Student Information”
  - 2. Collect the written code of ethics from your school or school district. Discuss the document with a principal, then critique the code in terms of completeness, objectivity, and usefulness. Post your findings into Ethics section of your portfolio.
  - 3. Read and respond in your discussion group to Ethics Case Study 1 posted on Blackboard
  - 5. Determine your tentative research paper topic
  - 6. Identify the name of a school you will study as part of this course
  - 7. Identify a school board meeting to attend (**Should be done by session on school boards and superintendents**) (NCATE 11.7)
  - 8. Read research article on effectiveness of a program/approach to helping an at-risk student population
- E. Text assignment: Lunenburg: Chapter 1
- F. Class activity: Ethics case study

### Session 2. The Demographics of Education

- A. What will be covered
  - 1. The major demographic trends occurring in the U.S.
  - 2. How schools can and do vary demographically
  - 3. The impact of demographic trends on education in general
  - 4. How school demographics relate to vision, mission, instruction, community, etc.

- B. What you should know and/or be able to do after this session:
1. Explain how factors external to education can impact schooling
  2. Identify the demographic composition of a community and school and relate that information to establishing a vision for a school and effectively delivering the educational program

C: Due:

1. Submit Student Information
2. Collect the written code of ethics from your school or school district. Discuss the document with a principal, then critique the code in terms of completeness, objectivity, and usefulness. Post your findings into Ethics section of your portfolio.
3. Read and respond in your discussion group to Ethics Case Study 1 posted on Blackboard
4. Determine your tentative research paper topic
5. Identify the name of a school you will study as part of this course
6. Identify a school board meeting to attend (**Should be done by session on school boards and superintendents**) (NCATE 11.7)
7. Submit research article on at risk program

D: Assignments:

1. Hands-on Activity: Review a school's demographic factors (racial/ethnic, socio-economic, cultural, political, ethical etc.), summarize these, and discuss how knowing and understanding these factors can assist an educational leader in optimizing learning. Post your findings into your course portfolio. (NCATE 1.2, 1.6, 5.4, 5.5, 7.4, 10.1) A. What will be covered
  - a. Students will visit a school and complete gathering of information regarding the context in which the school operates. This may entail interviews as well as review of data and reports. (NCATE 1.6, 2.1)
  - b. What you should know and/or be able to do after this activity:
    1. Delineate the contexts (economic, social/cultural, legal, political, ethical, economic, etc.) in which the school functions

2. Articulate the school's vision, mission, and plans for meeting the needs of its students
  3. Assess the degree to which the school has considered its various contexts in building its vision, mission, and educational approach
- c. Analyze why the school is or is not effective in meeting the needs of its students, particularly as it relates to the extent to which the school recognizes and addresses its social/cultural, political, economic, ethical, and legal contexts) (NCATE 1.6, 2.1, 10.1)

E. Text assignment: Lunenburg: Chapter 3

F. Class Activity: NA

**Session 3. The Legal, Political, Economic and Social/Cultural Context of Education**

A. What will be covered

1. The roles of various levels of government as defined by constitution, law and practice
2. The evolution of control of education in the U.S., within legal, political, economic, and social/cultural contexts
3. Current critical legal, political, economic, and social/cultural issues in the field of education
4. Why understanding context is important, how educational leaders can affect context for the betterment of learning

B. What you should know and/or be able to do after this session:

1. Understand the external environment in which education occurs and be able to explain how this knowledge can be used by educational leaders to enhance school outcomes
2. Know what questions to ask, and data to gather to have a working knowledge of the whole setting in which you will serve as an educational leader

C. Due:

1. For portfolio, summary of your school's demographic, social/cultural, political, economic, ethical legal contexts and discuss how these relate to the school's efforts to educate children (you probably will add to this section throughout the course)

D. Assignments:

1. Read Ethics Case Study 2 posted on Blackboard

2. Critique research article on Effective School **Districts**
- E. Text assignment: Lunenburg: Chapters 9 and 12
- F. Class activity:
1. Discussion of the initial findings of your demographic analysis of a school
  2. Discussion of the findings of your analysis of school written Ethical code. (NCATE 1.6)

#### **Session 4. Effective Schools and School Systems**

- A. What will be covered
1. The various definitions of effective schools
  2. Research findings on what makes a school effective
  3. Who should be involved in defining “effective,” and how
  4. Current critical issues related to effectiveness of schools
- B. What you should know and/or be able to do after this session:
1. Articulate your definition of an effective school and delineate factors and or measures that serve as indicators of effectiveness by your definition
  2. Describe a process of parent and community involvement in the development of a shared vision of an effective school (NCATE 2.4)
- C. Due:
1. Principal ethics interview and related writeup for the portfolio
  2. Ethics Case Study 2 posted to Blackboard and in Portfolio
  3. Article on effective **school districts**
- D. Assignments (Continue work):
1. School visit: Continue gathering contextual, demographic information on your school
  2. Attend a school board meeting before next session
  2. Read research article on effective principals
  2. Shadow a principal for a day
- E. Text assignment: Lunenburg: Chapters 10 and 11
- F. Class activity:
1. Discussion of Ethics Case Study 2

**Session 5 - A. The Role and Function of the Board of Education and Superintendent**

- A. What will be covered
  - 1. The role of superintendents
  - 2. The roles of school boards, and school board members
  - 3. Issues arising between school boards and superintendents
  - 4. How the school leader works with both the board and the superintendent
- B. What you should know and/or be able to do after this session:
  - 1. How superintendents impact the effectiveness of schools
  - 2. How school boards affect the effectiveness of schools
  - 3. How to work effectively with both superintendents and school boards
- C. Due:
  - 1. Hands-on Activity: summary and critique of school board meeting)
  - 2. Posting of Ethics Case Study 2
- D. Assignments:
  - 1. NA
- E. Text assignment: Lunenburg: Chapter 7
- F. Class activity:
  - 1. Discussion of the findings of your findings from attending a school board meeting

**Session 5 - B. Central Office Staff**

- A. What will be covered
  - 1. The various positions/roles of district personal
  - 2. How these positions relate to providing effective schooling
  - 3. The changing role of district staff in the educational process
- B. What you should know and/or be able to do after this session:
  - 1. Articulate district resources that may be available to assist a school administrator in optimizing student outcomes
  - 2. Describe ways to secure the assistance, support of district staff in carrying out the school mission
- C. Due: NA
- D. Assignments: NA

E. Text assignment: Lunenburg: Chapters 2

F. Class activity: Discussion of Case Study 2

**Session 6. School Principals**

A. What will be covered

1. The job of school principal
2. Why the job of school principal is so important to student outcomes
3. The characteristics of a good principal
4. What principals do to assure that their students succeed
5. Critical issues relating to principals

B. What you should know and/or be able to do after this session:

1. Clearly define the characteristics of an effective leader and substantiate with research and/or examples of best practice
  - a. Delineate the role of an effective principal in student achievement
  - b. Assess your own strengths and weaknesses to lead/be a principal and identify self-improvement plan
  - c. Delineate the role/activities the principal performs in the school
  - d. Identify and explain the effects of the contexts (economic, social/cultural, legal, political, ethical, economic, etc.) in which the principal makes decisions
  - e. Articulate and assess the principal's vision, mission, and plans for meeting the needs of its students
  - f. Assess the degree to which the principal has considered the school's various contexts in building its vision, mission, and educational approach
  - g. Analyze why the principal is or is not effective in meeting the needs of his or her students, particularly as it relates to the extent to which the principal recognizes and addresses its social/cultural, political, economic, ethical, and legal context
2. Assess how the principal motivates students, staff, and community to work toward the vision, mission, goals, and objectives of the school. Include your assessment of whether this principal uses motivational approaches

appropriate to the situations/tasks, and the persons or groups the principal interacts with during the day (NCATE 1.2)

3. Assess the principal's perspective on the importance of having an ethical code of conduct in leading a school. As part of your assessment, a) analyze how the principal's responses compare to what you have learned from class ethics case studies utilizing Strike's ethical decision-making model and b) compare and contrast your professional code of ethics with that of the principal.
4. Assess the principal's perspective on the importance of knowing how to work with the local school board. As part of your assessment, a) analyze how the principal's responses compare to what you have learned from class and from your visit to a school board meeting and b) compare and contrast your approach to working with a school board with that of the principal.

C. Due:

1. Critique on effective principals
2. Summary of principal shadowing for portfolio

D. Assignments:

1. Read research article on an instructional practice and the outcomes of that practice on school productivity
2. Interview principal (and others as needed) about how the school is organized, not only for instruction, but for the overall management of the various functions included in school operation. Topics to be addressed will include at a minimum school size (student population), teacher/pupil ratio (class size), grade structure, structure for co-curricular activities, structure for community services, communication system, and the principal's perception of the strengths and weaknesses of his/her school structure (see Blackboard for complete list of areas to address). The interviewer will also attempt to ascertain what contexts (social/cultural, political, economic, ethical, legal, etc.) have led to the current structure, and whether the principal believes the structure can be changed. (NCATE 3.3, 3.8, 6.2, 6.3, 6.4, 11.3)

E. Text assignment: Lunenburg: Chapter 5

F. Class activity:

1. Discussion of principal shadowing
2. Discussion of Ethics Case Study 2

**Sessions 7 & 8. Organizing for Instruction and Support**

- A. What will be covered
  - 1. How schools and school districts are variously organized to deliver education
  - 2. What research tells us about the effects of organizational structure on learning and teaching
  - 3. Critical issues principals relating to structuring schools for success
  
- B. What you should know and/or be able to do after this session:
  - 1. Delineate the various organizational options used in schools and be able to enumerate the strengths and weaknesses of each
    - a. Articulate an organizational structure for a school that you consider optimizes school outcomes
    - b. Identify a plan for restructuring a school to optimize learning  
(put in context of political, legal, social/cultural, economic, ethical contexts)
  
- C. Due:
  - 1. Research article critique on organizing for effective operation of schools
  - 2. For Portfolio, summary of how your school is organized (and why) for all major operations
  
- D. Assignments:
  - 1. Interview teacher of the year or Nationally Board Certified teacher on what makes for an effective teacher and what principals can do to help teachers be effective
  - 2. Read research article on effective teaching/teachers
  - 3. Read and React to Case Study 3
  
- E. Text assignment: Lunenburg: Chapter 13
  
- F. Class activity:
  - 1. Discussion of how to organize a school effectively and how contextual considerations must be considered

**Session 9 & 10. Teachers and Teaching**

- A. What will be covered

1. The characteristics of an effective teacher
  2. How to identify, select and retain effective teachers
  3. Effective teachers: the role of the principal in staff development
  4. Involving teachers in decision-making
  5. Critical issues relating to teachers and teaching
- B. What you should know and/or be able to do after this session:
1. Clearly define the characteristics of an effective teacher and substantiate with research and/or examples of best practice
  2. Delineate the role principals as educational leaders play in insuring effective teaching
- C. Due:
1. Critique on effective teachers
  2. For portfolio, write-up of teacher interview
  3. Posting of reactions to Case Study 3
- E. Assignments:
1. Hands-on activity 6: Interview of a non-educator (their expectations of education, perceptions of the quality of current education, suggestions for improving education, etc.)
  2. Read research article on programs that involve communities and constituencies in effective schooling
  3. Read and respond to Ethics Case Study 4
- E. Text assignment: Lunenburg: Chapters 14 and 15
- F. Class activity:
1. Discussion of article findings on teacher effectiveness and/or teacher interviews
  2. Discussion of Case Study 3

**Session 11. School-related Constituencies: How to Work with Each (Special Interests)**

- A. What will be covered
1. Education based constituencies (SICA, PTA, etc.)
  2. School community based constituencies (Parents, taxpayers, etc.)
  3. Non-education related constituencies (Political parties, media, Realtors, etc.)
  4. Methods of effectively communicating with each

5. Methods of effectively handling conflicts with each. A major focus be on understanding Ken Thomas's five conflict management approaches (consensus, competition, compromise, avoidance, acquiescence), and when each should be used within the two contexts Thomas identifies as important to effective conflict management: the importance of the task and the importance of the group or individual involved. The instructor will present a set of scenarios in class (some acted out by students), and then the class will decide how to approach the conflict within the Thomas model. Follow-up discussion may take place in electronic discussion panels on Blackboard. (NCATE 7.5)
- B. What you should know and/or be able to do after this session:  
(NCATE 2.4, 3.1, 3.2, 7.5, 10.3, 11.2)
1. Identify the groups and individuals who can impact or be impacted by your school
  2. Articulate methods of successful communication with each
  3. Delineate ways to effectively to preclude and/or resolve conflicts with constituents
- C. Due:
1. Critique of research article on working with constituencies and/or communities
  2. For portfolio, write-up of your interview with non-educator
  3. Ethics Case Study 4 for Portfolio and Blackboard
- D. Assignments:
1. Read ethics case study 5
- E. Text assignment: Lunenburg: N/A
- F. Class activity:
1. Ethics Case Study 4 (NCATE 7.5)
    - a. In addition to discussing this case study in the context of Ken Strike's ethical decision-making model, the class will also utilize Ken Thomas's conflict management model to address the issue/problem identified in the case study (how would you counsel or mentor the antagonists, how would you reduce stress within the school resulting from the conflict, and which of Thomas' conflict management approaches would you utilize to

resolve this issue?

## **Session 12. Organizational Change**

- A. What will be covered (NCATE 1.5)
  - 1. What theory and research tell us about how to bring about lasting change
  - 2. How understanding context (social/cultural, political, ethical, legal, economic, etc.) can facilitate the change process
  - 3. Measuring the effects of change initiatives
  - 4. The ethics of change
  
- B. What you should know and/or be able to do after this session:
  - 1. Delineate a plan for bringing about a major change in a school
  - 2. Articulate who needs to be involved in a change process - how, when, and why
  - 3. Identify a meaningful evaluation plan for measuring the effect of change initiatives
  
- C. Due:
  - 1. Case Study 5
  
- D. Assignments:
  - 1. **Research paper due next session**
  
- E. Text assignment: Lunenburg: Chapters 4 and 8
  
- F. Class activity:
  - 1. Discussion of Ethics Case Study 5

## **Session 13. Organizational Leadership and Decision-making**

- A. What will be covered (NCATE 1.5)
  - 1. What theory and research tell us about how to make effective decisions
  - 2. What theory and research tell us about what it takes to be an effective leader
  - 3. How understanding context (social/cultural, political, ethical, legal, economic, etc.) can facilitate decision-making and leadership
  - 4. The ethics of leadership

- B. What you should know and/or be able to do after this session:
  - 1. Articulate what needs to be involved in effective decision-making – who, how, when, and why
- C. Due:
  - 1. Research Paper
- D. Assignments:
  - 1. Article on schooling in the future
  - 2. **PORTFOLIO DUE**
- E. Text assignment: Lunenburg: Chap. 5 and 6
- F. Class activity:
  - 1. Discussion of what you saw in your schools regarding leadership and decision-making

**Session 14. Issues Critical to the Future of Public Education**

- A. What will be covered
  - 1. What futurists envision education to be in the coming decades
  - 2. The role educational leaders will/should assume as the education evolves
  - 3. Contexts that will drive the evolution of public education
- B. What you should know and/or be able to do after this session:
  - 1. Delineate the probable impact of possible future scenarios on schools and schooling - positive and negative
  - 2. Articulate the role you should assume in addressing educational change, reform, evolution
  - 3. Identify contexts that need to be considered in assessing the direction of education in decades to come
- C. Due:
  - 1. Article 7: Education in the future
  - 2. Portfolio
- D. Assignments:
  - 1. Study and reflect on the scope of your learning in EDLP 700
- E. Text assignment: Lunenburg: chapter 16
- F. Class activity:

1. Class discussion of the various scenarios regarding the future of education with an emphasis on what should you be doing as a school administrator to influence, adjust to, and/or prepare for the future

**Session 15. Final Class**

A. What will be covered

1. Summary Session: Reflective essay questions and final Case Study

B. What you should know and/or be able to do after this session:

1. The major topics covered during the course. You should be able to present your perspective/stance on an issue covered in the course, be able to defend your point of view with data, research, best practice, and research, and do so in a clear, organized manner.

C. Due: NA

## 10. Grading:

Distribution:

30% Participation (Includes attendance)  
20% Portfolio  
20% Research Paper  
15% Article Critiques  
15% Ethics Case Studies

Points:

A = 93 to 100 points  
B+ = 88 to 92 points

|    |   |                 |
|----|---|-----------------|
| B  | = | 80 to 87 points |
| C+ | = | 75 to 79 points |
| C  | = | 70 to 74 points |
| D  | = | 65 to 69 points |
| F  | = | 64 or below     |

## 11. Instructor of Record- Dr. Sandra Lindsay

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## 12. Office & Hours: Wardlaw 302

Office Hours: Tues., & Thurs  
(100 – 3:30, most days)  
Meetings/conferences: By appointment

## 13. Mailing Address

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## 14. Mini-Research Paper

Each student will prepare an eight to ten page typed research paper (double-spaced). The paper will present **current research** (2000 or newer) on a critical educational issue which addresses one of the following general topics issues (Due Session 13): (NCATE 7.2)

- (1) Heterogeneous grouping/tracking
- (2) School choice
- (3) Technology
- (4) School size
- (5) Classroom size (teacher/pupil ratio)
- (6) Block scheduling
- (7) Extended school year
- (8) Alternative certification of teachers
- (9) Inclusion

- (10) Grade configurations
- (11) Alternative calendars (year-round schools, extended school years, etc.)
- (12) Physical environment of schools
- (13) Alternative schools
- (14) Early intervention programs (Success for All, Reading Recovery, etc.)
- (15) Curriculum/instruction
- (16) Parenting/community involvement programs
- (17) Choice (charters, vouchers, etc.)
- (18) No Child Left Behind
- (19) Other as approved by the instructor

Paper is to be written in APA style with at least 8 current citations (2001 or newer). The paper must include:

- a) - an introductory page, providing background information and rationale for the topic (about one page)
- b) - presentation of the research findings from various studies reviewed (approximately 6 pages)
- c) - a concluding page describing what you have learned and how you will use the findings when you administer a school. (at least a page)

**NOTE: Articles used in this paper MUST be research-based.**

## 15. Article Critiques

Each student will read and critique 7 research articles during the course. The critique will consist of one type-written, single-spaced page that includes a summary of the article and an analysis of the information it contains. Articles critiqued must be less than two years old. The critique will have three parts: summary; analysis of technical merit of article, analysis of usefulness of article information and applicability to the work-a-day world. All critiques except no. 7 **must be research-based.**

## 16. Portfolio of Hands-on Activities

Each student will develop a portfolio of activities related to the course. The activities are specified under “course requirements” as well as within each course session descriptor above. Students are expected to carry out each activity noted at the time it is specified and to furnish the instructor with a draft summary of the activity as described in the session statements above. At the end of the course, each student will finalize the portfolio, and include a two page summary delineating what has been learned from the activities and detailing an action plan

for professional development.

## 17. Case Studies

The instructor will present 5 case studies during the course. Students will be asked to discuss these and to prepare a one-paragraph summary of how the student would handle the issue and why. Case study summaries will be turned in with the portfolio of activities.

## 18. Participation

Regular attendance and participation are major components of each student's grade. Students are expected to participate in Blackboard activities regularly each week, interact with the instructor in class, and turn in assignments on time. (NCATE 9.1, 9.2)