EDUCATIONAL LEADERSHIP AND ADMINISTRATION PROGRAM

EDUCATION 513 – DECISION MAKING AND CHANGE LEADERSHIP

Welcome to EDUC 513. This course fulfills selected requirements for the Master of Arts degree in Education with a specialization in Educational Leadership and Administration as well as requirements for the California Preliminary Administrative Services Credential. It is designed for prospective K-16 and other leaders who desire a rigorous orientation to the complex nature of decision making and the challenge of leading organizational change.

This course has three major goals: 1) to inform you about decision-making processes, techniques, and strategies; 2) to inform you about leading change in organizations, and 3) to conflict your thinking about both topics. As you read the course texts, you will find information that conforms to your current understanding of both topics. You will also discover information, especially in the Ariely and Brafman texts, which will challenge your thinking about how you make decisions. Prerequisite: Admission to the Educational Leadership and Administration Program.

COURSE INFORMATION

Required Texts


Supplemental Readings

Articles, papers, and other readings in PDF format will be assigned throughout the quarter. These materials will be available in the Course Materials section of the EDUC 513 PolyLearn.

How Will You Use the Required Texts and Readings?

Read the texts and articles thoroughly. Make margin notes. Learn to “talk back” to the textual information by writing questions or comments on the pages you read. Remember, this course is not about memorizing information; rather, it is designed to challenge your understanding of how you make decisions and to teach ideas you can use to lead change.

CLASS MEETING SCHEDULE

Unless otherwise stated, Saturday course meetings for EDUC 513 will meet at the San Luis Obispo County Office of Education (see Figure 1). N.B.: CLASS WILL BEGIN PROMPTLY AT 9:00 A.M. See the last page of this document for a calendar of class meeting dates.
COURSE GUIDELINES AND EXPECTATIONS

Participation

Attendance and participation in weekend sessions are **MANDATORY**, and students may be dropped from the course for non-approved absences.

Assignments

1. Students are required to submit all written assignments in MS Word format (Mac or PC versions). All written assignments must follow the American Psychological Association (APA) writing style guidelines. **Use a 12-point font and double-space all work. Use a one-inch margin on all sides.**

2. All assignment submissions must contain your last name. Save your files using this format:

   LAST NAME_TITLE OF ASSIGNMENT

3. All assignments submitted to instructors must be the original work of the student and shall not have been submitted for credit in any other course.

4. All assignments must be completed and presented to the instructor on the due dates and times listed in this syllabus. One-half credit will be given for late submissions.

5. Students are required to maintain an electronic portfolio of their work (hereafter referred to as an "e-portfolio"). All assignments must be included, and students will submit their e-portfolios for assessment purposes at the end of spring quarter.

ASSESSMENT PROCESS

Course grades will be based upon successful completion of the following:

- Online discussion posts
- In-class projects and presentations
- Written assignments
- Final examination
Online Discussion Posts

This class is an exercise in peer learning. Therefore, the QUALITY of your posts and responses to peer posts will help your classmates learn more effectively. Your contributions are essential to this process, so become an active member of the virtual discussion board.

In-class Projects and Presentations

The number and type of these activities vary by course and quarter, but you will be required to work in teams to solve problem and present your learning. A sample presentation may involve one team teaching the class how to create and upload a YouTube video. EVERYONE IS EXPECTED TO PARTICIPATE EQUALLY IN TEAM PROJECTS.

Written Assignments

You will be required to write several short papers during the quarter in response to various prompts or case studies. YOU WILL BE GIVEN A SPECIFIC WORD COUNT FOR EACH PAPER – DO NOT EXCEED IT. THE GOAL OF LIMITING THE NUMBER OF WORDS IS TO TEACH YOU TO WRITE CONCISELY. You will not earn points for verbosity when you write academic papers, and almost all publications (e.g., journals, magazines, newspapers, etc.) limit the number of words that can be contained in an article. We will follow this model in our class. THIS MEANS YOU MUST EDIT, REWRITE, EDIT, AND REWRITE. I am not interested in first drafts and rough copies, and the submission of papers in this form will earn low marks. BECOME A SUPERIOR EDITOR OF YOUR WORK.

You will be given an assessment rubric for each written assignment. Before you submit your work, you must use the rubric to complete an assessment of your paper. I will use the same rubric to assess your work. Any discrepancies between our assessments will be briefly explained when your papers are returned.

Academic Honesty

Academic honesty is fundamental to the activities and principles of California Polytechnic State University San Luis Obispo. All members of the academic community must be confident that each person’s work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences.

ELAP Grading Scale

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<th>Grade</th>
<th>Grade Point</th>
<th>Description</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent – superior performance; demonstrates exceptional understanding and comprehensive mastery of subject matter.</td>
<td>97 - 100</td>
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<tr>
<td>A-</td>
<td>3.7</td>
<td></td>
<td>93 - 96</td>
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<tr>
<td>B+</td>
<td>3.3</td>
<td></td>
<td>89 - 92</td>
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<tr>
<td>B</td>
<td>3.0</td>
<td>Very Good – significantly above average performance; demonstrates full understanding and complete mastery of subject matter.</td>
<td>85 - 88</td>
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<tr>
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<td>Minimum Grade Required</td>
<td>Course Grade</td>
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<tr>
<td>B-CR</td>
<td>2.7</td>
<td>Minimum grade required for credit/no credit (CR/NC) courses.</td>
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<tr>
<td>U NC</td>
<td>0</td>
<td>Unsatisfactory or no credit (NC) – results in a failing course grade.</td>
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<tr>
<td>I</td>
<td>0</td>
<td>The &quot;Incomplete&quot; (&quot;I&quot;) grade signifies that a portion of required coursework has not been completed and evaluated in the prescribed time period due to fully justified reasons. There is still a possibility of the student earning credit once missing coursework has been submitted.</td>
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**THE SCHOOL OF EDUCATION**

**VISION**
The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.

**MISSION**
The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education.

School of Education faculty models leadership in its teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.

**LEARNING OUTCOMES**

1. **Be qualified, competent, and caring professional educators**: Demonstrate subject mastery, pedagogical and professional knowledge, and dispositions toward ethical practice that shape change as well as promote educational equity and equal access to learning for all students.
2. **Integrate principles and practices of professional fields to support student learning**: Demonstrate the ability to translate theory into practice and utilize knowledge-building technologies to foster learning, mentoring, and leadership.
3. **Engage in cross-disciplinary and collaborative practices**: Understand the relationships of one discipline to another within their particular profession, and demonstrate the ability to establish collaborations and partnerships to enhance professional practices and support student success.
4. **Demonstrate authentic assessments designed for student success, individual growth, and program improvement**: Develop and use assessments that are data-driven, involve multiple sources and opportunities, are linked to professional standards, and are used to modify programs and practices.
5. **Effect sustainable communities in a multicultural environment**: Assume leadership roles in schools, communities, and their professional associations to shape change, ensure tolerance and inclusion, and advance principles of social justice; promote comprehensive schooling to support education equity and access to college and career preparation.
6. **Engage in professional practices**: Demonstrate reflective practice, uphold professional standards, and enact dispositions for both personal growth and advancement of the education field; initiate the practice of lifelong learning by engaging in professional associations and establishing personal professional growth plans.

**DISPOSITIONS**

**Professionalism**

1.1 **Responsibility and Accountability** — Acts ethically, responsibly, and with integrity, and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their own stress appropriately, and takes responsibility for own actions.
1.2 **Creating Positive Climate** — Develops curricula and programs that provide equitable access to learning opportunities for each and every student and educator through both content and processes. Promotes a climate in which learning is valued and on-going. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every student and education professional.

**Ethical Practice**

2.1 **Cross-Cultural Competence** — Promotes respect for self, students, families, and cultures. Demonstrates belief that everyone can learn and values human diversity and equity in the learning environment. Examines own biases and prejudices and develops necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose culture differs from their own.

2.2 **Collaboration** — Actively engages in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. Contributes professionally to the field at local, regional, state, and national levels.

**Shaping Change**

3.1 **Inquiry and Innovation** — Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for self and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. Tries new methods and tools. Incorporates knowledge-building technologies; critical, creative, and metacognitive thinking; conceptual understanding; independent and interdependent problem solving; and experiential approaches to learning.

3.2 **Social Justice** — Seeks to understand own privileges and prejudices, the stereotypes embedded in educational materials, and the cultural bias institutionalized in schools and other education-related organizations. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities. Promotes social and environmental responsibility. Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development toward excellence and equity. Empowers others to achieve organizational and personal goals.

**Statement on Diversity**

The faculty and students of the Educational Leadership and Administration Program (ELAP) are committed to creating and maintaining a learning community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach her or his own potential. In pursuit of its goal of academic excellence, we seek to develop and nurture diversity, believing that it strengthens the program, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

**Instructor Biography**

James L. Gentilucci, Ph.D. - Dr. Gentilucci is a Professor Emeritus of Educational Leadership. He served for 23 years as a teacher, principal, chief business officer, and assistant superintendent of schools before becoming a university professor. His writing and research interests include student perceptions of schooling and learning; instructional leadership of school principals; and national and international K-12 school reform and improvement.

Dr. Gentilucci received his bachelor’s degree in Geography from California State University Northridge and master’s and Ph.D. degrees in Educational Leadership and Organizational Theory from the University of California Santa Barbara. He also holds three additional master’s degrees in the areas of Information Management (M.S.), Business Administration (M.B.A.), and Computer-Based Education (M.A.). Dr. Gentilucci holds California Multiple and Single Subject Teaching Credentials as well as the California Professional Administrative Services Credential.
EDUCATIONAL LEADERSHIP AND ADMINISTRATION PROGRAM

EDUCATION 513 SESSION ONE

(N.B.: Each learning session covers a two-week period. The instructor reserves the right to modify this outline based on cohort progress.)

Introduction to Decision Making

Reflect for a moment on the last decision you made. What process or procedure did you follow to choose a course of action? Did you rely on “gut instinct” or memory, or did you use a more elaborate method? The point here is simply this: We each make hundreds of decisions every day. Some are rather inconsequential like choosing whether to eat cereal or eggs for breakfast. Others, like deciding to switch your 401(k) investments into a new stock or fund, may have significant consequences for your future well-being.

If decision making is so pervasive, do we know how to make effective decisions to achieve desired outcomes? Is there a single “best way” to make decisions? If so, why is it so difficult to apply a single decision-making rule on a consistent basis? Are we influenced by factors outside our consciousness that affect our decision making? How does bias affect our ability to make sound decisions? These are some of the questions we will explore during the first half of this course.

OBJECTIVES:
After completing this learning session, you will be able to:

- Develop insight into how you make decisions;
- Define the terms “decision” and “decision making”;
- List and explain the steps in the rational decision-making process;
- Apply the rational model to a case study and make a decision;
- Explain the differences between rational and non-rational decision making;
- Identify and describe common forms of bias that affect decisionmaking;
- Explain Ariely’s theory of “predictable irrationality.”

REQUIRED READING:

VIDEOS AND PODCASTS:

- Dan Ariely: Are we in control of our own decisions?
  http://www.ted.com/talks/dan_ariely_asks_are_we_in_control_of_our_own_decisions.html

ASSIGNMENTS:

1. The rational decision-making model says leaders engage in completely rational decision processes, ultimately make optimal decisions, and possess and understand all information relevant to their decisions at the time they make them. A diagram of the rational decision-making process follows:

![Rational Decision-Making Process Diagram]

1. Complete the following case study. Use the rational decision-making model and propose a course of action (i.e., a decision) for the basketball player. Be prepared to offer an explanation and a defense of your rationale for the decision and a summary of the process (steps) you followed to reach your decision.

2. **CASE:** You are the principal of a small, rural high school, and it is one week until the beginning of the state basketball tournament. Your school’s basketball team has a record of 18-2 for the season, and it is the favorite to win the Class A State Championship. The coaches just caught the star player of the team, your all-state center, drinking an alcoholic beverage at a school function. This is the player’s second offense. According to the board of education policy, an offense involving alcohol carries a penalty of a four-week suspension from any school activity. The policy has not been consistently enforced by various athletic coaches, nor has the board consistently demanded adherence to the policy. The decision to discipline the basketball player rests with you.

3. **DO NOT SUBMIT THIS ASSIGNMENT VIA EMAIL.** Instead, you will present your response in a group setting during class on September 19, and your peers will be asked to evaluate your decision-making process. Be prepared to defend your decision to your classmates.

2. On the EDUC 513 Discussion Board, post your response to the prompt, and comment on the responses of at least two colleagues.
SESSION TWO

Rational and Non-Rational Decision Making Models

In a perfect world, leaders have all necessary information and time to make optimal decisions. Furthermore, they are free from cognitive and emotional bias, and their decisions always maximize beneficial outcomes. But the world is far from perfect.

Consequently, leaders’ ability to make optimal decisions is constrained by any number of factors—bias, limited information, insufficient time, pressure from constituent groups, etc. In light of this reality, those who study decision making use the term “bounded rationality” to describe how leaders make decisions under constraints. Certo, Connelly, and Tihanyi (2008) and Ariely (2008) analyze some of these biases and limitations in their article. Do you recognize any that routinely influence your decisions? If so, what are they and how do they affect your thinking? After reading Ariely and watching his TED Talk, do you still consider yourself a completely rational decision maker? What happens when leaders attempt to make rational decisions in a non-rational situation?

OBJECTIVES:

After completing this learning session, you will be able to:

- Explain Herbert Simon’s theory of bounded rationality;
- Describe the cognitive characteristics of “maximizers” and “satisficers”;
- List and describe at least five types of cognitive bias that affect decision making, including those discussed by Brafman and Brafman (2008);
- Explain the forces that “drive” non-rational decision making;
- Explain the three most prominent non-rational decision-making models: satisficing, incrementalism, and garbage can;
- Explain the key tenets of the Garbage Can Model (GCM);
- Explain the value of Daniel Bernoulli’s (1700-1782) equation for modern human decision making;
- Describe how, according to Ariely, personal dishonesty affects our thinking and decision making.

REQUIRED READINGS:

- Rational and Non-Rational Decision Models (PDF on PolyLearn)

VIDEOS AND PODCASTS:

- Dan Gilbert TED Talk: Why we make bad decisions.
  http://www.ted.com/talks/dan_gilbert_researches_happiness.html
ASSIGNMENTS:

1. Read the case examples presented in Chapter 2 of Brafman and Brafman (2008). In no more than 400 words, discuss a real-world example, familiar to you, about how leaders of educational organizations engage in “chasing a loss” and “playing not to lose”. Use the written assessment rubric located in the Course Materials folder of the EDUC 513 PolyLearn to evaluate your work. Attach your evaluation rubric to your paper and email them to me at jgentilu@calpoly.edu.

2. On the EDUC 513 Discussion Board, post your response to the prompt, and comment on the responses of at least two colleagues.

SESSION THREE

Overcoming Barriers to Effective Decision Making

As mentioned in the introduction, one goal of this course is to conflict your thinking. By now, you should understand that decision making, at least the way it is learned as we grow from childhood into adult life, is not as simple as we thought. If, as Ariely, Brafman and Brafman, Gilbert, et. al., argue, our brains make it almost impossible to make rational decisions, are we simply helpless in the face of irrationality? Are there processes through which we can mitigate the effects of the irrationality?

One way to lessen the effects of irrationality is to acknowledge and identify it. Once we know what influences our decision making, we can use a number of tools and techniques to improve the quality of the choices we make. These decision-making tools are the focus of this learning session.

OBJECTIVES:

After completing this learning session, you will be able to:

- Use the Covey Model to determine the urgency of a decision;
- Compare and contrast programmed and non-programmed decisions;
- Describe how the Maier Model can be used to determine who should make decisions;
- List and describe the advantages and disadvantages of group decision making;
- Demonstrate how to use each of the following group decision-making methods:
  - Consensus salad
  - Ishikawa (Fishbone) diagramming
  - Brainstorming
- Apply an appropriate group decision-making method to several case studies.
REQUIRED READINGS:

- *Brainstorming*. Holden Leadership Center, University of Oregon
  [http://leadership.uoregon.edu/resources/exercises_tips/organization/brainstorming](http://leadership.uoregon.edu/resources/exercises_tips/organization/brainstorming)
- *Group Decision Making*. Holden Leadership Center, University of Oregon
  [http://leadership.uoregon.edu/resources/exercises_tips/organization/group_decision_making](http://leadership.uoregon.edu/resources/exercises_tips/organization/group_decision_making)
- *The Dynamics of Group Decision Making* (PDF on PolyLearn)

VIDEOS AND PODCASTS:

- Velaction Videos: Cause and Effect Diagram Training
  [http://youtu.be/bNDlg1h-zq8](http://youtu.be/bNDlg1h-zq8)

ASSIGNMENTS:

- Complete the following case study and create a Fishbone Diagram (using the template) to separate the problem into its component root causes.
- **DO NOT SUBMIT THIS ASSIGNMENT VIA EMAIL**. Instead, you will present your response in a group setting during class on October 17, and your peers will be asked to evaluate your decision-making process. Be prepared to defend your decision to your classmates.
  - CASE: The figure below displays average National Assessment of Educational Progress (NAEP) reading scaled scores, by grade level for selected years, 1992 through 2013. Despite billions of invested dollars and numerous reform initiatives, it is clear from these data that American K-8 student achievement in reading has stagnated. (Source: Gentilucci & Gentilucci, 2015.)

![Graph showing NAEP Fourth and Eighth Grade Reading Scores for Selected Years](image-url)
On the EDUC 513 Discussion Board, post your response to the prompt, and comment on the responses of at least two colleagues.

SESSION FOUR

If You Want to Make Enemies, Try to Change Something – Woodrow Wilson

Why is organizational change so difficult for leaders and followers? Perhaps it is because change, whether personal or work-related, forces us to face the unknown. Yet, we live in a world where change is constant and its pace is accelerating.

We all know what it’s like to experience change; it can be disorienting and frightening, or it can be exhilarating and refreshing. So, it is not change per se we must learn to manage because, like death and taxes, it is inevitable. Understanding and shaping peoples’ responses or reactions to change is our task as leaders.

This lesson session introduces you to the work of Salerno and Brock (2008), two consultants whose Change Cycle model provides practical guidance for those who must lead organizational change. After reading the book, you may wish to make a poster of the Change Cycle graphic to place in your office. Use is as a reference to understand how change affects you and those with whom you work.

OBJECTIVES:

After completing this learning session, you will be able to:

• Explain why organizational change is constant and inevitable;
• Describe how personality affects response to change;
• List and describe common factors that lead to change resistance;
• Explain the Change Cycle model and how it can be used to lead organizational change;
• Apply the model to a case study about change resistance.

REQUIRED READINGS:
• Strebel (1996). Why do employees resist change?PDF on PolyLearn
• Zimmerman (2006). Why some teachers resist change and what principals can do about it. PDF on PolyLearn

VIDEOS AND PODCASTS:
• Kotter: Resistance to Change: http://youtu.be/Wdroj6F3VlQ

ASSIGNMENTS

1. CASE: Emory High School District (EHSD) serves 8,987 students in grades 9-12. The district employs 398 teachers to staff its three comprehensive high schools and one continuation high school. As a finalist for the job of Superintendent of the district, you have been invited to meet with EHSD Board of Education. During that meeting, you discover the District has no electronic student information system. Everything is currently paper based.

   • The Board informs you the first task of the new Superintendent will be implementation of the PowerSchool student information system to manage the following:
     • Attendance management, tracking, and notification
     • Assessment reporting including electronic grading
     • Discipline management and reporting
     • Scheduling

   • The district’s teachers know about the impending change, and they are not happy. “Why fix it if it isn’t broken?” is the mantra their union president is repeating to teachers, students, and parents. “Why not spend the money on instructional materials or teacher salaries instead of purchasing a computer system to do what we already are doing well?” is another frequent complaint from teachers. The Board invites you and the other two finalists to submit a written analysis explaining why teachers are resisting change and what you (if selected for the job) would do about it.

   • In no more than 400 words, draft a brief response to the Board’s request. Use the material from Salerno & Brock and other course readings to help you craft your response. Use the written assessment rubric located in the Course Materials folder of the EDUC 513 PolyLearn to evaluate your work. Attach your evaluation rubric to your paper and email them to me at jgentilu@calpoly.edu

2. On the EDUC 513 Discussion Board, post your response to the prompt, and comment on the responses of at least two colleagues.
In this session, we explore the difference between those who manage change and those who lead it. Look at the picture of the two fish bowls. In this hypothetical pictorial example, a manager fish would be concerned about enforcing rules of appropriate fish behavior to minimize overcrowding within the bowl. Conversely, a leader fish (i.e., the one jumping to the new bowl) would envision a completely new way of solving the overcrowding problem—jump to a new location. The distinction between the two ways of seeing challenges and acting upon them (managing versus leading) may seem subtle, but it is extremely important. Keep this in mind as you study the cases about Steve Jobs and Mark Zuckerberg.

OBJECTIVES:

After completing this learning session, you will be able to:

- Articulate the differences between change managers and leaders;
- Explain why leading change is more art than science, and managing change is more science than art (Bruhn, 2004);
- Explain the most common reasons organizational change fails (Fullan & Miles, 1994; Kotter, 2008);
- Describe how economic, social, technological, and political forces drive change;
- Apply the readings and videos to a case study on change leadership.

REQUIRED READINGS:


VIDEOS AND PODCASTS:

- Steve Jobs Documentary https://youtu.be/3L1T4Kl9MwQ
- Mark Zuckerberg’s Profile: Bloomberg Game Changers http://youtu.be/5WIDhikPoM
ASSIGNMENTS:

- PREPARE FOR THE FINAL EXAMINATION ON DECEMBER 5

The final examination is comprehensive and will include material from course readings (especially the course texts) and class lecture notes. Be sure to review material carefully in preparation for this essay examination.

1. On the EDUC 513 Discussion Board, post your response to the prompt, and comment on the responses of at least two colleagues.

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**TOTAL POSSIBLE POINTS**

100