

## Course Syllabus – INT 930A - Senior Project® Coordinator

Instructor's Name:	Karen Clark	Nadine McFadden
Contact Information:	6613 Sidbury Lane Ocean Isle Beach, NC 28469 910-575-0703 Fax 910-575-0703 Email <a href="mailto:KClark8938@aol.com">KClark8938@aol.com</a>	17536 Brandywine Dr. Strongsville, OH 44136 440-238-9118 Fax 440-846-3668 nmcfad98@aol.com

**Course Description:** The Senior Project immerses each student in a skill-laden learning process that showcases what he/she knows and what he/she can do. Great Senior Project high schools must have skilled Senior Project Coordinators. Senior Project Coordinator must have accomplished managerial skills, technology skills, information gathering skills and benchmarking skills. For part of the class, you will enter Second Life, which is one of the largest virtual world communities where educators worldwide communicate and contribute. Additionally, you will be developing an overall plan that is useful in implementing a Senior Project program. . This is an introductory class designed to instruct you in these skills, which paves the way to an official certification as a Senior Project Coordinator.

**Learning Objectives and Outcomes:** By the end of this class, the student will:

- Clearly define project objectives and be able to organize the right people and resources around them. (NBPTS #XII)
- Plan the project organization, identifying necessary tasks to coordinate a Senior Project program (NBPTS # III)
- Manage all tasks and their execution
- Evaluate all aspects of the Senior Project process (NBPTS #IX)
- Utilize new technologies and educational resources in Second Life (NBPTS #V)
- Be able to function, navigate and create new aspects of teaching and demonstration in Second Life (NBPTS #V)
- Reflect on course experiences through journaling, both on-line and hard copy. (NBPTS #X)
- Gather information by both visitation and research (NBPTS # III)

### National Standards

- National Standards area available at [http://www.nbpts.org/the\\_standards](http://www.nbpts.org/the_standards). Standards addressed are:
  - III. Instructional Resources
  - V. Meaningful Learning
  - IX. Assessment
  - X. Reflective Practice
  - XII. Collaboration with Colleagues

### **Course Materials**

- Text: You are required to purchase *Managing Projects Large and Small* by Harvard Business Essentials Series, Harvard Business School Press, Boston, and Massachusetts, 2004. It is suggested that you go to [www.Amazon.com](http://www.Amazon.com) for your text. You will have the choice of purchasing a new or used text.
- Course materials are on line. If you'd like, you may purchase a "hard copy" of the course materials at a cost of \$30.00.

### **Technology Requirements**

- Register via ISTE Educator Pathway
- Enter into the Second Life classroom setting
- Download information on to your computer
- Participate in Second Life conferences
- Complete Second Life review forms
- Technology contact information – Kathy Norris, [knorris@seniorproject.net](mailto:knorris@seniorproject.net)

### **Course Requirements**

- Complete Appendix A (figure 1) in text
- Devise a plan for faculty involvement
- Write their plan for project team selection
- Organize the communication plan with all involved in the Senior Project process
- Fabricate a Gantt Chart
- Frame a Risk Audit
- Create an outline for the Launch meeting
- Explain conflict resolution in various scenarios
- Review and report on 5 articles relating to Senior Project
- Visit 3 Senior Project high schools, either physically or online
- Journal the 3 visitations
- Read Benchmarking to the Senior Project ®
- Design a Senior Project Benchmark activity
- Complete the course evaluation

Contact with either instructor is encouraged at any time.

### **Schedule of Topics and Assignments**

Cyber work will be completed according to Second Life schedule. A student check list is included.

### **Evidence of Learning**

- Course instructor will observe evidence of understanding of course objectives as demonstrated through student's reflective writing assignments.
- Course instructor will observe evidence of understanding of course objectives as demonstrated through the accuracy of the information the students submits.
- Course instructor will observe evidence of understanding of course objectives as demonstrated through care of explanation of the work submitted.

- The student will demonstrate the application and integration of course content to student's job of Senior Project Coordinator by work submitted.

Grading rubric will be included with the course binder. Work of substandard quality (equivalent to a letter grade of C) will be returned to the student for completion or revision.

### **Grading Policies and Rubrics**

Percentages are presented above. See included Grading Rubrics used to assess the work. As a general reference:

- Text and management skills section comprises 30% of total grade.
- Technology section comprises 30% of total grade.
- Gathering information section of class comprises 20% of total grade.
- Benchmarking section of class comprises 20% of total grade.

### **References**

Senior Project Center at the Partnership for Dynamic Learning, registered 1988, 5<sup>th</sup> edition 2005.

<http://www.mcrel.org/engage/skills>;

<http://www.successful-blog.com/1/the-10-skills-most-critical-to-your-future>

<http://www.seniorproject.net>. Senior Project Center 7.17.08

Harvard Business Essentials, *Managing Projects Large and Small*, Harvard Business School Press, Boston, Massachusetts, 2004.

Swets, Paul, *The Art of Talking so that People will Listen*, Simon & Schuster, 1992.

### **Policy on Plagiarism**

*“All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue.”*

### **University Information**

*Graduate level course work reflects Fresno Pacific University's Desired Student Learning Outcomes as it applies to professional development to demonstrate the following:*

- *Oral and written communication in individual and group settings*
- *Content knowledge, and application of such knowledge in the student's area of interest to affect change*
- *Reflection for personal and professional growth*
- *Critical thinking*

- *Cultural and global perspectives to understand complex systems*
- *Computational/methodological skills to understand and expand disciplines, including an understanding of technological systems*