CALIFORNIA STATE UNIVERSITY
LONG BEACH

Educational Leadership

EDAD 625: Leadership, Organizational Management, and Social Justice (2 units)
Tuesdays: 5:45 – 8:30 p.m.
AS 243
Office Hours: 4:45 – 5:45 p.m. or as arranged.

Instructor Contact Info:

Course Description

Examines the relationship between leadership and organizations; the role of educational leaders; a shared vision to support equitable academic achievement for all students; multiple measures to guide decision making; the relationship among political, social, economic, legal, and cultural factors and schools.
Prerequisite: Admission to the Preliminary Administrative Services Credential Program.

Mode of Instruction

Traditional (in-person) mode of instruction.

STUDENT LEARNING OUTCOMES (SLOs)

The following student learning outcomes are derived from the California Administrator Performance Expectations (CAPEs). By the end of this course, students will be able to:

1. Develop a student-centered vision of teaching and learning-based on the understanding that the school's purpose is to increase student learning and well-being and create a more just society (CAPEs 1A, 1B)
2. Describe how school plans, programs, and activities support the school's vision with attention to any students who may be excluded or marginalized because of race, gender, handicap, or sexual orientation (CAPE 1A)
3. Set priorities and manage organizational complexity and to see how social conditions can foster or inhibit learning, using systems thinking (CAPE 3A, 3B)
4. Apply the CAPEs and CPSELs to develop professional leadership capacity, assess personal and professional challenges, and identify areas for self-improvement (CAPE 5A,2A)
5. Use a professional learning plan to focus personal and professional growth aligned to the organization's vision and goals (CAPE 5A)
6. Develop a high standard of professionalism, ethics, integrity, justice, and equity and lead a campus climate where the same behavior is expected of others (CAPE 5A, 5B, 5C)

Outline of Subject Matter

1. Leadership theories in the context of 21st century schools (SLO 3, 4)
    a. Transformational and transformative theories
    b. Servant leadership
    c. Instructional leadership
    d. Distributive leadership
    e. Leadership for social justice
    f. International perspectives on school leadership
    g. Impact of leaders on school climate
2. Leadership styles and inventories for reflecting on the self as leader (SLO 4)
    a. Leadership Practices Inventories
    b. Instructional leadership skills
    c. Social entrepreneurship
    d. Attitudes toward equity
3. Personal leadership development, including planning for professional growth (SLO 5,6)
    a. Reflections on privilege
    b. Examination of gender bias
4. Systems thinking approaches to 21st century schools (SLO 3)
    a. How organizational systems work
    b. Connections to community and broader social-economic setting of schools
5. An organization's mission and vision
    a. Process of creating a mission and vision with the participation of relevant stakeholders (SLO 1)
    b. Examination of culture of the community
    c. Reflection on values and value conflicts
    d. Alignment an organization's programs, activities, plans, resources to the mission and vision (SLO 2)
    e. Communication of the mission and vision to diverse groups (SLO 1)
6. Personal and professional ethics (SLO 6, 7)

Required Texts

Anderson, G.L. (2009). *Advocacy leadership: Toward a post-reform agenda in education*. Routledge.

Bolman, L.G. & Deal, T.E. (2010). *Reframing the path to school leadership: A guide for teachers and principals.* Corwin Press, Inc.

Frattura, E.M., & Capper, C.A. (2007). *Leading for social justice: Transforming schools for all learners.* Thousand Oaks, CA: Corwin Press.

Glanz, J. (2002). *Finding your leadership style: A guide for educators.* ASCD.

NOTE: The instructor reserves the right to assign additional supplementary readings.

Recommended Texts

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Kouzes, J.M., & Posner, B.Z. (2016). Learning leadership: The five fundamentals of becoming an exemplary leader. Wiley.

Lambert, L. (2003) *Leadership capacity for lasting school improvement.* ASCD

Northouse, P. G. (2015). *Introduction to leadership: concepts and practice.* Sage Publications, Inc.

Wall, et. al. (1999) *The mission driven organization.* Prima Publishing

Professional Journal Articles
Efrich, L.C., Harris, J., Klenowski, V., Smeed, J., Spina, N. (2015). "The centrality of ethical leadership. *Journal of Educational Leadership, 197 – 214,* www.emeraldinsight.com/0957-8234.htm

Gardiner, M.E. (2015). Reflections of practicing school principals on ethical leadership and decision-making: Confronting social justice. *The Journal of Values-Based Leadership, 1 – 10,* http://scholar.valpo.edu/jvbl

Cherkowski, S., Walker, K., Kutsyurba, B. (2015). Principals' moral agency and ethical decision-making: Toward a transformational ethics. *International Journal of Education Policy & Leadership Ethics, 2 – 17,* http://journals.sfc.ca/ijepl/index.php/ijepl/article/view/149

Surface, J. L. 92009). Crossing into uncharted territory: Developing thoughtful, ethical school administrators. *Journal of Inquiry &Action in Education, 188 – 196,* digitalcommons.buffalostate.edu/cgi/viewcontent.cgi?article=1018

Assessments and Grading System

Assignment Description	Linked to SLO(s)	% of Course Grade
Assignment #1: Mission and Vision Analysis Students will conduct an analysis of a school's mission and vision and examine the extent to which all	1,2	30%

Commented [EB1]: CAPE 1A (A)
CAPE 1B (I)

stakeholder groups are included. Students' analysis should include: 1. Overview and background including underlying assumptions and rationales for the stated mission and vision. 2. Analysis of how the programs, activities, courses, and other plans of the school actually carry out the school's mission and vision. 3. Students will examine how the mission and vision, especially as they relate to teaching and learning, are communicated to stakeholders, including parents, the community, students, and staff. Students will then create their own mission and vision communication plan. (If possible, students will also examine how stakeholders were involved in the process of creating the vision of the school.)		
Assignment #2: Self as Leader Reflective Paper (Signature Assignment) Using the leadership inventories provided in class, students will write a reflective paper on who they are as leaders. Students will identify their attitudes/implicit biases toward issues of race, class, gender, handicaps, and sexual orientation and how these will impact their goal of being an equity-driven leader. Students will examine strengths to advocate for those who have been marginalized. Students will also include a discussion of the role a leader plays in school climate and how their leadership style and strengths would impact a school climate. Students will also identify their strengths and areas for potential growth from the CAPEs. Selecting one area for growth from the CAPEs, students will develop an action plan to acquire knowledge and/or experience in the targeted area.	4,5	30%
Assignment #3: Case Study Analysis Using the frameworks for analysis (e.g. Bolman & Deal's 4 frames) provided in course texts along with course readings and other materials presented in class related to systems thinking, examine a complex school leadership case study and provide an analysis that includes leadership implications from the case including the use of ethical decision making. Students will include in their write up and presentation the decisions and actions they would take if they were a leader in the case study.	3,6	25%

Commented [EB2]: CAPE 2A (I)
CAPE 3C (I)
CAPE 5A (A)

Commented [EB3]: CAPE 3B (A)
CAPE 5B (A)
CAPE 5C (A)

Assessments and Assignments at-a-glance

Assignment Description	Due Date	% of Grade
Assignment # 1 Mission and Vision Analysis	9/24/19	30%
Assignment # 2 Self as Leader Reflective Paper	10/15/19	30%
Assignment # 3 Group Case Study Presentation	11/5/19, 11/12/19, or 12/03/19	25%
Attendance/Participation/Current Event	Ongoing	15%

Grade Scale/Course Credit

The final course grade will be based on the scale:

A = 90 – 100
B = 80 – 89
C = 70 – 79
D = 60 – 69
F = 59 and below

Policies for Attendance, Assignments/Late Assignments, Withdrawal

Attendance and Class Participation:
- All students are expected to arrive to classroom on time, prepared to participate in discussions and activities. Preparation includes reading all assigned selections prior to class, and turning in assignments when due.
- Perfect class attendance, punctuality and participation at **all class sessions** are the expectations of this EDAD course, resulting in **10 participation points**. **Each absence will result in a 2-point deduction**. **There will be no opportunity for make-up work**. It is the student's responsibility to inform the instructor of absences **in advance** when possible.
- All students are required to share **two (2)** current events related to school leadership and administration, organizational management and/or social justice. Or, specifically to one of the weekly "Topics" outlined in the **Course Calendar** section of syllabus.

Assignments/Late Assignments
Late assignments are not accepted except in **rare circumstances** and at the instructor's discretion. If you are having difficulty meeting a deadline, please email the instructor **in advance of the due date.** The instructor reserves the right to not accept late assignments and/or to penalize the grade for late assignments.

Writing Process

The ability to communicate clearly and thoroughly in writing is an essential skill for any administrator or researcher. The instructor places a great deal of emphasis on this skill in this course. All work must be edited and demonstrate your best thinking, organization, and writing.

Students are strongly encouraged to begin writing all assignments early and allow yourself plenty of time to get any additional support you may need (e.g., the Writing Center, peers) and go through the revision process. In reviewing and making revisions of assignments, students should questions:

o Does the paper contain all elements of the assignment? Is all the content there and is it clear, easy to understand?
o Is the paper coherent? Does it flow, with connections and transitions between paragraphs and sections?
o How are the mechanics, spelling and grammar in the paper? Has proofreading for typos, extra spaces, misspelled words, etc. occurred?
o Has sources been properly cited? Have direct quotations been used where absolutely necessary?

Graduate level writing and APA formatting is expected on all assignments. All papers must be type written and include correct grammar, spelling, and punctuation. Sources must be properly cited using APA format (6th ed.). **The instructor may stop reading any assignment that has multiple errors within the first two pages (without grading it) and return it to student for editing.**

Policy for Withdrawal:
Refer to the current California State University, Long Beach *Catalog of Undergraduate and Graduate Studies* for more detailed guidelines.

Special Needs Statement

Students with a disability or medical restriction who are requesting a classroom accommodation should contact the Disabled Student Services at 562-985-5401 or visit Brotman Hall, Suite 270 during 8AM-5PM weekday hours. Disabled Student Services will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to DSS as soon as possible.

Assistive Technology
In keeping with the CSU Assistive Technology Initiative (Fall 2007), instructors are required to make their course syllabi and materials accessible to all students, including print and e-versions.

Course Calendar

Date	Topic	Assigned Readings	Assignment(s) Due
9/3	Introductions Establish Norms Course Overview Student Learning Outcomes – Adopted from CA Administrator Performance Expectations (CAPEs) Organizational mission and vision	None Frattura & Capper Chapter 3 Instructor content/sources (Wall, et al)	**None**

9/10	Leadership Theories
	  ▪ Servant Leadership
	  ▪ Instructional Leadership
	  ▪ Distributive Leadership
	  ▪ Leadership for social justice
	  ▪ International Perspectives
		Fraturra & Capper Chapter 1
		
		Anderson Chapter 2 Chapter 5
		
		Instructor content/sources (Journal articles, online resources)
			Assigned Current Events

9/24	Leadership Styles and Inventories Leadership Frames/Lenses Work in collaborative Case Study Groups	Glanz text Frattura & Capper Chapter 1 Instructor content/sources (Bolman, L.G. and Deal)	**Assigned Current Events** **Assignment #1 – Mission and Vision Analysis**

Commented [EB4]: CAPE 1A (I)

10/1	Personal Leadership Development Work in collaborative Case Study Groups	Frattura & Capper Chapters 12 – 15 Anderson Chapter 3	**Assigned Current Events**
10/15	Systems Thinking Approaches ▪ Working of organizational systems ▪ Connections to community ▪ Connections to social-economic settings	Instructor content/sources (Baldrige, Owens, Lambert, Epstein, Wall, et al)	**Assigned Current Events** **Assignment #2 – Self as a Leaders Reflective Paper**
10/22	Personal and Professional Ethics Guest Speaker: Benjamin Quillian, Ph.D. Retired Executive Vice Chancellor, Chief Business and Financial Office – CSU "Ethical Leadership in Education" Work in collaborative Case Study Groups	Instructor content/sources (Bolman and Deal, Staratt)	**Assigned Current Events** **Assigned Ethics Articles**
11/5	Case Study Presentations		**Assigned Current Events** **Assignment 3 – Case Studies**
11/12	Case Study Presentations		**Assigned Current Events**

Commented [EB5]: CAPE 3B (I)

Commented [EB6]: CAPE 5B (I)
CAPE 5C (I)

			Assignment 3 – Case Studies
12/03	Case Study Presentations		**Assigned Current Events Assignment 3 – Case Studies**

Selected Bibliography

Bambrick-Santoyo, P. (2012). *Leverage leadership: A practical guide to building exceptional schools.* Jossey Bass.

Betts, F. (1992). How systems thinking applies to education. *Educational Leadership, 50(3)*, 38-41.

Bolman, L.G., and Deal, T.E. (2017). *Reframing organizations: Artistry, choice, and leadership* (6th ed.). John Wiley & Sons.

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Collins, J. C. (2001). *Good to great: Why some companies make the leap... and others don't*. Random House.

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Fullan, M. (2007). *Leading in a culture of change* (rev. ed.). Jossey-Bass.

Fullan, M. (2008) *The six secrets of change*. Jossey-Bass.

Fullan, M. (2008). *What's worth fighting for in the principalship* (2nd ed.) Teachers College Press.

Fullan, M., (2014) *The principal: Three keys to maximizing impact*. Jossey-Bass.

Fullan, M. (2016). *The new meaning of educational change* (5th ed.). Teachers College Press.

Fullan, M. (2017*). Indelible leadership: Always leave them learning.* Corwin Press, Inc.

Fullan, M., & Quinn, J. (2015). *Coherence: The right drivers in action for schools, districts, and systems*. Corwin Press, Inc.

Gardiner, M.E. (2015). Reflections of practicing school principals on ethical leadership and decision-making: Confronting social injustice. *The Journal of Values-Based Leadership, 8(2),* 1-10. Retrieved from http://scholar.valpo.edu/jvbl/vol8/iss2/6

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Grenny, G., Patterson, K., Maxfield, D., McMillan, R., & Switzler, A. (2012). *Crucial conversations: Tools for talking when stakes are high* (2nd ed.). McGraw Hill.

Grenny, G., Patterson, K., Maxfield, D., McMillan, R., & Switzler, A. (2013). *Influencer: The new science of leading change* (2nd ed.). McGraw Hill.

Hargreaves, A., & Fink, D. (2006). *Sustainable leadership*. Jossey-Bass.

Houston, P.D. (2008, February). *Systems thinking for school leaders*. The American Association for School Administrators. Retrieved from https://www.aasa.org/privateAssets/0/76/380/05888f8b-88aa-4290-b260-5a36b7cc54b1.pdf

Johnson, S. M., Marietta, G., Higgins, M. C., Mapp, K. L., & Grossman, A. (2015). *Achieving coherence in district improvement: Managing the relationship between the central office and schools*. Harvard Education Press.

Kirtman, L. (2014). *Leadership and teams: The missing piece of the educational reform puzzle*. Pearson Education, Inc.

Kouzes, J.M. & Posner, B.Z. (2012). *LPI: The leadership practices inventory, Self* (4th ed.). John Wiley and Sons.

Kouzes, J.M., & Posner, B.Z. (2017). *The leadership challenge: How to make extraordinary things happen in organizations* (6th ed.). John Wiley & Sons, Inc.

Louis, K. S., Murphy, J., & Smylie, M. (2016). Caring leadership in schools: Findings from exploratory analyses. *Educational Administration Quarterly*, *52*(2), 310-348. doi: 10.1177/0013161X15627678

Marzano, R.J., Waters, T., & McNulty, B.A. (2005). *School leadership that works*: *From research to results.* Sage.

Ouchi, W. G. & Segal, L. G. (2003). *Making schools work: A revolutionary plan to get Your children the education they need.* Simon & Schuster.

Picower, B. (2012). *Practice what you teach: Social justice education in the classroom and the streets* (Vol. 13). Routledge.

Pont, B., Nusche, D., and Moorman, H. (Eds.) (2008). *Improving school leadership, Volume 1: Policy and practice.* Organisation for Economic Co-Operation and Development (OECD). Retrieved from http://www.oecd.org/education/school/44374889.pdf

Pont, B., Nusche, D., and Moorman, H. (Eds.) (2008). *Improving school leadership, Volume 2: Case studies on system leadership.* Organisation for Economic Co-Operation and Development (OECD).

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Reeves, D. (2009). *Leading change in your school: How to conquer myths, build commitment, and get results*. ASCD.

Robbins, P., & Alvy, H. (2004). *The new principal's fieldbook: Strategies for success*. ASCD.

Sergiovanni, T. J. (1992). *Moral leadership: Getting to the heart of school improvement*. Jossey-Bass.

Shaked, H., & Schechter, C. (2017). *Systems thinking for school leaders: Holistic leadership for excellence in education*. Springer International Publishing.

Shapiro, J. P., & Stefkovich, J. A. (2016). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas*. Routledge.

Sykes, M. (2014). *Doing the Right Thing for Children: Eight Qualities of Leadership*. Redleaf Press.

Theoharis, G. (2009). *The school leaders our children deserve: Seven keys to equity, social justice, and school reform*. Teachers College Press.

Whitaker, T. (2013). *What great principals do differently: Things that matter most* (2nd ed.). Routledge.

Assignment #1: Mission and Vision Analysis Rubric

Directions for Students:
Students will conduct an analysis of a school's mission and vision and examine the extent to which all stakeholder groups are included. Students' analysis should include:

1. Overview and background including underlying assumptions and rationales for the stated mission and vision.
2. Analysis of how the programs, activities, courses, and other plans of the school actually carry out the school's mission and vision.
3. Students will examine how the mission and vision, especially as they relate to teaching and learning, are communicated to stakeholders, including parents, the community, students, and staff. Students will then create their own mission and vision communication plan. (If possible, students will also examine how stakeholders were involved in the process of creating the vision of the school.)

Component	8 points	7 points	6 points	4 points	3 points	1 point
Overview and Background of Mission and Vision	A thorough overview and background detailing how the mission and vision came into existence is presented. Underlying assumptions and rationales supporting the mission and vision are thoroughly discussed.		An overview and background explaining how the mission and vision came into existence is presented, but are limited in scope. Underlying assumptions and rationales supporting the mission and vision are provided but are cursory.		An overview and background detailing how the mission and vision came into place are sketchy (not thorough or detailed). Underlying assumptions and rationales for the mission and vision are limited, vague, or void.	
	8 points	**7 points**	**6 points**	**4 points**	**3 points**	**1 point**
Analysis of how the Mission and Vision is Carried Out	An in-depth analysis detailing exactly how the following key components and other plans actually carry out/support the site's mission and vision: various school programs, activities, and courses.		An analysis providing details as to how key components and other plans (school programs, activities, and courses) actually carry out/support the site's mission and vision is provided but lack details or depth.		An incomplete analysis providing information as to how key components (school programs, activities, and courses) and other plans actually carry out/support the site's mission and vision is offered. The analysis does not address all of the	

	10 points	7 points	6 points	4 points	3 points	1 point
					key components listed, nor does it address other programs.	
Examination of how Mission and Vision are Communicated to Stakeholder Groups **and** Mission and Vision Communication Plan	An examination and account of how the mission and vision are communicated to key stakeholder groups is given. Of special note is an explanation as to how both are related to teaching and learning. A self-created Mission and Vision Communication Plan that details how the mission and vision will be communicated is written, noting exactly how both the mission and vision will be cascaded down to each significant stakeholder group.		An examination and account of how the mission and vision are communicated to key stakeholder groups is included, but is absent of details, along with the alignment of the mission and vision to teaching and learning. A self-created Mission and Vision Communication Plan discussing how the mission and vision will be communicated to significant stakeholder groups is constructed. However, it is absent of details and/or does not address all key stakeholder groups.		A cursory view as to how the mission and vision is communicated to key stakeholder groups is provided. The connection of both (mission and vision) to teaching and learning is weakly communicated, or is not included. A self-created Mission and Vision Communication Plan is presented. However, it is vague, lacks clarity and required components.	

	4 Points	3 Points	2 Points	1 Point
Composition	Paper is clearly organized and easy to read due to clearly labeled headings of subsections, with proper APA use of citations. The paper is **free** of spelling and grammatical errors.	Paper is clearly organized, however it may lack readability features such as subheadings, or may have an occasional spelling, grammatical, or APA error.	Paper is not clearly organized, is lacking in readability features, and/or contains numerous APA spelling or grammatical errors. For a "1", these errors interfere with the delivery of the content resulting in confusion.	

Assignment #2 Self as Leader Reflective Paper (Signature Assignment) Rubric

<u>**Directions for Students**</u>
Using the leadership inventories provided in class, students will write a reflective paper on who they are as leaders. Students will identify their attitudes/implicit biases toward issues of race, class, gender, handicaps, and sexual orientation and how these will impact their goal of being an equity-driven leader. Students will examine strengths to advocate for those who have been marginalized. Students will also include a discussion of the role a leader plays in school climate and how their leadership style and strengths would impact a school climate. Students will also identify their strengths and areas for potential growth from the CAPEs. Selecting one area for growth from the CAPEs, students will develop an action plan to acquire knowledge and/or experience in the targeted area.

Component	8 points	7 points	6 points	4 points	3 points	1 point
Summary of Leadership Strengths and Weaknesses	A summary of the author's strengths and weaknesses as a leader is presented.		A summary of the author's strengths and weaknesses as a leader is presented, however it may brief.		Author merely notes strengths and weaknesses as a leader but does not provide reader with a clear picture.	
	8 points	**7 points**	**6 points**	**4 points**	**3 points**	**1 point**
Integration/support of research, class readings and discussions	Personal reflections and assessment of self as a leader are drawn from course readings, discussions, and related research. Author draws comparisons and cites how readings and discussions inform personal reflections and assessment. At least 3 examples from course readings, discussions, and research supports identification of strengths and at least 3 examples from similar sources frame weaknesses.		Personal reflections and assessment of self as a leader are drawn from course readings, discussions, and related research. Author draws some comparisons and makes some references as to how readings and discussions inform personal reflections and assessment. At least 2 examples from course readings, discussions, and research supports identification of strengths and at least 2 examples from similar sources frame weaknesses.		Limited personal reflections and assessment of self as a leader are drawn. Author draws limited comparisons and makes limited references as to how readings and discussions inform personal reflections and assessment. Strengths and weaknesses are weakly supported by sources.	
	10 points	**9 points**	**8 points**	**6 points**	**5 points**	**1 point**
Implications for Future Leadership	An analysis of strengths and weaknesses is presented, with explicit implications for the author's future leadership. The author is able to project into the future, using concrete situations, and predict how his/her style/type will be of		An analysis of the strengths and weaknesses is presented, with some vague implications for the author's future leadership. The author is able to project into the future, however, he/she may not		An analysis of the strengths and weaknesses is presented, with some vague implications for the author's future leadership. The author is unable to project into the	

	4	3	2	1
	benefit in various roles and how he/she will need to adjust his/her style to various situations.	be able to clearly articulate how he/she will need to adjust his/her style to various situations.	future and he/she is not able to clearly articulate how he/she will need to adjust his/her style to various situations.	
	4	**3**	**2**	**1**
Composition	The paper is clearly organized and easy to read due to clearly labeled headings of subsections, with proper APA use of citations throughout. The paper is free from grammatical and spelling errors.	This paper is clearly organized, however, it may lack readability features such as subheadings, or may have an occasional spelling, grammatical, or APA error.	This paper is not clearly organized, is lacking in readability features, and/or contains numerous APA, spelling or grammatical errors. For a "1," these errors interfere with the delivery of the content resulting in confusion for the reader.	

Legend

Total Points	College of Education Assessment Scale Equivalent
27-30	4 (Exceeds Expectations)
24-26	3 (Meets Expectations)
21-23	2 (Meets Some Expectations)
18-20	1 (Does Not Meet Expectations)
0-19	0 (Can't Score)

Assignment #3: Case Study Analysis Rubric

<u>Directions:</u>
Using the frameworks for analysis (e.g. Bolman & Deal's 4 frames) provided in course texts along with course readings and other materials presented in class related to systems thinking, examine a complex school leadership case study and provide an analysis that includes leadership implications from the case including the use of ethical decision making. Students will include in their write up and presentation the decisions and actions they would take if they were a leader in the case study.

<u>Scoring Guide:</u>

Component	15 points	6 – 10 points	1 - 5 points
Organization and Presentation of the Case	The presentation had a clear introduction, body, and conclusion, with effective transitions between each. The case was summarized for the audience. Technology was integrated in the presentation.	The presentation had an introduction, body, and conclusion, with transitions between each, however some portions may have lacked depth. The case was summarized for the audience. Limited technology was integrated in the presentation.	The presentation was lacking an introduction, body, and/or conclusion, and/or had few transitions between each. The case summary was disjointed, resulting in confusion for the audience regarding the important issues presented in the case. Technology was not included.
Analysis of Key Issues in the Case Using Course Texts and Recommendations for Action	Major concerns/issues were identified/outline and clearly articulated. Sound recommendations to address and remedy the concerns/issues were made. The case analysis **integrated citations from, or references to course and/or outside readings**.	Major concerns/issues were identified/outlined. Sound recommendations were made to address and remedy the concerns/issues, **but were limited in scope**. The case analysis **integrated limited citations of, or references to course and/or outside readings.** Opportunities to incorporate	Limited to no recommendations to address the concerns/issues were included. The case analysis did not include citations. Ambiguous recommendations for action were included in the presentation.

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		additional resources/materials provided in class or obtained outside of class were missed.	
Oral Presentation Skills	The presentation was no more than 20 minutes in length. The speakers held the audience's attention during the entire presentation by using visual aids, expressive voices, active participation strategies, and maintained eye contact throughout the presentation.	The presentation was no more than 20 minutes in length. The speakers held the audience's attention, but there was room for improvement in voice quality, in use of eye contact, or in their attempts to engage the audience in active participation.	The presentation exceeded 20 minutes in length. The speakers at times held the audience's attention; due to monotone voices, or infrequent eye contact, audience attention was lost. Speakers read extensively from notes. The audience was not invited to engage actively in presentation.