**Course Syllabus**

<table>
<thead>
<tr>
<th>Course Number: EDA 6260</th>
<th>Course Title: Facilities and Other Auxiliary Services in Pre-K Through Grade 12 Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite: Admission to Ph.D. Program</td>
<td></td>
</tr>
<tr>
<td>Course Credit: 3 semester hours</td>
<td>Course Hours: 3 per week</td>
</tr>
<tr>
<td>College: Education</td>
<td></td>
</tr>
<tr>
<td>Department: Educational Leadership and Human Services</td>
<td></td>
</tr>
<tr>
<td>OTHER REQUIREMENTS</td>
<td></td>
</tr>
<tr>
<td>All students must enroll in the course via Blackboard</td>
<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>
</tr>
<tr>
<td>Faculty Name: Dr. THERESA A. SHOTWELL</td>
<td>Term and Year: SPRING 2009</td>
</tr>
<tr>
<td>Office Location: GECA 313</td>
<td>Email: theresa.shotwell @famu.edu OR <a href="mailto:theresa.shotwell@live.com">theresa.shotwell@live.com</a></td>
</tr>
<tr>
<td>Phone: (850) 599-3482 (Office) (850) 878-8783 (Home)</td>
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</table>

**Course Description**

This course provides information on the management of internal funds, building renovation and maintenance, facilities, new construction, cafeteria management, academic programs, athletic and interscholastic activities, intramural activities, parent organizations, non-instructional personnel, and transportation.
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:

- **Theme 1**: Diversity
- **Theme 2**: Technology
- **Theme 3**: Values
- **Theme 4**: Critical Thinking
- **Theme 5**: Professionalism
- **Theme 6**: Urban/Rural Education

**The Exemplary Profession**
DIVERSITY

• CF 1
• 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

• 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: 3.4(D) | Be committed to individual excellence. | F: 3,9 | I: 5,9 |

CRITICAL THINKING

• CF 4
• 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

• CF 6
• 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 major goals of this course are to inform the candidates of conceptual, descriptive and applied aspects of developing educational facilities and auxiliary services. Conceptualization includes school architecture, planning, programming, and design, while the descriptive segments contain information on capital outlay activities, school construction management, maintenance, and operations of school buildings. Legal and financial issues in developing educational facilities and auxiliary services will be discussed.

Specific Behavioral Objectives

At the end of this course the candidate will:

1. Demonstrate an understanding of the overall structure of school facilities and non-instructional services.
2. Become knowledgeable of the school’s support network available through professional organizations and local, regional, state, and national resources.
3. Demonstrate an understanding of the School Laws appropriate to school facilities and auxiliary services.
4. Undertake clinical experiences in the school as a means of exploring the complexities of these services from the perspective of successful practitioners.
5. Experience team dynamics while working with colleagues and professor in a professional manner.
6. Develop and design a high school facility and auxiliary services in Florida.
7. Demonstrate and utilize rules of argumentation in the critique of others’ publications.
8. Demonstrate the ability to communicate effectively during oral and written presentations.
9. 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>ASSIGNMENT</th>
<th>Behavioral Objectives</th>
<th>EL Program Standards</th>
<th>PEU Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Oral Presentations/Reflections - Power Points</td>
<td>1,8,9</td>
<td>2. (S) Communication 8. Organizational Management &amp; Development</td>
<td>CF: 4.4 (K) CF: 4.5 (S) CF: 5.6 (S) CF: 5.7 (S,D)</td>
</tr>
<tr>
<td>2. Readings &amp; Assignments</td>
<td>1,2,3</td>
<td>8. Organizational Management &amp; Development</td>
<td>CF: 1.1 (K) CF: 4.5 (S) CF: 6.3 (K)</td>
</tr>
<tr>
<td>3. Article Critique</td>
<td>1,2,7,8,9</td>
<td>8. Organizational Management &amp; Development</td>
<td>CF: 2.4 (K) CF: 2.6 (S,D) CF: 4.5 (S)</td>
</tr>
<tr>
<td>4. Group Activities</td>
<td>1,5</td>
<td>8. Organizational Management &amp; Development</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>
</tr>
<tr>
<td>5. Field Clinical Experience and Personal Journal</td>
<td>1,8,9</td>
<td>8. Organizational Management &amp; Development</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>6. Facility Project: Candidates will work as a team to design a school facility and auxiliary services. Provide an oral and written reports and write a reflection about their experience working together.</td>
<td>1,3,5,6,8,9</td>
<td>8. Organizational Management &amp; Development</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>
</tr>
</tbody>
</table>
### 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

### TOPICAL OUTLINE GUIDE

<table>
<thead>
<tr>
<th>Discussions, Activities and Assignments</th>
<th>Calendar of Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ICE BREAKER Activity:</strong> Introductions</td>
<td>First Day</td>
</tr>
<tr>
<td><strong>Open Discussion</strong> Course Overview, Concepts,</td>
<td>Session 1</td>
</tr>
<tr>
<td><strong>Discussion:</strong> Texts: Tanner and Lackney</td>
<td></td>
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<tr>
<td><strong>Assignments:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Read Chapters 1-4 and prepare to discuss in class.</td>
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<tr>
<td><strong>Discussion:</strong> Texts: Tanner and Lackney</td>
<td>Sessions 2-3</td>
</tr>
<tr>
<td>1. Chapter 1-4 History of Educational Architecture and Trend in Educational Architecture</td>
<td>Articles One 50pts Due Jan 17th</td>
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<tr>
<td><strong>Activity:</strong> FIRO_B Assessment- measures how the candidate tend to behave with others and what she/he seeks from them.</td>
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<tr>
<td><strong>Assignments:</strong></td>
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<tr>
<td>1. Read Chapters 5-6 and prepare to discuss in class</td>
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<tr>
<td>2. <strong>Critique Article One Due</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Discussion:</strong> Texts: Tanner and Lackney</td>
<td>Sessions 4-5</td>
</tr>
<tr>
<td>1. Chapters 5-6</td>
<td></td>
</tr>
<tr>
<td><strong>Oral Presentations:</strong> Educational Facilities Begin 4th week</td>
<td></td>
</tr>
<tr>
<td><strong>Activity:</strong> Discuss results from the FIRO-B Assessment</td>
<td></td>
</tr>
<tr>
<td><strong>Assignments:</strong></td>
<td></td>
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<tr>
<td>1. Read Chapters 14-15 and prepare to discuss in class</td>
<td></td>
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<tr>
<td><strong>Critique Article Two Due</strong></td>
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</tr>
<tr>
<td><strong>Discussion:</strong> Texts: Tanner and Lackney</td>
<td>Sessions 6-7</td>
</tr>
<tr>
<td>1. Chapters 7-9</td>
<td></td>
</tr>
<tr>
<td><strong>Oral Presentations:</strong> Educational Facilities</td>
<td></td>
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<tr>
<td><strong>Activity:</strong> TBA</td>
<td></td>
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<tr>
<td><strong>Assignments:</strong> Text Book. Florida School Laws: Chapter 1013. Educational Facilities, Part I-IV</td>
<td></td>
</tr>
<tr>
<td><strong>Critique Article Two Due</strong></td>
<td></td>
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<tr>
<td><strong>Test One Review</strong></td>
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<tr>
<td><strong>Article Two 50pts Due Feb 1st</strong></td>
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</tbody>
</table>
### Discussion: Texts: Florida School Laws

### Oral Presentations: Educational Facilities
**Activity:** TBA  
**Assignments:** Read Chapters 10-12 and prepare to discuss in class  

**Chapters 1-8** Five Activities Due  
**Test One**  

| Sessions 8-9 | Assign-1 Due 50pts  
| Feb 28th | Test One 50pts  
| March 7th |

### Discussion: Texts: Tanner and Lackney  
1. Chapters 10-14

### Oral Presentations: Candidates’ Oral Report on Field Clinical Experience

### Assignments: Read Chapters 13-14 and prepare to discuss on sessions 11 and 12

| Sessions 10-12 | Field Exp. Oral Report  
| March 20th | Written Field Report/Journal Due  
| March 28th |

### Discussion: Texts: Tanner and Lackney  
1. Chapters 13-16

### Oral Presentations: Candidates’ Oral Report on Field Clinical Experience

### Cohort’s Collaborated Oral Facility Report

### Assignments: Read Chapters 15-16 and prepare to discuss on sessions 13 and 14  
**Wrap Up**  

**Term Project – New Facility Report- Cohort Due**  
**Extra Credit Options due by April 17th**  
**Chapters 9-17** Five Activities Due  
**Test Two Review**  
**Test Two Chapter 9-17(online)**

| Sessions 13-15 | Assign-2 50pts  
| Due Apr 12th | Facility Project (Oral & Written)  
| Apr 17th 100pts | Test Two Apr 21st 50pts |

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**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

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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.

**Course Evaluation and Grading**

Students will be evaluated by the following deliverables:

<table>
<thead>
<tr>
<th>Maximum Points</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PARTICIPATION/ATTENDANCE</td>
<td>100 See Class Policies details</td>
</tr>
<tr>
<td>DISPOSITION ASSESSMENT</td>
<td>50 See Appendix</td>
</tr>
<tr>
<td>ORAL PRESENTATIONS</td>
<td>100 See Details Below</td>
</tr>
<tr>
<td>PRESENTATION REFLECTION</td>
<td>10 See Details Below</td>
</tr>
<tr>
<td>ASSIGNMENTS/ACTIVITIES</td>
<td>300 See Course Requirements Details</td>
</tr>
<tr>
<td>FIELD EXPERIENCE/JOURNAL</td>
<td>100 See Details Below</td>
</tr>
<tr>
<td>EXAMINATIONS</td>
<td>100 See Class Policies Details</td>
</tr>
<tr>
<td><strong>TOTAL MAX. POINTS</strong></td>
<td><strong>760</strong></td>
</tr>
</tbody>
</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.

**Scoring Rubric** - One example of the a scoring rubric that may be used in measuring some activities or assignments is the FAMU. See the appendices for details.
1. **ATTENDANCE/PARTICIPATION**- (100 points). Refer to Course Polices below

2. **DISPOSITION ASSESSMENT**- (100 points). Refer to Appendices for details- also visit course policies.

3. **ORAL PRESENTATIONS** (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.

**Instructions:** Prepare a presentation to speak on a current educational issues on facilities and auxiliary services. Some examples may include:

   a. School law Concerning Facilities and Auxiliary Services
   b. Financial and Other legal concerns about educational facilities
   c. Educational Faculty Planning
   d. Specifications for planning, site selection, and design
   e. A Strategic Activity for planning and designing facilities
   f. Management, maintenance, and operations of school facilities.
   g. Physical Environment
   h. School Construction and Capital Outlay

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, ID 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 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.

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 EXPERIENCE/PERSONAL JOURNAL** (100 points) due by
Student will participate in one field clinical experience with a qualified school administrator for a total of at least 10 hours over at least a two day visit and provide a written and oral report in class. Choose an area of your choice (you may correlate this area with the same area you chose for your class presentation to become very competent in that particular area of knowledge). You should shadow and provide a summary of the shadowing, write a reflective hourly journal of your participation, and produce two specific activity logs delineating your participation on a specific project or assistance with a specific situation at the institution.

Follow the **Targeted Selection Approach** to complete your logs (see Field Clinical Experience Form in the Appendices) by fully describing the situation, indicating the actions you took and the leadership competencies you demonstrated during the activity, and describing the results (positive or negative) obtained based on the actions taken. Include in your report materials utilized during this experience, information about the site and a signature from the supervising administrator(s).

Each candidate will present his/her experience to the class.

**Due Dates Field Experience** See Topical Outline
6. **ASSIGNMENTS/ACTIVITIES (300 points)**

Projects & Assignments: Throughout the course, students will be engaged in various assignments and activities. Students are expected to complete all assignments, activities, and projects and are responsible for submitting all assignments on a timely manner.

Absence is not an excuse for not submitting assignments. Partial or late homework, activities and projects assignments will not be accepted. All homework assignments, activities and projects must be neatly formatted and word processed.

**The following deliverables are required:**

I. **Chapter Assignments** (10 @10pts) 100points. Select Ten Activities as follow:

Instructions: Select (your choice) any five chapters from Chapters 1-8 and another five chapters from 9-17 “Activities” (questions at the end of each chapter). Respond to at least three questions in each chapter selected - 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_EDA6260_Chapter 1-8 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_EDA6260_Chapter 1-8 Activities_Spring 2010) 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:**

Five Activities (Chapters 1-8): [See Topical Outline 50pts](#)
Five Activities (Chapters 9-17): [See Topical Outline 50pts](#)

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

Students are to critique two (2) articles. The articles should relate specifically to Chapter 2 and Chapter 9.

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
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, an 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 hypothesis 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?

Submission: As a heading for every page include your full name, course number, name of
assignment, and term (e.g. Joe Smith_EDA6260_Article Critique One_Fall2009)
Remember to upload your assignment in the digital mail box by labeling each assignment as (e.g.
Smithj_EDA6260_Article Critique One, etc.).

Due Dates: Article Critique One Article Critique Two (See Topical Outline)
III. Term Project: 100 points

New Educational Facilities and Auxiliary Services Plan

The hypothetical scenario: The Business of Performing Arts Academy (BPAA) is an intercity charter school that follows the state of Florida school laws and standards. BPAA is unique from other performing arts schools because it also focuses on the business aspects of the field (e.g. accounting, financial planning, entertainer agent and manager, and business law). Its enrollment has grown beyond its current building capacity. In addition, there has been an increased need for student boarders. An unanimous donor gave 50 acres of land, located in a rural area (about 30 miles from the city) to the academy to build a new site. Furthermore, $28,600,000 is available for the cost of the project.

BPAA Demographics

<table>
<thead>
<tr>
<th>Grade Level: 9-12</th>
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</thead>
<tbody>
<tr>
<td>Curriculum:</td>
</tr>
<tr>
<td>General education requirements</td>
</tr>
<tr>
<td>Performing Arts:</td>
</tr>
<tr>
<td>Theatre/drama</td>
</tr>
<tr>
<td>Dance</td>
</tr>
<tr>
<td>Music</td>
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<tr>
<td>Business:</td>
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<tr>
<td>Accounting</td>
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<tr>
<td>Computer</td>
</tr>
<tr>
<td>Financial Planning</td>
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<tr>
<td>Contracting Law-Agent and Manager</td>
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<tr>
<td>500 students (320F+ 180M)</td>
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<tr>
<td>200 will live on campus (facility - max allowed 250)</td>
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<tr>
<td>1 Principal/Dean</td>
</tr>
<tr>
<td>3 Assist. Principal</td>
</tr>
<tr>
<td>42 Teachers</td>
</tr>
<tr>
<td>18 Dorm Director:</td>
</tr>
<tr>
<td>3-6am-2pm M-F</td>
</tr>
<tr>
<td>3-2pm-10pm M-F</td>
</tr>
<tr>
<td>3-10pm-6am M-F</td>
</tr>
<tr>
<td>3-6am Sa-Su</td>
</tr>
<tr>
<td>3-6pm Sa-Su</td>
</tr>
<tr>
<td>6 Cafeteria Workers - 3 meals daily</td>
</tr>
<tr>
<td>3 5am-2pm M-F</td>
</tr>
<tr>
<td>3 1:30-10:00pm M-F</td>
</tr>
<tr>
<td>3 5am-2pm Sa-Su</td>
</tr>
<tr>
<td>3 1:30-10:00pm Sa-Su</td>
</tr>
<tr>
<td>4 Janitors</td>
</tr>
<tr>
<td>8 security officers</td>
</tr>
<tr>
<td>Bi-Weekly lawn care</td>
</tr>
</tbody>
</table>

Your Task:

- As a team (class Cohort) you will prepare a plan for the new facilities that will accommodate the needs of students, personnel, and programs. When planning the architectural design of the school, consider the: learning and physical environment; safety; management; maintenance; cost; legal/laws; and other aspects that will affect the project (e.g. the demographics - should there be more or less teachers, dorm directors, etc.) Feel free to be creative as you plan.

- Prepare your written report in an appropriate and professional manner. You will make an oral presentation on the finished project to the Administrative Authorities (in this case the professor) for approval of the plan. – use power point.

- In addition, write a one page reflection about your experience working with your team. Good Luck!

Due Date: See Topical Outline
Submission of Assignments

1. 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.

2. All assignments must be uploaded in Blackboard Digital mailbox.

3. Early work is greatly encouraged. Always keep copies for your record.

4. Upload your work in the Blackboard digital mailbox no later than the due date.

Digital Drop-box and Virtual Classroom Instructions are below.

Using the Digital Drop Box: How students SEND files to the Digital Drop Box. Follow these steps:

1. Login to Course
2. Click on HRM course
3. Click the Tools button on the left menu bar
4. Select Digital Drop Box - This opens the file upload window
5. Click the Send File button (Note: the Add File button is used to add a file to your drop box to be sent later)
6. Enter the Title of the document to be uploaded (Example: jsmith_Assign1)
7. Click the Browse button to upload the file
8. Enter Comments if needed
9. Click Submit to finish

IV. Using the Virtual Classroom: In some instances we may meet via the blackboard virtual classroom.

How students enter the Virtual Classroom

1. Login to Course
2. Click on the course
3. Select Communication
4. Click Virtual classroom button
5. Click Enter
6. You are now in the Tutorial Virtual Classroom - screen will show

Note: At the bottom of the screen you can send messages or respond to questions by typing in your responses.

7. EXAMINATIONS (200 points) Two on-line exams via the blackboard will be administered. All exams are announced and posted 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: See Topical Outline
1) Chapters 1-8: 100pts, 2) Chapters 9-17: 100pts
EXTRA CREDIT OPTIONS

Extra Credit

Students may attend education and accounting related SEMINARS AND/OR WORKSHOPS during the semester and will receive a [10-point Bonus] for each seminar/workshop (Not to exceed two). Business Attire or business casual may be required. To receive credit the student must submit proof of attendance and turn in a typed report within one week after the date of the event and response to the following questions: (Use full sentence structure and proper grammar).

**What was the name of the workshop/seminar? Location? Time? Date?**

1) Who was/were the facilitator/s?
2) Approximately how many people attended?
3) Where there many tardy arrivals? Were you tardy?
4) What was the purpose? How long was the event.
5) Describe the type of presentation that was given.
6) How were the facilitator/s and audience dressed?
7) Were you appropriately dressed?
8) Did you ask any questions? What?
9) What did you learn?
10) Would you recommend others to attend the event.

DON’T WAIT UNTIL THE LAST MINUTE! ALL REPORTS MUST BE SUBMITTED BY Last Class.

**Note:** This will be the only extra credit offered!

COURSE POLICIES

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

PARTICIPATION: Participation usually enhances learning for all, especially for those who participate. In order to demonstrate active participate, students may participate in virtual classroom. Active participation in the class discussions and activities also imperative.

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 can 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 not 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>
</tr>
</tbody>
</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
demn 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.

Use of Technology: For Assignments and Blackboard

- PC or Macintosh computer - system requirements below
- Internet connection (without firewall) - connections listed below
- Speakers on computer
- Microphone - needed two-way online web conferencing
- Task-Streamer E-portfolio
- Blackboard

Windows- MINIMUM REQUIREMENTS
- Intel® Pentium® II 450MHz or faster processor (or equivalent)
- 128MB of RAM, (256MB recommended for complex forms or large documents)
- Microsoft® Windows® Vista, Microsoft Windows XP, Windows Me, Windows 98
- Microsoft Internet Explorer 6.0 or 7.0, Firefox 1.5 or 2.0, Mozilla 1.7
- 280 MB of available hard-disk space
- 800x600 color monitor with 16-bit color or greater video card
- CD/DVD player, CD recorder
- Working Microphone input
- Working Sound output

Macintosh - MINIMUM REQUIREMENTS
- PowerPC® G3, G4, G5 or Intel® processor
- Mac OS X 10.4.3 to 10.4.9
- 128MB of RAM (256MB recommended for complex forms or large documents)
- 170MB of available hard-disk space
- Safari 2.0.2
- 280 MB of available hard-disk space
- 800x600 color monitor with 16-bit color or greater video card
- CD/DVD player, CD recorder
- Working Microphone input
- Working Sound output

Required Internet Connection
- High speed connection
- Cable
- DSL
- Network connection must be clear of firewall blocks that prevent video and audio download.
- It is preferred that students do their primary internet work from a computer at their home or a computer to which they have administrative rights.
- If you are using a computer at an office you may need to work with the network administrator to download and install needed system requirements.

Required Plugins
- Flash Player
- Adobe Acrobat Reader
- Javascript
- ActiveX
- Windows Media Player

Required Software
- Microsoft Word
- PowerPoint
- Excel
- Elluminate
- Messengers/Chat
School improvement. www.mcdougedolphins.net contains an example of a school improvement plan developed for an elementary school in Chapel Hill, NC.

Interstate New Teacher and Support Consortium

State education departments. A quick link to state departments of education in the United States can be found at www.ccsso.org/seamenu.html

Teachers salaries. The American Federation of Teachers provides data on teacher salaries and salary comparisons with other professions. The site also features average salaries by state and salaries in the 100 largest cities in the U.S. www.aft.org/research/survey99/index.html

Education Resources Information System (ERIC) This site has links to 16 clearing houses operated by ERIC. Titles and abstracts of research studies and reports on any topic related to education are available online at www.eric.ed.gov.

American Youth Policy Forum This nonprofit organization publishes reports on a variety of policy issues. Some full text reports are available online. www.aypf.org

Institute of Educational leadership IEP seeks to achieve better results for children and youth by publishing descriptions of successful programs and disseminating policy publications. www.iel.org/about.html

Council of Great City Schools (CGCS) Full text reports prepared by CGCS Staff members and others under contract to large school districts can be accessed at http://www.cgcs.org/
REFERENCES


Department of Community Affairs (1998).' Shelter, retrofit report. Tallahassee, FL.


APPENDICES

- Candidate Disposition Assessment
- Disposition Remediation Plan
- Conceptual Framework Outcomes Table
- Educational Leadership PH. D. Program Standards
- Peer Evaluation /Self Evaluation
- FAMU Scoring Rubric (Example)
- Overview of a Presentation Plan
- Sample of Presentation Plan
- Self Assessment Project
- Proposed Guidelines For Professional Attire

ICE BREAKER:

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

Index Card

<table>
<thead>
<tr>
<th>Name</th>
<th>Occupation</th>
<th>Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hometown</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(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:**

<table>
<thead>
<tr>
<th>Criteria for rating</th>
<th>F1</th>
<th>A1</th>
<th>M1</th>
<th>U1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate...</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Professionalism: The Teacher Candidate demonstrates professionalism (Please use a * to indicate level of performance.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F1</td>
<td>A1</td>
<td>M1</td>
<td>U1</td>
<td></td>
</tr>
<tr>
<td>Peacability: Does not exceed three unexcused absences, per university catalog 2009-2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peacability: Be punctual to class, field experiences, meetings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peacability: Models appropriate dress and grooming</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peacability: Completes assignments on or before due date</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Management: Handles feelings appropriately (manages anger, frustration, excitement)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Management: Reacts reasonably to situations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Management: Finds a healthy balance between emotions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professionalism: Demonstrates the appropriate use of personal technology during class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professionalism: Follows established protocol and procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professionalism: Follows established procedures and policies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Criteria for rating

<table>
<thead>
<tr>
<th>Criteria for rating</th>
<th>F2</th>
<th>A2</th>
<th>M2</th>
<th>U2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate...</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Effective Communication: The Teacher Candidate demonstrates effective communication skills (Please use a * to indicate level of performance.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F2</td>
<td>A2</td>
<td>M2</td>
<td>U2</td>
<td></td>
</tr>
<tr>
<td>Uses standard English language in various settings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses appropriate tone of voice for the setting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articulates concepts clearly ( avoids words such as you know, um, uh-uh, and okay</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Models appropriate respectful communication that is not demeaning or harmful ( avoids loud outbursts and profanity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avoids confrontational behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Continues on following page.
### 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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>The candidate concisely and thoroughly demonstrates indicators of performance. (90–100 %)</td>
<td>The candidate succinctly and effectively demonstrates indicators of performance. (89–90%)</td>
<td>The candidate occasionally and inadequately demonstrates indicators of performance. (79–80%)</td>
<td>The candidate rarely or never demonstrates indicators of performance.</td>
<td></td>
</tr>
</tbody>
</table>

### Professionalism: The Teacher Candidate demonstrates professionalism

**F (4)**  
**A (3)**  
**M (2)**  
**U (1)**

**Punctuality**
- Does not exceed three unexcused absences, per university catalog 2009-2010
- In class at or before the 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

**F (4)**  
**A (3)**  
**M (2)**  
**U (1)**

- 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 harmful (avoids loud outbursts and profanity)
- Avoids contextual behavior

---

**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

Florida Agricultural and Mechanical University
TALLAHASSEE, FLORIDA 32307-4900
**DIVERSITY**

- **CF 1** Through this focal area, the FAMU professional education candidate will:

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

**TECHNOLOGY**

- **CF 2** Through this focal area, the FAMU professional education candidate will:

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

**VALUES**

- **CF 3** Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF</th>
<th>Description</th>
<th>Faculty</th>
<th>Intern</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 3.1 (S)</td>
<td>Work with colleagues in a professional manner.</td>
<td>F: 6</td>
<td>I: 2,5</td>
</tr>
<tr>
<td>CF: 3.2 (S)</td>
<td>Use clear and accurate communication with students, families and other stakeholders.</td>
<td>F:11,6</td>
<td>I: 9,10</td>
</tr>
<tr>
<td>CF: 3.3 (S,D)</td>
<td>Promote perspectives, ideas, people and cultures.</td>
<td>F: 5,6</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF: 3.4(D)</td>
<td>Establish and work to achieve goals.</td>
<td>F: 3,9</td>
<td>I: 5,9</td>
</tr>
<tr>
<td>CF: 3.5(D)</td>
<td>Create learning opportunities that foster cooperation, support and individual participation among students.</td>
<td>F: 7,2</td>
<td>I:5,10</td>
</tr>
</tbody>
</table>
## CRITICAL THINKING

**•CF4•** 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 students. | 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 |
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)*
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.
# PEER EVALUATION

**TO EVALUATORS:** Your comments as well as ratings are useful to the teacher. 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 TEACHERS:** Please distribute copies of your lesson plan to all peers before starting your presentation.

Teacher __________________________________________________________ Date __________________
Topic __________________________________________________________
Module No.______________

## I. ORGANIZATION OF LESSON

<table>
<thead>
<tr>
<th>RATING</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>somewhat</td>
<td>no</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Presentation beginning effective</td>
<td>yes</td>
<td>somewhat</td>
<td>poor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Subject-matter knowledge apparent</td>
<td>yes</td>
<td>somewhat</td>
<td>no</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Strategies selection effective</td>
<td>yes</td>
<td>somewhat</td>
<td>poor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Closure effective</td>
<td>yes</td>
<td>somewhat</td>
<td>poor</td>
<td></td>
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</tbody>
</table>

## II. LESSON IMPLEMENTATION

<table>
<thead>
<tr>
<th>RATING</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>somewhat</td>
<td>no</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Enthusiasm evident</td>
<td>articulate</td>
<td>minor problems</td>
<td>no</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Speech delivery</td>
<td>effective</td>
<td>minor problems</td>
<td>poor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Voice inflection; cueing</td>
<td>well chosen</td>
<td>minor problems</td>
<td>poor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Vocabulary use</td>
<td>effective</td>
<td>okay</td>
<td>none</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Aids, props, &amp; materials</td>
<td>effective</td>
<td>needs improvement</td>
<td>none</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Use of examples and analogies</td>
<td>effective</td>
<td>okay</td>
<td>none</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Student involvement</td>
<td>good</td>
<td>okay</td>
<td>poor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Use of overlapping skills</td>
<td>effective</td>
<td>a bit confusing</td>
<td>distracting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Nonverbal communication</td>
<td>effective</td>
<td>okay</td>
<td>poor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Use of active listening</td>
<td>personal &amp; accepting</td>
<td>passive or indifferent</td>
<td>impersonal &amp; antagonistic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Responses to students</td>
<td>effective</td>
<td>okay</td>
<td>poor</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>
</tr>
<tr>
<td>19. Use of student names</td>
<td>effective</td>
<td>okay</td>
<td>no</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>
</tr>
<tr>
<td>21. Directions and refocusing</td>
<td>succinct</td>
<td>a bit vague</td>
<td>confusing</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>
</tr>
<tr>
<td>23. Use of transitions</td>
<td>smooth</td>
<td>a bit rough</td>
<td>unclear</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>
</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>
</tr>
</tbody>
</table>

**Total** ___________

**Constructive Comments:**

**Do not complete the following:**

**SCORE**

<table>
<thead>
<tr>
<th>TOTAL POINTS = (All Evaluations)</th>
<th>MAXI MUM POINTS = 125 x (No. of Evaluations)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>B.</td>
</tr>
</tbody>
</table>

**FINAL SCORE (A/Bx100)=**
SELF-EVALUATION OF PRESENTATION
"The first impression is a lasting one"

The purpose of this tool is to provide only you with insight and feedback as to how others view you as a presenter. Not use to determine grade.

<table>
<thead>
<tr>
<th>Presenter's Name:</th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. IMAGE</strong></td>
<td>Excel</td>
<td>Good</td>
<td>Avg.</td>
<td>Fair</td>
</tr>
<tr>
<td>Business Attire</td>
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<td></td>
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<tr>
<td>Posture</td>
<td></td>
<td></td>
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<tr>
<td>Friendly Manner</td>
<td></td>
<td></td>
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<tr>
<td>Eye Contact</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Facial Expression</td>
<td></td>
<td></td>
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<tr>
<td>Voice Tone</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Gestures</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>II. VERBAL</strong></th>
<th>Excel</th>
<th>Good</th>
<th>Avg.</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Message Organized</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projection</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pauses</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Pronunciation/Enunciation</td>
<td></td>
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<tr>
<td>Pitch/Voice Range</td>
<td></td>
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<tr>
<td>Grammar Usage</td>
<td></td>
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</tbody>
</table>

Constructive Comment:

<table>
<thead>
<tr>
<th><strong>III. DISTRACTING VERBIAGE/FILLERS</strong></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Indicate the redundant fillers or words used (i.e. and, and-ugh, ugh, but, okay, you-know, etc.).</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>IV. DISTRACTING MANNERISMS</strong></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>(Check all that apply)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shuffling of feet</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fidgeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hands in pockets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snapping Cap on Pen</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rattling coins in pockets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fussing with hair</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handling eye glasses</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Nervous laugh or giggle</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
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</tbody>
</table>

Constructive Comment:

Shotwell 1998
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?
EXAMPLE 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 Presentation**

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)*  60 minutes.

1. 10 minutes: Attendance and Introduction
2. 15 minutes: Lecture and Discussion: What is Marketing? - page 3
3. 10 minutes: Lecture and Discuss: How is marketing done? – page 13
4. 10 minutes: Lecture and Discuss: The Evolution of Marketing Concepts? – page 15
5. 15 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.
CLINICAL FEILD EXPERIENCES FORM

DIRECTIONS: Please complete the following form for your clinical field experiences. Please type all materials and have it signed by the appropriate persons. Each candidate is required to participate in at least two experience at a total of 10 hours. Additional sheets may be added as needed to support your responses to the information.

Candidate’s Name__________________________________________ Student ID#________________

Clinical Field Site_____________________________________ Telephone Number________________

Total Hours Completed During Presentation

Site Administrator’s Name_________________________________ Title ________________________

Site Administrator’s Approval __________________________________Date ____________________

Candidate’s Signature  ________________________________________ Date ____________________

1. Date and time of Visits.

2. List area(s) of observation during visitations

3. Describe the organizational facilities.

4. Comment on the organization and execution of facilities management.

5. Was there a visible Vision and/or Mission statement?

6. How were the facilities managed and what physical state were they?

7. List the benefits you gained from experience(s)

8. List changes you would have made and give rationale for changes.

9. Provide a reflective summary of your experience(s)

_________________________________________________________________________________

Signature and Title of Site Supervisor        Date

_________________________________________________________________________________

Signature of Student
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 shiny 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.

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