



REVISION DATE OF THIS SYLLABUS: 06/01/2009

COURSE NUMBER: EDUC 624 (3 Credits)

COURSE TITLE: School Leadership and Supervision

COURSE START DATE: July 4, 2011 (8:30 am – 2:00 pm)

COURSE END DATE: July 14, 2011

**INSTRUCTOR: Henry W. Contant, M. Ed. Executive Director – SCSBC
(Society of Christian Schools in BC), Adjunct Instructor TWU: MAL program**

Welcome

I look forward to your participation in EDUC 624. It is my goal that our class will quickly become a professional learning community modeling how all participants (students and instructor alike) engage in learning and teaching as we explore various facets of school leadership.

Please be prepared to introduce yourself to your colleagues and to me on the first day of class. Be ready to share a few brief remarks about your educational journey thus far, your current position/role at the school you serve, your reason for taking this course, what you hope to gain from this course, your family, your special interests and hobbies, a highlight of this past summer, etc. (Introductions will take 3-5 minutes each)

Blessings to you complete this current school year. I trust you'll find some time in the next two months for some pre-course reading, research, and assignment preparation. Since our on-site course time together will be intense (only 9 days) and the workload worthy of earning 3 graduate level credits, you will be well advised to have a significant portion of your readings completed, your on-line *Strengths-Based Leadership* Assignment completed, and a draft summative teacher evaluation written before the course begins. Doing so will make it easier to meet your many other personal and professional obligations once the course begins. Welcome aboard!

Henry W. Contant, M. Ed.

March 2011

Contact Information

Instructor: Henry W. Contant, M. Ed.

E-mail address: contant@twu.ca

Office Hours: My office is located on TWU's campus within the SCSBC office complex in the Fosmark Building (Second Floor). I will be available for personal appointments before class, (7:30 am- 8:15 am) at lunch (12:15 – 12:45 pm) and after class (2:00- 4:00 pm)

Instructor Availability: Contact me at my e-mail address anytime—I will respond as soon as possible and can also be reached at home most evenings and on the weekend.

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COURSE DESCRIPTION

A review of the role of principals and other educational leaders in a healthy professional learning community whose climate sustains effective student and teacher growth. Strategies for building positive school cultures. The formation of an integrated model for continuous staff development. The supervision and evaluation of school personnel on the basis of principles of Christian servant leadership and current supervision paradigms. Effective methods of staff selection, induction, development and, where necessary, dismissal.

TOPICS & OUTCOMES and RELATED ASSIGNMENTS

1. Understanding and Evaluating your Leadership Style:

Book:

Rath, Tom; Conchie, Barry (2008). *Strengths-Based Leadership*, New York, NY: Gallup Press

- Discover/identify your leadership strengths and how to invest in others' strengths
- Develop/recruit people with the right strengths to build a balanced leadership team
- Understand/meet the needs of those who look to you for leadership

2. Principles of Servant Leadership

Book:

Keith, Kent M. (2008). *The Case for Servant Leadership*, Westfield, IN: The Greenleaf Center for Servant Leadership

Article:

Sergiovanni, Thomas (2000) “*Leadership as Stewardship: Who’s Serving Who?*” Jossey Bass Reader on Educational Leadership (pages 269-286)

- Identify the basic principles of “servant-leadership”
- Understand the distinctions between ‘power leadership’ and ‘servant leadership’
- Know the characteristics of Servant Leadership
- Apply the principles of Servant-Leadership to your school leadership setting

Assignment #1 (15%)

Read ***Strengths-Based Leadership*** book and take the ***StrengthsFinder 2.0 on-line assessment***, accessing your personalized Strengths-Based Leadership Guide.

Read: ***The Case for Servant Leadership*** (Kent Keith, 2008) and article ***Leadership as Stewardship*** (Thomas Sergiovanni, 2000)

Write a **750 -1000** word response (3-4 pages) reflecting on the five personalized leadership strengths that have been identified for you through this assessment. Consider the following questions in your response:

- What did I learn about my leadership style as a result of this assessment?
- In what ways was I affirmed as a leader?
- What surprised me about the assessment results?
- How can I build on my identified leadership strengths within my own school setting?
- How can I use these strengths to apply the principles of Servant Leadership within my school?
- What additional strengths do I need to bring to our current schools leadership team?
- What things will I do differently as a leader as a result of this *StrengthsFinder* assessment and my understanding of servant leadership?

3. Principal / Assistant Principal as Visionary Educational Leader

- The principal / vice-principal is often called upon to be the “voice of the school” and must be able to personally articulate the school’s mission and vision to staff, parents, students, school board, and general public.
- Develop and Share my personal Mission and Vision for the school with staff, parents, students, school board, and general public
 - Can I explain our school’s mission / purpose?
(Why does our school exist?)
 - Can I explain our school’s vision?
(What does our school community hope to become?)
 - What values are important to you as a school?
(How must I/ we behave in order to make our shared vision a reality?)
 - What are my goals for the year?
(What steps must we take first and when?)

Assignment #2 (10%)

Prepare for a **5-7 minute oral presentation** in which you will be asked to be the “voice of the school”. Envision a setting in which you may be called to explain your school’s mission, vision, core values, and/or goals to either:

- a potential new parent;
- a new teacher that’s just been hired;
- a new board member recently elected;
- a new high school student just admitted;
- the local newspaper reporter assigned to do a story as to why your school continues to grow in spite of declining demographics.

4. Developing professional learning communities that promote good teaching, increased student learning, and school improvement

Book:

1. Whitaker, Todd; (2003). *What Great Principals do Differently*, Larchmont, NY: Eye on Education Inc.

Articles:

1. DuFour, R. & Eaker, R. & DuFour, R. (2005) "Recurring Themes of Professional Learning Communities and the assumptions they Challenge" **On Common Ground**: Bloomington, IN: National Educational Service (pages 7-29)
 2. DuFour, R. & Eaker, R. & DuFour, R. (2005) "What is a Professional Learning Community?" **On Common Ground**: Bloomington, IN: National Educational Service (pages 31-43)
 3. Stronks, Gloria G. & Blomberg, Doug () "How do we forge a community of Learning?" **A Vision with a Task: Christian Schooling for Responsive Discipleship**, Grand Rapids, MI Baker Books
 4. Hekman, B. (2006) "Schools as Communities of Grace" **Schools As Communities**: Colorado Springs, CO: Purposeful Design Publications (pages 2-22)
 5. Fullen, Michael (2001) "Understanding Change" **Leading in a Culture of Change**: San Francisco, CA: Jossey-Bass (pages 31-49)
- Examine strategies for building a healthy collegial and professional school climate.
 - Develop skills for building consensus, for motivating people to work toward common goals, and for leading a community in analyzing and solving problems.
 - Understand the change process and the role of the leader in leading a school community through a period of change
 - Develop a school based plan to strengthen / build a professional learning community among your staff.
 - Understand how Christian schools ought to be "communities of grace"

Assignment #3 (20%)

Develop and outline a plan to implement a Professional Learning Community within your own school. Demonstrate an understanding of adult learning theories, collaborative learning models, the change process, mentoring and coaching, school as a 'community of grace', and informal and formal teacher assessment as part of the Professional Learning community you are hoping to create. **(1500-2000 words / 6-8 pages)**

5. Understanding the Dimensions of Christian Teaching and Appraising Teacher Performance

Book:

Koole, Robert; ed. (2001). *Good Teaching Comes from the Inside*, Langley, BC: Society of Christian Schools in BC

Article:

Van Brummelen, Harro () “*Teachers as Curriculum Leaders*” **Steppingstones to Curriculum: a Biblical path** Colorado Springs, CO: Purposeful Design Publications (pages 244-249)

- Examine the different dimensions of Christian teaching: Biblical Framework; Planning and Preparation; Classroom Community; Instruction; and Professional Responsibilities.
- Discuss how to evaluate the different dimensions of Christian teaching, namely, Biblical Framework; Planning and Preparation; Classroom Community; Instruction; and Professional Responsibilities.
- Discuss how this understanding of teaching and learning might impact one’s role as a supervisor of teachers and support staff.
- Review and critique common models for appraising teacher performance.
- Examine strategies involved in effective teacher supervision: analysis skills, communication skills, motivating teachers, addressing conflict and stress
- Write and revise an actual summative teacher evaluation report

Assignment #4: (20%)

Write a summative teacher evaluation based on the five dimensions of Christian teaching as outlined in the book *Good Teaching Comes from the Inside*. This written teacher evaluation may be hypothetical or based on an actual evaluation of a teacher that you have previously evaluated. All names should be changed to protect individual rights to privacy.

Students will share / critique summative teacher evaluations with each other in class and then reflect how they might revise their teacher evaluation report based on feedback provided, case studies examined and related classroom activities / discussion.

Length: **1000 words (4 pages)**

6. Personnel Selection, Orientation, Supervision, Performance Assessment, Dismissal, Contracts

Book:

Whitaker, Todd; (2003). *What Great Principals do Differently*, Larchmont, NY: Eye on Education Inc.

Articles:

Contant, Henry (1996) “*A Community of Educators*” Simon Fraser University M.Ed. Project pages 74-98

Contant, Henry (2008) "School Board & Employees: Taking seriously the contractual commitments we make to each other" LINK Newsletter September 2008 Vol. 32 No. 1

Contant, Henry (2007) "The Employee Relations Committee: It's more than a Salary Committee!" LINK Newsletter January 2007 Vol. 30 No.3

FISA. Procedural Fairness: Best Practice Guidelines for Independent Schools (available on FISA website www.fisabc.ca/)

- Develop effective approaches to the staff selection and hiring process
- Examine the interviewing process and the importance of conducting meaningful reference checks
- Develop effective approaches to new staff orientation & mentoring;
- Develop effective approaches to deal with poor teacher performance and the non-renewal of a teacher's contract.
- Explore effective management of legal contracts, community standards policies, and other written agreements.
- Review roles and responsibilities of the school principal in the development and enforcement of such employment policies.

Assignment #5 20%

- a) Outline a plan for an effective approach to staff selection and hiring:** Included in your plan should be an explanation of your approach to staff recruitment, short listing, interviewing, reference checks, issuing of the teacher contract, and all other steps involved in the process up to the arrival at the school in August.
- b) Outline an effective approach to staff orientation and mentoring** of a first year teacher: Included in your plan should be an explanation of how you would conduct your initial and subsequent individual and group meeting(s) with new staff throughout their first year, the mentoring process you would establish and monitor for all new and beginning teachers, and all other steps in the process from the time the person arrives at the school in August through the end of their first year of teaching at your school.
- c) Outline an effective approach that would lead to the extension and/or non-renewal of a teacher's probationary contract:** Your plan should reflect an understanding of the principles of supervision, performance assessment, due diligence and procedural fairness.
- Outline may be in point form, using bullets, diagrams, lists, etc. **(6 pages)**

Assignment #6 (5%)

Your final culminating assignment is to submit a **500 word** (2 page) **reflective journal** outlining how this course has influenced your perspective on school leadership and how it might lead to some changed leadership practices among your school leadership team and within your own school community.

Required Readings: Books & Articles

1. **Keith, Kent M. (2008).** *The Case for Servant Leadership*, Westfield, IN: The Greenleaf Center for Servant Leadership
2. **Koole, Robert; (2001).** *Good Teaching Comes from the Inside*, Langley, BC: Society of Christian Schools in BC
3. **Rath, Tom; Conchie, Barry (2008).** *Strengths-Based Leadership*, New York, NY: Gallup Press
4. **Whitaker, Todd; (2003).** *What Great Principals do Differently*, Larchmont, NY: Eye on Education Inc.

Articles will either be provided by the instructor or available on-line. Instructions for how to access on-line articles will be given to all students.

SCHEDULE OF ASSIGNMENTS & DUE DATES

The course has six units of study, each of which takes 1-2 days. Since the course is condensed into 9 instructional days, study time will be intense. Students are well-advised to have a significant portion of your reading done, your on-line Strengths-Based Leadership Assignment completed, and a draft summative teacher evaluation written before the course begins.

It is important that you keep pace with the assignment due dates as indicated in the table below, as class participation /discussion will be dependent upon assignments completed on time. Assignments #5 and #6 may be emailed to me by Monday, August 31st allowing the benefit of having a second weekend to complete all your assignments.

Class Participation: Contributions to our Professional Learning Community (see criteria on page 11)	10 %
Read <i>Strengths-Based Leadership</i> book and take the StrengthsFinder 2.0 assessment, accessing your personalized Strengths-Based Leadership Guide. Write a 500-750 word response (3-4 pages) reflecting on the five personalized leadership strengths that have been identified for you.	Assignment #1 15% Due July 4 (before class)

<p>Prepare for a 5-7 minute oral presentation in which you will be asked to be the “voice of the school”. Envision a setting in which you may be called to explain your school’s mission, vision, core values, and/or goals to either: a potential new parent; a new teacher that’s just been hired; a new board member recently elected; a new high school student just admitted; or the local newspaper reporter assigned to do a story as to why your school continues to grow in spite of declining demographics.</p>	<p>Assignment #2 10%</p> <p>Due: July 5 (before class)</p>
<p>Develop and outline a plan to implement a Professional Learning Community within your own school. Demonstrate an understanding of adult learning theories, collaborative learning models, the change process, mentoring and coaching, school as a ‘community of grace’, and informal and formal teacher assessment as part of the Professional Learning community you are hoping to create. (1500 words)</p>	<p>Assignment #3 20%</p> <p>July 8 (before class)</p>
<p>Write/Rewrite a summative teacher evaluation (1000 words) based on the five dimensions of Christian teaching as outlined in the book <i>Good Teaching Comes from the Inside</i>. This written teacher evaluation may be hypothetical or based on an actual evaluation of a teacher that you have previously evaluated. All names should be changed to protect individual rights to privacy.</p> <p>Students will share / critique summative teacher evaluations with each other in class.</p>	<p>Assignment #4 20%</p> <p>Draft due July 11 (before class) Final assignment due July 12 (before class)</p>
<p>a) Outline a plan for an effective approach to staff selection and hiring: Included in your plan should be an explanation of your approach to staff recruitment, short listing, interviewing, reference checks, issuing of the teacher contract, and all other steps involved in the process up to the arrival at the school in August.</p> <p>b) Outline an effective approach to staff orientation and mentoring of a first year teacher: Included in your plan should be an explanation of how you would conduct your initial and subsequent individual and group meeting(s) with new staff throughout their first year, the mentoring process you would establish and monitor for all new and beginning teachers, and all other steps in the process from the time the person arrives at the school in August through the end of their first year of teaching at your school.</p> <p>c) Outline an effective approach that would lead to the extension and/or non- renewal of a teacher’s probationary contract: Your plan should reflect an understanding of the principles of supervision, performance assessment, due diligence and procedural fairness.</p> <p>Outline may be in point form, using bullets, diagrams, lists, etc. (6-8 pages)</p>	<p>Assignment #5 20%</p> <p>Draft Due July 13 (before class)</p> <p>Final assignment due July 14 (or email assignment to instructor by July 18 9:00 am)</p>

<p>Your final culminating assignment is to submit a 250-500 words (1-2 pages) reflective journal outlining how this course has influenced your perspective on school leadership and how it might lead to some changed leadership practices among your school leadership team and within your own school community.</p>	<p>Assignment #6 5%</p> <p>Due July 14 (or email assignment to instructor by July 18 9:00 am)</p>
<p>EDUC: 624 Course Evaluation Form due at the end of last class</p> <p>If for some reason you are unable to keep up with the assignment schedule, please discuss with instructor before the due date, so that alternate arrangements may be made.</p>	

COURSE ASSESSMENT

a. Written Assignments

Grading Rubric Used

Rubric/ Pts	ARGUMENT: <i>How well does the assignment argue the student's position compared to others' ideas?</i>	ARTICULATION: <i>How well does the assignment reflect the student's creativity, analytic and evaluative abilities?</i>	ILLUSTRATIONS: <i>How well does the assignment use references, examples, illustrations?</i>	LANGUAGE, STYLE: <i>Precision in spelling, grammar, length, use of APA rules for citations & references</i>
4-5	<i>The assignment "speaks from the heart of the student," arguing consistently and convincingly, for the student's position, with reference to others' ideas.</i>	<i>The assignment effectively addresses the topic using superior creative, analytic, and evaluative approaches.</i>	<i>The assignment effectively integrates illustrations, examples, references to assigned readings, employing them to bolster the writer's position and/or to counter others' views.</i>	<i>APA rules for references and citations consistently followed. Impeccable spelling, grammar, syntax. Appropriate Length of words</i>
3	<i>The student's position is stated. The assignment presents, affirms, and critiques others' ideas.</i>	<i>The assignment addresses the topic clearly, concisely, logically.</i>	<i>The assignment's illustrations, examples, and references support positions taken in the assignment.</i>	<i>APA rules for references and citations consistently followed. Impeccable spelling, grammar, syntax. Length 1200-1500 words.</i>
1-2	<i>Student's position is unclear. The assignment presents others' ideas with little or no evaluative comment.</i>	<i>The assignment lacks coherence and consistency, leaves the reader wondering what points are being made.</i>	<i>The assignment employs few, misleading, irrelevant, or no references, examples, illustrations.</i>	<i>Errors in use of APA rules. Errors in spelling, grammar, syntax. Concern about assignment's length.</i>

b) Class Participation in our Professional Learning Community

Grading Rubric Used

RUBRIC
6 PTS —Contributions missing--contributes primarily when specifically asked to. Irrelevant or unrelated to assigned topic. Shows intolerance for ideas of others. Shows lack of preparedness for topics.
7 PTS —Contributions late. Shows lack of thoroughness in preparation
8 PTS —Contributes on schedule. Contributes relevant ideas responding to the assigned questions. Preparedness evident.
9 PTS --Contributes promptly and spontaneously. Ideas clearly articulated, add to group's understanding, show tolerance of differing perspectives. Encourages others.
10 PTS —Enthusiastically Initiates discussion of topic/issue. Raises new ideas or perspectives while respecting ideas of others. Facilitates participation by other group members. Proposes creative approaches/solutions. Stimulates critical reflection by others.

COURSE REQUIREMENTS AND EVALUATION

The course requires completion of all readings, assignments, and interactive activities summarized in the Schedule of Assignments & Due dates on pages 7-9 of this Syllabus. Your final grade will be determined as shown. Use "word count" in your computer to check the length of your assignments.

LATE ASSIGNMENTS POLICY: I strongly encourage you to submit each assignment on or before its due date. If for some reason you have an emergency that requires a late submission, be sure to contact me before the due date to discuss it.

CONFIDENTIALITY: Part of the richness in the course dialogue is that learners share from their life/professional experiences to illustrate the lessons they've learned. We ask that you share discreetly and use pseudonyms when possible. Do not share any confidential or proprietary information about your employer.

GENERAL INSTRUCTIONS FOR ASSIGNMENT PAPERS IN COURSE EDUC 624

APA STYLE: Follow rules of Publication Manual of APA, 5th Edition (2001). Additions, changes, or clarification to APA regarding **electronic references**, can be obtained from the following website:

<http://www.apastyle.org/electref.html>

FORMAT: Please include the following information on your assignments

- (1) *On top-left corner of first page, show:* Topic, Your Name, Assignment Number, Assignment title, Course number, Course name, Trinity Western University, Date.
- (2) Narrow margins, 12 pt font, single spacing for all lines of text in the body of the paper and in References, double spacing between paragraphs.

ACADEMIC HONESTY:

Academic dishonesty may include cheating on exams, tests, lab etc., impersonating another student at a test or exam; falsifying or misrepresenting information on academic records; submitting the same or substantially the same essay for credit in more than one course without faculty permission; or plagiarism.

Plagiarism (from the Latin word for “kidnapper”) is the presentation of someone else’s ideas or words as your own. Whether deliberate or accidental, plagiarism is a serious and often punishable offence” (The Little Brown Handbook, 2nd Canadian Edition, p.555). According to this handbook, accidental plagiarism is where one has carelessly neglected to place quotation marks around another writer’s ideas. Deliberate plagiarism exists where a phrase, sentence, or even longer passage is passed off as someone else’s ideas without acknowledgement, or where one hands in as one’s own someone else’s partial or entire paper, whether acquired from another person, through the Internet, or other source. (TWU)

WRITING GUIDELINES

Scholarly insight & higher order thinking

Your assignments should include your own thoughtful analysis of the topic and contribute to a substantive understanding of the subject. Papers should relate to the topic at hand, and should be developed around an analytical framework that most effectively communicates your ideas. Use higher order thinking skills and critical analysis to write your papers. Your papers should reflect your original ideas and creativity.

Theories and ideas

Through your research, you will find differing perspectives and theories. Carefully choose the theories and ideas that you will include in your paper and explain them thoroughly. Ensure that your explanation of facts, arguments and conclusions is logical and consistent.

Language, grammar and editing

In your writing, use simple, straightforward language. Avoid using jargon or a complex sentence structure that detracts from the intent of your message. Please use standard Canadian English, and ensure that spelling and grammar is correct. Before submitting a paper, edit it yourself and ask colleagues to review it as well. Rewrite any sections that are problematic.

Structure and presentation

The structure and organization of your papers should mirror the practices of other scholarly works in your field of study. When referencing sources, use the style outlined in the APA style guide. APA is the official style guide for the MAL program. For formal papers, your cover sheet and margins must adhere to this style. For daily assignments only the citations need to follow APA references.

CLASS PARTICIPATION

We have a tremendous opportunity to build upon one another's knowledge, insights, and experience. Our goal is to be collaborative in class. At times we will respectfully challenge each other. I anticipate that this will be a rich time of dialogue. To create a safe environment for this to take place, we must build a supportive subculture that encourages one another. Disagreeing and challenging can be stimulating if done in an edifying manner.

Substantive Participation may include:

- Providing a new thought, idea, or perspective.
- Citing an experience or example of what we are learning.
- Adding a new twist on a perspective.
- Critically thinking about an idea/concept.
- Questioning or challenging a principle/perspective.

What Substantive Participation is NOT:

- Very basic comments such as "I agree" or "I disagree."
- Restating what has been said (*unless there is a direct purpose in doing so*).
- Disrespectfully disagreeing.
- Pat answers that are not thought-provoking.

Below are examples of how to stimulate your own and others' thinking:

- What would happen if...
- Other times it may be helpful to...
- It is my understanding...what is your experience with this?
- You might approach this from...
- Is it possible that...
- Would you consider...
- Maybe...
- Possibly...
- Sometimes...
- I'm wondering if...
- Do you think...
- Perhaps...

MAL GRADING PROCEDURES—Effective 2/06

In an effort to ensure consistency in the MAL assignment of grades and to inform graduate students of assessments of the quality of work at the graduate level, the following interpretation of grades in assignments and courses offers a guideline.

LETTER GRADE	%	GRADE POINT VALUE	MEANING IN GRADUATE WORK <i>NOTE: FOR ASSIGNMENTS THAT MEET CRITERIA IN SEVERAL CATEGORIES, INSTRUCTORS WILL ASSIGN AN AVERAGE GRADE.</i>
A+	95-100	4.3	Exceptionally well-reasoned, compelling development of position. Outstanding incorporation of personal vision as well as of references and resources. Strikingly appropriate examples. Extraordinary insight, critical analytical and evaluative ability, and creativity. Superlative style and language usage. Makes an original contribution and is potentially publishable.
A	90-94	4.0	Well-argued and convincing development of position. Insightful incorporation of personal vision as well as of references and resources. Notably appropriate examples. Excellent insight, critical analytic and evaluative ability, and creativity. Impressive style and language use.
A-	85-89	3.7	Thorough and plausible development of position. Skillful incorporation of personal vision as well as of references and resources. Very good examples. Very good insight, analytic and evaluative ability, and creativity. Commendable and fluent style and language usage.
B+	80-84	3.3	Proficient development of position. Appropriate incorporation of personal vision as well as of references and resources. Relevant examples. Good quality insight, analytic and evaluative ability, and creativity. Clear and correct style and language usage.
B	75-79	3.0	Competent development of position, but possibly with some gaps and/or limitations. Satisfactory incorporation of personal vision as well as of references and resources. Satisfactory examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally satisfactory style and language usage, but possibly with some minor flaws.
B-	70-74	2.7	Passable but unimpressive development of position. Position not completely consistent with personal vision or references and resources not taken fully into account or examples are basic or not completely convincing or barely acceptable insight and analytic and evaluative ability. Adequate style and language usage, but with weaknesses in some respects (e.g., clarity, coherence, grammar). Overall quality shows noticeable deficiencies.
C	<70	2.0	Unacceptable work at graduate level. Shows lack of understanding and/or competence in several of the criteria described above. <i>This grade is a failing grade at the graduate level, and students receiving a "C" course grade are required to re-take the course.</i>

Other Designated Grades

P = Pass (not calculated into cumulative GPA)

F = Failure (below 70%). Used in pass/fail courses.

INC = Incomplete. A grade may be incomplete if assignments remain outstanding in a course or if the instructor has not yet submitted a grade. If assignments remain outstanding at the end of a course, students must obtain and complete an incomplete grade form from Enrollment Services.

W = Withdrew. This grade is assigned for students withdrawing during the first half of the course.

WP /WF = Withdrew passing / Withdrew failing. These grades are assigned to students withdrawing during the second half of a course. Grades are not computed into the cumulative GPA. A student may withdraw from a course only because of severe extenuating circumstances and if approval is granted by the Program Director and the Dean of Graduate Studies.

APA: Anywhere between 10-20% of each assignment mark should be allotted for grammar, writing style, and proper APA referencing. A paper that does not adhere to APA (formatting & references) or does not communicate ideas clearly, should fall within the B range.