The Florida Agricultural and Mechanical University
College of Education
Tallahassee, Florida 32307

Course Syllabus

<table>
<thead>
<tr>
<th>Course Number: EDA 6064</th>
<th>Course Title: <strong>Organizational Behavior in Teaching &amp; Learning</strong></th>
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<tbody>
<tr>
<td><strong>Prerequisite:</strong> Admission to Ph.D. Program</td>
<td></td>
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<tr>
<td><strong>Course Credit:</strong> 3 semester hours</td>
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<tr>
<td><strong>Course Hours:</strong> 3 per week</td>
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<tr>
<td><strong>College:</strong> Education</td>
<td></td>
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<tr>
<td><strong>Department:</strong> Educational Leadership and Human Services</td>
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<tr>
<td>To satisfy the COE accreditation requirements, all Education Majors must upload at least 3 artifacts in the Task-Stream E-Portfolio. If you already have LiveText do not purchase Task-Stream. Transfer of documents will be necessary.</td>
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<table>
<thead>
<tr>
<th>Faculty Name: Dr. THERESA A. SHOTWELL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term and Year:</strong> Spring 2010</td>
</tr>
<tr>
<td><strong>Email:</strong> <a href="mailto:theresa.shotwell@famu.edu">theresa.shotwell@famu.edu</a> or <a href="mailto:theresa.shotwell@live.com">theresa.shotwell@live.com</a></td>
</tr>
<tr>
<td><strong>Office Location:</strong> GECA 313</td>
</tr>
<tr>
<td>**Office Hours/ (FASTER RESPONSE ANYTIME BY EMAIL)</td>
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<tr>
<td>Monday</td>
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**Course Description**

This course examines the social, cultural, political, and philosophical contexts of social systems and how systems develop as well as their impact on current issues that affect life-long learning. The relationship between social systems and leadership behavior in teaching/learning organizations is also explored.
The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework: (See details in appendices)
DIVERSITY

- Through this focal area, the FAMU professional education candidate will:

| CF: 1.1 (K) | Understand diverse backgrounds of individuals. | F: 5,6,7 | I: 3 |

TECHNOLOGY

• CF 2

- Through this focal area, the FAMU professional education candidate will:

| CF: 2.3 (K) | Know fundamental concepts in technology. | F: 12 | I: 1,6 |
| CF: 2.4 (K) | Understand fundamental concepts in technology. | F: 2,12 | I: 6 |
| CF: 2.5 (S) | Use fundamental concepts in technology. | F: 12 | I: 6 |
| CF: 2.6 (S,D) | Facilitate access to technology for students. | F: 12 | I: 6 |

VALUES

• CF3

- Through this focal area, the FAMU professional education candidate will:

| CF: 3.1 (S) | Work with colleagues in a professional manner. | F: 6 | I: 2,5 |
| CF: 3.4 (D) | Be committed to individual excellence. | F: 3,9 | I: 5,9 |

CRITICAL THINKING

• CF4

- Through this focal area, the FAMU professional education candidate will:

| CF: 4.4 (K) | Acquire performance assessment techniques and strategies that measure higher order thinking skills of student. | F:1,4 | I: 1,8 |
| CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. | F: 8 | I: 4 |

PROFESSIONALISM

• CF 5

- Through this focal area, the FAMU professional education candidate will:

| CF: 5.3 (D) | Demonstrate commitment to professional growth & development. | F:3,7 | I: 9 |
| CF: 5.6 (S) | Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom. | F: 2 | I: 6 |
| CF: 5.7 (S,D) | Display appropriate code of conduct including dress, language, and respective behavior. | F: 9 | I:5,9 |

URBAN/RURAL EDUCATION

• CF6

- Through this focal area, the FAMU professional education candidate will:

| CF: 6.1 (S) | Be able to work in school settings with varied levels of human and material resources. | F: 9,10,11 | I: 10 |
| CF: 6.3 (K) | Understand the conditions of both rural and urban students and families. | F: 5, 11 | I: 2,3 |
**Overall Goals of the Course**

The intended goals of this course is to provide students with engagements wherein they can apply theory in practice. The course is designed to assist students to apply an array of tools to diagnosing organizations and prescribing solutions to organizational problems. It will investigate the influence individuals, groups, and structures have on behavior within organizations. An understanding of organizational behavior assists leaders to understand the complexity of organizations. Effective leadership in organizations results from the appropriate interpretation of phenomena and the application of solutions to problems. Leadership requires extensive knowledge and understanding of people, technologies, and behaviors in organizations.

**SPECIFIC BEHAVIORAL OBJECTIVES**

At the end of this course the candidate will:

1. Recognize new challenges facing educational organizations.
2. Acquire competencies that enable them to make a diagnosis of educational organizations.
3. Apply for the four-step diagnostic approach to educational organizations.
4. Understand the importance of effective organizational behavior.
5. Understand the need for rewards in educational organizations.
6. Demonstrate an ability to design and implement programs to advance organizational goals.
7. Identify organizational needs and the human capital necessary to fulfill those needs.
8. Describe individuals’ roles in the context of an organization.
9. Utilize several decision making models within the context of an organization.
10. Demonstrate and utilize rules of argumentation in the critique of others’ publications.
11. Demonstrate the ability to communicate effectively during oral and written presentations.
12. Demonstrate the ability to master various technologies while completing assignments and presentations.

*(Cross-Walk of objectives are on next page)*
## CROSS WALK

<table>
<thead>
<tr>
<th>Deliverables</th>
<th>Behavioral Objectives</th>
<th>Educational Leadership Program Standards – ELPS</th>
<th>PEU Conceptual Framework</th>
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<tbody>
<tr>
<td><strong>1. Oral Presentations/Reflections</strong>&lt;br&gt;-Power Points&lt;br&gt;The candidate is expected to deliver documented evidence that demonstrates ease with an audience scholarly methodology and the ability to match.</td>
<td>1,3,4,9,11,12</td>
<td>2. (S) Communication 8. Organizational Management &amp; Development 10. (K) (S) (D)</td>
<td>CF: 4.4 (K) CF: 4.5 (S) CF: 5.6 (S) CF: 5.7 (S,D)</td>
</tr>
<tr>
<td><strong>2. Readings &amp; Assignments</strong>&lt;br&gt;The candidate is responsible for all assigned readings, online searches, and activities.</td>
<td>1,2,11,12</td>
<td>8. (K) (S) (D) Organizational Management &amp; Development 10. (K) (S) (D)</td>
<td>CF: 1.1 (K) CF: 4.5 (S) CF: 6.3 (K)</td>
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<tr>
<td><strong>3. Article Critique</strong>&lt;br&gt;The candidates will use the APA style format to cite references that will address issues related to school facilities.</td>
<td>11,12</td>
<td>8. (K) (S) (D) Organizational Management &amp; Development 10. (K) (S) (D)</td>
<td>CF: 2.4 (K) CF: 2.6 (S,D) CF: 4.5 (S)</td>
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<tr>
<td><strong>4. Group Activities</strong>&lt;br&gt;The candidate is expected to do his/her share to insure that class activities. Exemplary team work, collaboration, and collegiality are expected from the candidate.</td>
<td>1,5</td>
<td>8. (K) (S) (D) Organizational Management &amp; Development 10. (K) (S) (D)</td>
<td>CF: 3.1 (S) CF: 3.4(D) CF: 4.4 (K) CF: 4.5 (S) CF: 5.3 (D) CF: 5.6 (S) CF: 5.7 (S,D)</td>
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<tr>
<td><strong>5. Field Clinical Study</strong>&lt;br&gt;Candidates will participate a field clinical study with a qualified organization for a total of at least 10 hours and provide a written and oral report in class</td>
<td>1,8,9,11,12</td>
<td>8. (K) (S) (D) Organizational Management &amp; Development 10. (K) (S) (D)</td>
<td>CF: 2.3,4 (K) CF: 2.5 (S) CF: 2.6 (S,D) CF: 4.4 (K) CF: 4.5 (S)</td>
</tr>
<tr>
<td><strong>6. Professional Development.</strong>&lt;br&gt;Candidates will engage in professional development activities (workshops, seminars, etc.) that enhances your competence in organizational behavior.</td>
<td>1,3,5,6,8,9</td>
<td>8. (K) (S) (D) Organizational Management &amp; Development 10. (K) (S) (D)</td>
<td>CF: 3.1 (S) CF: 3.4(D) CF: 4.4 (K) CF: 4.5 (S) CF: 5.3 (D) CF: 5.6 (S) CF: 5.7 (S,D)</td>
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### National/State Standards Addressed in the Course

The following competencies and skills were addressed in this course. (Refer to Cross Walk as to what indicators were included and the Appendices for more details):

1. Conceptual Framework (CF) in the Professional Education Unit (PEU)
2. Educational Leadership Program Standards (ELPS)
## Discussions, Activities and Assignments

<table>
<thead>
<tr>
<th>ICE BREAKER Activity:</th>
<th>Introductions</th>
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<tr>
<td><strong>Open Discussion</strong></td>
<td>Course Overview, Concepts,</td>
</tr>
<tr>
<td><strong>Texts:</strong></td>
<td>Owens, Robert, &amp; Valesky,</td>
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<tr>
<td><strong>Reading Assignments:</strong></td>
<td></td>
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<tr>
<td>Chapter 1:</td>
<td>In Search of a Paradigm</td>
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<tr>
<td>Chapter 2:</td>
<td>Toward a Theory of Practice</td>
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<tr>
<td>Chapter 3:</td>
<td>Mainstreams of Organizational Behavior</td>
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### Calendar of Due Dates

- **First Day**
- **Week 1**

### Discussion: Texts: Chapters 1-3

**Activity:** TBA

**Reading Assignments:**
- Chapter 4: Organizational Theory in the Modern Period
- Chapter 5: The Human Dimension of Organization

**Oral Presentations:**

- **Presentations begin week 3**

### Discussion: Texts- Chapters 4-5

**Activity:** TBA

**Reading Assignments:**
- Chapter 6: Organizational Culture and Organizational Climate
- Chapter 7: Organizational Change

**Chapters 1-6 (2) Activities Due**

### Discussion: Texts- Chapters 6-7

**Activity:** TBA

**Reading Assignments:**
- Chapter 8: Adaptive Leadership
- Chapter 9: Decision Making

**Article Critique One**

**Test One Chapters 1-6**

### Chapter Assign 1

- **due Feb 14th, 50pts**

### Article Critique One

- **Feb 21st**
- **Test One Feb 28th, 50pts**
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<tr>
<th>Discussion: Texts - Chapters 8-9</th>
<th>Weeks 10-11</th>
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<tr>
<td><strong>Oral Presentations:</strong></td>
<td></td>
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<tr>
<td><strong>Activity:</strong> Professional Development (PD) - Share activities from Experience</td>
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<tr>
<td><strong>Reading Assignments:</strong></td>
<td></td>
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<tr>
<td>Chapter 10: Adaptive Leadership</td>
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<td>Chapter 11: Motivation</td>
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<td>Chapter 12: School Reform</td>
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<tr>
<td><strong>PD Report Due</strong></td>
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<tr>
<td>March 14th</td>
<td>50pts</td>
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<tr>
<th>Discussion: Texts - Chapter 10-12</th>
<th>Weeks 12-13</th>
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<tr>
<td><strong>Oral Field Study Reports:</strong></td>
<td></td>
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<tr>
<td><strong>Activity:</strong> Professional Development (PD) - Share activities from Experience</td>
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<tr>
<td>Chapters 7-12 (2) Activities Due</td>
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<tr>
<th>Activity: Professional Development (PD) - Share activities from Exp. (cont.)</th>
<th>Weeks 14-15</th>
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<tr>
<td><strong>Oral Field Study Reports:</strong></td>
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<tr>
<td>Test Two Chapters 7-12</td>
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| Test Two due April 20th 50pts                                               |             |

**Early Submission is Encourage!!**
**Teaching Methods and Instructions**

Situations and events will be identified in the student’s current life as well as the world of industries and organizations. The focus is to place the student in real-work situations in decision-making. Experiences to be provided in this course may include reading assignments from additional textbooks, related reading from journals, handouts and lectures; term project and examinations; group discussions; oral presentation by class members; guest speakers; Blackboard portal and action research. Each student is encouraged to read appropriate documents (e.g. textbooks, handouts, related readings) in advance.

Blackboard will be the primary platform used to facilitate communication between the students and the instructors. In addition, use of Blackboard will provide students the opportunity to take advantage of the various resources designed to enhance understanding of the principles and concepts covered in this course. Therefore, use of Blackboard is required! Any student needing assistance and/or having difficulty with any aspect of Blackboard use should speak with the instructor during the first week of class. Students may also get technical assistance from the FAMU media center by contacting Mr. Danny Malone at 850-599-3460

Lectures, discussions and student-generated activities will guide the teaching methodologies and strategies used in the course. Students will participate in homework and Internet assignments that may include reading assignments from additional textbooks, journals, external internet links; term project and examinations; and computer-based tutorial, action research. Each student is encouraged to read appropriate documents (e.g. textbooks, related readings) in advance.

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**Course Evaluation and Grading**

Students will be evaluated by the following deliverables:

<table>
<thead>
<tr>
<th>Maximum Points</th>
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<tbody>
<tr>
<td>PARTICIPATION/ATTENDANCE</td>
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<tr>
<td>DISPOSITION ASSESSMENT</td>
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<tr>
<td>ORAL PRESENTATION</td>
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<tr>
<td>PRESENTATION REFLECTION</td>
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<tr>
<td>PROFES. DEV. ACTIVITY</td>
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<tr>
<td>GROUP MEETING PRESENTATION</td>
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<tr>
<td>CHAPTER READING ASSIGNMENTS</td>
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<tr>
<td>ARTICLE CRITQUES (2)</td>
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<tr>
<td>FIELD CLINICAL/ STUDY</td>
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<tr>
<td>EXAMINATIONS</td>
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<tr>
<td>TOTAL MAX. POINTS</td>
</tr>
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</table>

**GRADING:** 90%-A, 80%-B, 70%-C, 60% D 59%/BELOW - F

Grades in the course are based on satisfactory performance on several assessment measures. The quality of your work and the products you submit counts. Your work should always reflect substantial investment of time and reflection. It should be of superior quality. Grades in this course will be based on the assignments listed. All assignments will receive a numerical score ranging from 0-100.

**Note:** Students must complete at least 80% of the coursework in order to pass the course. Students are strongly urged to keep their own record of points earned. Periodic reports will be available via Blackboard.
Course Requirements/Performance-Based Tasks: DELIVERABLES and GUIDELINES FOR THE SUBMISSION OF DELIVERABLES with Due Dates

1. **ATTENDANCE/PARTICIPATION**- (100 points). Refer to Course Policies below

2. **DISPOSITION ASSESSMENT**- (50 points). Refer to Appendices for details - also visit course policies.

3. **ORGANIZATIONAL READING PRESENTATION** (100 points). Begin 3rd Week. Professional Attire is required during presentation. Refer to Appendices for proposed guidelines. Post your presentation title and date of presentation on the discussion board. The oral presentation will be evaluated on your ability to develop the conceptual and practical knowledge of the topic, group dynamics, and utilization of instructional tools (visual aides, technology, and other resources) to motivate and maintain focus. Creativity should be used. Outside resource people are encouraged.

This syllabus contains a list of readings from which students may choose for their Organizational Reading Presentation. Students are not confined to this list and may choose from the journals listed in the syllabus or outside research. The intent of this assignment is to provide students an opportunity to explore in depth a specific aspect of organizational behavior. Students will then present key and salient features of the article for the class to consume. Students are encouraged to be expert, innovative, and thorough in the presentations. There should be evidence of additional research, analysis, synthesis, and evaluation. (See some suggested topics and journal below.

I. **Prepare a report**: (About one page, using word-processing, doubled-spaced, spelled and grammar checked, and 1” margins) that: summarizes the topic; describes the methodology and/or philosophies chosen. Attach copy of handouts used and other documentation supporting the presentation. Please include cover page with title, your names, social security numbers and signatures. This report must be submitted to the professor before the presentation.

II. **Presentation Plan**: Candidate is responsible for preparing a presentation plan. An example the plan is in the Appendices. This plan must be attached to the presentation report and submitted to the professor prior to (or beginning) of presentation.

III. **Methodologies and Philosophies**: The presenter/s will take on the role of the facilitator/teacher during the period allowed for the presentation. Presenter may employ his/her choice of methodologies and philosophies but must following lesson plan’s instructional procedures and time lines. Various methodologies may include: lectures, homework assignments, class assignments, examinations; role-play and games; class discussions; metaphors and mnemonic devices; instructional aids; handouts; other reference material; guest speakers and others.

IV. **Presentation aids**: Presenter/s may employ any instructional aids needed for the presentation (e.g. projector, copies of handouts, video, power point, etc.). Some items may be obtained from professor. Student is responsible for reserving needed aids at least one week in advance from the FAMU Media Center 599-3460. The professor’s signature is needed to borrow equipment/media from the Media Center. Forms are available in the media center or the professor’s office.

V. **Case Studies, Activities or Exercises**: The student may address any of these during the presentation.

VI. **Exams/Quizzes**: Presenter/s may administer exams and quizzes, but they will be rated only as a part of activity.

VII. **Evaluations** (see Appendices):
   A. Students will evaluate the presenters based on a PEER EVALUATION FORM. The form will have a rating scale ranging from 1 to 5 (1 is poor and 5 is excellent). The students will respond to questions related to the performances of the presenter in the areas including lesson plan preparation, delivery, classroom management, verbal skills and image. **Total average will determine the final points for the presentation.** Each presenter may receive a s
maximum of 100 points for the his/her presentation of lesson plan. Major points will be deducted for non-submission of a Presentation Plan. Any student who does not participate in a presentation will receive no-credit.

B. The **SELF EVALUATION FORM** will be randomly given to up to five students for observation. The form is not for grading purpose but is to help you become aware your positive and distracting mannerism and behavior during your presentation.

VIII. **Time Limitations**: The professor will announce time limitations.

<table>
<thead>
<tr>
<th>Some Suggested Topics</th>
<th>Some Suggested Journals For Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership</strong></td>
<td>Academy of Management Executive</td>
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<td>Academy of Management Journal</td>
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<td></td>
<td>Academy of Management Review</td>
</tr>
<tr>
<td><strong>Organizational Culture and Climate</strong></td>
<td>Administrative Science Quarterly</td>
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<td></td>
<td>Annual Review of Psychology</td>
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<td>Career Development Quarterly</td>
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<tr>
<td><strong>Change in Organization</strong></td>
<td>Communication Research</td>
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<td>Gender, Work and Organization</td>
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<td></td>
<td>Human Factors</td>
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<td>Human Relations</td>
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<td><strong>Conflicts</strong></td>
<td>Human Resource Management Journal</td>
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<td></td>
<td>International Journal of Human Resources Management</td>
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<tr>
<td><strong>Decision Making</strong></td>
<td>Journal of Applied Behavioral Science</td>
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<td>Journal of Management</td>
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<tr>
<td><strong>Motivation</strong></td>
<td>Journal of Organizational Behavior</td>
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<td>Journal of Social Issues</td>
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<tr>
<td><strong>Reform</strong></td>
<td>Management Communication Quarterly</td>
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<td>Organization</td>
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<tr>
<td><strong>Organizational Behavior</strong></td>
<td>Organization Science</td>
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<td>Organization Studies</td>
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<tr>
<td><strong>Organizational Theories</strong></td>
<td>Organizational Dynamics</td>
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<td></td>
<td>Personnel Psychology</td>
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<tr>
<td><strong>Organizational Practices</strong></td>
<td>Research in Organizational Behavior</td>
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<td></td>
<td>Research in Personnel and Human Resources Management</td>
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<tr>
<td><strong>Organizational Psychology</strong></td>
<td>Training and Development</td>
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<tr>
<td></td>
<td>Trends in Organizational Behavior (Supplement to Journal of Organizational Behavior)</td>
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<td></td>
<td>Work and Stresses</td>
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<td>Work, Employment and Society</td>
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</table>

4. **Presentation REFLECTION SUMMARY** – (10 points). Once the student has received the results of the **Peer Evaluations, within one week**, the student must submit a typed statement (not more than one page) of their reflections and revisions of the lesson plan/presentation. (e.g. what you liked and did not like about your presentation - what would you change – why – did students enjoy your presentation, were the evaluations fair, etc.)
5. **FIELD CLINICAL - Components of the Organizational Study and Oral Report (100pts)**

**Part I. The Study (75pts):** Select an organization (not the one in which you work). The Study should cover at least 10 hour-period of observations. Using the Field Clinical Form provide the following information:

1. Date and time of Visits.
2. List area(s) of observation during visitations
3. Describe the organization chart.
4. Comment on the organization and administration.
5. Comment on the organization’s Vision and/or Mission statement?
6. Describe at least two data collection techniques used.
7. Describe the data collected on at least five variables (e.g., leaders, subordinates, product, people, structure, behavior, events, work groups, conflict, and communications)
8. Apply a theory or model to the organizational study
9. Render a diagnosis
10. Conclusion
11. References
12. List the benefits you gained from experience(s)
13. Provide a reflective summary of your experience(s)
14. Use APA 6TH Ed. writing style (requirement)

Please note: This study should contain a minimum of 20-25 pages, excluding References. The **Field Clinical Report Form** is available on Blackboard.

**Part II. The Oral Report (25pts):** Each candidate must present an oral report on the study. The oral report should include a power point presentation not to exceed 15-20 minutes.

**6. PROFESSIONAL DEVELOPMENT ACTIVITY: (50Pts)** Participate in a professional workshop, conference or seminar

Understanding organizational behavior is a challenge to achieve greater levels of individual behavior, leadership behavior, interpersonal behavior, group behavior, decision making, and organizational structure. You should engage in professional development activity that enhances your competence in one, two, or all of the above areas. What you select to engage in is a personal decision. Provide proof of attendance, summary of experience and reflection..

**7. GROUP Activity (50pts)**

**Option 1:** The group presentation is an engagement designed to enact central phenomena that occurs within an organization. Hence, when a group or groups of people interact within the confines of an organization, they are creating organizational behavior. Students will simulate an aspect of organizational behavior by conducting a meeting. This is a formal meeting and should have the elements of set objectives, specific roles, an agenda, control, and follow-up.

The meeting that will be conducted may consider the following: Personnel;The Workplace; Team Work; Decision Making; Organizational Structure;Organizational Communication; Training; Organizational Performance Discipline; Goals and Objectives of the Organization; Conflict and Negotiation; Power and Politics (This list does not contain all areas that may be considered for the meeting)

**Option 2:** The group will host Guest Forum/Close-Up and will:

a. Identify a Transformer Educator as the guest/speaker at the forum.

b. Send an invite to the proposed guest.

c. Request and obtain guest’s Curriculum Vitae

d. Identify the date, time and location of the forum.

e. Prepare two questions (per student) to ask the guest based on the Research Question Formula.

f. Send invites to the Dean, Department Chair and COE faculty as observers only.
g. Other student participants will be identified by the hosting Professor.
h. Provide refreshments for the forum reception.
i. Provide name tags and sign in sheets.
j. Wear Business Attire - This will be strictly enforced based on the criteria included in this syllabus. Individuals will be turned away.
k. Arrive not less than 30 minutes before the event starts.
l. Make sure that reception and discussion areas are in order.
m. Make sure all areas are clean and secured before leaving.

8. **CHAPTER READING ASSIGNMENTS:** (4@25pts) 100points. Select FOUR Reflective Activities as follow:

   **Instructions:** Select (your choice) any **FOUR** chapters from Chapters 1-6 and another **TWO** chapters from 7-12 “Reflective Activities” (at the end of each chapter). Respond to the selected activities - by typing your assignment as follow:

   1. As a heading for every page include your **FULL** name, course number, name of assignment, and term (e.g. Joe Smith_EDA6064_Chapter 2 Reflective Activities_Spring2010).
   2. Use chapter and question numbers for each activity (e.g. Chapter 2: Question: 1, etc.)
   3. Type each question completely - skip a line – and respond using full sentence structure and grammar/spell check.
   4. Upload your work in the Blackboard digital mail-box no later than the due date. Remember, only one file, can be uploaded for each due date. Before uploading, label the file at every step with your LAST name and FIRST initial, course number, name of assignment, and term (e.g. Smithj_EDA6040_Chapter 2 Reflective Activities_Spring2010). Otherwise, any files after the first submission will be deleted, resulting in no credit. If you made an error in submission, inform the professor as to what file to delete at the time of re-submission.

   **Tentative Due Dates:**

   **Two Activities (Chapters 1-6):** [See Topical Outline 50pts]
   **Two Activities (Chapters 7-12):** [See Topical Outline 50pts]

9. **Critique Research Articles** 2@ 50 pts= 100points.

   Students are to critique two (2) articles. The articles should relate specifically to Chapter 4 and Chapter 8.

   The purpose of the critiques is to review new and sometimes, past conceptual ideas, and/or to review new evidence for conceptual ideas. A research article critique results from critically examining an article. In most cases, you may have to read the articles provided to you several times to understand it in order to properly critique it.

   In critiquing the articles, think about the article and its research ideas in terms of the chapter reading.

   Follow the following guidelines for completing the critiques:

   1. **Bibliographic Reference**
      a. State the full author’s name
      b. Title of article
      c. Name of journal
      d. Volume, issue, year and page numbers

   2. **Introduction**
      a. State the objective/purpose of the article
      b. State the intended audience
      c. Appropriate journal – Check the mission statement of the journal to determine if the article is linked with the appropriate journal
      d. State whether the article is “conceptual” or “empirical”, and why you
believe it is conceptual or empirical.

Note: Empirical articles and conceptual articles have similar objectives—that is to substantiate an argument proposed by the author. While a conceptual article supports such an argument based on logical and persuasive reasoning, and empirical article offers empirical evidence to support the argument.

Empirical articles offer substantial, detailed evidence which the author analyze using statistical methods. Empirical articles must include a hypotheses and detailed research results. Empirical research includes experiments, surveys, questionnaires, field studies, etc.

Conceptual articles may refer to empirical evidence, but they do not provide the detailed analysis of that evidence.

3. Summary of article
   a. Write 2-3 paragraphs that addresses:
      1. What is the problem, issue or opportunity being addressed
      2. What solution is proposed (the solution could be a new model or a theory that explains or remedies the issue or problem

4. Results
   a. Write a brief summary of the important points (conclusions, findings) in the article

5. Article’s relationship to class readings
   a. Does the article directly cite any of the class readings i.e., does any class reading appear explicitly in its bibliography or reference sections?
   b. If not, state this explicitly. If so, clearly describe how the authors used the cited article.

6. Contributions – An article make a contribution by adding to the knowledge of researchers in a research field. An article can make a contribution to the research field in many ways. To this end, address the following:
   a. Does the article provide a new way to look at a problem or issues?
   b. Does the article provide new solutions?
   c. Does the article identify new issues?
   d. Does the article provide new insights?
   e. If you believe the article makes no contribution, explain why

7. Foundation—Good research often is built upon theories and frameworks that other researchers have developed. Sometimes articles will be substantially based upon this prior work, and refer back to it in some detail.
   a. Which theoretical foundations does the article and research build on, if any? In what ways? Include reference/citations of the foundation work. (You can determine this in part from the works the article cites.)

8. Reflections: Respond to the following questions:
   a. What is the practical value of the article?
   b. Did the authors provide enough background information for the intended Audience to understand? For you to understand?
   c. What skills, competencies, ideas, strategies, and techniques can be implemented in your professional repertoire?
Due Dates: Article Critique One | Article Critique Two | (See Topical Outline)

10. **EXAMINATIONS (100 points)** Two on-line exams via the blackboard will be administered. All exams are announced and posted a shortly before due date. The exams may include Multiple choice, True & False, essays, and fill-ins. The tentative completion dates are as follow:

**Exam tentative Dates:**
- **a) Test One** Chapters 1-6  Feb 25th  50pts  
- **b) Test Two** Chapter 7-12  April 20th  50pts

**Submission of Assignments**

1. As a heading for every page include your name, course number, name of assignment, and term (e.g. Joe Smith_EDA6278_Article Critique One_Fall2009)
2. Remember to upload your assignment in the digital mailbox by labeling each assignment as (e.g. Smithj_EDA6260_Article Critique One, etc.).
3. **All cited sources must be in APA style.** All written presentations should conform to APA writing style (6th edition). The information should be presented in a cohesive manner with all sections flowing together harmoniously.
4. **All assignments must be upload in Blackboard Digital mailbox.**
5. **Early work is greatly encouraged.** Always keep copies for your record.
6. **Upload your work in the Blackboard digital mailbox no later than the due date**

**COURSE POLICIES**

**EXPECTED BEHAVIOR:** Refer the Candidate Disposition Assessment Form in Appendices.

**Online PARTICIPATION:** Online participation usually enhances learning for all, especially for those who participate. In order to demonstrate active participate, students must participate in virtual classroom discussions and complete assigned homework, readings and activities.

**ATTENDANCE/ABSENCES/TARDINESS:** Regular attendance (including virtual meetings) for the full class period is imperative to pass this course. **Specific Virtual classroom discussion dates will be determined.** Students must sign-on at each time - on time.

- For **meetings more than once a week,** 10 points are deducted for each absence. Two absences are excused before points are deducted. Five points will be deducted for each tardiness or early departure from class up to ten minutes. Those who arrive to class after 20 minutes, or those who leave 10 minutes before class is dismissed will be noted as absent.
- For **meeting once a week,** 20 points are deducted for each absence. One absence is excused before points are deducted. Five points will be deducted for each tardy or early class departure up to 10 minutes; ten points for up to nineteen minutes and for those who arrive after or leave the class before 20 minutes ends of each class will be marked as absent and deducted 20 points.

**DISPOSITIONS:** As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.)
INCOMPLETE GRADES: An "I" grade cannot be assigned in lieu of earning grades of "D" and "F". Missing exams (including the final) does not justify an "I" grade. An "I" may be assigned to those students who, due to unusual circumstances, failed to complete the course requirements. Qualifications for such a grade must include a course standing of grade “C” or better.

EXAMINATIONS: Make-up examinations will not be administered under any circumstances. If a "take-home" examination is given, the examination must be completed and submitted on the prescribed date and time. However, early submission of take-home exams will be permitted.

TASK-STREAM E-PORTFOLIO: All Teacher Education Majors must upload at least 3 artifacts in the Task-Stream E-Portfolio. If you already have LiveText do purchase Task Stream. Transfer of documents will be necessary. The cost of Task-Stream at student rate are:

<table>
<thead>
<tr>
<th>1 Semester*</th>
<th>1 year</th>
<th>2 years</th>
<th>3 years</th>
<th>4 years</th>
<th>5 years</th>
<th>6 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>$25</td>
<td>$42</td>
<td>$69</td>
<td>$91</td>
<td>$105</td>
<td>$119</td>
<td>$129</td>
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</table>

CHEATING/ PLAGIARIZING: Students who cheat on exams and/or plagiarize/copy on assignments and/or term projects will receive an “F” grade.

Turnitin.com: is an electronic system used by the College of Education to detect plagiarized reports.

Academic Dishonesty Policy Cheating is defined as the attempt, successful or not, to give or obtain aid and/or information by illicit means in meeting any academic requirements, including examinations. Cheating includes falsifying report and documents.

Plagiarism is defined as the use, without proper acknowledgments, of the ideas, phrases, sentences, or larger units of disclosure from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violation of copyright laws.

Students are responsible for knowing the policies regarding cheating plagiarism and the penalties for such behavior. Students must take care not to provide opportunities for others to cheat. Students must inform the faculty member if cheating or plagiarism is taking place.

PENALTIES FOR ACADEMIC DISHONESTY It is the sole discretion of the faculty member to levy penalties of individuals that engage in academic dishonesty within the faculty member’s class. Penalties may range from reprimands to expulsion within the student’s program or the university. It is the sole discretion of the faculty member to determine the severity of the infraction and take steps they deem necessary. These steps may include filing a report to the University’s Academic Affairs office.

STUDENTS RIGHTS If a student is accused of academic dishonesty, he or she may appeal any decision made by the faculty member through the Academic Affairs or Student Affairs office.

POLICY STATEMENT ON NON-DISCRIMINATION It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

ACADEMIC HONOR POLICY The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

ADA Compliance To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.
Selected References:


ICE BREAKER:

GENERAL INFORMATION: Student will be placed into groups of two. Each student will introduce the other by including information discussed below:

<table>
<thead>
<tr>
<th>Name</th>
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<table>
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<tr>
<th>OCCUPATION</th>
<th>COMPANY</th>
<th>YOU WORK</th>
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Hometown

(Please discuss the following questions.)

Sharing something that many people don’t know about you.

What do you hope to learn from this class?

If this was the last day of your life how would you like to be remembered?
### FAMU-PEU CANDIDATE DISPOSITION ASSESSMENT

**Candidate’s Name:**

**Student ID:**

**Program Area:**

<table>
<thead>
<tr>
<th>Criteria for rating</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
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</table>

- The candidate consistently and thoroughly demonstrates indicators of performance (90–100%)
- The candidate usually and extensively demonstrates indicators of performance (85–90%)
- The candidate sometimes and adequately demonstrates indicators of performance (75–80%)
- The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance

#### Professionalism: The Teacher Candidate demonstrates professionalism

(please use a "X" to indicate level of performance)

**Punctuality**
- Does not exceed three unexcused absences, per university catalog 2009-2010
- In class at or before specified time per Registrar
- Attends class, field experiences, meetings
- Models appropriate dress and grooming
- Completes assignments on or before due date

**Emotional Management**
- Handles feelings appropriately (manages anger, frustration, excitement)
- Reacts reasonably to situations
- Finds a healthy balance between emotions

- Demonstrates the appropriate use of personal technology during class
- Follows established protocol and procedures
- Follows established procedures and policies

#### Effective Communication: The Teacher Candidate demonstrates effective communication skills

(please use a "X" to indicate level of performance)

- Uses standard English language in various settings
- Uses appropriate tone of voice for the setting
- Articulates concepts clearly (avoids words such as you know, um, uh-uh, and okay)
- Models appropriate respectful communication that is not demeaning or harsh (avoids loud outbursts and profanity)
- Avoids confrontational behavior

---

**Continues on following page.**
**FAMU-PEU CANDIDATE DISPOSITION ASSESSMENT**

<table>
<thead>
<tr>
<th>Criteria for rating</th>
<th>F (1)</th>
<th>A (2)</th>
<th>M (3)</th>
<th>U (4)</th>
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</thead>
<tbody>
<tr>
<td><strong>Professionalism: The Teacher Candidate demonstrates professionalism</strong></td>
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<tr>
<td>Frequency: Does not exceed three unexcused absences per university catalog 2009-2010</td>
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<tr>
<td>In class 3 or before specified time per Registrar</td>
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<td>Attends class, field experiences, meetings</td>
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<tr>
<td>Models appropriate dress and grooming</td>
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<tr>
<td>Completes assignments on or before due date</td>
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<tr>
<td>Extended Management: Handles feelings appropriately (manages anger, frustration, embarrassment)</td>
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<tr>
<td>Accepts responsibility for situations</td>
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<td>Maintains a healthy balance between emotions</td>
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<td>Demonstrates the appropriate use of personal technology during class</td>
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<tr>
<td>Follows established protocol and procedures</td>
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<tr>
<td><strong>Effective Communication: The Teacher Candidate demonstrates effective communication skills:</strong></td>
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<tr>
<td>Uses standard English language in various settings</td>
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<tr>
<td>Uses appropriate tone of voice for the setting</td>
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<tr>
<td>Articulates concepts clearly (avoids words such as you, too, uh-huh, and okay)</td>
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<tr>
<td>Models appropriate meaningful communication that is not demeaning or harmful (avoids loud outbursts and profanity)</td>
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<tr>
<td>Averts combative behavior</td>
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END
Disposition Remediation Plan

Date: ____________

Candidate_______________________________ Faculty ______________________

Disposition(s) being addressed by this plan:
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________

Evidence of progress in addressing this deficiency will be shown by
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________
____________________________________________________________________________________________________________

To verify progress in addressing this deficiency, the appropriate individuals listed below may be contacted:

Progress is expected to be observed initially within____ days/weeks and will be monitored for a period of not less than________________________________________.

Required Signature:

____________________________________________  __________________
Candidate         Date

____________________________________________  __________________
Faculty         Date

____________________________________________  __________________
Department Chairperson                     Date

____________________________________________  __________________
Center for Academic Success      Date

____________________________________________  __________________
Campus Support Services                     Date

FAMU IS AN EQUAL OPPORTUNITY/EQUAL ACCESS UNIVERSITY
## DIVERSITY

### CF 1  •  Through this focal area, the FAMU professional education candidate will:

| CF:1.1 (K) | Demonstrate understanding of diverse backgrounds of individuals. | F: 5,6,7 | I: 3 |
| CF:1.2 (S,D) | Support diverse student learning through differentiated instruction. | F: 5,7 | I: 3,8 |
| CF:1.3 (S,D) | Create and foster learning opportunities adapted to diverse learners. | F: 5,6 | I: 3,8 |
| CF:1.4 (S) | Practice responsive strategies that foster acculturation, mediation, and resolution. | F: 5,6 | I: 3 |
| CF:1.5 (K,S) | Establish a climate that values diversity and supports learning for all students. | F: 5, 7, 9, 10 | I: 5 |

## TECHNOLOGY

### CF 2  •  Through this focal area, the FAMU professional education candidate will:

| CF: 2.1 (S) | Use a variety of technology tools and software to support student learning. | F: 4,12 | I: 6 |
| CF: 2.2 (S) | Use technology to manage, evaluate and improve instruction. | F: 1,4,10,12 | I: 6,7 |
| CF: 2.3 (K) | Demonstrate knowledge of fundamental concepts in technology. | F: 12 | I: 1,6 |
| CF: 2.4 (K) | Demonstrate an understanding of concepts related to software, hardware and application. | F: 2,12 | I: 6 |
| CF: 2.5 (S) | Use technology to prepare and teach lessons and promote creativity among students. | F: 12 | I: 6 |
| CF: 2.6 (S,D) | Demonstrate the ability to access a variety of tools to enrich media communication. | F: 12 | I: 6 |
| CF: 2.7 (S) | Teach students to use various types of technology. | F: 4,12 | I: 6 |

## VALUES

### CF 3  •  Through this focal area, the FAMU professional education candidate will:

| CF: 3.1 (S) | Work with colleagues in a professional manner. | F: 6 | I: 2,5 |
| CF: 3.2 (S) | Use clear and accurate communication with students, families and other stakeholders. | F:11,6 | I: 9,10 |
| CF: 3.3 (S,D) | Promote perspectives, ideas, people and cultures. | F: 5,6 | I: 3 |
| CF: 3.4(D) | Establish and work to achieve goals. | F: 3,9 | I: 5,9 |
| CF: 3.5(D) | Create learning opportunities that foster cooperation, support and individual participation among students. | F: 7,2 | I: 5,10 |

## CRITICAL THINKING

### CF 4  •  Through this focal area, the FAMU professional education candidate will:
### CF:4.1 (K)
Demonstrate an understanding of a variety of instructional/professional strategies to encourage student development of critical thinking and performance.  
**F:4,7**  
**I: 4**

### CF:4.2 (S)
Demonstrate the use of a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance.  
**F:2,7**  
**I: 4**

### CF:4.3 (D)
Create and foster opportunities for student learners to demonstrate critical thinking and self-directed learning as habits of mind.  
**F: 4**  
**I: 1,4**

### CF:4.4 (K)
Demonstrate the use of performance assessment techniques and strategies that measure higher order thinking skills of student.  
**F:1,4**  
**I: 1,8**

### CF:4.5 (S)
Demonstrate the use of higher order thinking skills.  
**F: 8**  
**I: 4**

### PROFESSIONALISM
**•CF5•** Through this focal area, the FAMU professional education candidate will:

| CF: 5.1 (K) | Know the content. | F: 8 | I: 1 |
| CF: 5.2 (S) | Use the appropriate pedagogy to provide all students with the opportunity to learn. | F:7,9 | I: 7 |
| CF: 5.3 (D) | Demonstrate commitment to professional growth & development. | F:3,7 | I: 9 |
| CF: 5.4 (K,S) | Use major concepts, principles, theories & research related to the development of children and adults. | F: 7 | I: 2 |
| CF: 5.5 (S) | Construct learning opportunities that support student development & acquisition of knowledge & motivation. | F: 7 | I: 5 |
| CF: 5.6 (S) | Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom. | F: 2 | I: 6 |
| CF: 5.7 (S,D) | Display appropriate code of conduct including dress, language, and respective behavior. | F: 9 | I:5,9 |
| C.F:5.8 (K,S) | Know and use student personnel services. | F:5,10,12 | I: 2,10 |

### URBAN/RURAL EDUCATION
**•CF6•** Through this focal area, the FAMU professional education candidate will:

| CF: 6.1 (S) | Demonstrate the ability to work in school settings with varied levels of human and material resources. | F: 9,10,11 | I: 10 |
| CF: 6.2 (S,D) | Demonstrate the ability to work in school settings that focus on rural/urban context with opportunities and challenges that these environments provide. | F: 11 | I: 3 |
| CF: 6.3 (K) | Understand the conditions of both rural and urban students and families. | F: 5, 11 | I: 2,3 |
| CF: 6.4 (S) | Communicate effectively with students’ parents and the community. | F: 5,11 | I: 6 |
EDUCATIONAL LEADERSHIP PH. D. PROGRAM STANDARDS

Program Standards

1. Leadership
2. Communication
3. Educational Policy
4. Legal Environment
5. Technology
6. Globalization
7. Research and Data Analysis
8. Organizational Management and Development
9. Collaboration
10. Ethics

1. **Leadership:** Demonstrate a comprehensive understanding of multiple leadership theories and engage in leader behavior as articulated by the knowledge base.

**Knowledge, Skills, and Disposition Indicators**

K. Candidate demonstrates an awareness and understanding of multiple leadership theories
S. Candidate applies leadership theories in the organizational context
D. Candidate recognizes the role of leadership and the implications of leadership behavior in the organizational context

2. **Communication:** Demonstrate ability to communicate effectively in oral and written forms.

**Knowledge, Skills, and Disposition Indicators**

K. Candidate understands the various forms of communication and reasons related to human communication
S. Candidate demonstrates the ability to engage in effective communication in a variety of settings. Candidate demonstrates ability to use appropriate media in communications.
D. Candidate is aware of the impact of communication on individuals and demonstrates sensitivity in the selection of symbols used to convey messages.

3. **Educational Policy:** Demonstrate an understanding of the (a) policy making process at the local, state, and federal levels, (b) requirements of implementing policy, and (c) the consequences of policy implementation.

**Knowledge, Skills, and Disposition Indicators**

K. Candidate understands the origins of educational policy, what educational policy intends to accomplish, and the originators of educational policy. Candidates understand the process associated with educational policy making
S. Candidate demonstrates the ability to recognize a societal problem and identifies the processes through which educational policy is enacted in the political and social arenas.
D. Candidate demonstrates awareness of the impact of educational policy implementation.

4. **Legal Environment:** Demonstrate an understanding of law as it applies to leadership and governance of schools and other educational entities. Demonstrate an awareness of legal issues as these impact educational organizations.

**Knowledge, Skills, and Disposition Indicators**
K. Candidate knows and can articulate the major legal decisions that affect education in the United States. Candidates are aware of the rights accorded by law to students, parents, and employees.

S. Candidate can apply legal decisions in the organizational context.

D. Candidate behavior demonstrates respect for the rights of others and propensity to abide by legal decisions. Candidate demonstrates behavior to fulfill the legal obligations required in the school environment and organizational context.

5. **Technology:** Demonstrate familiarity with and awareness of various technology devices. Demonstrate the ability use various technologies in the leadership role. Demonstrate an understanding of the role of various technologies in organizational communication and achieving organizational goals.

### Knowledge, Skills, and Disposition Indicators

K. Candidate is aware of multiple technology devices and how these devices can be utilized in the leadership role and in the organizational context.

S. Candidate demonstrates the ability to use multiple technological devices to accomplish personal tasks, communicate effectively, and achieve organizational goals.

D. Candidate recognizes the benefits of technology and its limitations. Candidate recognizes the threats that are associated with technology.

6. **Globalization:** Demonstrate an understanding of leadership in the global society, i.e., norms, customs, and leadership perspectives in the international arena.

### Knowledge, Skills, and Disposition Indicators

K. Candidate demonstrates knowledge of customs, norms, and values that exist in the global environment.

S. Candidate demonstrates through interactions in large and small group settings the ability to communicate effectively. Candidates demonstrate the ability to develop relationships with individuals from different cultures. Candidates demonstrate behavior that is free of myths and stereotypes. Candidate demonstrates behavior that accepts more than one perspective on phenomena.

D. Candidate demonstrates behavior that displays a recognition and respect of the culture and customs of individuals from around the globe.

7. **Research and Data Analysis:** Demonstrate an understanding of research methodology and how to collect, analyze, interpret, and communicate results of analyses to various audiences.

### Knowledge, Skills, and Disposition Indicators

K. Candidate demonstrates an ability to identify research paradigms and associated techniques to investigate phenomena.

S. Candidate demonstrates the ability to engage select phenomenon as a focus of research, construct reliable and valid instruments to collect data and employ tests to acquire results.

D. Candidate recognizes the limitations associated with data collection and the ethical responsibilities of engaging associated with research activity.

8. **Organizational Management and Development:** Demonstrate an understanding of the individual and collective behavior of humans in organizations. Demonstrate leadership skills in the organizational context. Demonstrate the ability to lead, motivate, communicate, and make decisions in the organizational context. Demonstrate the ability to conceptualize the dimensions of the organization and be able to coordinate these dimensions to achieve organizational goals. Establish operational plans and processes to accomplish strategic goals.

### Knowledge, Skills, and Disposition Indicators

K. Candidate is aware of the dimensions of an organization, nomothetic and idiographic, and that a task of the leader is to bring these dimensions into congruence.
S. Candidate implements processes within the organizational context that achieves organizational goals.
D. Candidate values the knowledge and expertise of the members of the organization.

9. **Collaboration**: Demonstrate the ability to form partnerships with individuals and various entities to accomplish goals.

**Knowledge, Skills, and Disposition Indicators**

K. Candidate recognizes that goal achievement and task accomplishment requires resources that others have.
S. Candidate forms partnerships to accomplish tasks. Candidate actively seeks the assistance of others where there is clear need for resources not available.
D. Candidate values relationships and work outcomes accomplished via partnership.

10. **Ethics**: Demonstrate the ability to act with integrity, fairness, and honesty and in accordance with state and federal constitutional provisions and statutory standards.

**Knowledge, Skills, and Disposition Indicators**

K. Candidate is knowledgeable of Ethical criteria and the importance of ethical behavior in the organizational context.
S. Candidate constructs a personal and professional ethical code of conduct, which guides behavior.
D. Candidate practices ethical standards of leadership and membership within an organization.
Explanation of Conceptual Framework Themes

1. **Diversity.** The exemplary professional understands diverse student backgrounds and has the skills, and disposition to employ this understanding to support student learning. He/she accepts and fosters diversity. The candidate practices strategies such as acceptance, tolerance, resolution and mediation, and establishes a comfortable environment in which all students can learn.

2. **Technology.** The exemplary professional makes use of available technology to support student learning and uses technology to manage, evaluate and improve instruction. The candidate knows, understands, and uses fundamental concepts in technology and facilitates access to the use of electronic resources for students. The candidate uses technology to manage, evaluate and improve instruction.

3. **Values.** The exemplary professional values the worth and dignity of every person. He/she works with colleagues in a professional manner and interacts with students, families and other stakeholders in a manner that reflects ethical and moral standards. The candidate shows respect for varied talents and perspectives and is committed to individual excellence. The candidate values the role of the students in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate for learning.

4. **Critical Thinking.** The exemplary professional understands and uses a variety of instructional strategies to encourage students’ development of critical thinking and performance. The candidate values critical thinking and self-directed learning as habits of mind.

5. **Professionalism.** Exemplary professionals know the content and uses appropriate pedagogy to provide all students with the opportunity to learn. The exemplary professional is committed to professional growth and development. The candidate uses major concepts, principles, theories, and research related to development of children to construct learning opportunities that support students’ development and acquisition of knowledge and motivation. The candidate displays effective verbal and nonverbal communication techniques to foster valuable interaction in the classroom.

6. **Urban/Rural Education.** The exemplary professional is prepared to work in school settings with limited resources as well as settings that focus on rural/urban contexts with opportunities and challenges that these environments provide. Exemplary professionals have the ability to understand the plight of both rural and urban students and demonstrate a propensity to communicate with them and their parents.

(Revised 1/7/08 to include Urban/Rural Education)
**PEER EVALUATION**

**TO EVALUATORS:** Your comments as well as ratings are useful to the presenter. Use the back side of this page for additional comments. Please place a number between 5 and 1 in the **rating** box below. Far left (5) is the highest rating; far right (1) is the lowest. Please do not leave any blanks.

**TO Presenter:** Please distribute copies of your outline to all peers before starting your presentation.

| Presenter __________________________________________________________ | Date __________________ |
| Topic______________________________________________________________ | Concept/s__________________ |

<table>
<thead>
<tr>
<th><strong>I. ORGANIZATION OF PRESENTATION</strong></th>
<th><strong>RATING</strong></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Presentation preparation evident</td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>2. Presentation beginning effective</td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>poor</td>
</tr>
<tr>
<td>3. Subject-matter knowledge apparent</td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>4. Strategies selection effective</td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>poor</td>
</tr>
<tr>
<td>5. Closure effective</td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>poor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>II. PRESENTER IMPLEMENTATION</strong></th>
<th><strong>RATING</strong></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Eye contact excellent</td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>no</td>
</tr>
<tr>
<td>7. Enthusiasm evident</td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>poor</td>
</tr>
<tr>
<td>8. Speech delivery</td>
<td>articulate</td>
<td>minor problems</td>
<td>no</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Voice inflection; cueing</td>
<td>effective</td>
<td>minor problems</td>
<td>poor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Vocabulary use</td>
<td>well chosen</td>
<td>minor problems</td>
<td>poor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Aids, props, &amp; materials</td>
<td>effective</td>
<td>okay</td>
<td>none</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Use of examples and analogies</td>
<td>effective</td>
<td>needs improvement</td>
<td>none</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Student involvement</td>
<td>effective</td>
<td>okay</td>
<td>none</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Use of overlapping skills</td>
<td>good</td>
<td>okay</td>
<td>poor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Nonverbal communication</td>
<td>effective</td>
<td>a bit confusing</td>
<td>distracting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Use of active listening</td>
<td>effective</td>
<td>okay</td>
<td>poor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Responses to students</td>
<td>personal &amp; accepting</td>
<td>passive or indifferent</td>
<td>impersonal &amp; antagonistic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Use of questions</td>
<td>effective</td>
<td>okay</td>
<td>poor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Use of student names</td>
<td>effective</td>
<td>okay</td>
<td>no</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Use of humor</td>
<td>effective</td>
<td>okay</td>
<td>poor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Directions and refocusing</td>
<td>succinct</td>
<td>a bit vague</td>
<td>confusing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Teacher mobility</td>
<td>effective</td>
<td>okay</td>
<td>none</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Use of transitions</td>
<td>smooth</td>
<td>a bit rough</td>
<td>unclear</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Presentation motivating</td>
<td>very</td>
<td>somewhat</td>
<td>not at all</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Momentum (pacing) of lesson</td>
<td>smooth &amp; brisk</td>
<td>okay</td>
<td>Too slow / fast</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Total**

**Constructive Comments:**

<table>
<thead>
<tr>
<th><strong>Do not complete the following</strong></th>
<th><strong>SCORE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL POINTS = (All Evaluations)</td>
<td></td>
</tr>
<tr>
<td>MAXI MUM POINTS = 125 x ____ (No. of Evaluations)</td>
<td></td>
</tr>
<tr>
<td>A.</td>
<td>B.</td>
</tr>
<tr>
<td>FINAL SCORE (A/Bx100) =</td>
<td></td>
</tr>
</tbody>
</table>
**Scoring Rubric**  One example of the a scoring rubric that may be used in measuring some activities or assignments is the **FAMU**:

<table>
<thead>
<tr>
<th>Favorable (4)</th>
<th>Acceptable (3)</th>
<th>Marginal (1)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Favorable</strong> performance is exemplified in outcomes (products) that exceed or meet established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A favorable performance designation is assigned to outcomes (products), which demonstrate a significant presence of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “F” products and assigned a numerical score in the range of 90-100.</td>
<td><strong>Acceptable</strong> performance is exemplified in outcomes (products) that approach or proximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards, but does not meet the criteria for favorable designation. An Acceptable performance designation is assigned to outcomes (products), which demonstrate vague attempts at including (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “A” products and assigned a numerical score in the range of 80-89.</td>
<td><strong>Marginal</strong> performance is exemplified in outcomes (products) that do not exceed, meet, or approach or proximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A Marginal performance designation is assigned to outcomes (products), which demonstrate minimal inclusion of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “M” products and assigned a numerical score in the range of 70-80.</td>
<td><strong>Unacceptable</strong> performance is exemplified in outcomes (products) that do not exceed, meet, or approach or proximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. An Unacceptable performance designation is assigned to outcomes (products), which demonstrate a lack of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “U” products and assigned a numerical score in the range of 60-69.</td>
</tr>
</tbody>
</table>
Presentation PLAN

OVERVIEW

What? Why? How?

1. **Descriptive Data:** Presenter’s Name, Course, Date, Grade Level, Unit, Topic, Time duration, etc.

2. **Goals and Objectives** (Instructional/Learning): What?
   - A. Goals - Statements of intended accomplishments from lesson.
   - B. Objectives - (not learning activity) - What the student will learn.

3. **Rationale:** Why? Explains why the presentation is important and why the presentation methods chosen will achieve the objectives.

4. **Procedures:** (Delivery/Implementation of Plan): How?
   - Instructional/Learning activities
     * Introduction  *Presentation Development  *Presentation Conclusion  *Timetables

5. **Materials and Equipment Needed:**
   - * Handouts  *media  *books  *demos  *artifact

6. **Reflection and Revision** *(Complete this session after receipt of peer evaluations)*
   - e.g. What would you change?
     - How well do you think your presentation went?
     - Did student enjoy the presentation?
     - Do you think the peer evaluations were fair?
Presentation PLAN
(Use as an example to prepare your plan)

Presenter: Dr. Theresa Shotwell   Class: Marketing  MKA 3011
Date: Fall 2008    Unit: Marketing Value Decisions
Topics: Virtual Value: The World of Marketing – Chapter 1    Time Duration: 90 minutes

Goals and Objectives of Unit
A. Instructional Goals: The goal of this unit is for students to
   1) Understand what is marketing.
   2) Understand the marketing process
   3) Understand how marketing is done.
   4) Understand why marketing is important.

B. Instructional Objectives: At the completion of this presentation, participants will be able to
   1) Describe what marketing is all about
   2) Define the marketing mix
   3) Understand the basics of marketing planning
   4) Describe the evolution of the marketing concept
   5) Explain why marketing is important to all of us

Rationale:
This unit is important because the student should know about the field of marketing and how this field relates to the individual as a future businessperson and as a consumer. It is also important to know how marketing influences everyone.

Instructional Procedure (with approximate timelines):
Arrive early to greet students. At the start of this unit the classroom chairs will be arranged whereby students will have a clear view of the power point presentation and will produce a friendly learning environment.

Activities -(textbook pages 1 –27)
1. 10 minutes: Attendance and Introduction
2. 20 minutes: Lecture and Discussion: What is Marketing? - page 3
3. 10 minutes: Lecture and Discuss: How is marketing done? – page 13
4. 15 minutes: Lecture and Discuss: The Evolution of Marketing Concepts? – page 15
5. 20 minutes: Lecture and Discuss: Why is Marketing important? – page 19

Assessment:
15 minutes: Closure: Activity or Summary and Review (Q&A)

Equipment and Materials Needed: Textbook, Power-point, handouts, and Outline.
Proposed GUIDELINES FOR PROFESSIONAL ATTIRE

Students are expected to dress in "PROFESSIONAL attire" during certain components of this course. The rationale for these suggestions is that conservative attire is appropriate for most environments including presentations, symposium, forum and job interviews.

The following proposed guidelines will identify what is expected for “professional attire”.

**SUITS**
Conservative cut; solid, pinstripe or pin-check. Choice of colors: NAVY, GRAY, CHARCOAL, DARK BROWN, or BLACK. No pastel colors. Men should avoid wearing solid black suits - (reserve for semi-formal occasions).

Skirts should be straight or pleated; easy to sit in, loose fitting; no high slits or side openings; not more than 3 inches above the knee. **NO PRINTS.** Skirt must match suit jacket. Females cannot wear pants. However, a pants suit with a long matching jacket is okay. **All jacket must cover hips and long sleeved.**

**JACKETS MUST BE WORN TO SYMPOSIUM/FORUM. NO BLAZER/SKIRT, BLAZER/PANT, BLAZER/DRESS COMBINATIONS. NO DRESSES.**

**NOTE:** Navy and gray are "power" colors and the most appropriate for forum, presentations and interviews.

**SHIRTS**
Long-sleeve cotton or broadcloth: solid or conservatively striped. Choice of colors: white, ivy, beige or pale blue.

**BLOUSES**
Solid colors, white and pastel; silk and cotton; **(NO PRINTS).** Accent with multicolor scarves.

**TIES**
Medium width ties--three inches, silk if possible; colors muted and in contrast to the suit. Designs need not be limited to neat striped patterns or small dots. Paisley and floral patterns are acceptable, but should be muted. Pocket handkerchiefs **never** match ties. Ties should always cover belt buckles.

**BELTS**
Same color of shoes. No belts out-side of suits.

**HOSE**
**WOMEN:** Natural, taupe, off-black, navy blue, gray. **No knee-highs.** (Note: All hose should be sheer enough to see the natural skin tone.)

**SOCKS**
**MEN:** Over the calf length in: black, charcoal gray, navy or brown. Socks should always cover calves.
SHOES  Shoes must be cleaned and shined. Avoid wearing shoes with torn or over-worn hills.

**WOMEN:** black, navy, or brown to match wardrobe; basic pump with medium or low heels. No open toe, open backs, sling, or multi-color trim shoes.

**MEN:** Leather tassel loafer, wing tip or cap toe, lace-up; in dark brown, black, or cordovan.

JEWELRY  Should be minimal. Avoid flashy or eye catching jewelry. No facial jewelry such as nose rings, tongue ring or other facial piercing. Both men and women should avoid wearing front gold-teeth. Cover tattoos.

**Women:** No more than five pieces of jewelry should be shown. One ring per hand; a watch or bracelets that do not dangle or detract. One string necklace or chain. Women may wear one pair small stud earrings. (no gypsy hoops).

**Men:** No more that three pieces of jewelry should be should. MEN CANNOT WEAR EARRINGS. Chains or necklace can not be shown. One ring per hand and a watch or bracelet.

HAIR  Men avoid jheri curls, processed looks, and sculptured looks. Maintain a neat, well-groomed haircut. If your hair is locked, wear them away from face and clean.

**Women** avoid sculptured looks. Avoid formal or after-five looks. Wear hair simple and away from face.

MAKE-UP  **Women:** Make-up should look natural. Avoid formal or after-five looks. Use neutral colors for eye-shadows (no blues, green, white, etc.). Lipsticks worn should also be settle.

**Men:** No make-up is necessary. However, a transparent face powder may be applied to avoid a shinny appearance.

NAILS  **Women:** Wear natural length nails with a neutral color nail polish. No jewelry or designs on nails.

**Men:** Wear nails short and manicured. Clear polish is okay.

**MUSTACHE & BEARDS**  Neat and trimmed.

PERSONAL HYGIENE  Clean, healthy smile, good general hygiene, fresh-clean presence. Fragrance lightly scented and applied.

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Now to make the outfit a complete success you should be aware in the way you walk, sit or stand (posture) and speak.