

# **VALDOSTA STATE UNIVERSITY**

**ACADEMIC COMMITTEE PACKET**

**ACADEMIC COMMITTEE**

**MONDAY,  
November 12, 2007**

**2:30 p.m.**

**ROSE ROOM  
UNIVERSITY CENTER**

**Charles L. Hudson  
Registrar/Secretary of the Academic Committee**

VALDOSTA STATE UNIVERSITY  
ACADEMIC COMMITTEE MINUTES  
October 8, 2007

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, October 8, 2007. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

Members Present: Mr. Eric Nielsen, Dr. Marvin Smith, Dr. Bruce Caster, Dr. Yahya Mat Som, Mr. Alan Bernstein, Dr. William Faux, Mr. Mike Savoie, Dr. Frank Flaherty, Dr. Kathe Lowney, Dr. Bruce Caster (proxy for Dr. Ray Elson), Dr. Bill Buchanan, Dr. James Ernest, Dr. Yahya Mat Som (proxy for Ms. Iris Ellis), Dr. James Humphrey, Dr. Deborah Weaver, Mr. Cliff Landis, and Mr. Mike Savoie (proxy for Dr. Diane Holliman).

Members Absent: Dr. Selen Lauterbach, Dr. Ray Elson, Ms. Iris Ellis, and Dr. Diane Holliman.

Visitors Present: Ms. Karen G. Kelso, Dr. Carl Cates, Dr. Brian Adler, Dr. Mylan Redfern, Dr. Mel Schnake, Dr. Julia Lee, Dr. Barbara Stanley, Dr. Ralph Allen, Dr. James Peterson, Dr. Robert Gannon, Dr. Phyllis Holland, and Dr. John Gaston, and Mr. Lee Bradley.

The Minutes of the September 10, 2007, Academic Committee meeting were approved. (pages 1-2)

**A. College of Arts & Sciences**

1. Revised course description and title, Biology (BIOL) 4350, "Developmental Biology", (DEVELOPMENTAL BIOLOGY – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Fall Semester 2008. (pages 3-4).
2. Revised course description and title, Biology (BIOL) 6350, "Developmental Biology", (DEVELOPMENTAL BIOLOGY – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Fall Semester 2008. (pages 5-6).
3. New course, Biology (BIOL) 7020, "Special Topics in Cell and Molecular Biology", (SPECIAL TOPICS CELL/MOLECULAR – 2 credit hours, 2 lecture hours, 0 lab hours, and 4 contact hours), was approved effective Fall Semester 2008. (pages 7-10).
4. New course, Biology (BIOL) 7030, "Special Topics in Physiology", (SPECIAL TOPICS PHYSIOLOGY – 2 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Fall Semester 2008. (pages 11-14).
5. Revised BA in Legal Assistant Studies – addition of the two-plus-two agreement was approved effective Spring Semester 2008. (pages 15-21).
6. Revised senior college curriculum for the BA in Mathematics was approved effective Spring Semester 2008. (pages 22-23).

**B. College of the Arts**

1. Program Proposal for the MA in Communication was approved. (pages 24-99).
2. New course, Mass Media (MDIA) 5000, "Mass Media Theory", (MASS MEDIA THEORY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 100 -102).
3. New course, Mass Media (MDIA) 6100, "Media Economics and Management", (MEDIA ECON AND MGMT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 103 - 105).
4. New course, Mass Media (MDIA) 6350, "Media Aesthetics", (MEDIA ECON AND MGMT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 106 - 108)
5. New course, Mass Media (MDIA) 6450, "International Media", (INTERNATIONAL MEDIA – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 109-111).
6. New course, Mass Media (MDIA) 6600, "Digital Communication", (DIGITAL COMMUNICATION – 3 credit hours, 3

- lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 112-114).
7. New course, Mass Media (MDIA) 6700, "Special Topics in Media", (SPECIAL TOPICS IN MEDIA – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 115-117).
  8. New course, Mass Media (MDIA) 6800, "Media Law and Ethics", (MEDIA LAW AND ETHICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 118-120).
  9. New course, Mass Media (MDIA) 7999, "Thesis", (THESIS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 121-123).
  10. New course, Communication Arts (COMM) 5000, "Communication Theory", (COMMUNICATION THEORY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 124-126).
  11. New course, Communication Arts (COMM) 5100, "Quantitative Research Methods in Communication", (QUANTITATIVE RESEARCH METHODS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 127-129).
  12. New course, Communication Arts (COMM) 5200, "Qualitative Research Methods in Communication", (QUALITATIVE RESEARCH METHODS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 130-132).
  13. New course, Communication Arts (COMM) 6000, "Applied Professional Communication", (APPLIED PROFESSIONAL COMM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 133-135).
  14. New course, Communication Arts (COMM) 6100, "Seminar in Interpersonal Communication Theory", (SEM IN INTERPERSONAL COMM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 136-138).
  15. New course, Communication Arts (COMM) 6200, "Seminar in Advanced Intercultural Communication", (SEM IN ADV INTERCULTURAL COMM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 139-141).
  16. New course, Communication Arts (COMM) 6300, "Seminar in Communication and Conflict", (SEM IN COMM AND CONFLICT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 142-144).
  17. New course, Communication Arts (COMM) 6400, "Seminar in Organizational Communication", (SEM IN ORGANIZATIONAL COMM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 145-147).
  18. New course, Communication Arts (COMM) 7000, "Special Topics in Communication", (SPEC TOPICS IN COMMUNICATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 148-150).
  19. New course, Communication Arts (COMM) 7999, "Thesis", (THESIS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 151-153).

**C. College of Business Administration**

1. Revised admission process for the MBA was approved effective Fall Semester 2008. (pages 154-155).
2. Revised WebMBA prerequisites was approved effective Fall Semester 2008. (pages 156-159).
3. New certificate – Internal Auditing Certificate was approved effective Fall Semester 2007. (pages 160-162).
4. Revised course number, Accounting (ACCT) 3100, "Introduction to Fraud Examination", (INTRO FRAUD EXAMINATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 163-164). Deactivation of BUSA 3100.

5. New certificate – Human Resources Management Certificate was approved effective Fall Semester 2008. (pages 165-166).
6. Revised course description and title, Management (MGNT) 3250, “Management and Organization Behavior”, (MGNT AND ORG BEHAVIOR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 167-168).
7. Revised course description and title, Management (MGNT) 4950, “Special Topics in Management”, (SPECIAL TOPICS IN MANAGEMENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 169-170).
8. Revised course description and title, Management (MGNT) 4990, “Directed Studies in Management”, (SPECIAL TOPICS IN MANAGEMENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 171-172).
9. Revised course description, Management (MGNT) 4200, “Leadership Skills”, (LEADERSHIP SKILLS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 173-174).
10. Revised course description, Management (MGNT) 4800, “International Management”, (INTERNATIONAL MANAGEMENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 175-176).
11. Revised course description, Management (MGNT) 4700, “Total Quality Management”, (LEADERSHIP SKILLS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 177-178).
12. Revised course description, Management (MGNT) 3300, “Production and Operations Management”, (PRODUCTION/OPERATIONS MGNMNT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 179-180).
13. Revised course description, Management (MGNT) 3910, “Small Business Management/Entrepreneurship”, (SMALL BUS MGT/ENTREPRENEURSHIP – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 181-182).
14. Revised course description, Management (MGNT) 4000, “Human Resource Management”, (HUMAN RESOURCE MANAGEMENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 183-184).
15. Revised course description, Management (MGNT) 3920, “Family Business Management”, (SMALL BUSINESS MANAGEMENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 185-186).
16. Revised course description, Management (MGNT) 4650, “Organizational Change and Development”, (ORGANIZATIONAL CHNG/DVLPMT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 187-188).
17. New course, Management (MGNT) 3500, “Employment Law”, (EMPLOYMENT LAW – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2008. (pages 189-192).
18. New course, Management (MGNT) 4980, “Management Internship”, (MGNT INTERNSHIP – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 193-199).
19. Revised course number, Accounting (ACCT) 4980, “Accounting Internship”, (ACCOUNTING INTERNSHIP – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 200-201). Deactivation of ACCT 4850.
20. Revised course description, Marketing (MKTG) 3050, “Introduction to Marketing”, (INTRODUCTION TO MARKETING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 202-203).



21. Revised course number, Marketing (MKTG) 3620, "Consumer Behavior", (CONSUMER BEHAVIOR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 204-205). Deactivation of MKTG 4620.
22. Revised course number, Marketing (MKTG) 3650, "Marketing Research", (MARKETING RESEARCH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 206-207). Deactivation of MKTG 4650.
23. New course, Economics (ECON) 4980, "Economics Internship", (ECONOMICS INTERNSHIP – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 208-214).
24. New course, Marketing (MKTG) 4980, "Marketing Internship", (MARKETING INTERNSHIP – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2008. (pages 215-221).
25. Revised selected Educational Outcomes and Examples of Outcome Assessments was approved (pages 222-225).
26. Revised Educational Outcomes/Assessment - BBA in Accounting & BBA in Finance was approved Fall Semester 2008. (pages 226-228).
27. Revised Educational Outcomes/Assessment - BBA in Management was approved Fall Semester 2008. (pages 229-231).
28. Revised Educational Outcomes/Assessment - BBA in Marketing & BBA in Accounting was approved Fall Semester 2008. (pages 232-234).

**D. College of Education**

1. Waiver of transfer rule for the MED in Accomplished Teaching program was approved effective Spring Semester 2008. (page 235).
2. Admission requirements for the MED in Accomplished Teaching program was approved effective Spring Semester 2008. (pages 236-237).

Respectfully submitted,

Charles L. Hudson  
Registrar

## MEMORANDUM

TO: Dr. Louis Levy, Vice President for Academic Affairs

FROM: Jane Kinney, SACS Compliance Certification Coordinator

DATE: 9 October 2007

SUBJECT: Recommended Changes in Course and Curriculum Proposal Forms

Because of SACS requirements (see attached), every change in curriculum needs to be justified in terms of student learning and/or of best practices in the field. Thus, for the proposed changes in curriculum, those proposing the change need to be able to demonstrate that:

- data from the department assessments (pre- and post-test results, portfolio results, exit questionnaire results, etc.) show the need for these changes; and/or
- best practices in the field follow identical or very similar practices (i.e., they should check what peer institutions with reputable programs are doing).

The proposers also need to clearly indicate how they will assess success of their proposed program changes in terms of student learning.

Thus, I suggest we replace the generic "justification" section on course and curriculum proposal forms with more specific guidelines/requirements. Those proposing need to demonstrate the change or addition is justified through:

- reference to the specific student learning outcome that is not being met;
- data from their students showing the current problem/weakness;
- research showing how multiple peer programs handle the issue;
- research discussing what best practices are for that learning outcome or explanation of any mandate from state or professional accrediting bodies;
- explanation of how the change in student learning from the new course or new curriculum will be assessed: what will success look like and how soon will the department/division know?

Additionally, sample syllabi for new or revised courses need to indicate what specific measures of assessment for the course will be used as well as how the course fits with the current department/program learning outcomes. A curriculum map could also be requested.

## SACS Principles on Curriculum Change and Development

*Below are the Core Requirements, Comprehensive Standards, and Federal Requirements that pertain most directly to the work of the Academic Committee. I have also included, when available, for each the relevant questions and sample documentation suggested by the most recent (2004) edition of the SACS Resource Manual.*

- 2.5** The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. **(Institutional Effectiveness)**

- What is the evidence that data from various sources concerning the effectiveness of programs and services are being used to make decisions for improvement?

Sample Documentation:

- Evidence of linkage of institutional effectiveness to institutional mission
- Institutional plans and budgets that demonstrate the linkage of assessment findings to planning at all levels
- Minutes of appropriate unit, committee, task force meetings related to the coordination of institutional effectiveness and evidence of broad-based involvement of faculty, staff, students, and other stakeholders in the institutional effectiveness process
- Documentation that relates to institutional effectiveness, such as budget preparation instructions, minutes of budget presentation meetings, annual reports, annual assessment updates, institutional effectiveness reports
- Samples of specific actions taken to improve the institutional effectiveness process and/or results from that process

- 2.7** The institution

- 2.7.1** offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit. **(Program Length)**

- 2.7.2** offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. **(Program Content)**

- What evidence exists that the institution offers degree programs consistent with its stated mission?
- How does the institution ensure that each of its degree programs demonstrates coherence in sequencing, increasing complexity, and linkages between and among program components?
- How does the institution demonstrate that its programs are appropriate to higher education?

Sample Documentation:

- College or university catalogs listing courses required in each program offered and providing course descriptions
- Results of program reviews including attention to the coherence of programs and compatibility with the mission of the institution
- Comparative data with similar peer institutions
- Rationale for programs and their suitability for higher education
- State mandates providing curriculum guidelines

**3.3.1** The institution identifies expected outcomes for its educational programs (*including student learning outcomes for educational programs*) and its administrative and educational support services, assesses whether it achieves these outcomes, and provides evidence of improvement based on analysis of those results. **(Institutional effectiveness)**

- How are expected outcomes clearly defined in measurable terms for each educational program as well as for administrative and educational support services?
- What is the evidence of assessment activities for each educational, administrative, and educational support unit?
- What is the evidence for broad-based participation in assessment activities?
- How are periodic reviews in which programmatic outcomes such as retention, graduation rates, employer and alumni satisfaction, and the like assessed, reviewed, and used for improvements?
- How does the institution's use of assessment results improve educational programs and administrative and educational support services?

Sample Documentation:

- Documentation of goals and expected outcomes for educational programs and for administrative and educational support services
- Documentation of the evaluation of those outcomes
- Documentation of the use of the findings from assessment to improve the institution

**3.4.1** The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration. **(Academic program approval)**

- What is the process for developing and approving educational programs and who is responsible?
- What are the program and learning outcomes for all educational programs, including majors, minors, general education and other institution-wide programs, including distance-learning programs?
- How has the institution evaluated the extent to which students are achieving expected outcomes?
- How has the institution used the results of evaluating student achievement?
- What evidence exists that the institution has established student learning outcomes in all settings, including distance learning, and that they are assessed within the institutional mission?

Sample Documentation:

- Policies and procedures for approving educational programs
- Minutes from faculty and administrative meetings
- Representative examples of program and learning outcomes for each educational program.
- Descriptions of methods for evaluating student achievement of these outcomes

- Reports of the results of evaluation, examples of how the results have been used for program improvement, and examples of how methods of evaluation have been improved over time

**3.4.10** The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. **(Responsibility for curriculum)**

- What is the process for the development, approval, evaluation, and improvement of the curriculum?
- What are the policies and procedures for expanding or limiting the curriculum and what are the faculty's responsibilities?
- How does the institution ensure the quality and effectiveness of its curriculum so that it is appropriate to its educational programs? What standards for review of curriculum quality does the institution use?
- How does the institution ensure that the curriculum is relevant to the institution's mission and program offerings?

Sample Documentation:

- Faculty handbook, current curriculum development policy or manuals, minutes of curriculum committees describing the role and responsibility of faculty in determining the content, quality, and effectiveness of the curriculum
- Curriculum evaluations conducted by faculty showing attention to curriculum quality and effectiveness

**3.4.11** For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration. **(Academic program coordination)**

- What evidence exists that the coordinator for each major, curricular area, or concentration in an undergraduate or graduate degree program has the qualifications and credentials for leadership in the development and review of the curriculum?
- What evidence exists that the coordinator provides oversight for assessing the quality of the curriculum for the respective undergraduate or graduate degree programs and for ensuring that the curriculum, as well as the delivery of the curriculum, is educationally sound?

Sample Documentation:

- List of program coordinators, their areas of responsibility, and their qualifications
- Description of coordinator responsibilities

**3.5.3** The institution defines and publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. **(Undergraduate program requirements)**

- For each undergraduate, graduate, and professional degree program, what evidence exists that the institution (1) designs each program, (2) publishes goals for each program, and (3) provides an identifiable set of experiences for students in each program?
- What is the process for determining what coursework is included in the general education requirements?
- What is the process for determining what coursework is included in the major

program requirements?

- How does the institution provide information about its educational programs, including philosophy, goals, and required courses, that is sufficient for a student to make informed choices?
- What role does the faculty play in the design and assessment of each program?
- How does the institution demonstrate that all appropriate documents, print and otherwise, provide clear, complete, and consistent information about each major program?

Sample Documentation:

- For all educational programs, evidence that the institution has published documents, including the catalog and recruitment materials, that describe general education and program completion requirements
- For major program requirements and the general education program, (1) comparative data for degree programs with peer institutions, (2) professional accreditation, and (3) external program reviews
- Minutes of curriculum committee meetings

**3.6.1** The institution's post-baccalaureate professional degree programs, master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs. **(Post-baccalaureate program rigor)**

- How has the institution clearly defined the content and rigor of post-baccalaureate degree programs?
- What evidence exists that the institution has learning outcomes for postbaccalaureate professional degree programs and its master's and doctoral programs indicating that the programs are progressively more advanced in academic content than its undergraduate programs?

Sample Documentation:

- College catalogs, policies and procedures, and course syllabi or other documents that show differentiation in undergraduate and post-baccalaureate programs
- For programs within the same discipline offered at different degree levels, samples of learning outcomes at each level and intended student achievement for outcomes assessed
- Course syllabi describing the advanced body of learning to be accomplished through completion of post-baccalaureate coursework

**3.6.2** The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences. **(Graduate curriculum)**

- How do admissions policies for graduate programs ensure that students are prepared to develop skills for independent learning?
- How do the learning outcomes for graduate programs reflect expectations that students will demonstrate independent learning skills?
- What evidence exists that syllabi and degree requirements for graduate programs include activities that foster independent learning?
- How does the institution evaluate students' independent learning skills?
- How does the institution ensure that students are well prepared for the independent learning required in graduate programs?

Sample Documentation:

- Degree requirements and syllabi including requirements that foster independent learning

- Program and learning outcomes defining expectations for independent learning
- Examples of independent research projects, portfolios, theses, dissertations, or other examples demonstrating independent learning by graduates
- Evidence that resources are adequate to allow graduate students to work and learn independently

**3.6.4** The institution defines and publishes requirements for its graduate and post-baccalaureate professional programs. These requirements conform to commonly accepted standards and practices for degree programs. **(Post-baccalaureate program requirements)**

**4.2** The institution's curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates, or degrees awarded. **(Program curriculum)**

- How are existing programs an outgrowth of the mission and goals of the institution?
- What evidence exists that the programs are appropriate to diplomas, certificates, and degrees awarded by the institution?
- What evidence exists that the curriculum is appropriate to the programs?

Sample Documentation:

- Description of the mission of the institution and how the curricula are related to that mission
- Documentation that the curricula are consistent with the diplomas, certificates, and degrees awarded by the institution and consistent with good practices in higher education

Valdosta State University  
**Request for Curriculum Change**

Indicate area of change (by typing an 'X'):

\_\_\_\_\_ Core Curriculum (Area A, B, C, D, E, F)

\_\_\_\_\_ Senior Curriculum

\_\_\_\_\_ Graduate Program

\_\_\_\_\_ Other: \_\_\_\_\_ Current Catalog page number \_\_\_\_\_

Effective Date for Curriculum Change \_\_\_\_\_  
Month Year

Degree & Program Name (e.g., BFA, Art) \_\_\_\_\_

Present Requirements or Present Outcomes & Assessment (Include latter only if changes are to be made):

Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):



Justification

a) *which of the program's current student learning outcomes are not being met by the current curriculum? Include assessment data that reveal the problem.*

b) *does the requested change follow best practices in the field? Include a brief discussion of what those best practices are, what peer institutions have adopted them, and how recently. If the change is due to a mandate from the program's accrediting body or a state/federal agency, please quote the mandate and the source.*

c) *how will this change in curriculum be assessed? In other words, what does success look like and how soon will the department/program be able to measure it? Include a specific explanation of the assessment tool(s) and timeline.*

Approvals:

Department Head \_\_\_\_\_

Date \_\_\_\_\_

Dean (s)/Director(s) \_\_\_\_\_

Date \_\_\_\_\_

College Executive Committee \_\_\_\_\_

Date \_\_\_\_\_

Graduate Executive Committee \_\_\_\_\_

Date \_\_\_\_\_

Academic Committee \_\_\_\_\_

Date \_\_\_\_\_



# Valdosta State University

Valdosta, Georgia 31698

**RECEIVED**


OCT 11 2007


OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

Date: September 10, 2007  
To: Chuck Hudson, Registrar  
From: Eric Nielsen/Dance Program Head  
Subject: Effective Dates of New BFA Dance Degree

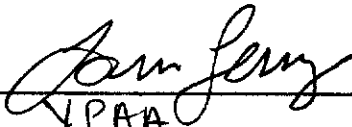
Since the degree was approved by the regents earlier than we expected, the effective dates of certain upper divisional courses are incorrect. I would greatly appreciate if the following courses could be effective **Spring 2008**.

- DANC 2700
- DANC 3000
- DANC 3100
- DANC 3200
- DANC 3600
- DANC 3700
- DANC 4020
- DANC 4700

Signed   
Dance Program Head

Signed   
Department Chair

Signed   
Dean of College of Arts

  
VPAA

10/10/07  
Date

Valdosta State University  
**Request for Curriculum Change**

Indicate area of change (by typing an 'X'):

D.2.b Core Curriculum (Area A, B, C, D, E, F)

\_\_\_\_\_ Senior Curriculum

\_\_\_\_\_ Graduate Program

\_\_\_\_\_ Other: \_\_\_\_\_ Current Catalog page number 97

Effective Date for Curriculum Change May 2008  
Month Year

Degree & Program Name (e.g., BFA, Art) BSN, Bachelor of Science in Nursing

Present Requirements or Present Outcomes & Assessment (Include latter only if changes are to be made):

Area D.2.b is required of nursing majors  
Two required Chemistry courses ..... 8 hours  
CHEM 1151K and CHEM 1152K

Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):

Area D.2.b is required of nursing majors  
**Two semester laboratory sequence in either physics,  
chemistry, or biology (BIOL 1010, BIOL 1020L and  
BIOL 1030, BIOL 1040L are the only biology options) ..... 8 hours**

Justification

Valdosta State University has a more restrictive Area D.2.b policy than other University System of Georgia nursing programs. At the time of semester conversion and the development of our current curriculum in the College of Nursing, faculty believed that the chemistry sequence of courses was a predictor of success in our courses as well as with the NCLEX-RN. After careful analysis of the data related to student progression and retention as well as success with the NCLEX-RN, the faculty now believe this strict chemistry requirement should be changed to allow more choice in courses to satisfy Area D.2.b. Data from other nursing programs in the USG does not demonstrate a strong correlation between chemistry laboratory sequences and other science choices as indicated in the Board of Regents online handbook Section 2.04.01 General Guidelines for Core Curriculum Areas A-E retrieved from <http://www.usg.edu/academics/handbook/section2/2.04/2.04.01.phtml>.

Which reads as follows:

Area D requirements for health professions majors (D.II.b):

- Students in the health professions, including nursing, must fulfill the Area D science requirement with a two-semester laboratory sequence in either physics, chemistry, or biology.
- The only biology courses that may be used to fulfill this requirement are Introductory Biology (designed for non-science majors) and Principles of Biology (designed for science majors).
- The Survey of Chemistry sequence (CHEM 1151 and CHEM 1152) has been designed for the Area D health professions track (D.II.b). Health professions majors have the option of taking the Survey of Chemistry sequence or the sequence appropriate for science majors (D.II), but they may not fulfill their D.II.b. requirements with chemistry courses designed for non-science majors under D.I.

Approvals:

Department Head	<u><i>Delbert D. Weaver (NAC Chair)</i></u>	Date	<u>10/26/07</u>
Dean (s)/Director(s)	<u><i>Jean Zepke, asst. Dean</i></u>	Date	<u>10/29/07</u>
College Executive Committee	<u><i>Jean Zepke, asst. Dean</i></u>	Date	<u>10-29-07</u>
Graduate Executive Committee	_____	Date	_____
Academic Committee	_____	Date	_____

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY  
OCT 26 2007  
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October 18, 2007

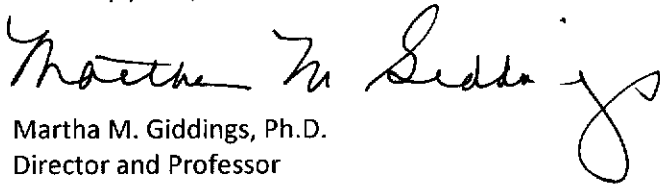
Dr. Brian Adler, Dean  
The Graduate School  
Valdosta State University  
1500 Patterson Street  
Valdosta, GA 31698

Dear Dr. Adler:

I am enclosing a Revised Letter of Intent for the proposed Doctor of Social Work (DSW) Program at Valdosta State University. I would like to request approval from the Graduate Executive Committee as well as the Academic Committee. As you may recall, I submitted the original Letter of Intent in the fall of 2006. Because of suggested changes, we revised the document and now are requesting approval of an applied doctoral program, the DSW. We contend that the addition of an applied doctoral program with a strong, well-developed research base will provide both the Division of Social Work and Valdosta State University with an innovative way of addressing state healthcare needs as well as the lack of healthcare professionals.

Additionally, we are proposing a non-traditional doctoral program that will enable students to pursue doctoral education without extensive travel, geographical relocation, or career disruption. The "hybrid" program includes a structured combination of on-line and on-campus classes to insure that doctoral education is accessible to students across the state. I am enclosing a copy of the Revised Letter of Intent and will provide any additional information that you may need. I appreciate your assistance with this proposal.

Sincerely yours,



Martha M. Giddings, Ph.D.  
Director and Professor

## Revised Letter of Intent for Doctor of Social Work (DSW) Degree

**Institution: Valdosta State University**

**Date: October 10, 2007**

**School/Division: Division of Social Work**

**Name of Proposed Program: Doctor of Social Work**

**Degree: DSW**

**CIP Code: 44.0701**

**Starting Date: 2011**

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*The current document is a revision of the Letter of Intent that was submitted in Spring 2007 to the Board of Regents of the University System of Georgia. All recommendations made by the Board were incorporated into this document.*

### **Institutional Mission**

#### **1. Does this program further the mission of your institution?**

The MSW Program is central to the mission of Valdosta State University (VSU) and has received consistently strong support from the university. VSU's Mission Statement affirms that the university intends to:

- Prepare our students to meet global opportunities and challenges through excellence in teaching and learning.
- Expand the boundaries of current knowledge, and explore the practical applications of that knowledge, through excellence in scholarship and creative endeavors.
- Promote the economic, cultural, and educational progress of our community and our region, through excellence in service outreach.
- VSU seeks to accomplish this mission in a dynamic, student-centered learning environment marked by a respect for diverse abilities, backgrounds, and contributions by all members of the university community.

The proposed Doctor of Social Work Program will increase the number of professional doctoral programs available at VSU, thereby assisting the university in meeting its overall institutional mission.

#### **2. Will the proposed program require a significant alteration of the institutional mission?**

No alteration of the institutional mission will be required, and in fact, the proposed program will enhance the university's ability to further its mission. All facets of VSU's Mission will be addressed in this document.

#### **3. Will the program require the addition of a new organizational unit to the institution? (e.g., college, school, division, or department)**

The program will not require a new organizational unit, only add a second level to an existing unit.

#### **4. Is it likely that a SACS visit for substantive change will be necessary?**

No SACS visit will be required.

**5. How does the proposed program help to meet the priorities/goals of your strategic plan?**

VSU has defined five strategic goals:

- 1) To develop programs in health-related professions; while continuing to offer, identify and develop programs which prepare students to be responsible, thoughtful and productive citizens. A sub-goal includes development of a Doctorate in Social Work.
- 2) Enhance employment excellence and identify best practices in developing and retaining quality faculty and staff.
- 3) Establish the infrastructure and processes to increase sponsored research and private gifts as a percentage of the total budget; positioning VSU to enhance the achievement of its mission.
- 4) Intentionally grow undergraduate and graduate enrollment through additional new students and increased retention and graduation rates of existing students.
- 5) Move beyond tolerance by actively promoting acceptance, inclusion, appreciation, and respect for human similarities and differences.

The proposed DSW Program will assist Valdosta State University in meeting all five of its Strategic Goals. Whereas development of the doctoral program clearly is subsumed under Strategic Goal 1 and 4, the proposal also will assist VSU in meeting other strategic goals. VSU's Goals are linked with strategic goals of the Board of Regents of the University System of Georgia (USG). The DSW Program will enable VSU to meet its strategic goals in the following ways:

**VSU Goal #1.**

***Enrollment and Retention (BOR Strategic Goals 2,3)***

***VSU will intentionally grow graduate and undergraduate enrollment to 12,000 over the next five years through additional new students and increased graduation and retention rates of existing students.***

The Division of Social Work has graduated a total of 380 professional social workers since the MSW Program began in 1995. Data from the *Final Report: Task Force on Health Professions Education (University System of Georgia [USG], June, 2006)* indicate that the University System produced a total of 253 MSW's in 2005, a rate that is far below state needs. The report indicates a state rate of 89.4 social workers per 100,000 population compared to a national rate of 159.1 per 100,000.

Both the fields of Psychology and Social Work have reported problems with faculty shortages as well as financial constraints limiting their ability to expand existing programs. Although the MSW degree is considered a terminal practice degree in social work, the addition of a doctoral program will offer students opportunities for advanced professional education, including the pursuit of specific areas of intensive study and research, and a curriculum emphasis on research grounded in social work practice. These opportunities will benefit the students themselves, the Division of Social Work, VSU, and other health and human service organizations in the community, region, and state. The addition of a doctoral program will serve as an important way of increasing the number of new faculty members who will educate future generations of health professionals.

**Goal #2. Diversity (BOR Goal 2)**

***VSU will move beyond tolerance by actively promoting acceptance, inclusion, appreciation and respect for human similarities and differences.***

VSU has a history of serving minority populations. Enrollment data for Fall 2007 indicate a total enrollment of over 11,200 students. As of 2006, 26% of VSU students were minority (VSU Strategic Research and Analysis Program, 2006). The MSW Program continues to make strategic efforts to attract and retain a high percentage of minority students. The MSW class of 2007-2008 is comprised of 38% minority students, the majority of whom graduated from the state's public universities. Enrollment data from 2006-2007 indicate that 42% of the students were minority. The high level of minority enrollment can be attributed to the Division's consistent efforts to provide equitable treatment for minority students, retain a diverse faculty, staff, and student body, and focus on recruitment directed toward colleges and universities with substantial minority populations. The MSW Program's success at recruiting and graduating minority MSW students provides a strong programmatic base upon which to construct a doctoral program.

Major changes in the demographics of Georgia are anticipated over the next 20 years (USG, 2006), and these changes will impact higher education. Over the next two decades, the number of African Americans, Hispanics and Latinos, Asians, and other racial ethnic groups are projected to account for more than 40% of the state's population. Such changes are expected to have a particular impact on the southern part of Georgia (USG, 2006). These changes underscore the pressing need to educate minority practitioners to serve in key health professional roles in human service agencies and to assume faculty positions in the state's social work educational programs. A social work doctoral program with a commitment to attracting minority students will be able to respond to changing state service needs.

### ***Goal #3. Academic Programs (BOR Goal 5)***

***VSU will develop programs in health-related professions while continuing to offer, identify, and develop programs which prepare students to be responsible, thoughtful and productive citizens. Develop programs in health-related professions: Begin a Doctorate of Social Work***

The need for a DSW Program emerged out of a multi-year strategic planning process at Valdosta State University and the Division of Social Work. For the past two years, the Division has conducted a needs assessment of doctoral education in South Georgia. The need for additional doctoral education is addressed in the Task Force Report (USG, 2006). Development of a DSW Program complements VSU's proposal to build a Health Sciences and College of Business Administration Building on North Campus to support the university's focus on health-related professions. The Division of Social Work has been selected as one of the academic units that will be housed in the proposed Health Sciences Building.

Graduates who complete the Master of Social Work (MSW) degree are eligible to test for the first level of licensure, the Licensed Master of Social Work (LMSW). After three years of supervised clinical practice, MSWs then may test for the highest level of licensure, Licensed Clinical Social Worker (LCSW). The license is highly valued among state health care agencies, and the increasing number of licensed social work professionals already has had a significant impact on social service delivery systems in this part of the state. The doctoral program will give social work practitioners a mechanism for furthering their post-MSW education.

The Doctor of Social Work (DSW) Degree is designed to meet the needs of experienced social work practitioners who wish to further their careers by acquiring an advanced education in social work practice, research, and/or policy analysis. The



doctoral degree will lead to expertise in academic teaching, research, program evaluation, agency administration, or self-employed social work practice. Many schools of social work now offer Ph.D. programs rather than DSW Programs. Interestingly, this trend runs counter to the results of a recent study by the Council on Social Work Education (CSWE) that was conducted by a prominent doctoral educator, Dr. Jean Anastas (2006). She finds that doctoral programs that are heavily research-focused may not prepare new graduates for the range of academic positions that are available on the job market. Over 50% of current graduates do not accept positions in research-extensive institutions, but rather, choose positions in smaller institutions or non-academic positions. During the summer of 2007, a Doctorate in Clinical Social Work was started at the University of Pennsylvania, a university that also offers a Ph.D. Program.

Offering social work practitioners in Georgia an applied doctoral program will provide a viable alternative for pursuing a research-focused degree that prepares students for teaching in research-extensive settings. Based on data from a series of focus groups implemented by the Division of Social Work, many individuals who have expressed an interest in the DSW Program have indicated that they wish to complete a doctoral degree, but they do not wish to enroll in a research-extensive program.

Offering a DSW Program represents an innovative initiative on the part of VSU that is designed to offer doctoral education with a focus on applied research on social work practice, a curriculum that will be attractive to MSW practitioners. Likewise, the format of the proposed program will be unique because of its on-line structure. Despite the prevalence of Ph.D. Programs across the United States, the need for a practice-oriented doctorate is still apparent as well as the need for accessible doctoral education.

#### ***Goal #4. Faculty and Staff Development (BOR Goal 4)***

##### ***Enhance employment excellence and identify best practices in developing and retained quality faculty and staff.***

Development of a doctoral program also will enable the Division to prepare doctoral-level faculty members to serve other higher education institutions in Georgia. The University System of Georgia (USG) educates the majority of health professionals in the state (2006). The USG Task Force Report suggests that faculty shortages are one of the primary challenges facing the USG and the Department of Technical and Adult Education. DSW graduates will be well-prepared to teach in undergraduate and graduate programs. The social work research literature documents the national need for more doctoral-trained social workers (e.g., Thompson & Arnsberger, 2005).

A doctoral program also will offer unique opportunities for current faculty members of the Division of Social Work. These individuals have earned doctoral degrees and exhibit a high level of scholarly productivity. Faculty members in the Division of Social Work have published a total of 72 juried journal articles over the past 6-8 years. Implementation of a doctoral program will offer current faculty an opportunity to use their advanced skills in conducting doctoral teaching and applied research.

#### ***Goal #5. Financial Support (BOR 9)***

##### ***Establish the infrastructure and processes to increase sponsored research and private gifts as a percentage of the total budget; positioning VSU to enhance the achievement of its mission.***

With a focus on applied research, the DSW Program will offer the Division a mechanism for increasing its involvement in multiple aspects of life in this region of

the state, including the ability to increase collaborative efforts with communities, agencies, and corporations in order to focus on major health concerns and social problems. The Division of Social Work has demonstrated a consistent record of community, regional, and state collaboration through the acquisition of external funding in the amount of \$550,000 annually. Collaborative training contracts with several state-level agencies assist student-employees with tuition and books. For example, the Title IV-E Program currently covers tuition, books, and travel expenses for 25 employees of the Department of Family and Children Services who are enrolled in the MSW Program. Further, the Division maintains field educational contracts with 188 public and private human service agencies in Georgia and North Florida. These agencies assist the Division by providing field placements for students. Further, many MSW staff and administrators collaborate with the Division through serving on the Division's Advisory Boards and serving as part-time instructors. Faculty members of the Division also serve on many regional and state boards of directors and collaboratives.

**6. Will this proposed program require an addition or change in your institution's strategic plan?**

The proposed program will not require any additions or changes.

**7. Will the program require an increase in state appropriation within the next five years?**

Approximately three faculty positions will be needed to implement the DSW Program over the next five years. One faculty position will be needed to administer the doctoral program, build programmatic infrastructure, and hire additional doctoral faculty. Two additional faculty members will be needed during the second year of operation to oversee curriculum development and generate applied research opportunities including contractual agreements to sustain doctoral-level research. It is believed that these two additional positions can be accommodated within funds presently anticipated and available. Doctoral students also can provide assistance to the Division of Social Work through their teaching of master's-level classes as part of their doctoral requirements, thus giving MSW faculty members additional time to engage in doctoral instruction and research.

**If this is a baccalaureate program, are you asking for an exception to the 120 hour expectation or to the core curriculum?**

N/A

**8. Are there program delivery formats that will be new or different for your institution?**

VSU has been a state leader in the use of innovative technology to enhance its educational offerings. In 2003, the MSW Program initiated an on-line program for off-campus students. The success of this program over the past three years has resulted in a substantive increase in MSW enrollment. Over one-half of current MSW students are enrolled in the on-line program. This program allows students to attend on-campus classes five times per semester and to complete remaining coursework on-line. The Division proposes to structure doctoral classes in a similar format, requiring both on-campus, face-to-face classes and on-line work. The on-line delivery format will enable site bound professionals to further their educational goals while maintaining career positions and places of residence.

**NEED**

**Provide a brief justification for why the state needs graduates from this program and for why the USOG needs this program. Give a brief justification for why your institution should offer the program.**

**Rationale for the Development of a Doctoral Program in Social Work at Valdosta State University.**

There are four major reasons to justify a proposal for a DSW Program:

**a) To respond to the increased need for professional social workers in the State of Georgia.**

Projected growth in the state is likely to increase the number of vulnerable populations in Georgia. These groups are likely to present multiple health and social problems. Data cited in the *Final Report of the Task Force* (USG, 2006) indicate that the highest concentration of poorly educated Georgians lies in the interior southwestern part of the state, a part of VSU's service region. In Lowndes County, the site of VSU, 18% of the population lives in poverty, a rate comparable to other parts of the 41-county regional service area. Further, Georgia's population growth and aging population are likely to create increasing demands for the health care professions. Georgia's population is expected to grow by nearly 20% or 1.8 million over the next decade, and the state is projected to become the eighth most populous state. By the year 2015, approximately 14% of the total population will be 65 years or older (USG, 2006). The demand for clinical social workers, likewise, is predicted to increase in order to meet the social service needs of these citizens. The proposed DSW Program will be able to prepare new faculty members to serve as instructors for bachelor and master of social work students.

**The projected need for doctoral-level social workers to serve as faculty in Georgia's institutions of higher education.**

An increase in the number of faculty who are prepared to teach in health professions programs will insure the state's ability to educate increasing numbers of social workers for the state's labor force. Importantly, doctoral-trained social workers who do not choose to pursue teaching positions will be able to engage in leadership and administrative positions in the state's public and private social service agencies. Currently, a significant percentage of MSW graduates quickly move into supervisory or administrative positions within two to three years of graduation.

The need for expanded educational opportunities for all health professions is documented in the *Final Report of the Task Force* (USG, 2006). The Task Force has identified several professions that face significant shortages in the next decade, primarily because of limited resources and instructional capacity. Clinical Social Work and Psychology both are ranked as the second "most fragile profession" by the Task Force. Currently, social workers who wish to pursue doctoral education in a public state university must attend The University of Georgia (UGA). The focus of an applied DSW program will be significantly different from the UGA program and will be able to focus on the needs of the southern half of the state.

**c) The need for a doctoral program with an emphasis on diversity.**

The MSW Program will be successful in attracting a diverse student body and will offer a vehicle for continuing these efforts on a doctoral level. The Division has worked diligently to sustain a strong minority enrollment that ranges between 35%-45%, a percentage that is higher than the VSU minority enrollment. Because of expected changes in state demographics (USG, 2006), increasing numbers of minority

practitioners and faculty members are projected. The need for a well-educated minority workforce is needed to assume administrative, leadership, and faculty positions.

**d) The need for a non-traditional doctoral program in the southern part of the state.**

The southern part of the state will be well-served by a non-traditional doctoral program that allows students to continue their education without extensive travel or geographical relocation. An on-line DSW Program that utilizes both evening and weekend classes (including a structured combination of both on-line and on-campus classes) will insure that doctoral education is accessible to students across Georgia. The unique focus of the VSU doctoral program will meet the needs of students who reside in the central and southern parts of Georgia. Part of the success of the MSW Program has emerged out of its focus on non-traditional students and its attempt to provide evening and weekend classes to meet the needs of working students. This success has been demonstrated over the past 10 years by the gradual increase of licensed and license-eligible social workers who work and reside in the southern part of the state (approximately 80% of MSW graduates). VSU is well-positioned to build a DSW Program on the knowledge base, services, and scholarship which have been integral to the success of the MSW Program.

***If the program is applied or professional in nature, describe the kind of data that you will use to support the need for the program.***

Multiple types of data will be used to document the need for the DSW Program. Data collection has been initiated, and the process is ongoing. Supporting data include:

- 1) Qualitative data from a focus group of MSWs who indicated an interest in doctoral education. The Division convened focus groups of regional social workers during 2005-2006 to explore consumer interest in doctoral education. Twenty individuals, graduates of VSU's MSW Program, attended the groups and expressed a strong interest in doctoral education. The two major reasons for pursuing doctoral education include: 1) career development; and 2) preparation for teaching in colleges and universities.
- 2) A list of individuals with an interest in the proposed doctoral program is being maintained in the Division of Social Work. To date, the Division has received over 100 serious inquiries about doctoral education from MSWs are alumni and non-alumni. Of these inquiries, one-fourth of these individuals are employed as school social workers in public school systems in Georgia. These individuals are being encouraged by their school superintendents to pursue doctoral degrees for the purpose of career and salary advancement. However, these MSWs indicate that they choose to pursue doctoral education in social work rather than the field of education, the only other doctoral option available for them in many parts of the state.
- 3) A survey of regional employers is being implemented to document employers' needs for a doctoral-educated workforce to serve in administrative and leadership positions. Exploration of a possible salary structure also is being discussed. Discussions with other social work programs in the state also will be completed. Current data indicate that MSW graduates earn a mean salary of \$44,594 in this geographical area, but determination of salaries for doctoral graduates who do not work in academic settings must be extrapolated from salaries of those in similar professions (e.g., a graduate of a Doctor of Public Administration Program).
- 4) A survey of MSWs who teach in the state's public school systems and who are members of School Social Work Association of Georgia (SSWAG) is being implemented. The Division of Social Work has requested that the members of SSWAG

with an interest in doctoral education respond to a survey that will be administered during the Fall 2007 State of Georgia SSWAG Meeting in Helen, GA.

5) Data from the *Final Report of the Task Force* (USG, 2006) document a system-wide need for expansion in the area of health professions in order to develop a well-educated and well-trained workforce. This expansion is highlighted in light of the state's projected changing demographics that are predicted to increase social service and health care needs. Specifically, the Task Force indicates a need for an increased number of social workers and educational programs including professional faculty who can prepare the workforce. The profession of social work was named as one of the "fragile" professions.

6) A landmark workforce study conducted by the National Association of Social Workers (2006) warns of a professional social work labor shortage. The study of 10,000 licensed social workers reveals a shortage of critical frontline social workers, an issue that threatens future services for all Americans, but particularly the nation's children and older adults.

7) Data on doctoral programs conducted by Dr. Jean Anastas (2006) for CSWE, indicate that heavily research-focused doctoral programs may not prepare new graduates for the range of academic positions that are being advertised on the job market. They report that non-academic positions are being selected by over 50% of doctoral graduates.

8) Recent data from the *Wall Street Journal* indicate that social work is one of eight careers characterized by the highest level of career satisfaction for those looking for intellectual stimulation, strong job security, a high level of job autonomy, and extensive contact with customers and clients (*Wall Street Journal.com/Career Journal.com*, July 12, 2006).

**Provide a brief description of whether and why students will enroll in the program. What kinds of data do you intend to use to show student demand for the program?**

There are two target groups that are viewed as most likely to enroll in the DSW Program. First, the program will target experienced, licensed practitioners who are motivated to advance their careers. For example, the MSW Program has received inquiries from agency directors, school social workers, consultants, program managers, and clinical supervisors in regional social services and health care agencies. The second target group includes individuals who are established in their careers, have extensive practice experience, but wish to teach in higher education. Despite the fact that the Master of Social Work Degree is considered to be a terminal practice degree, CSWE prefers that doctoral-trained faculty members teach in accredited MSW and BSW Programs.

Student interest in the possibility of doctoral training remains consistently high, with over one-fourth of the graduates expressing interest in doctoral education.

## **STUDENTS**

**Estimate the number of students who will graduate annually from the program in the state. What percentage will likely be from other existing programs? Which programs will the students come from?**

It is projected that approximately 7-8 students will graduate from the DSW program each year. It is unlikely that applicants to VSU's DSW program will compete with those applying to the other doctoral program in the state. The focus of the other state doctoral program (UGA) is the preparation of faculty for research-extensive

universities. Clark-Atlanta University has a Ph.D. Program as well, but because it is privately funded, tuition is higher than at public universities.

The Division has been in contact with Dr. Maurice Daniels, Dean of the UGA School of Social Work. Dean Daniels has indicated strong support of the Division's proposal to begin a doctoral program. He noted that the geographical location of Valdosta in the extreme southern part of Georgia represents a region of the state that is not served by UGA. Further, the proposed focus of the VSU program is quite different from the UGA program.

## BUDGET

### **Estimate the steady-state cost of the program in current dollars, and indicate the percentages from reallocation, student fees, grants, and outside dollars.**

In order to receive accreditation from the Council on Social Work Education (CSWE) over the past 10 years, VSU has committed the resources necessary to support the MSW Program. Additional resources will be needed to expand to a doctoral program, primarily because of the small size of the MSW faculty (n=10). Currently, the enrollment of the MSW Program enrollment is well within the mandated faculty-student ratio of 1:12. Library resources currently are adequate to support the DSW Program, in large part due to the System's initiative with GALILEO and GIL, which enhances student access to all system libraries.

The primary costs will involve the addition of three faculty members who will be primarily responsible for the doctoral program. The first faculty member will need to be experienced in doctoral education with a record of research and scholarly productivity. The director will be charged with developing and implementing the doctoral program. After one year, two additional doctoral level faculty members will be needed to develop courses and assist students with the beginning stage of their dissertations. It is anticipated that because students will be involved in projects involving regional and community agencies and populations at risk, the possibility of developing contracts and grants, particularly related to conducting agency program evaluations, could generate additional funding opportunities. External funding opportunities continue to provide an additional source of financial support for the MSW Program.

### **Budget: Estimate the steady-state cost of the program (in current dollars) and indicate the percentages from reallocation, student fees, grants, and outside dollars.**

#### **Preliminary Budget**

##### **Steady-State Costs**

Teaching Assistant	\$ 12,000
Supplies & Materials	4,000
Part-time instructors	6,800
Faculty Position	60,000
Full-time Adm. Coordinator/fringes	<u>30,000</u>
	\$ 112,800

##### **Revenue Sources**

Tuition and fees	\$ 160,110 (15 students X 3 sem.)
Internal Reallocation, Graduate Assistant	12,000
Reallocation of Institutional Resources	<u>4,000</u>
	\$ 176,110

##### **Start-up Costs**

Printing & Advertising	\$	4,000
Travel Costs for Recruitment/Conferences		<u>4,000</u>
	\$	8,000

*Estimate start-up costs for the program and indicate possible fund sources.*

Whereas start-up costs for the program are significant, costs can be accommodated within funds presently anticipated and available. Costs should be offset by student tuition generated by the program. Some courses at the master's level can be taught by Teaching Assistants, thus allowing MSW faculty members time to be involved in the doctoral program. Additional start-up costs include printing and mailing costs, along with the travel costs associated with recruiting. The Division of Social Work has maintained a high level of external funding on an annual basis, and the Division constantly seeks additional grants and contracts. A percentage of the indirect costs can be used to offset program costs.

## **FACILITIES**

### **If additional facilities are needed, how they will be acquired.**

At present, the location of the Division of Social Work in Pine Hall on the VSU campus (approximately 5,000 square feet) is not adequate to sustain a fully-developed doctoral program. However, the DSW Program will be housed in the proposed Health Sciences and College of Business Administration Building on Valdosta State University's North Campus. In planning for this proposed building, attention has been given to designing space that will be adequate for doctoral program development.

### **Curriculum and Delivery**

#### **1. Are there special characteristics of the curriculum as compared to similar programs.**

There is no accrediting body that approves or monitors doctoral curriculum or social work doctoral programs. Currently, the 79 social work doctoral programs in the United States have joined together to form the Group for the Advancement of Doctoral Education in Social Work (GADE). GADE assists member schools in seven major areas: 1) promoting the interests and concerns of social work/social welfare doctoral programs; 2) providing a structure for the exchange of specialized information on curriculum development, 3) educational administration, research and related matters; 4) stimulation of more effective educational and research efforts; 5) provision of resources for new and developing doctoral programs, faculty who are new to teaching at the doctoral level, and program directors who are new to the job; 6) identification and publicizing of existing or potential funding resources for doctoral education; and 7) representation of the interests of doctoral education with constituent groups and funding sources.

The Division invited two GADE members to serve as consultants during the 2006-2007 academic year for the purpose of assisting in doctoral program development as well as curriculum construction. These individuals were recommended by the leadership of GADE. The Director of the Division travelled to the national GADE meeting in 2006 to work with representatives of other doctoral programs in the United States and will do so in October, 2007.

The Division has begun to develop a curriculum that emphasizes advanced practice knowledge and skills as well as pedagogical skills that are deemed necessary for the

preparation of instructors in higher education. The DSW program will focus heavily on applied research that is grounded in social work practice.

**2. Will the program require new or special services?**

No new or special student services are required.

**3. Will the program be attractive to underserved populations?**

As noted previously, a plan for attracting a diverse student body already is part of the Strategic Plan of the Division of Social Work and directs the activities of the MSW Program. Enrollment statistics suggest that the Division has made consistent progress in expanding its minority enrollment. The DSW program will target underserved populations in the state and will focus its recruiting efforts on attracting diverse students. Although most social work programs enroll higher numbers of females, the DSW Program will target both males and females. A focus on diversity also will assist the University System of Georgia in preparing more minority faculty members to teach in the schools of social work and to direct social service agencies and programmatic research. Currently, the UGA program is highly competitive and students must move to Athens in order to pursue doctoral classes. As a result, many social workers from geographically distant parts of Georgia are unable to pursue this educational option. Because of geographical barriers associated with social work doctoral education, a number of social work practitioners have enrolled in on-line programs in neighboring states, resulting in a loss of tuition for the state.

**COLLABORATION**

**It should be noted here that efficient use of state resources is an essential ingredient in new program approval. If there is any doubt about how you will address the questions below, a conference is recommended.**

The MSW Program already has demonstrated its ability to use the state's resources in efficiently and to enhance the program's resources by developing collaborative arrangements with multiple state agencies such as the Division of Family and Children's Services, Division of Aging Services, Family Connections Collaboratives, and the Division of Mental Health, Substance Abuse, and Developmental Disabilities. The MSW Program maintains 188 educational contracts with human service agencies that serve as placement sites for students.

Likewise, the proposed DSW Program will be constructed in a fiscally conservative manner. VSU has a record of delivering quality educational services through on-line programs and VSU has an excellent technological infrastructure to sustain this type of instructional methodology. The on-line resources of GALILEO further link graduate students with university libraries throughout the State of Georgia. Further, the MSW Program was granted its initial accreditation by the Council of Social Work Education (CSWE) in 1998, and its excellence was reaffirmed in 2002. The MSW Program is slated to be reaffirmed in 2010. Thus, the foundation resources needed for development of a doctoral program already are in place.

**If there are similar programs in your service area, how will the proposed program affect them?**

There are no doctoral programs in social work in the southern half of the state nor is there another DSW Program in the state. Georgia has several accredited MSW Programs, and the closest is located at Savannah State University. Albany State University has an accredited BSW Program, as does Thomas University. A DSW Program at VSU will offer all MSWs in the state an opportunity to pursue doctoral



education at an in-state institution without having to relocate, alter their career paths, attend an out-of-state institution, or enroll in some of the questionable on-line programs that are available. Currently, many individuals who wish to pursue quality doctoral education in social work must attend Florida State University in Tallahassee, approximately 75 miles away. One graduate of the VSU's MSW Program is attending an on-line, hybrid doctoral program at the University of South Florida. Another MSW is finishing her doctoral degree through Nova Southeastern in order to be eligible for an administrative position in her county school system. Likewise, there are at least five others currently engaged in doctoral work in other states. Of the current faculty members in the MSW Program, only four received doctoral degrees from UGA; others graduated from Penn State, University of Alabama, University of Kansas, and one from Catholic University, etc. Because of the small number of individuals who are selected for enrollment at UGA, it is unlikely that the DSW Program will impact UGA's enrollment.

**Do you plan a collaborative arrangement with another institution or entity?**

No collaborative arrangements with other institutions are contemplated at this time. If collaboration with another unit in the USG seems beneficial for the state, VSU will pursue the linkage. As stated previously, the Division of Social Work has an extensive record of multi-level collaboration with other universities in the state, state human service agencies within the Division of Human Resources, and many regional and community agencies. Faculty in the Division of Social Work have assisted in conducting needs assessment and directly participating in the growth of new local and regional social service agencies and planning consortia (e.g., Child Advocacy Center of Lowndes County, Grandparents Raising Grandchildren in Lowndes County, My Friend's House, 211 Help Line; Division of Child and Family Services and State of Georgia University Educational Consortium; GET-AGE, a Department of Aging Services and University Educational Consortium.) The Division of Social Work also has been involved in student exchange programs in Mexico including the Universidad de Veracruzana and Universidad de Guadalajara. One of the faculty members, Dr. Michael Meacham, has collaborated with the VSU Department of Modern and Classical Languages to develop an international program that provides cultural immersion for students and opportunities for students to become more familiar with the Spanish language. The need for bilingual social workers already is apparent among local agencies.

**OTHER**

**Are there other elements of the proposed program that might give the staff greater insight into the overall value of this program to the University System Strategic Plan.**

The DSW is designed to serve site-bound social workers in a part of the state that lacks sufficient access to social work doctoral education. The Vision Statement for the University System states, in part: "As Georgia emerges as a leader in a global society, the University System of Georgia will lead in access to academic excellence...Georgians will appreciate the system's prestige and leadership in public higher education, including its graduate and professional programs, as fundamental to the state's economic, social technological and cultural advancement."

The proposal of a professional doctoral program in social work will enable VSU to further its own strategic goals and vision. The DSW will provide Georgia with an innovative, yet demonstrable way of addressing critical state needs that have been identified (USG, 2006). The DSW Program will benefit social work professionals who will be able to enroll in a quality program. Importantly, the proposed DSW Program will benefit the citizens of Georgia who will be impacted directly and indirectly by quality provision and a highly trained, professional social work labor force.

### References

Anastas, J.W. (2006). Employment opportunities in social work education: A study of jobs for doctoral graduates. *Journal of Social Work Education, 42*(2), 195-209.

Anastas, J.W., Bronson, D., Crook, W., Doueck, H.J., Harold, R.D., Ross-Sheriff, F., Tucker, D.J., & Wilson, R. (2003). *Guidelines for quality in social work doctoral programs (revised.)* Group for the Advancement of Doctoral Education (GADE).

CareerJournal.com editors (2006). Best careers methodology – How we got our results. *Wall Street Journal.com/Career Journal.com*, July 12.

Center for Workforce Studies (March, 2006). *National Study of Licensed Social Workers*. National Association of Social Workers, Washington, DC.

Simmons, K. (October 30, 2005). University brain drain: Who'll take boomers' place? Graying faculty will be difficult to replace? *The Atlanta-Journal Constitution*, Metro, E1

Thompson, J.J. & Arnsberger, P. (2005). *Social work's place in higher education: Recent trends, future concerns*. (Manuscript submitted for publication).

University System of Georgia (June, 2006). *Final Report: Task Force on Health Professions Education. Findings and Recommendation*.

# Request for Curriculum Change

Indicate area of change (by typing an 'X'):

Core Curriculum (Area A,B,C,D,E,F):

Senior Curriculum

Graduate Program

Other

Current Catalog page number

Effective Date for Curriculum change    
(month) (year)

Degree & Program Name   
(e.g., BFA, Art)

### Present Requirements or Present Outcomes & Assessments

(Include the latter only if changes are to be made)

### Proposed Requirements or Proposed Outcomes & Assessments

(Show changes in BOLD)

B.S. degree with a Major in Environmental Geosciences- Geography track

Senior-College Curriculum: ..... 60 hours  
 Required departmental courses ..... 21 hours  
 GEOG 3050, GEOG 3410, GEOG 3210,  
 GEOG 3300, GEOG 4710, GEOG 4860, GEOG 4861

Group A course (Tools) ..... 3-4 hours  
 GEOG 3051, GEOG 3052, GEOG 3053, or GEOG 4700

Group B course (Surficial Features/Processes) ..... 3-4 hours  
 GEOG 3310, GEOG/GEOL 3320, or GEOG/GEOL 3710

Group C course (Supporting Geosciences courses) ..... 3-4 hours  
 GEOG 3020, 3120, 3150, 3200, 3240, 3810, 3910, 3920, 4900, 4990  
 GEOL 3100, 3330, 3410, 3510

GEOL Electives above 3000 ..... 9 hours

Other Supporting Courses. .... 21-24 hours  
 Foreign Language ..... 6-9 hours  
 (3 hours may be taken in Area C)  
 Guided Electives ..... 12-18 hours

B.S. degree with a Major in Environmental Geosciences- Geography track

Senior-College Curriculum: ..... 60 hours  
 Required departmental courses ..... **24** hours  
**GEOG 3050, GEOG 3051, GEOG 3210, GEOG 3300, GEOG 3410, GEOG 4710, GEOG 4860, GEOG 4861, and GEOG 4862**

GEOL Electives above 3000.....9 hours

**Other Supporting Courses.....27 hours**  
 Foreign Language.....6-9 hours  
 (3 hours may be taken in Area C)  
**Geography Electives.....18-21 hours**  
**GEOG 3020, GEOG 3052, GEOG 3053, GEOG 3120, GEOG 3150, GEOG 3240, GEOG 3320, GEOG 3330, GEOG 3710, GEOG 3810, GEOG 3910, GEOG 3920, GEOG 4700, GEOG 4900, GEOG 4990**

Students wishing to concentrate in Biology are advised to take BIOL 2230, BIOL 2270, BIOL 3300, or any Taxonomy course.

Students wishing to concentrate in Chemistry are advised to take CHEM 1212, CHEM 1212L, CHEM 3401, and CHEM 2310.

Total hours required for the degree  
..... 120 semester hours

Students wishing to concentrate in Biology are advised to take BIOL 2230, BIOL 2270, BIOL 3300, or any Taxonomy course.

Students wishing to concentrate in Chemistry are advised to take CHEM 1212, CHEM 1212L, CHEM 3401, and CHEM 2310.

Total hours required for the degree  
..... 120 semester hours

**Justification**

There are two changes in the curriculum: 1) Addition of a third Senior Thesis course; 2) restructuring the senior curriculum.

**Justification for adding a third senior thesis course (GEOG 4862)**

After running the Senior Thesis class for the last four years, the Geosciences faculty has decided that students become overwhelmed with the requirement that they complete their senior thesis paper and prepare and give a presentation during two semesters. For that reason, we have decided to make the senior thesis project a three semester project. Students will complete the thesis over the first two semesters, and then present their project in the third semester. This will allow students to do a better job on both the final written thesis and on their departmental presentations.

**Justification for restructuring the senior curriculum**

One of the goals of the geography program is to give students a broad background in the geographic sub-fields of tools and surficial features/processes. However, the way it has been structured in the catalog has often been confusing for the students and at times necessitated course substitutions because needed courses had not been offered during students' time in the program. Since GEOG 3300 is a surficial features/processes course and GEOG 3051 is a tools course, we can still accomplish our goal of a broad background by adding GEOG 3051 to the list of required courses while simplifying the criteria. All other upper level GEOG courses would now fall under the category of Other Supporting Courses(Geography Electives).

Note: The courses have been placed in numerical order

**Approvals:**

Department Head(s) Edward E. Chatelein Date 10/9/07

Dean(s)/Director(s) Linda Coardullo Date 10/10/07

College Executive Committee Linda Coardullo Date 10/10/07

Graduate Executive Committee \_\_\_\_\_ Date \_\_\_\_\_

Academic Committee \_\_\_\_\_ Date \_\_\_\_\_

Valdosta State University  
**Request for Curriculum Change**

Indicate area of change (by typing an 'X'):

Core Curriculum (Area A,B,C,D,E,F):

Senior Curriculum

Graduate Program

Other Degree change

Current Catalog page number 159-161

Effective Date for Curriculum change August

2008

(month)

(year)

Degree & Program Name B.S.

Environmental Geosciences

(e.g., BFA, Art)

**Present Requirements or Present Outcomes & Assessments**  
(Include the latter only if changes are to be made)

**Proposed Requirements or Proposed Outcomes & Assessments**  
(Show changes in BOLD)

B.S. degree with a Major in Environmental Geosciences- Geology track

Senior-College Curriculum: ..... 60 hours  
 Required departmental courses ..... 26 hours  
 GEOL 3100, GEOL 3200 OR 3220, GEOL 3300, GEOL 3410, GEOL 4110, GEOL 4860, GEOL 4861, GEOG 3051

Supporting Geology Courses..... 12 hours  
 GEOL 3020, GEOL 3050, GEOL3120, GEOL 3210, GEOL 3240, GEOL 3320, GEOL 3330, GEOL 3500, GEOL 3510, GEOL 3710, GEOL 4900, GEOL 4950, an approved summer field methods course (4-6 hours)

GEOG Electives above 3000 .....6 hours

Other Supporting Courses. .... 16 hours  
 Foreign Language ..... 6-9 hours  
 (3 hours may be taken in Area C)  
 PHYS 1112K..... 4 hours  
 Guided Electives ..... 3-6 hours

B.S. degree with a Major in Environmental Geosciences- Geology track

Senior-College Curriculum: ..... 60 hours  
 Required departmental courses ..... 26 hours  
**GEOG 3051, GEOL 3100, GEOL 3200 or GEOL 3220, GEOL 3300, GEOL 3410, GEOL 4110, GEOL 4860, GEOL 4861, and GEOL 4862**

Supporting Geology Courses..... 12 hours  
 GEOL 3020, GEOL 3050, GEOL 3120, GEOL 3210, GEOL 3240, GEOL 3320, GEOL 3330, GEOL 3500, GEOL 3510, GEOL 3710, GEOL 4900, GEOL 4950, an approved summer field methods course (4-6 hours)

GEOG Electives above 3000 .....6 hours

Other Supporting Courses. .... 16 hours  
 Foreign Language ..... 6-9 hours  
 (3 hours may be taken in Area C)  
 PHYS 1112K..... 4 hours  
 Guided Electives ..... 3-6 hours

Students wishing to concentrate in Biology are advised to take BIOL 2230, BIOL 2270, BIOL 3300, or any Taxonomy course.

Students wishing to concentrate in Chemistry are advised to take CHEM 1212, CHEM 1212L, CHEM 3401, and CHEM 2310.

Total hours required for the degree  
..... 120 semester hours

Students wishing to concentrate in Biology are advised to take BIOL 2230, BIOL 2270, BIOL 3300, or any Taxonomy course.

Students wishing to concentrate in Chemistry are advised to take CHEM 1212, CHEM 1212L, CHEM 3401, and CHEM 2310.

Total hours required for the degree  
..... 120 semester hours

**Justification**

After running the Senior Thesis class for the last four years, the Geosciences faculty has decided that students become overwhelmed with the requirement that they complete their senior thesis paper and prepare and give a presentation during two semesters. For that reason, we have decided to make the senior thesis project a three semester project. Students will complete the thesis over the first two semesters, and then present their project in the third semester. This will allow students to do a better job on both the final written thesis and on their departmental presentations.

Note: Courses have been placed in numerical order

continue on the back if necessary

Approvals are to be noted on the back.

**Approvals:**

Department Head(s)	<input type="text" value="Edward E. Chatelain"/>	Date	<input type="text" value="10/9/07"/>
Dean(s)/Director(s)	<input type="text" value="Linda Calendrella"/>	Date	<input type="text" value="10/10/07"/>
College Executive Committee	<input type="text" value="Linda Calendrella"/>	Date	<input type="text" value="10/10/07"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====For the following items, type an 'X' and complete only those items being revised.=====

Revised Course Prefix and Number:   
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

## Revised Course Description & Justification

**Current Description:**  
**Prerequisite:** Junior or Senior standing and consent of the instructor. The first course in a two semester research project designed by the student and supervising faculty member(s) in an approved area of interest. Students will prepare and present the results of their research project as both an oral presentation and written paper. Students will design their project and gather data.

**Revised Description:**  
Also offered as GEOL 4860.  
**Prerequisites:** Junior or Senior standing and consent of the instructor. The first course in a three-semester research project designed by the student and supervising faculty member(s) in an approved area of interest. Students will design their project and gather data during Senior Thesis I.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

**Justification:** After running the Senior Thesis class for the last four years, the Geosciences faculty has decided that students become overwhelmed with the requirement that they complete their senior thesis paper and prepare and give a presentation during two semesters. For that reason, we have decided to make the senior thesis project a three semester project. Students will complete the thesis over the first two semesters, and then present their project in the third semester. This will allow students to do a better job on both the final written thesis and on their departmental presentations.

Approvals:

Department Head(s)	<input type="text" value="Edmond E Chatelain"/>	Date	<input type="text" value="10/3/07"/>
Dean(s)/Director(s)	<input type="text" value="Linda Coendullo"/>	Date	<input type="text" value="10/10/07"/>
College Executive Committee	<input type="text" value="Linda Coendullo"/>	Date	<input type="text" value="10/10/07"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>



# Request for A Revised Course

Valdosta State University

Date of Submission: 10/1/07

Department Initiating Request: Physics, Astronomy, and Geosciences

Faculty Member Requesting Revision: Paul C. Vincent

Current Course Prefix and Number: GEOL 4860 Current Credit Hours: 2

Current Course Title: Senior Thesis I

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description  Cross list

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Annually

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:   
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours: 1  Revised Lab Hours: 0  Revised Credit Hours: 1

## Revised Course Description & Justification

**Current Description:**  
**Prerequisite: Junior or Senior standing and consent of the instructor.** The first course in a two semester research project designed by the student and supervising faculty member(s) in an approved area of interest. Students will prepare and present the results of their research project as both an oral presentation and written paper. Students will design their project and gather data.

**Revised Description:**  
Also offered as GEOG 4860.  
**Prerequisites: Junior or Senior standing and consent of the instructor.** The first course in a three-semester research project designed by the student and supervising faculty member(s) in an approved area of interest. Students will design their project and gather data during Senior Thesis I.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

**Justification:** After running the Senior Thesis class for the last four years, the Geosciences faculty has decided that students become overwhelmed with the requirement that they complete their senior thesis paper and prepare and give a presentation during two semesters. For that reason, we have decided to make the senior thesis project a three semester project. Students will complete the thesis over the first two semesters, and then present their project in the third semester. This will allow students to do a better job on both the final written thesis and on their departmental presentations.

Approvals:

Department Head(s)	<input type="text" value="Edward E Chatelein"/>	Date	<input type="text" value="10/3/07"/>
Dean(s)/Director(s)	<input type="text" value="Linda Coenraets"/>	Date	<input type="text" value="10/10/07"/>
College Executive Committee	<input type="text" value="Linda Coenraets"/>	Date	<input type="text" value="10/10/07"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

## Revised Course Description & Justification

**Current Description:**  
**Prerequisite:** GEOG 4860. The second course in a two-semester research project designed by the student and a supervising faculty member in an approved area of interest. Students will continue data collection begun in Senior Thesis I, in addition to data analysis and presentation of their project.

**Revised Description:**  
**Also offered as** GEOL 4861.  
**Prerequisite:** GEOG/GEOL 4860. The second course in a three-semester research project designed by the student and supervising faculty member(s) in an approved area of interest. Students will continue data collection begun in Senior Thesis I, complete data analysis, and write a thesis that will be permanently housed in the department.

**Justification:** After running the Senior Thesis class for the last four years, the Geosciences faculty has decided that students become overwhelmed with the requirement that they complete their senior thesis paper and prepare and give a presentation during two semesters. For that reason, we have decided to make the senior thesis project a three semester project. Students will complete the thesis over the first two semesters, and then present their project in the third semester. This will allow students to do a better job on both the final written thesis and on their departmental presentations.

Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# Request for A Revised Course

Valdosta State University

Date of Submission: 10/1/07

Department Initiating Request: Physics, Astronomy, and Geosciences

Faculty Member Requesting Revision: Paul C. Vincent

Current Course Prefix and Number: GEOL 4861 Current Credit Hours: 2

Current Course Title: Senior Thesis II

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description  Cross list

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Annually

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====For the following items, type an 'X' and complete only those items being revised.=====

Revised Course Prefix and Number:   
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

## Revised Course Description & Justification

**Current Description:**  
**Prerequisite:** GEOG 4860. The second course in a two-semester research project designed by the student and a supervising faculty member in an approved area of interest. Students will continue data collection begun in Senior Thesis I, in addition to data analysis and presentation of their project.

**Revised Description:**  
**Also offered as** GEOG 4861.  
**Prerequisite:** GEOG/GEOL 4860. The second course in a three-semester research project designed by the student and supervising faculty member(s) in an approved area of interest. Students will continue data collection begun in Senior Thesis I, complete data analysis, and write a thesis that will be permanently housed in the department.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

**Justification:** After running the Senior Thesis class for the last four years, the Geosciences faculty has decided that students become overwhelmed with the requirement that they complete their senior thesis paper and prepare and give a presentation during two semesters. For that reason, we have decided to make the senior thesis project a three semester project. Students will complete the thesis over the first two semesters, and then present their project in the third semester. This will allow students to do a better job on both the final written thesis and on their departmental presentations.

Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# Request for A New Course

Valdosta State University

Date of Submission: 10/1/07

Department Initiating Request: Physics, Astronomy, and Geosciences

Faculty Member Requesting: Paul C. Vincent

Proposed New Course Prefix & Number: GEOG 4862

See Course Designation Abbreviations in the Catalog for approved prefixes.

Proposed New Course Title: Thesis Presentation

Proposed New Course Title Abbreviation (for Student Transcript)

Limited to 30 characters and spaces: Thesis Presentation

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Annually

Indicate (by typing an 'X') if Course will be:  Requirement for Major  Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

Total Contact Hours: 1    Lecture Hours: 1    Lab Hours: 0    Credit Hours: 1

## Proposed Course Description

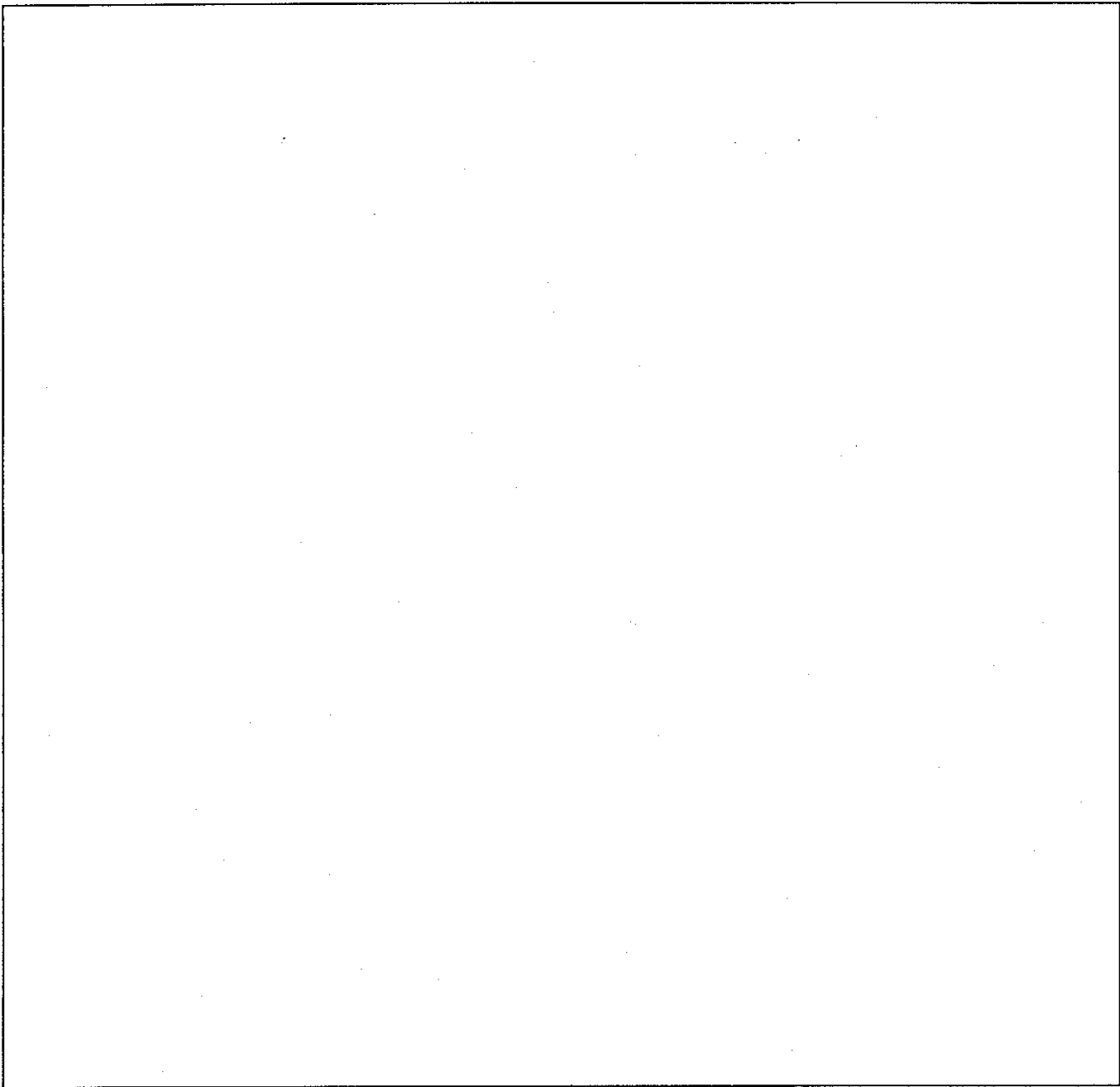
Also offered as GEOL 4862.

**Prerequisite:** GEOG/GEOL 4861. The third course in a three-semester research project designed by the student and supervising faculty member(s) in an approved area of interest. Students will present their senior thesis project in both oral and poster form to the department or at an approved professional meeting.

## Justification (continue on back if necessary)

**Justification:** After running the Senior Thesis class for the last four years, the Geosciences faculty has decided that students become overwhelmed with the requirement that they complete their senior thesis paper and prepare and give a presentation during two semesters. For that reason, we have decided to make the senior thesis project a three semester project. Students will complete the thesis over the first two semesters, and then present their project in the third semester. This will allow students to do a better job on both the final written thesis and on their departmental presentations. This new course request would create the third semester course in this sequence. The GEOG 4862 course will be taken by students pursuing the Geography track of the Environmental Geosciences major.

**NOTE:** ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.



Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date



## Geog/Geol 4862 – Spring 2008

### Thesis Presentation

Department of Physics, Astronomy, and Geosciences  
Valdosta State University

**Instructor:** Dr. Paul C. Vincent

**Meeting Time:** 10:00-10:50 W Nevins 2020

**Office:** 2006 Nevins Hall

**Phone:** 249-4847

**E-Mail:** pvincent@valdosta.edu

**Office Hours:** 11:00-12:00 MWR or by appointment

**Textbook:** Senior Thesis Preparation Guide. (supplied by instructor)

**Course Overview:** This course is the third of a three semester sequence course designed to allow Environmental Geoscience majors who have completed a significant portion of their EVG course work the opportunity to design a research project, collect and analyze data, and present the results and conclusions of their findings to an audience. The course will require that students be self-motivated and most work will be conducted outside of class on an individual basis or in small groups. Student research will be supervised by one or more geoscience faculty advisors and will be conducted in the field of Environmental Geosciences.

**Course Outcomes:** The successful student will be able to integrate a wide range of skills gathered from courses taken in the Environmental Geosciences program and apply them to a real world problem not dissimilar from those that may be encountered in academic or governmental research and industry. By the end of Thesis Presentation, students should be able to successfully report the results of a research project in poster and oral format. Additionally, students will learn to interact with other investigators performing research in the geoscience field.

**Course Format:** This class will meet weekly to review student progress, provide advice to the students, and for the thesis presentations.

**Student Assessment:** Grading for this course will be based on

- 1) weekly progress reports (15%),
- 2) thesis presentations,  
    oral presentation (35%)  
    poster, (35%)
- 3) critiques of fellow class members' presentations (15%).

A first draft of the thesis presentation must be submitted to the senior thesis advisor(s) no later than the third week of the semester. The completed thesis presentation must be submitted to the thesis advisor(s) and faculty member supervising the class no later than the fifth week of the semester and must adhere to the guidelines provided in the departmental Senior Thesis Preparation Guide. Oral presentations of the thesis materials will begin the sixth week of the semester. Students must submit a poster presentation based on their thesis no later than the 12<sup>th</sup> week of the semester, this poster must be approved by both the thesis advisor(s) and faculty member supervising the presentation class. Posters will be displayed for, viewed by, and critiqued by the entire class and any interested departmental faculty members.

Students may be allowed to substitute a presentation at an appropriate professional meeting for the oral departmental presentation given advance approval by the senior thesis advisor(s) and the faculty member overseeing the presentation class.

**Access Office:** Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (voice) and 219-1348 (tty).

# Request for A New Course

Valdosta State University

Date of Submission: 10/1/07

Department Initiating Request: Physics, Astronomy, and Geosciences

Faculty Member Requesting: Paul C. Vincent

Proposed New Course Prefix & Number: GEOL 4862

See Course Designation Abbreviations in the Catalog for approved prefixes.

Proposed New Course Title: Thesis Presentation

Proposed New Course Title Abbreviation (for Student Transcript)

Limited to 30 characters and spaces: Thesis Presentation

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Annually

Indicate (by typing an 'X') if Course will be:  Requirement for Major  Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

Total Contact Hours: 1    Lecture Hours: 1    Lab Hours: 0    Credit Hours: 1

## Proposed Course Description

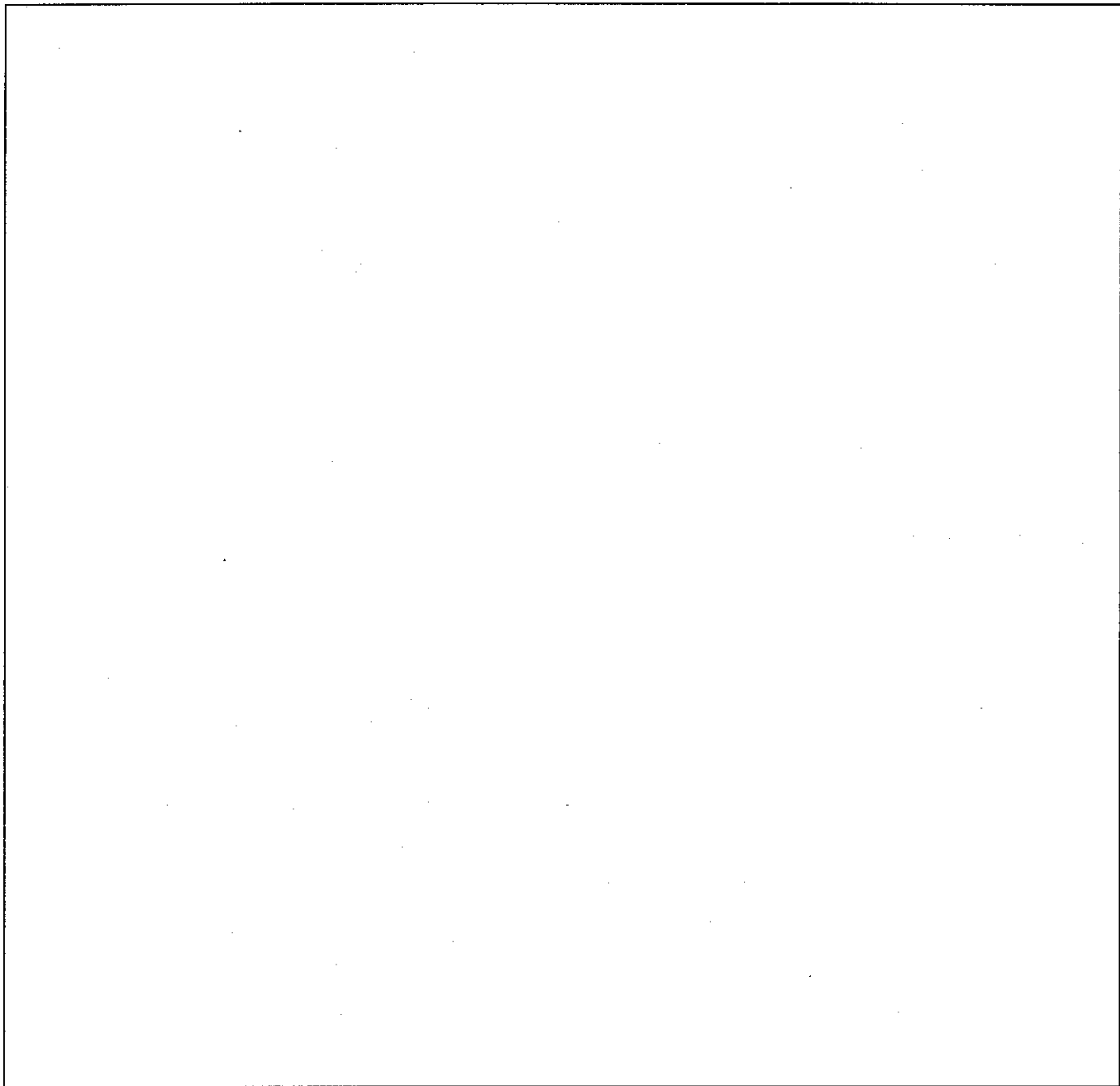
Also offered as GEOG 4862.

**Prerequisite:** GEOG/GEOL 4861. The third course in a three-semester research project designed by the student and supervising faculty member(s) in an approved area of interest. Students will present their senior thesis project in both oral and poster form to the department or at an approved professional meeting.

## Justification (continue on back if necessary)

**Justification:** After running the Senior Thesis class for the last four years, the Geosciences faculty has decided that students become overwhelmed with the requirement that they complete their senior thesis paper and prepare and give a presentation during two semesters. For that reason, we have decided to make the senior thesis project a three semester project. Students will complete the thesis over the first two semesters, and then present their project in the third semester. This will allow students to do a better job on both the final written thesis and on their departmental presentations. This new course request would create the third semester course in this sequence. The GEOL 4862 course will be taken by students pursuing the Geology track of the Environmental Geosciences major.

**NOTE: ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.**



Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

## Geog/Geol 4862 – Spring 2008

### Thesis Presentation

Department of Physics, Astronomy, and Geosciences  
Valdosta State University

**Instructor:** Dr. Paul C. Vincent

**Meeting Time:** 10:00-10:50 W Nevins 2020

**Office:** 2006 Nevins Hall

**Phone:** 249-4847

**E-Mail:** pvincent@valdosta.edu

**Office Hours:** 11:00-12:00 MWR or by appointment

**Textbook:** Senior Thesis Preparation Guide. (supplied by instructor)

**Course Overview:** This course is the third of a three semester sequence course designed to allow Environmental Geoscience majors who have completed a significant portion of their EVG course work the opportunity to design a research project, collect and analyze data, and present the results and conclusions of their findings to an audience. The course will require that students be self-motivated and most work will be conducted outside of class on an individual basis or in small groups. Student research will be supervised by one or more geoscience faculty advisors and will be conducted in the field of Environmental Geosciences.

**Course Outcomes:** The successful student will be able to integrate a wide range of skills gathered from courses taken in the Environmental Geosciences program and apply them to a real world problem not dissimilar from those that may be encountered in academic or governmental research and industry. By the end of Thesis Presentation, students should be able to successfully report the results of a research project in poster and oral format. Additionally, students will learn to interact with other investigators performing research in the geoscience field.

**Course Format:** This class will meet weekly to review student progress, provide advice to the students, and for the thesis presentations.

**Student Assessment:** Grading for this course will be based on

- 1) weekly progress reports (15%),
- 2) thesis presentations,  
    oral presentation (35%)  
    poster, (35%)
- 3) critiques of fellow class members' presentations (15%).

A first draft of the thesis presentation must be submitted to the senior thesis advisor(s) no later than the third week of the semester. The completed thesis presentation must be submitted to the thesis advisor(s) and faculty member supervising the class no later than the fifth week of the semester and must adhere to the guidelines provided in the departmental Senior Thesis Preparation Guide. Oral presentations of the thesis materials will begin the sixth week of the semester. Students must submit a poster presentation based on their thesis no later than the 12<sup>th</sup> week of the semester, this poster must be approved by both the thesis advisor(s) and faculty member supervising the presentation class. Posters will be displayed for, viewed by, and critiqued by the entire class and any interested departmental faculty members.

Students may be allowed to substitute a presentation at an appropriate professional meeting for the oral departmental presentation given advance approval by the senior thesis advisor(s) and the faculty member overseeing the presentation class.

**Access Office:** Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (voice) and 219-1348 (tty).

# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====For the following items, type an 'X' and complete only those items being revised.=====

Revised Course Prefix and Number   
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

Revised Course Description & Justification

Old description:  
**ENGL 2120 World Literature II: The Age of Discovery** 3-0-3  
**Prerequisite:** ENGL 1102 or 1102H. A study of selected works of literature and their cultural backgrounds from the 14<sup>th</sup> into the 17<sup>th</sup> century. This course includes introductions to the Medieval and Renaissance frames of mind and puts works such as those by Dante, Chaucer, Machiavelli, Shakespeare, and Milton in the context of modern intellectual issues.

New description:  
**ENGL 2120 World Literature II: The Age of Discovery** 3-0-3  
**Prerequisite:** ENGL 1102 or 1102H. A study of selected works of literature and their cultural backgrounds from approximately the 7<sup>th</sup> century into the 17<sup>th</sup> century. This course includes introductions to the Medieval and Renaissance frames of mind and puts works such as those by Dante, Chaucer, Machiavelli, Shakespeare, and Milton in the context of modern intellectual issues.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

The original course description, which was developed during the semester conversion 1998, erroneously placed the beginning of the course material at the 14<sup>th</sup> century. The course material presented actually begins around the Late Classical period.

Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date



# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:   
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

## Revised Course Description & Justification

Old description:  
**ENGL 2120H Honors World Literature II: The Age of Discovery** 3-0-3  
**Prerequisite:** ENGL 1102 or 1102H. A study of selected works of literature and their cultural backgrounds from ~~the Middle Ages~~ into the 17<sup>th</sup> century. This course includes introductions to the Medieval and Renaissance frames of mind of western Europe as well as adding multicultural aspects. Trends in the development of modern thought are emphasized, with a focus on intellectual history.

New description:  
**ENGL 2120H Honors World Literature II: The Age of Discovery** 3-0-3  
**Prerequisite:** ENGL 1102 or 1102H. A study of selected works of literature and their cultural backgrounds from **approximately the 7<sup>th</sup> century** into the 17<sup>th</sup> century. This course includes introductions to the Medieval and Renaissance frames of mind of western Europe as well as adding multicultural aspects. Trends in the development of modern thought are emphasized, with a focus on intellectual history.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

This revision is to align the honors section of this course with ENGL 2120.

Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

Valdosta State University  
**Request for Curriculum Change**

Indicate area of change (by typing an 'X'):

Core Curriculum (Area A, B, C, D, E, F)

Senior Curriculum

Graduate Program

Other: \_\_\_\_\_ Current Catalog page number 131

Effective Date for Curriculum Change August 2008  
Month Year

Degree & Program Name (e.g., BFA, Art) B.A. History (MINOR)

**Present Requirements or Present Outcomes & Assessment (Include latter only if changes are to be made):**

The Minor in History.....15 hours  
Core Curriculum Courses HIST 1011, 1012, 1013.....0-6 hours<sup>2</sup>  
(if not taken in Area E)  
Upper Division History Courses.....9-15 hours

<sup>2</sup> Only 6 semester hours of the HIST 1011, 1012, 1013  
Sequence can be taken in Core Area E.

**Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):**

The Minor in History.....15 hours  
Upper Division History Courses.....15 hours

Justification:

The current language has proven to be confusing for students and advisors. The main confusion is about whether the World Civilizations courses (1011/1012/1013) are required. They are not required, but can be used for the minor as an option for students not using them in Area E. It is the contingent nature of these courses that has been so puzzling to advisors and students. We thought that the change proposed would provide greater clarity, especially for colleagues in other departments who often call with questions about the minor.

We can handle the change easily in terms of enrollment in our upper-level courses. In fact, this may perhaps ease recent pressure on the 1011/1012/1013 sequence.

Research into History minor requirements at other USG institutions reveals a variety of approaches, including at some institutions a 15 credit requirement at the upper-division similar to the one proposed here.

Approvals:

Department Head	<u><i>T. J. Tignor</i></u>	Date	<u>10/11/07</u>
Dean (s)/Director(s)	<u><i>Lisa Caswell</i></u>	Date	<u>10/10/07</u>
College Executive Committee	<u><i>Lisa Caswell</i></u>	Date	<u>10/10/07</u>
Graduate Executive Committee	_____	Date	_____
Academic Committee	_____	Date	_____

Valdosta State University  
**Request for Curriculum Change**

Indicate area of change (by typing an 'X'):

Core Curriculum (Area A, B, C, D, E, F)

Senior Curriculum

Graduate Program

Other: \_\_\_\_\_ Current Catalog page number 130

Effective Date for Curriculum Change August 2008  
Month Year

Degree & Program Name (e.g., BFA, Art) B.A. History

Present Requirements or Present Outcomes & Assessment (Include latter only if changes are to be made):

Requirements for the Bachelor of Arts Degree with a Major in History

Core Areas A – E (See VSU Core Curriculum).....	42 hours
Core Area F.....	18 hours
Foreign Language and Culture <sup>1</sup> .....	6 hours
HIST 1011 or HIST 1012 or HIST 1013.....	3 hours
HIST 2111 or 2112.....	3 hours
Electives.....	6 hours
HIST 1011/HIST 1012/HIST 1013, if not taken in Area E.	
ANTH 1102, CS 1000, ECON 1500, GEOG 1101, GEOG 1102,	
GEOG 1103, MATH 2620, PHIL 2010, POLS 2101, POLS 2401,	
POLS 2501, PSYC 2500, REL 2020, SOCI 1101, SOCI 1160	

<sup>1</sup>Only two of three required courses in a single foreign language can be taken in Area F. The third course must be taken in Area C or in the Senior College.

Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):

Requirements for the Bachelor of Arts Degree with a Major in History

Core Areas A – E* (See VSU Core Curriculum).....	42 hours
Core Area F*.....	18 hours
Foreign Language and Culture <sup>1</sup> .....	6 hours
HIST 2111 or 2112.....	3 hours
<b>HIST 1011 (if taken in Area E, then elective from list below).....</b>	<b>0-3 hours</b>
<b>HIST 1012 (if taken in Area E, then elective from list below).....</b>	<b>0-3 hours</b>
<b>HIST 1013 (if taken in Area E, then elective from list below).....</b>	<b>0-3 hours</b>
Electives.....	0-6 hours
<b>Acceptable electives for Area E:</b>	
ANTH 1102, CS 1000, ECON 1500, GEOG 1101, GEOG 1102,	
GEOG 1103, MATH 2620, PHIL 2010, POLS 2101, POLS 2401,	
POLS 2501, PSYC 2500, REL 2020, SOCI 1101, SOCI 1160	

\* All courses with the HIST prefix taken in Areas E and F must be completed with a grade of "C" or better.

<sup>1</sup>Only two of three required courses in a single foreign language can be taken in Area F. The third course must be taken in Area C or as part of the Senior College Curriculum (see below).

Justification:

There are two basic changes taking place with this curriculum change initiative.

1. We would like to make it clear that all HIST courses – even those taken as part of the Core – must be completed with a C or better. In doing this, we are following the example set by many other programs at VSU. See for example, English (p. 122), Math (p. 136), Environmental Geosciences (p. 160), Sociology and Anthropology (p. 172), Business Administration (p. 180-1), Accounting (p. 183), Health and Physical Education (p. 211), Middle Grades Education (p. 217), Mass Media (p. 245), etc.

2. We would like to make it more clear that History majors must complete all five of the lower-division surveys in HIST in Areas E and F [HIST 1011, 1012, 1013, 2111, and 2112]. These courses prepare students for upper-level work in the major. The new language makes this more explicit than previously.

Approvals:

Department Head	<u>PT Nigro</u>	Date	<u>10/11/07</u>
Dean (s)/Director(s)	<u>Linda Caldwell</u>	Date	<u>10/10/07</u>
College Executive Committee	<u>Linda Caldwell</u>	Date	<u>10/10/07</u>
Graduate Executive Committee	_____	Date	_____
Academic Committee	_____	Date	_____

# Request for Curriculum Change

Indicate area of change (by typing an 'X'):

Core Curriculum (Area A, B, C, D, E, F):

Senior Curriculum

Graduate Program

Other

Current Catalog page number

127

Effective Date for Curriculum change

August  
(month)

2008  
(year)

Degree & Program Name  
(e.g., BFA, Art)

BGS

Bachelor of General Studies

### Present Requirements or Present Outcomes & Assessments

(Include the latter only if changes are to be made)

Track Two:

18\* hours of lower-division from the following areas:

Foreign Language and Culture.....6 hours

GENS 2000.....3 hours

Courses approved by advisor in Areas B-F that have an Interdisciplinary approach.....9 hours

\*All courses must be completed with a grade of "C" or better

### Proposed Requirements or Proposed Outcomes & Assessments

(Show changes in BOLD)

Track Two:

18 hours of lower-division from the following areas:

Foreign Language and Culture.....6 hours

**\*GENS 2000.....3 hours**

**\*Courses approved by advisor in Areas B-F that have an Interdisciplinary approach.....9 hours**

**\*Courses must be completed with a grade of "C" or better**

continue on the back if necessary

### Justification

This change is in response to an effort to bring requirements for Track Two of the Bachelor of General Studies degree in line with other programs within the College of Arts and Sciences. The BGS II currently requires students to earn a grade of "C" or better in all Area F courses. The proposed change allows students to use a grade of "D" or better in foreign language; a grade of "C" or better is still required for all remaining Area F courses. This change will bring BGS II in line with the departments of BIOL, CHEM, ENGL, HIST, MATH/CS, PHYS/ASTR/GEO, POLS, and SOCI/ANTH/CRJU, all of whom accept a grade of "D" or better in the required foreign language courses.

continue on the back if necessary

Approvals are to be noted on the back.

Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date





Date: Wed, 31 Oct 2007 13:52:03 -0400  
From: "Dr. Louis Levy" <llevy@valdosta.edu>  
Subject: RE: [Fwd: Deletion of REL 3370]  
To: 'Linda Calendrillo' <ltcalend@valdosta.edu>,  
'sgravett' <sgravett@valdosta.edu>, 'J LaPlant j' <jlaplant@valdosta.edu>,  
'fred downing' <fldowning@valdosta.edu>,  
'Karen Shepard' <kshepard@valdosta.edu>, 'Lee Bradley' <lbradley@valdosta.edu>  
Reply-to: llevy@valdosta.edu  
Organization: Valdosta State University  
X-Mailer: Microsoft Office Outlook 12.0  
Thread-index: AcgbzDz0R0xBqxP2RwaJ67kkk54FMgAGjO3g  
X-IronPort-Anti-Spam-Filtered: true  
X-IronPort-Anti-Spam-Result: Ao8CAOtcKEeoEpBf/2dsb2JhbACCCg  
X-IronPort-AV: E=Sophos;i="4.21,352,1188792000";  
d="scan'208,217";a="135193993"

Fine by me. This item needs to be sent to the Academic Committee as an information item. Karen will put it on the agenda.

Louis  
\*\*\*\*\*  
Louis Levy, Ph.D. Phone: 229/333-5950 (office)  
Vice President for Academic Affairs 229/244-6116 (home)  
Valdosta State University FAX: 229/333-7400  
Valdosta, GA 31698 Office: West Hall Room 107  
USA E-mail: llevy@valdosta.edu  
\*\*\*\*\*

**From:** Linda Calendrillo [mailto:ltcalend@valdosta.edu]  
**Sent:** Wednesday, October 31, 2007 10:42 AM  
**To:** Louis Levy; sgravett; J LaPlant j; fred downing  
**Subject:** [Fwd: Deletion of REL 3370]

I approve this deletion, Louis. I think if you do the same and we send it to Lee Bradley and Karen Shepherd, we can make this change. Please let me know if I'm wrong on that. Thanks. Linda

----- Original Message -----

**Subject:** Deletion of REL 3370  
**Date:** Wed, 31 Oct 2007 10:38:50 -0400  
**From:** Fred Downing <fldowning@valdosta.edu>  
**To:** 'Linda Calendrillo' <ltcalend@valdosta.edu>

Linda,

REL 3370 (Religious Thought) is a course which can be deleted from the catalog. It is of little or no use to us since we effectively replaced the course with a series of courses (REL 3200—Religion, Culture, and Morality; REL 3210—Religion, Violence, and Nonviolence; and REL 3220—Religious Pluralism and Dialogue) when we revised the Religious Studies curriculum last fall.

Thanks,

FLD

Frederick L. Downing, Ph.D.  
Professor of Philosophy & Religious Studies  
& Head of the Department  
Valdosta State University  
1500 N. Patterson St.  
Valdosta, GA 31698-0050

229-249-2776

60

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Linda Calendrillo, Professor and Dean  
College of Arts and Sciences  
Valdosta State University  
Valdosta, GA 31698  
Phones: Office... 229-333-5699 Fax... 229-333-7389

## Valdosta State University Request for Curriculum Change

Indicate area of change:

- Core Curriculum
- Senior Curriculum
- Graduate Program
- Other \_\_\_\_\_

Current Catalog page numbers 60-61

Effective date for Curriculum change May 2008  
(month) (year)

Degree & Program name Ed.D., Adult and Career Education  
(e.g., BFA, Art)

<b>Present Requirements or Present Outcomes &amp; Assessments</b> (include the latter only if changes are to be made)	
Area A: Interdisciplinary Studies (Select three)..... 9 hrs.	
PADM 9090 Educational Policy Analysis.....	3 hrs.
PHIL 9070 Philosophy of Education.....	3 hrs.
PSYC 9710 Social Psychology in Educational Contexts.....	3 hrs.
SOC1 9010 Sociological Analysis of Education.....	3 hrs.
Area B: Educational Inquiry..... 9 hrs.	
RSCH 9820 Qualitative Research Methods in Education.....	3 hrs.
RSCH 9840 Quantitative Research Methods in Education.....	3 hrs.
RSCH 9860 Advanced Mixed-Methodologies.....	3 hrs.
Area C: Adult and Career Education..... 18 hrs.	
ACED 9400 Adult Learning Strategies.....	3 hrs.
ACED 9410 Students with Special Needs in Adult and Career Education.....	3 hrs.
ACED 9420 Issues in Adult and Career Education.....	3 hrs.
ACED 9430 Leadership in Adult and Career Education.....	3 hrs.
PSYC 8360 Human Resource Development.....	3 hrs.
ACED 9440 Seminar in Adult and Career Education.....	3 hrs.
Cognate Area..... 9 hrs.	
Dissertation..... 9 hrs.	
ACED 9999 Dissertation in Adult and Career Education.....	9 hrs.
Total.....	
	54 hrs

<b>Proposed Requirements or Proposed Outcomes &amp; Assessments</b> (Show changes in BOLD)	
Area A: <b>Disciplinary Studies</b> ..... <b>9 hrs.</b>	
ACED 9400 Adult Learning Strategies .....	3 hrs.
CIED 9100 Curriculum and Instructional Systems.....	3 hrs.
LEAD 9030 Leadership Problems: Interdisciplinary Analysis .....	3 hrs.
Area B: <b>Educational Inquiry</b> ..... <b>15 hrs.</b>	
RSCH 9820 Qualitative Research Methods in Education.....	3 hrs.
RSCH 9840 Quantitative Research Methods in Education.....	3 hrs.
RSCH 9860 Advanced Mixed-Methodologies .....	3 hrs.
RSCH 9800 Educational Survey, Needs Assessment, and Program Evaluation .....	3 hrs.
RSCH 9870 Dissertation Topic Conceptualization .....	3 hrs.
Area C: <b>Major and Interdisciplinary Courses</b> ..... <b>21 hrs.</b>	
Adult and Career Education Core..... 9 hrs.	
ACED 9410 Students with Special Needs in Adult and Career Education..... 3 hrs.	
ACED 9420 Issues in Adult and Career Education..... 3 hrs.	
ACED 9430 Leadership in Adult and Career Education..... 3 hrs.	
Interdisciplinary..... 12 hrs.	
An advisor will be assigned to each student based on the area of specialization. Within the program of study a minimum of 3 hours must be taken from courses offered outside the College of Education. The advisor and the student will jointly complete an approved program of study to be followed.	
Area D: <b>Research and Dissertation</b> ..... <b>9 hrs.</b>	
ACED 9999 Dissertation.....	9 hrs.
Total.....	
	54 hrs.

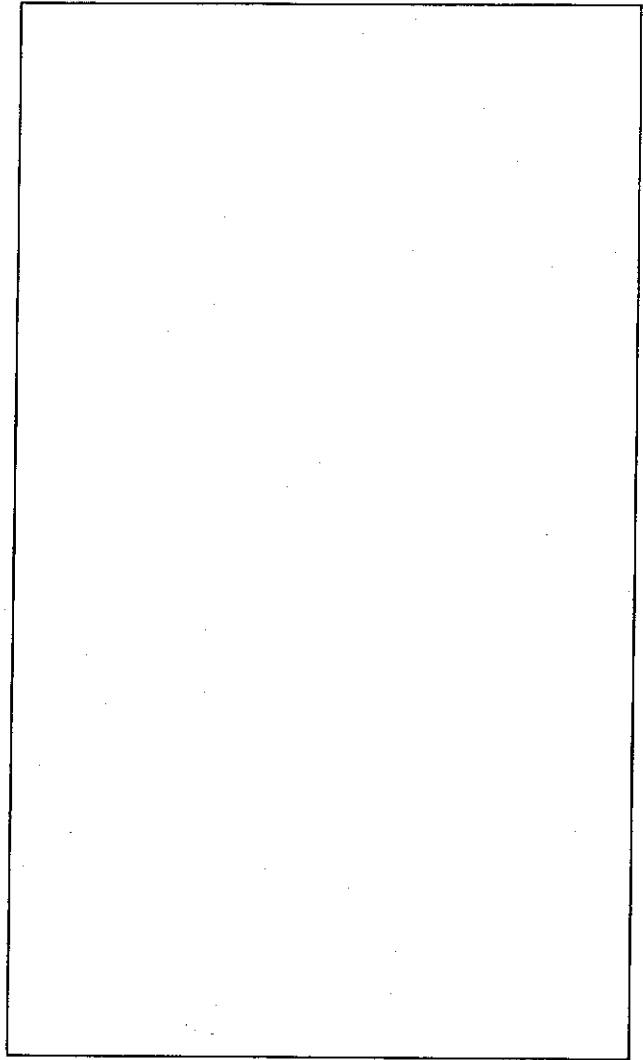
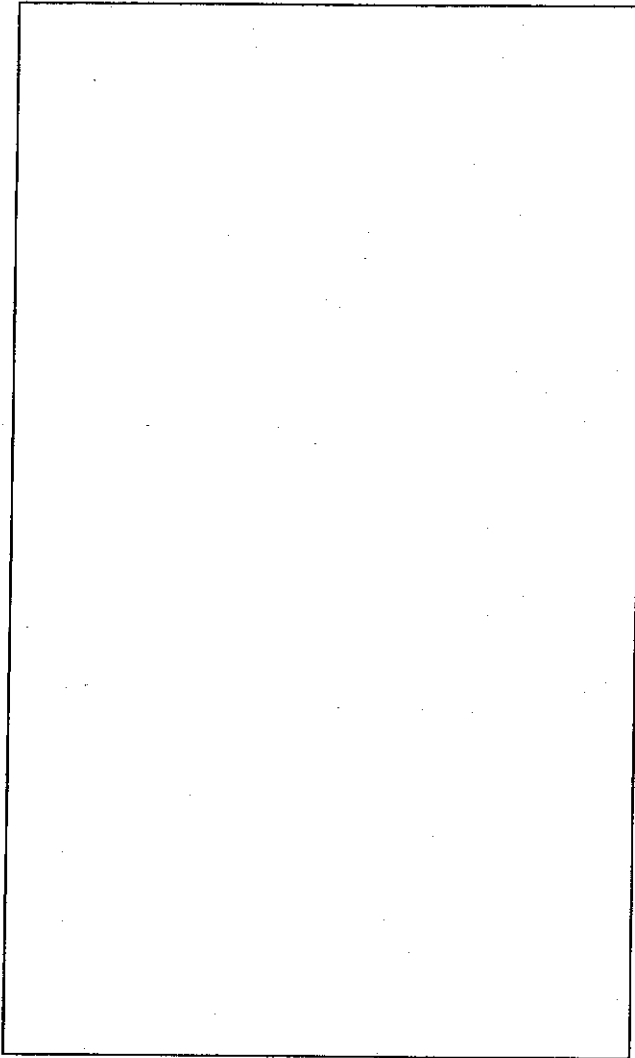
continue on the back if necessary

### Justification

The modifications in the program of study will facilitate the move from cohorts to yearly admissions. Area A modifications will provide a disciplinary approach which emphasizes educational considerations for improved teaching and learning. The relocation of RSCH 9870 Dissertation Topic Conceptualization to Area B will allow flexibility for students to take the course at an earlier point in their program of studies after completion of the prerequisite RSCH courses. The modifications in Area C will provide for more specialization within the major. Courses in Area C will be taken from a variety of Colleges and Departments within the University thus allowing for an interdisciplinary focus on the area of specialization.

continue on the back if necessary

Approvals are to be noted on the back



Approvals:

Department Head (s) Reynolds L. Mantz Date 10/23/07

Dean(s) / Director (s) [Signature] Date 10/24/07

College Executive Committee [Signature] Date 10/24/07

Graduate Executive Committee \_\_\_\_\_ Date \_\_\_\_\_

Academic Committee \_\_\_\_\_ Date \_\_\_\_\_

## Valdosta State University Request for Curriculum Change

Indicate area of change:

- Core Curriculum
- Senior Curriculum
- Graduate Program
- Other \_\_\_\_\_

Current Catalog page numbers 73-74

Effective date for Curriculum change May \_\_\_\_\_  
(month)

2008  
(year)

Degree & Program name Ed.D., Curriculum and Instruction  
(e.g., BFA, Art)

<b>Present Requirements or Present Outcomes &amp; Assessments</b> (include the latter only if changes are to be made)	
Area A: Interdisciplinary Studies (Select Three) .....	9 hrs.
PADM 9090 Educational Policy Analysis .....	3 hrs.
PHIL 9070 Philosophy of Education .....	3 hrs.
PSYC 9710 Social Psychology in Educational Contexts ..	3 hrs.
SOCI 9010 Sociological Analysis of Education .....	3 hrs.
Area B: Educational Inquiry .....	12 hrs.
RSCH 9820 Qualitative Research Methods in Education..	3 hrs.
RSCH 9840 Quantitative Research Methods in Education	3 hrs.
RSCH 9860 Advanced Mixed-Methodologies .....	3 hrs.
RSCH 9800 Educational Survey, Needs Assessment, and Program Evaluation.....	3 hrs.
Area C: Leadership.....	21 hrs.
LEAD 9010 Instructional Leadership.....	2 hrs.
LEAD 9020 Planning for Instructional Leaders .....	2 hrs.
LEAD 9030 Leadership Problems: Interdisciplinary Analysis .....	2 hrs.
LEAD 9870 School Organizational & Cultural Studies.....	3 hrs.
LEAD 9000 Special Topics in Educational Leadership.....	3 hrs.
Guided Electives.....	9 hrs.
Area D: Research and Dissertation.....	12 hrs.
RSCH 9870 Dissertation Topic Conceptualization.....	3 hrs.
RSCH 9999 Dissertation .....	9 hrs.
Total .....	54 hrs.

<b>Proposed Requirements or Proposed Outcomes &amp; Assessments</b> (Show changes in BOLD)	
<b>Area A: Disciplinary Studies.....</b>	<b>9 hrs.</b>
ACED 9400 Adult Learning Strategies .....	3 hrs.
CIED 9100 Curriculum and Instructional Systems.....	3 hrs.
LEAD 9030 Leadership Problems: Interdisciplinary Analysis .....	3 hrs.
<b>Area B: Educational Inquiry.....</b>	<b>15 hrs.</b>
RSCH 9820 Qualitative Research Methods in Education...	3 hrs.
RSCH 9840 Quantitative Research Methods in Education.	3 hrs.
RSCH 9860 Advanced Mixed-Methodologies .....	3 hrs.
RSCH 9800 Educational Survey, Needs Assessment, and Program Evaluation .....	3 hrs.
RSCH 9870 Dissertation Topic Conceptualization .....	3 hrs.
<b>Area C: Major and Interdisciplinary Courses.....</b>	<b>21 hrs.</b>
Curriculum and Instruction Core.....	6 hrs.
EDUC 8030 Developing and Leading a Community of Diverse Learners.....	3 hrs.
EDUC 8040 Strategic Planning for School Reform .....	3 hrs.
Interdisciplinary .....	15 hrs.
An advisor will be assigned to each student based on the area of specialization. Within the program of study a minimum of 3 hours must be taken from courses offered outside the College of Education. The advisor and the student will jointly complete an approved program of study to be followed.	
<b>Area D: Research and Dissertation.....</b>	<b>9 hrs.</b>
CIED 9999 Dissertation .....	9 hrs.
Total .....	54 hrs.

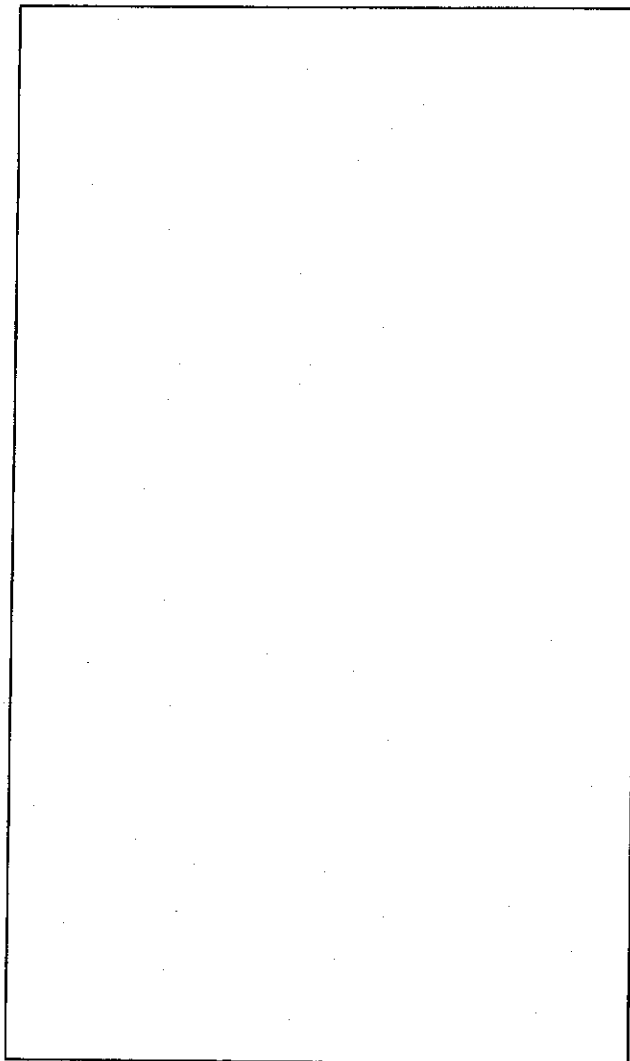
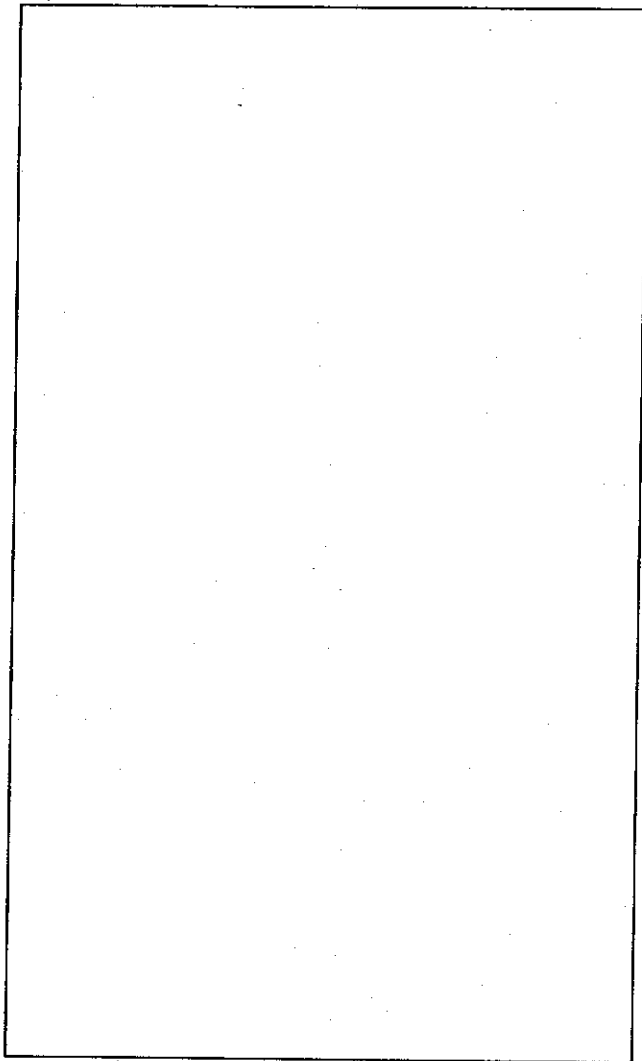
continue on the back if necessary

### Justification

The modifications in the program of study will facilitate the move from cohorts to yearly admissions. Area A modifications will provide a disciplinary approach which emphasizes educational considerations for improved teaching and learning. The relocation of RSCH 9870 Dissertation Topic Conceptualization to Area B will allow flexibility for students to take the course at an earlier point in their program of studies after completion of the prerequisite RSCH courses. The modifications in Area C will provide for more specialization within the major. Courses in Area C will be taken from a variety of Colleges and Departments within the University thus allowing for an interdisciplinary focus on the area of specialization.


continue on the back if necessary


Approvals are to be noted on the back




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Approvals:

Department Head (s)  Date 10/18/07

Dean(s) / Director (s)  Date 10/24/07

College Executive Committee  Date 10/24/07

Graduate Executive Committee \_\_\_\_\_ Date \_\_\_\_\_

Academic Committee \_\_\_\_\_ Date \_\_\_\_\_

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**MEMORANDUM**

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**TO:** Teacher Education Council Members  
Dewar College of Education Executive Committee  
Graduate Executive Committee  
Academic Committee

**From:** Don Leech, Head, Curriculum, Leadership, and Technology

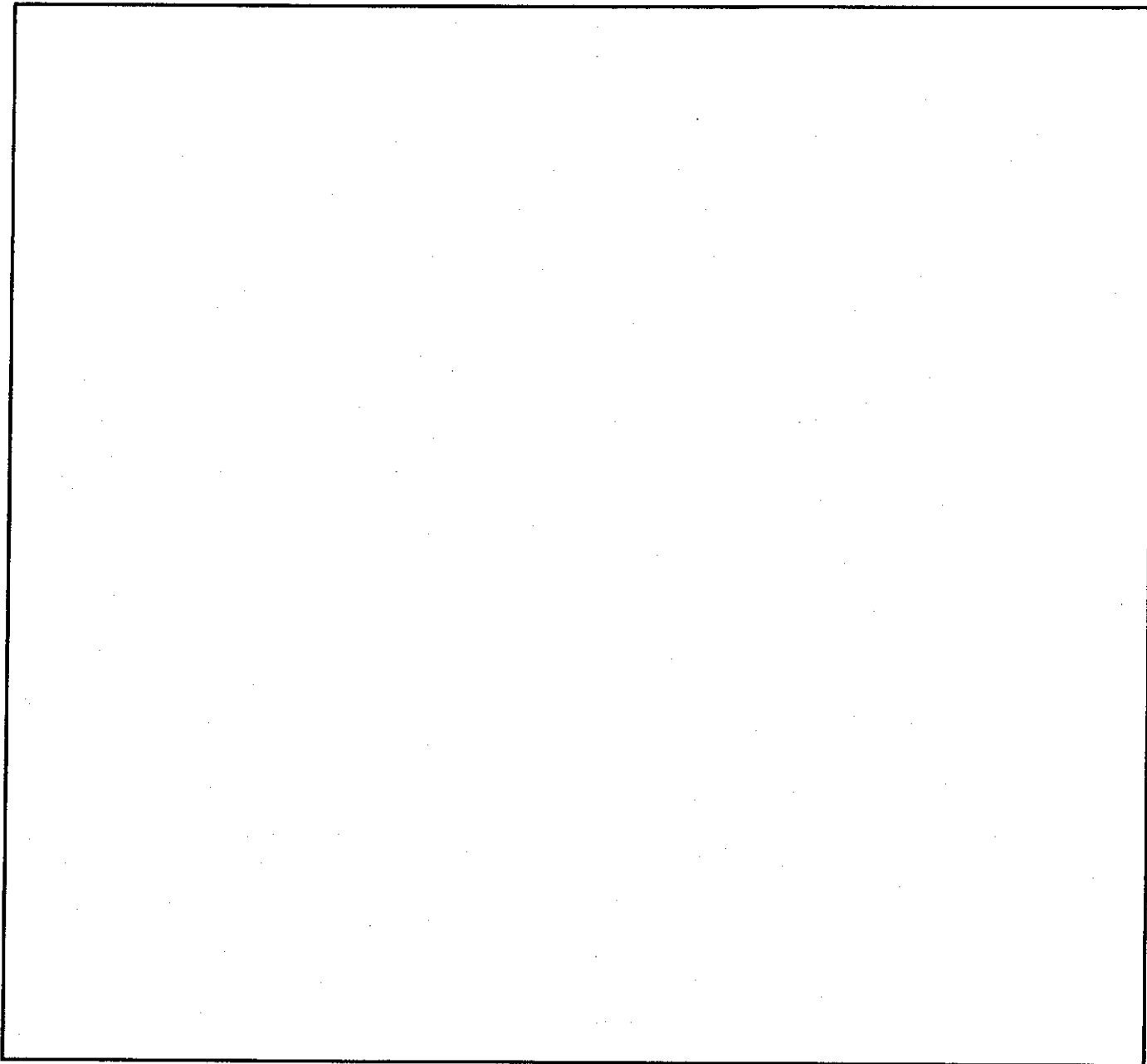
**Subject:** Change of Name of Major for Ed.D. in Educational Leadership

**Date:** 10/16/2007

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The purpose of this memo is to request that the name of the Ed.D. degree in Educational Leadership be changed to an Ed.D. degree in Leadership. We would like to change the name of the major to better reflect the program students are completing.

Thank you for your consideration of this request.



Approvals:

Department Head(s) *Dur* Date 10/18/07

Dean(s) / Director(s) *B. Col* Date 10/24/07

College Executive Committee *B. Col* Date 10/24/07

Graduate Executive Committee \_\_\_\_\_ Date \_\_\_\_\_

Academic Committee \_\_\_\_\_ Date \_\_\_\_\_



**Valdosta State University**  
**Request for Curriculum Change**

Indicate area of change:

- Core Curriculum
- Senior Curriculum
- Graduate Program
- Other \_\_\_\_\_

Current Catalog page numbers 66-67

Effective date for Curriculum change May 2008  
(month) (year)

Degree & Program name Ed.D., Leadership  
(e.g., BFA, Art)

<b>Present Requirements or Present Outcomes &amp; Assessments</b>	
(include the latter only if changes are to be made)	
Area A: Interdisciplinary Studies (Select Three) .....	9 hrs.
PADM 9090 Educational Policy Analysis .....	3 hrs.
PHIL 9070 Philosophy of Education .....	3 hrs.
PSYC 9710 Social Psychology in Educational Contexts ...	3 hrs.
SOCI 9010 Sociological Analysis of Education .....	3 hrs.
Area B: Educational Inquiry .....	12 hrs.
RSCH 9820 Qualitative Research Methods in Education ...	3 hrs.
RSCH 9840 Quantitative Research Methods in Education .	3 hrs.
RSCH 9860 Advanced Mixed-Methodologies .....	3 hrs.
RSCH 9800 Educational Survey, Needs Assessment, and Program Evaluation .....	3 hrs.
Area C: Leadership .....	21 hrs.
LEAD 9010 Instructional Leadership .....	2 hrs.
LEAD 9020 Planning for Instructional Leaders .....	2 hrs.
LEAD 9030 Leadership Problems: Interdisciplinary Analysis .....	2 hrs.
LEAD 9870 School Organizational & Cultural Studies.....	3 hrs.
LEAD 9000 Special Topics in Educational Leadership.....	3 hrs.
Guided Electives.....	9 hrs.
Area D: Research and Dissertation .....	12 hrs.
RSCH 9870 Dissertation Topic Conceptualization .....	3 hrs.
RSCH 9999 Dissertation .....	9 hrs.
Total .....	54 hrs.
Educational Leadership majors must hold a Leadership Certificate.	

<b>Proposed Requirements or Proposed Outcomes &amp; Assessments</b>	
(Show changes in BOLD)	
<b>Area A: Disciplinary Studies .....</b>	<b>9 hrs.</b>
ACED 9400 Adult Learning Strategies .....	3 hrs.
CIED 9100 Curriculum and Instructional Systems.....	3 hrs.
LEAD 9030 Leadership Problems: Interdisciplinary Analysis .....	3 hrs.
<b>Area B: Educational Inquiry.....</b>	<b>15 hrs.</b>
RSCH 9820 Qualitative Research Methods in Education...3	hrs.
RSCH 9840 Quantitative Research Methods in Education.3	hrs.
RSCH 9860 Advanced Mixed-Methodologies .....	3 hrs.
RSCH 9800 Educational Survey, Needs Assessment, and Program Evaluation .....	3 hrs.
RSCH 9870 Dissertation Topic Conceptualization .....	3 hrs.
<b>Area C: Major and Interdisciplinary Courses.....</b>	<b>21 hrs.</b>
Leadership Core .....	9 hrs.
LEAD 9010 Instructional Leadership for School Administrators .....	3 hrs.
LEAD 9020 Planning for Instructional Leaders .....	3 hrs.
LEAD 9870 School Org. & Cultural Studies.....	3 hrs.
Interdisciplinary .....	12 hrs.
An advisor will be assigned to each student based on the area of specialization. Within the program of study a minimum of 3 hours must be taken from courses offered outside the College of Education. The advisor and the student will jointly complete an approved program of study to be followed.	
<b>Area D: Research and Dissertation.....</b>	<b>9 hrs.</b>
RSCH 9999 Dissertation .....	9 hrs.
Total .....	54 hrs.

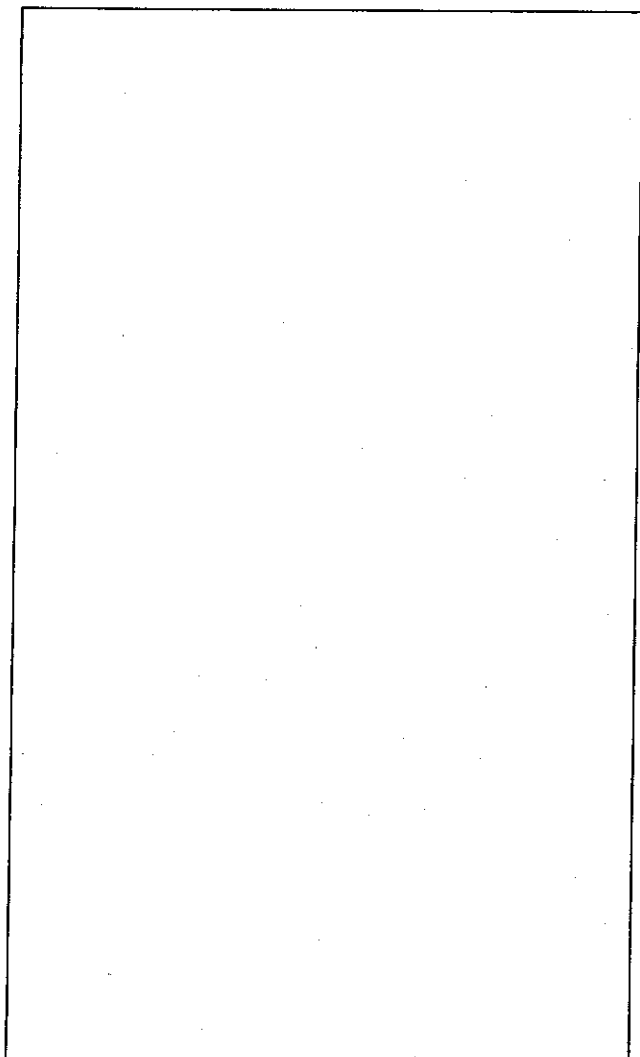
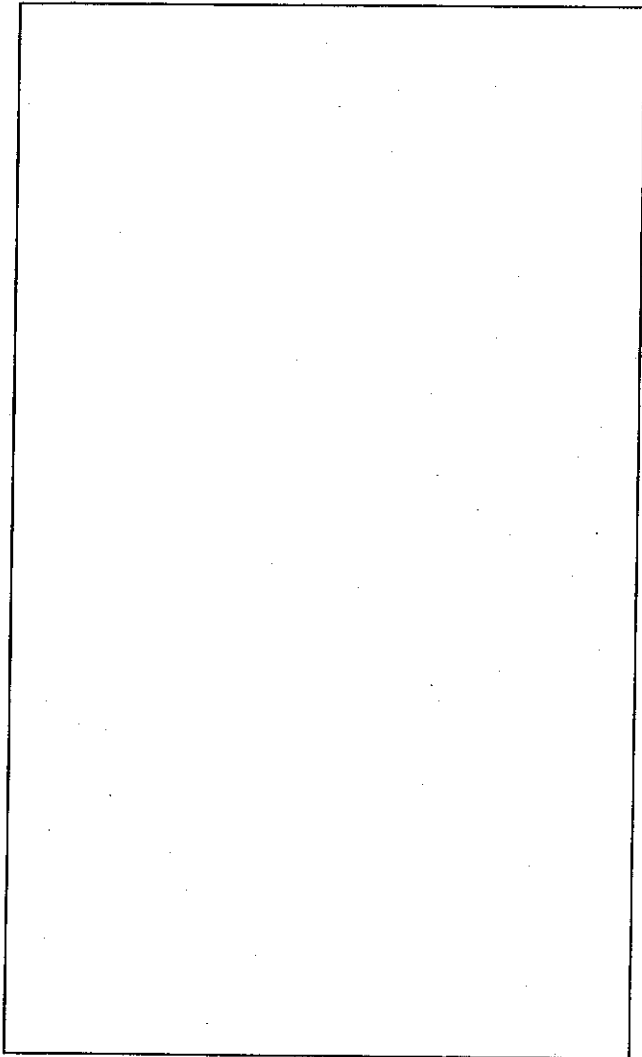
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**Justification**


The modifications in the program of study will facilitate the move from cohorts to yearly admissions. Area A modifications will provide a disciplinary approach which emphasizes educational considerations for improved teaching and learning. The relocation of RSCH 9870 Dissertation Topic Conceptualization to Area B will allow flexibility for students to take the course at an earlier point in their program of studies after completion of the prerequisite RSCH courses. The modifications in Area C will provide for more specialization within the major. Courses in Area C will be taken from a variety of Colleges and Departments within the University thus allowing for an interdisciplinary focus on the area of specialization. The Leadership Certificate requirement has been removed to open the program to leaders from other educational organizations.


continue on the back if necessary

Approvals are to be noted on the back



Approvals:

Department Head (s)  Date 10/18/07

Dean(s) / Director (s)  Date 10/24/07

College Executive Committee  Date 10/24/07

Graduate Executive Committee \_\_\_\_\_ Date \_\_\_\_\_

Academic Committee \_\_\_\_\_ Date \_\_\_\_\_

## Request for a Revised Course

Valdosta State University

Date of Submission

August 27, 2007

Department Initiating Request

Curriculum, Leadership, and Technology

Faculty Member Requesting Revision

Ray Fulton

Current Course Prefix and Number

LEAD 9010 Current Credit Hours 2

Current Course Title Instructional Leadership for School Administrators

Check all that apply:  Revised Title  Revised Course Number  Other

Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective: Fall 08

Estimate Frequency of Course Offering: Once per year

Indicate if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, check and complete only those items being revised.**=====

Revised Course Prefix and Number \_\_\_\_\_  
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title \_\_\_\_\_

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces \_\_\_\_\_

Revised Total Contact Hours 3

Revised Lecture Hours \_\_\_\_\_  Revised Lab Hours \_\_\_\_\_  Revised Credit Hours 3

Revised Course Description &

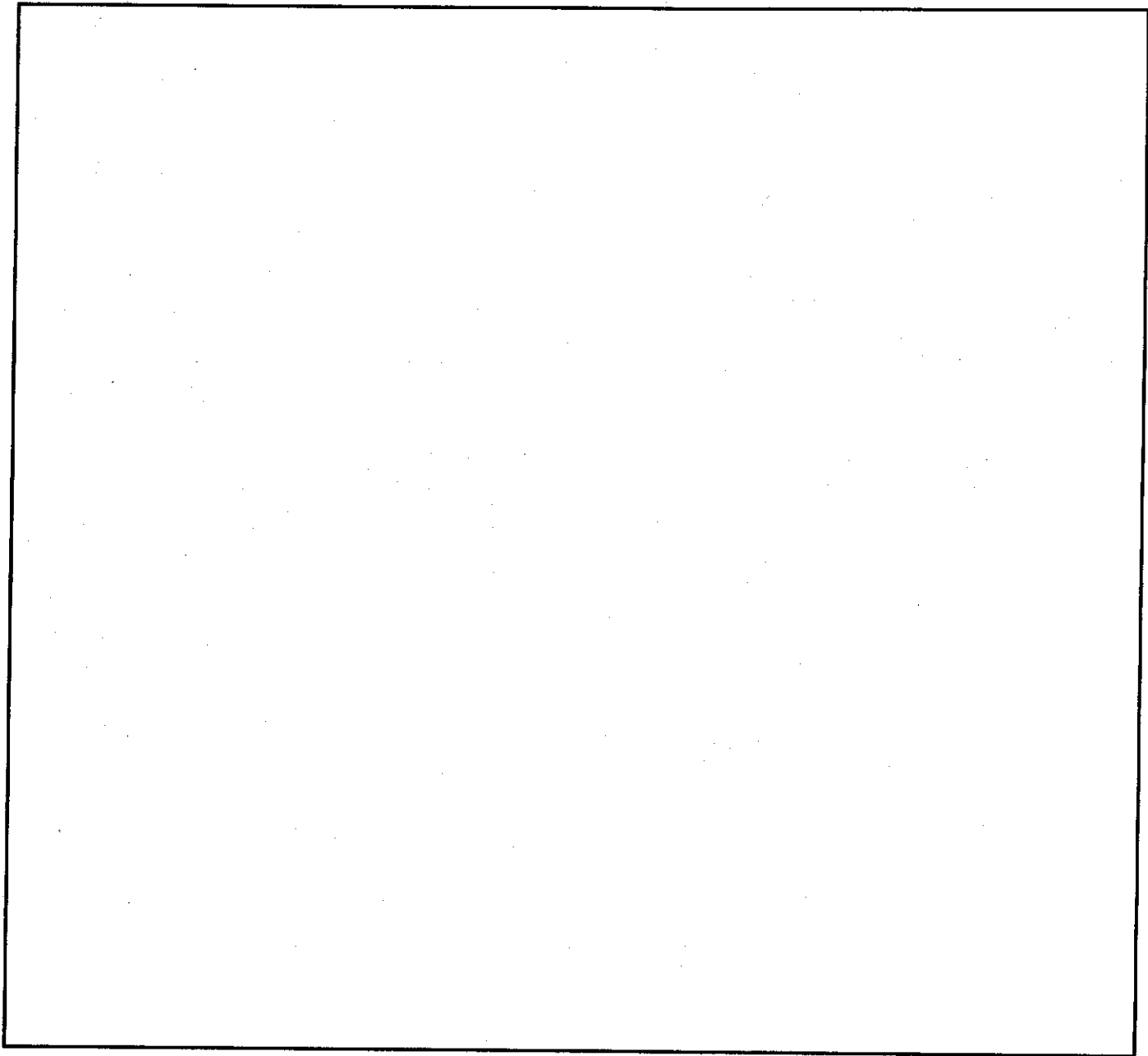
Justification

Justification:

The additional credit hour is needed to accommodate the web-based component which has been added to expand and enhance the content of the course.

Continue with Justification on the back if necessary

Approvals are to be noted on the back.



Approvals:

Department Head(s) DM Date 10/19/07  
Dean(s) / Director(s) B. Col Date 10/24/07  
College Executive Committee B. Col Date 10/24/07  
Graduate Executive Committee \_\_\_\_\_ Date \_\_\_\_\_  
Academic Committee \_\_\_\_\_ Date \_\_\_\_\_

## Request for a Revised Course

Valdosta State University

Date of Submission August 27, 2007  
Department Initiating Request Curriculum, Leadership, and Technology  
Faculty Member Requesting Revision Ray Fulton  
Current Course Prefix and Number LEAD 9020 Current Credit Hours 2  
Current Course Title Planning for Instructional Leaders  
Check all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective: Fall 08

Estimate Frequency of Course Offering: Once per year

Indicate if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, check and complete only those items being revised.**=====

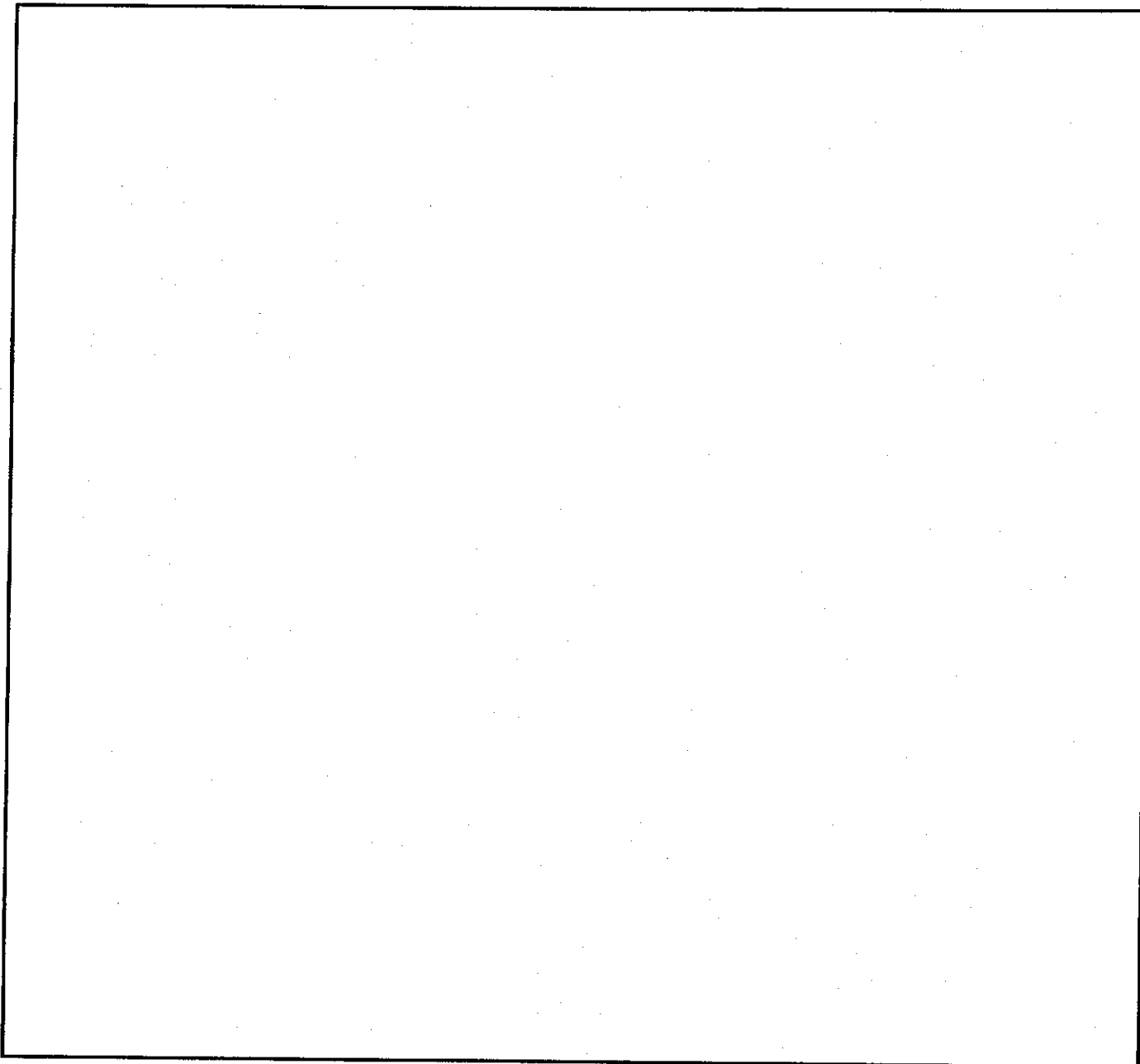
- Revised Course Prefix and Number \_\_\_\_\_  
(See Course Designation Abbreviations in the Catalog for approved prefixes.)
- Revised Course Title \_\_\_\_\_
- Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces \_\_\_\_\_
- Revised Total Contact Hours 3  Revised Lecture Hours \_\_\_\_\_  Revised Lab Hours \_\_\_\_\_  Revised Credit Hours 3
- Revised Course Description &  Justification

**Justification:**


The additional credit hour is needed to accommodate the web-based component which has been added to expand and enhance the content of the course.

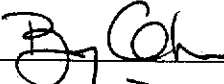
Continue with Justification on the back if necessary


Approvals are to be noted on the back.



Approvals:

Department Head(s)  Date 10/18/07

Dean(s) / Director(s)  Date 10/24/07

College Executive Committee  Date 10/24/07

Graduate Executive Committee \_\_\_\_\_ Date \_\_\_\_\_

Academic Committee \_\_\_\_\_ Date \_\_\_\_\_

## Request for a Revised Course

Valdosta State University

Date of Submission

August 27, 2007

Department Initiating Request

Curriculum, Leadership, and Technology

Faculty Member Requesting Revision

Ray Fulton

Current Course Prefix and Number

LEAD 9030 Current Credit Hours 2

Current Course Title Leadership Problems: Interdisciplinary Analysis

Check all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective: Fall 08

Estimate Frequency of Course Offering: Once per year

Indicate if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, check and complete only those items being revised.**=====

Revised Course Prefix and Number \_\_\_\_\_  
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title  
\_\_\_\_\_

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces  
\_\_\_\_\_

Revised Total Contact Hours 3

Revised Lecture Hours \_\_\_\_\_

Revised Lab Hours \_\_\_\_\_

Revised Credit Hours 3

Revised Course Description &

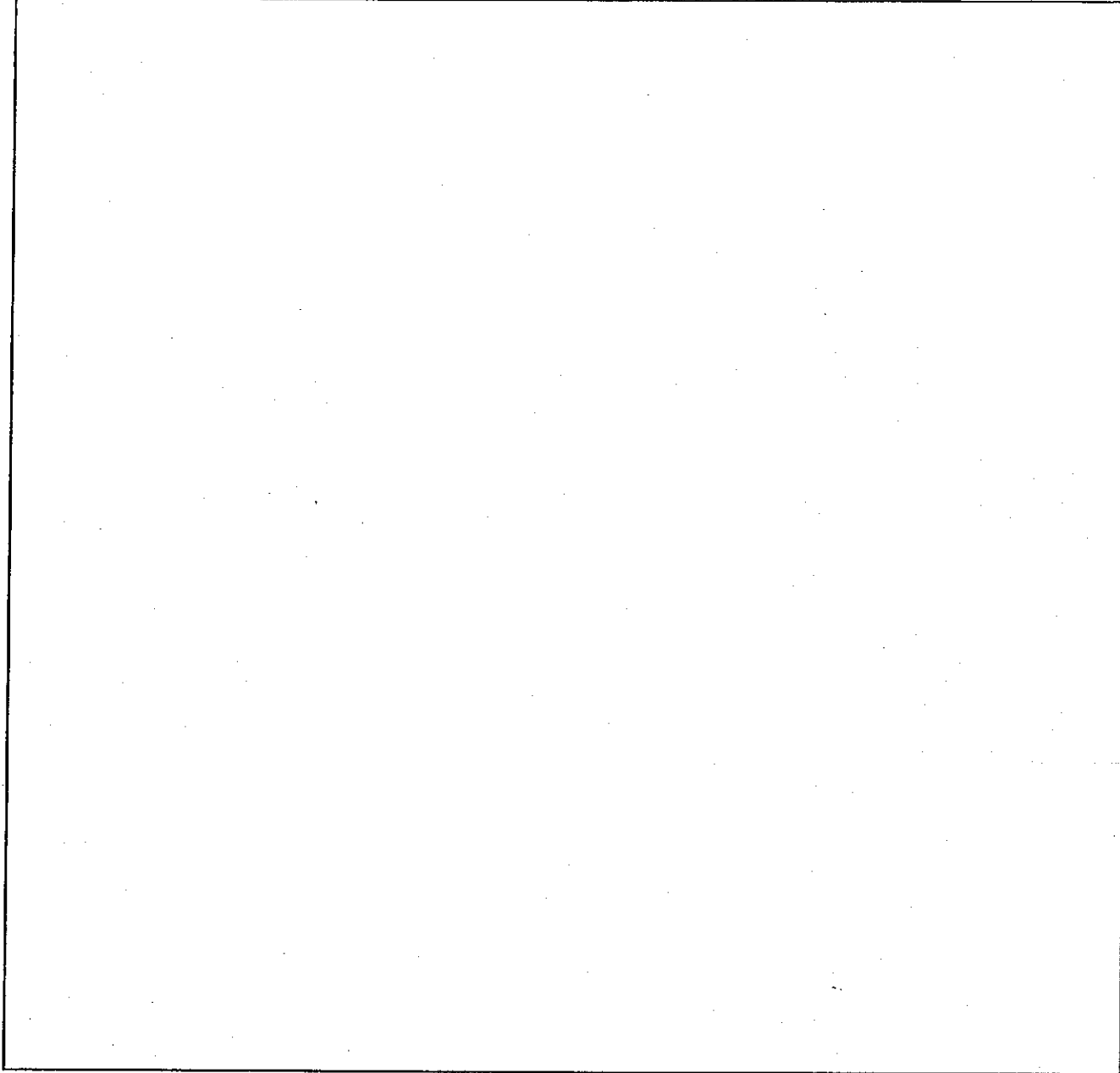
Justification

Justification:

The additional credit hour is needed to accommodate the web-based component which has been added to expand and enhance the content of the course.

Continue with Justification on the back if necessary

Approvals are to be noted on the back.



Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date



## Valdosta State University Request for Curriculum Change

Indicate area of change:

- Core Curriculum
- Senior Curriculum
- Graduate Program
- Other \_\_\_\_\_

Current Catalog page numbers 74

Effective date for Curriculum change August 2008  
(month) (year)

Degree & Program name Teacher Leadership Endorsement, Educational Leadership  
(e.g., BFA, Art)

<b>Present Requirements or Present Outcomes &amp; Assessments</b>	
Instructional Supervision Endorsement—9 hrs	
LEAD 7100 Leadership in Educational Org	3 hrs.
LEAD 7200 Principles of Curriculum & Instr	3 hrs.
LEAD 7700 Supervision of the Instructional Prog	3 hrs.

<b>Proposed Requirements or Proposed Outcomes &amp; Assessments</b> (Show changes in BOLD)	
Teacher Leadership Endorsement—9 hrs	
LEAD 7020 Dev Ldrship Capacity in Sch and Community	3 hrs
OR	
LEAD 8030 School Culture, Change and Organizational Dynamics	
LEAD 7110 Inquiry Based Approaches to Curr Dev, Rev and Instr Improvement	3 hrs
LEAD 7120 Instr Leadership and Supervisory Practices for Improved Teaching and Learning	3 hrs
OR	
LEAD 8630 Coaching and Mentoring for High Performing Schools	

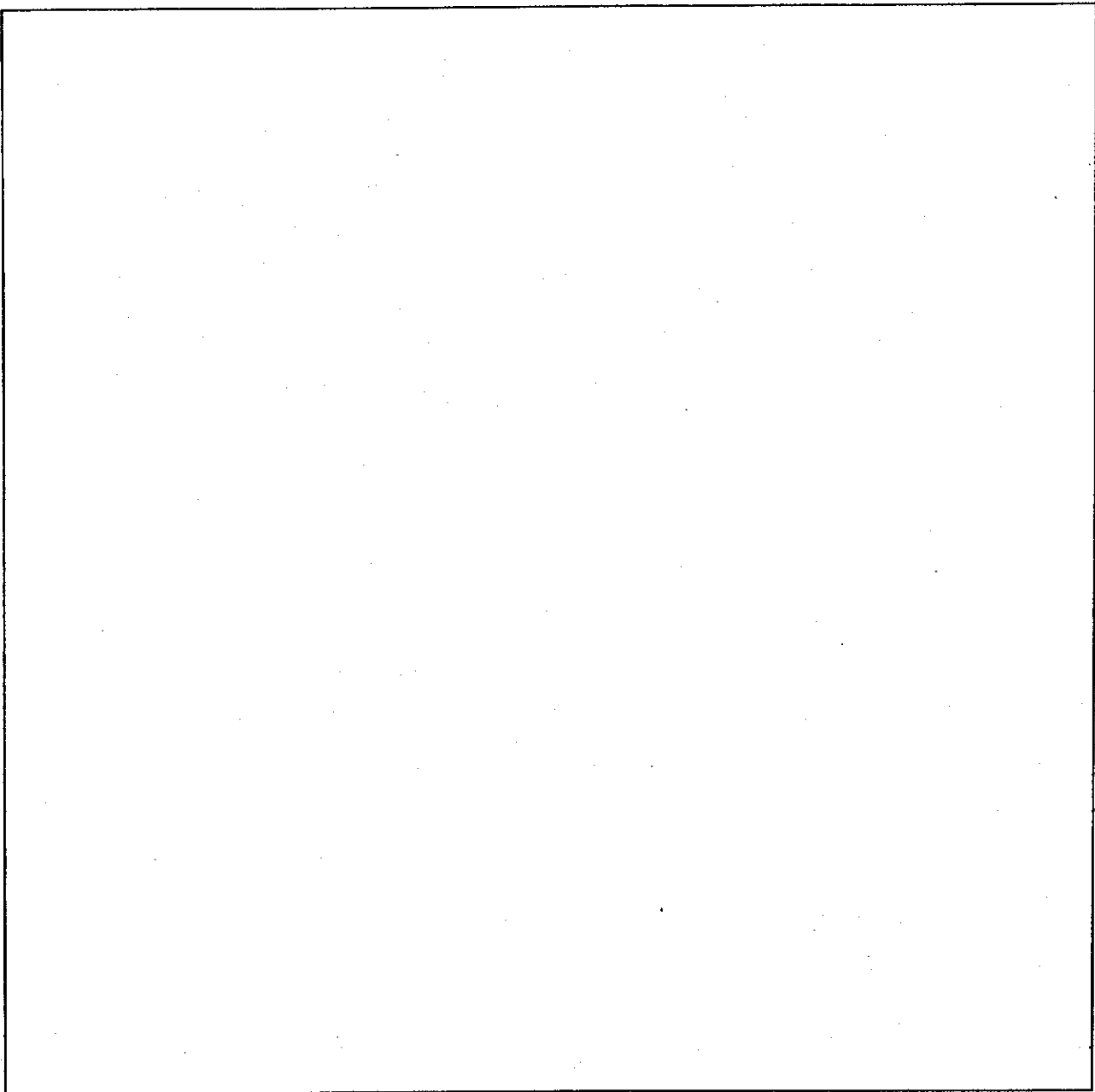
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**Justification**

In June 2008 all educational leadership programs in the state are being sunset by the Georgia Professional Standards Commission and the Board of Regents of the University System of Georgia. Programs are mandated to be redesigned based on new PSC preparation standards and BOR principles and will be reviewed for initial start-up in Fall, 2008. This new program was developed to meet the recently adopted PSC standards and BOR principles for new program approval. Courses and student assessments have been redesigned to align with these new standards and principles. As a component of the design process, it has been reviewed by the leadership program advisory group composed of public school system superintendents from the three Regional Educational Service Agencies in Valdosta State University's 41 county service area.

continue on the back if necessary

Approvals are to be noted on the back



Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

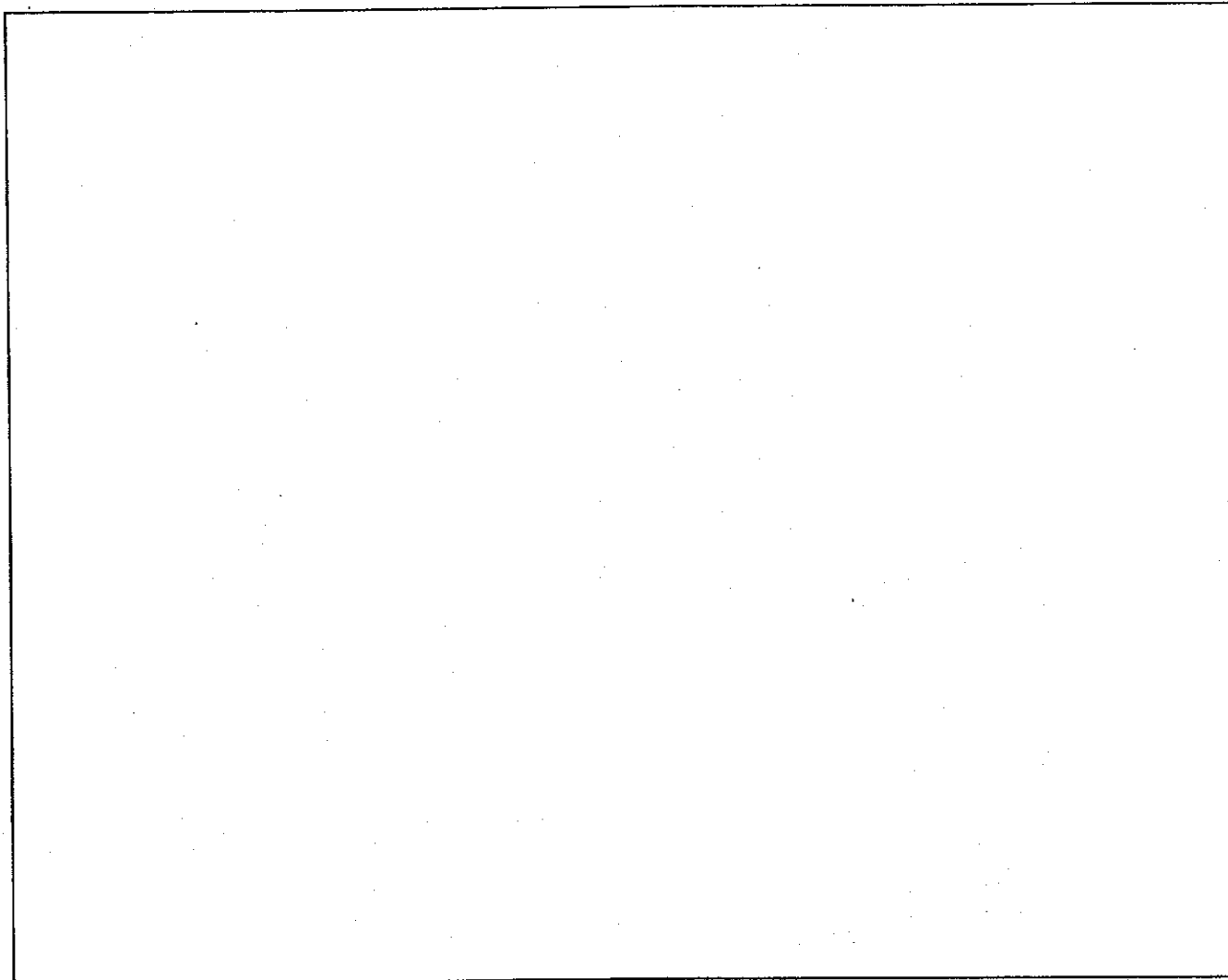
## Revised Course Description & Justification

Remove ITED 7200, ITED 7201, and ITED 7202 as prerequisites for the course.


A department review indicated that the specialization courses in the library media option could be taken in any order. The AASL standards are addressed and outcomes assessed in the courses in an independent manner. Recommended by the library media curriculum coordinator, Dr. Dianne Dees, and agreed upon by the program curriculum committee chair, Jane Zahner.


Continue with Justification on the back if necessary.

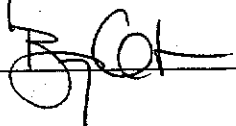
Approvals are to be noted on the back



Approvals:

Department Head (s)  Date 9/10/07

Dean(s) / Director (s)  Date 10/04/07

College Executive Committee  Date 10/04/07

Graduate Executive Committee \_\_\_\_\_ Date \_\_\_\_\_

Academic Committee \_\_\_\_\_ Date \_\_\_\_\_



The proposed three-course curriculum is designed to fulfill requirements for recommendation for the Online Teaching Endorsement, contingent upon application and approval by the Professional Standards Commission. We intend to apply for approval from the PSC to offer this endorsement, specifying the program of online courses that meet the Standards outlined in Rule 505-3-.85 (<https://www.gapsc.com/TeacherEducation/Rules/rules.asp>)


The rules for the Online Teaching Endorsement, published in December 2006, by the Professional Standards Commission, were very clear about the curricular requirements that must be addressed by approved programs. The specified standards and outcomes were derived from the International Society for Technology in Education (ISTE) Educational Technology Standards for All Teachers (NETS-T)\*. These specifications were closely following when developing CIED 7601 Course Management Systems for E-Learning, CIED 7602 Resources and Strategies for E-Learning, and CIED 7603 Design and Delivery of Instruction for E-Learning. All standards are addressed by the three-course curriculum as designed.

*\*"Building on the NETS for Students, the ISTE NETS for Teachers (NETS•T), which focus on pre-service teacher education, define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. All candidates seeking certification or endorsements in teacher preparation should meet these educational technology standards. It is the responsibility of faculty across the university and at cooperating schools to provide opportunities for teacher candidates to meet these standards" (<http://www.iste.org>).*

Approvals:

Department Head (s)  Date 10/18/07

Dean(s) / Director (s)  Date 10/24/07

College Executive Committee  Date 10/24/07

Graduate Executive Committee \_\_\_\_\_ Date \_\_\_\_\_

Academic Committee \_\_\_\_\_ Date \_\_\_\_\_

# Request for A New Course

Valdosta State University

Date of Submission: 9/3/07

Department Initiating Request: Curriculum, Leadership, and Technology

Faculty Member Requesting: Jane Zahner

Proposed New Course Prefix & Number: CIED 7601

See Course Designation Abbreviations in the Catalog for approved prefixes.

Proposed New Course Title: Course Management Systems for E-Learning

Proposed New Course Title Abbreviation (for Student Transcript)

Limited to 30 characters and spaces: Course Mgt Systems E-Learning

Semester/Term/Year to be effective: Spring 2008

Estimate Frequency of Course Offering: 2 X yearly

Indicate (by typing an 'X') if Course will be:  Requirement for Major  Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

Total Contact Hours: 3    Lecture Hours: 3    Lab Hours: 0    Credit Hours: 3

### Proposed Course Description

The study and ethical practice of facilitating online learning through integrated course management systems.

### Justification (continue on back if necessary)

CIED 7601 Course Management Systems for E-Learning will be one of three new courses (CIED 7602; CIED 7603) focusing on online teaching and learning. These three courses will be utilized in the following ways:

- 1) as guided electives in the Georgia Southern University-Valdosta State University Board of Regents franchise for the MED in Instructional Technology. VSU was tasked by the BOR to develop this focus to add to the existing IT degree program options at GSU.
- 2) as a 3-course curriculum fulfilling requirements for recommendation for the Online Teaching Endorsement contingent upon application and approval by the Professional Standards Commission. We intend to apply for approval from the PSC to offer this endorsement, specifying the program of online courses that meet the Standards outlined in Rule 505-3-.85 (<https://www.gapsc.com/TeacherEducation/Rules/rules.asp>).

**NOTE: ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.**

CIED 7601 Course Management Systems for E-Learning will also be offered to advisors as a possible guided elective for majors in the MED Instructional Technology - Technology Applications option and the EDS Instructional Technology degree. The course may be of interest as an elective course to graduate students in other majors as well.

Our current program is nationally recognized by AECT and NCATE. With the addition of these related courses, the program would, like the current program, "prepare students to be technology coordinators or instructional technologists in a variety of contexts" with an emphasis on technology integration in the classroom, but would also train teachers and technologists to design and deliver online instruction. The rules for the Online Teaching Endorsement, published in December 2006, by the Professional Standards Commission, were very clear about the curricular requirements that must be addressed by approved programs. The specified standards and outcomes were derived from the International Society for Technology in Education (ISTE) Educational Technology Standards for All Teachers (NETS-T)\*. These specifications were closely following when developing CIED 7601 Course Management Systems for E-Learning. All standards are addressed by the three-course curriculum as designed.

\*\*Building on the NETS for Students, the ISTE NETS for Teachers (NETS•T), which focus on pre-service teacher education, define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. All candidates seeking certification or endorsements in teacher preparation should meet these educational technology standards. It is the responsibility of faculty across the university and at cooperating schools to provide opportunities for teacher candidates to meet these standards" (<http://www.iste.org>).

**Approvals:**

Department Head(s)	<input type="text" value="Dm"/>	Date	<input type="text" value="10/18/07"/>
Dean(s)/Director(s)	<input type="text" value="B. Co"/>	Date	<input type="text" value="10/24/07"/>
College Executive Committee	<input type="text" value="B. Co"/>	Date	<input type="text" value="10/24/07"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>



College of Education  
Valdosta State University  
Department of Curriculum, Leadership, and Technology

CIED 7601  
Course Management Systems for E-Learning  
Three (3) Semester Hours

**Conceptual Framework: Guiding Principles**

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

**Required Textbooks**

Dawley, L. (2007). *The tools for successful online teaching*. New York: Idea Group, Inc. ISBN: 978-1-59140-958-8 (ebook).

Ribble, M., & Bailey, G. (2007). *Digital citizenship in schools*. Washington, DC: ISTE. ISBN: 978-1-56484-232-9

LiveText (<http://www.livetext.com/>)

**Required Technology**

This course will require you to have equipment and skills allowing ready and constant access to a computer with Internet connection to the WWW. You must utilize your VSU e-mail account on a regular basis, and have the resources and ability to attach and open documents readable in MS-Word, PDF, and other common applications. These individual requirements are not fulfilled by Valdosta State University but must be supplied by you at your home (preferable) or workplace.

**Course Description**

The study and ethical practice of facilitating online learning through integrated course management systems.

## **College of Education Conceptual Framework Standards (CFS)**

- I. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content area(s) and appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Teachers support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. **ASSESSMENT:** Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Teachers recognize, participate in, and contribute to teaching as a profession.

## **Department of Curriculum, Leadership, and Technology Program Standards**

The Department of Curriculum, Leadership, and Technology (CLT) recognizes the College of Education Conceptual Framework (CFS), including Vision, Guiding Principles, and Standards as a guide to the education of teachers as they seek certification. Our programs serve students who are teachers, but also many students who are media specialists, technology supervisors and general trainers.

CIED 7601 Course Management Systems for E-Learning is an elective course taken by Master's level Instructional Technology students. The course is also included in the three courses designated and submitted to the Professional Standards Commission for approval for Valdosta State University to recommend candidates for the Online Teaching Endorsement (Certification Rules 505-2-.162; 505-3-.85; [www.gapsc.com](http://www.gapsc.com)). The other two courses designated are CIED 7602 Resources and Strategies for E-Learning and CIED 7603 Design and Delivery of Instruction for E-Learning.

This syllabus contains the AECT Domains, upon which the M.Ed. Instructional Technology – Technology Applications Option Program is based, and the ISTE Standards, upon which the Professional Standards Commission (PSC) has based the candidate requirements for the Online Teaching Certification, with both cross-referenced to the College of Education CFS.

## **Association for Educational Communications and Technology (AECT) Domains**

*Instructional Technology is the theory and practice of the design, development, utilization, management and evaluation of the processes and resources for learning (AECT, 1994).*

1. **DESIGN Domain:** Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles, theories and research associated with instructional systems design, message design, instructional strategies and learner characteristics. (CFS I, II, III, IV, V)

2. **DEVELOPMENT Domain:** Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences by applying principles, theories and research related to print, audiovisual, computer-based, and integrated technologies. (CFS II, III, V)
3. **UTILIZATION Domain:** Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles, theories, and research related to media utilization, diffusion of innovations, implementations, and policy-making. (CFS III, V, VI)
4. **MANAGEMENT Domain:** Candidates demonstrate the knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles, theories, and research related to project, resources, delivery system, and information management. (CFS III, VI)
5. **EVALUATION Domain:** Candidates demonstrate the knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles, theories and research related to problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning. (CFS II, IV, V)

**International Society for Technology in Education (ISTE) Educational Technology Standards for All Teachers (NETS-T)**

*"Building on the NETS for Students, the ISTE NETS for Teachers (NETS•T), which focus on pre-service teacher education, define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. All candidates seeking certification or endorsements in teacher preparation should meet these educational technology standards. It is the responsibility of faculty across the university and at cooperating schools to provide opportunities for teacher candidates to meet these standards" (<http://www.iste.org>).*

1. **TECHNOLOGY OPERATIONS AND CONCEPTS:** Teachers demonstrate a sound understanding of technology operations and concepts. (CFS III, V)
2. **PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES:** Teachers plan and design effective learning environments and experiences supported by technology. (CFS III, V)
3. **TEACHING, LEARNING, AND THE CURRICULUM:** Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. (CFS I, II, III, V)
4. **ASSESSMENT AND EVALUATION:** Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. (CFS IV, V)
5. **PRODUCTIVITY AND PROFESSIONAL PRACTICE:** Teachers use technology to enhance their productivity and professional practice. (CFS VI)
6. **SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES:** Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. (CFS II, III, V, VI)

## Course Objectives

The student will:

1. effectively use and assist others in word-processing, spreadsheet, and presentation software (AECT, Utilization Domain; NETS-T, Technology Operations and Concepts Standard).
2. utilize synchronous and asynchronous tools effectively (i.e., discussion boards, chat tools, electronic whiteboards, etc.) (AECT, Utilization Domain; NETS-T, Technology Operations and Concepts Standard).
3. troubleshoot typical software and hardware problems (AECT, Utilization Domain; NETS-T, Technology Operations and Concepts Standard).
4. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies (AECT, Evaluation Domain; NETS-T, Productivity and Professional Practice Standard).
5. model appropriate strategies essential to continued growth and development of the understanding of technology operations and concepts (AECT, Evaluation Domain; NETS-T, Productivity and Professional Practice Standard).
6. create and maintain a community by creating value, effective facilitation, and an environment of trust, establishing consistent and reliable operating norms, and supporting individuality and empowerment (AECT, Design Domain; NETS-T, Social, Ethical, Legal, and Human Issues Standard).
7. facilitate and monitor appropriate interaction among learners (AECT, Utilization Domain; NETS-T, Planning and Designing Learning Environments and Experiences Standard).
8. promote collaborative learning through reflection and social negotiation (AECT, Management Domain; NETS-T, Social, Ethical, Legal, and Human Issues Standard).
9. incorporate within instructional designs sufficient support, directions, and guidelines for online learners (AECT, Design Domain; NETS-T, Planning and Designing Learning Environments and Experiences Standard).
10. model and demonstrate effective moderator techniques to facilitate active student participation (AECT, Utilization Domain; NETS-T, Planning and Designing Learning Environments and Experiences Standard).
11. apply technology to increase productivity (AECT, Utilization Domain; NETS-T, Productivity and Professional Practice Standard).
12. consistently model effective communication skills and maintain records of applicable communications with students (AECT, Management Domain; NETS-T, Social, Ethical, Legal, and Human Issues Standard).
13. facilitate regular and frequent teacher-student interaction, student-student interaction, and teacher-parent interaction in a variety of ways (AECT, Development Domain; NETS-T, Planning and Designing Learning Environments and Experiences Standard).
14. provide an effective online syllabus that lays out the terms of the class interaction for both teacher and students, defines clear expectations for both teacher and students, details the grading criteria and appropriate and inappropriate behavior for students, and explains the course organization to students (AECT, Development Domain; NETS-T, Planning and Designing Learning Environments and Experiences Standard).
15. use student data to inform instruction, assist students in their own time and task management, monitor learner progress with available tools, and develop intervention plans for unsuccessful learners (AECT, Evaluation Domain; NETS-T, Assessment and Evaluation Standard).

16. provide timely, constructive feedback to student assignments (AECT, Utilization Domain; NETS-T, Teaching, Learning and the Curriculum Standard).
17. provide clearly defined statements informing students what to expect in terms of their response time (AECT, Development Domain; NETS-T, Planning and Designing Learning Environments and Experiences Standard).
18. establish standards for student behavior that are designed to ensure academic integrity and appropriate uses of the Internet and written communication (AECT, Utilization Domain; NETS-T, Social, Ethical, Legal, and Human Issues Standard).
19. clearly identify the risks of academic dishonesty in online testing and creates assessment opportunities, which limit this risk (AECT, Evaluation Domain; NETS-T, Assessment and Evaluation Standard).
20. demonstrate an awareness of technology impact on student testing performance (AECT, Evaluation Domain; NETS-T, Assessment and Evaluation Standard).
21. inform students of the significance and responsibilities associated with Acceptable Use Policies (AUP) (AECT, Utilization Domain; NETS-T, Social, Ethical, Legal, and Human Issues Standard).
22. inform students of their right to privacy and the conditions under which their names or online submissions may be shared with others (AECT, Utilization Domain; NETS-T, Social, Ethical, Legal, and Human Issues Standard).
23. experience the perspective of the online student through his or her responsiveness and empathetic behaviors toward students (AECT, Utilization Domain; NETS-T, Social, Ethical, Legal, and Human Issues Standard).
24. encourage collaboration and interaction among all students (AECT, Utilization Domain; NETS-T, Teaching, Learning and the Curriculum Standard).
25. provide opportunities for students to consider meaning and reflect on new knowledge (AECT, Design Domain; NETS-T, Teaching, Learning and the Curriculum Standard).
26. implement online assessment measures and materials in ways that insure instrument validity and reliability (AECT, Evaluation Domain; NETS-T, Assessment and Evaluation Standard).
27. assess student knowledge and instruction in a variety of ways (AECT, Evaluation Domain; NETS-T, Assessment and Evaluation Standard).
28. review student responses to test items in online testing software to identify issues in testing or pedagogical strategies (AECT, Evaluation Domain; NETS-T, Assessment and Evaluation Standard).
29. demonstrate awareness of observational data (i.e., tracking data in electronic courses, Web logs, email, etc.) and its uses in monitoring course progress and effectiveness (AECT, Evaluation Domain; NETS-T, Assessment and Evaluation Standard).
30. provide opportunities for evaluating teaching effectiveness within the online environment (i.e., classroom assessment techniques, teacher evaluations, teacher peer reviews) (AECT, Evaluation Domain; NETS-T, Assessment and Evaluation Standard).

### **Course Activities / Assignments / Requirements**

A number of course activities are inherent in completion of the processes and products described in the Course Evaluation methods generally described below (more detailed descriptions of each Course Evaluation can be found on the course website). These activities include: Reflective writing (Course objectives 4; 8; 20; 23; 25; 28; 30); Online Discussion and Scenarios (Course objectives 1; 3; 4-6; 8; 11; 15-16; 18-20; 23-30); Professional Literature and WWW Research (Course objectives 4; 5; 18-23; 25; 30); Review/Revision by Expert, Peer &

Self (Course objectives 1-30); Instructional Design and Development (Course objectives 6; 9; 14; 17-18; 22; 25-30) and Learning Module Facilitation (Course objectives 2; 3; 7-8; 10-18; 21-22; 25-30).

## **Course Evaluation**

### **1) Scenarios (10% of course grade).**

Posed problems addressing specific program standards in relation to skills for P-12 implementation. Scenarios in CIED 7601 will focus on areas of technology expertise, student/instructor/parent communications, legal issues and ethics, assessment, and feedback. Solutions may be individual or group; may require discussion or product. The purpose of the Scenarios is to show clear evidence of developing mastery of selected course objectives of CIED 7601 (Course Objectives 1; 3; 4-6; 8; 11; 15-16; 18-20; 23-30).

### **2) Syllabus Construction (10% of course grade).**

Document that fully communicates a description of a course within which the CIED 7601 Learning Module would be employed. Includes goals, objectives, and assessments, instructor and student interaction expectations, learner guidance, grading system, policies concerning academic honesty, and class organization. Syllabus Construction in CIED 7601 will be for an instructor-designated topic and be self-, peer-, and instructor- reviewed. The purpose of the Syllabus Construction is to show clear evidence of developing mastery of selected course objectives of CIED 7601 (Course objectives 6; 9; 14; 17-18; 22; 25-30)

### **3) Professional Development Learning Module (50% of course grade).**

Designed unit of instruction for specific target audience. Includes analysis of learner, objectives, selection of materials, implementation of instruction, learner, guidance, assessment of learner, and evaluation of unit. This unit will include a reflective explanation of the process that led to the creation of the product will also demonstrate the students' reflective stance toward their own learning. In CIED 7601 the unit will be constructed within a specified course management system, on an instructor-designated topic, and implemented with peers as students, and the candidate facilitating and moderating. The purpose of the Learning Module is to show clear evidence of developing mastery of selected course objectives of CIED 7601. (Course objectives 2; 3; 7-8; 10-18; 21-22; 25-30).

### **4) Knowledge Management System (30% of course grade).**

Hyperlinked document, blog, website, or database organizing e-learning resources helpful to the candidate, including professional literature, websites, learning objects, repositories, and lesson plans. Candidates will be directed to add resources within particular categories related to program standards, and they may add entries in a self-directed manner. Descriptive and reflective annotations will be required. The framework for the KMS will be the Online Teaching Endorsement Competency Checklist, a full list of the knowledge, skills, and dispositions required. Candidates will be required to self-assess and to annotate progress during CIED 7601. The purpose of the Knowledge Management System is to show clear evidence of developing mastery of selected course objectives of CIED 7601, and to maintain a record of progress in the Online Teaching Endorsement requirements, if the candidate is pursuing that goal. (Course objectives 4; 5; 18-23; 25; 30)

### **5) Online Discussions (required participation)**

Students will be required throughout the semester to review weekly instructor posted discussion threads, the statements and questions will be based on required readings, previous discussions, and prerequisite knowledge. Various Online Group Strategies including discussion, chats, and Live Classroom will be employed. Throughout the term students will be asked to actively search for articles beyond the required readings, cite these articles in their online discussions, and use the knowledge gained from these articles to stimulate further discussion and debates related to specific topics related to instructional technology. The criteria for evaluation are as follows: 1) Students should use references in their discussions to provide a basis and source for their information shared. 2) Students should offer something substantive and valuable to the discussion (offer a different perspective or viewpoint or point of reference), 3) Students should participate in each Online Group Strategy according to the specific instructions given for that strategy/activity. (Course Objectives 1-30)

### **Grading Scale**

Quality is expected in all products and performances. Given the percentage totals above, final grades will be assigned accordingly.

90-100=A      80-89=B      70-79=C      60-69=D      Below 60=F

### **Professionalism / Disposition**

Within coursework and fieldwork, students are expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in face-to-face and online endeavors, be helpful to peers, show self-reliance to enable independent progress/ completion of work, display courtesy in written and oral communications, and exhibit cooperation in group work situations. As developing professionals, candidates should practice fairness based upon a belief that all learners can achieve.

### **Participation Policy**

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the student to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

Online work is generally conducted asynchronously, and does not require students to be online at scheduled times. There may be occasional synchronous class activities such as chats that will be scheduled at mutually agreed upon times.

### **Policy Statement on Plagiarism and Cheating**

The full text of this policy is available in the College of Education Dean's Office, EC room 227, or online at this site: <http://education.valdosta.edu/psop.asp>. The following penalties will be enforced, as stated in the Policy:

First Offense: The student will earn a "0" on the assignment, test, project, etc.

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Third Offense: The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university)

officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

Professional ethics, behavior, and quality are expected in all products and performances. Content copied and pasted from websites or other sources will not be considered original student work and may not be used under any circumstances without the use of quotation marks and proper APA citations.

### **Special Needs Statement**

Valdosta State University is an equal opportunity educational institution. It is not the intent of our institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as the Title IX in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office located in room 1115 Nevins Hall. The phone numbers are 229-245-2498 (voice) and 229-219-1348 (tty).

### **Instructor**

Dr. Jane Zahner  
CLT Department  
Dept. Phone: (229) 333-5633  
Dept. Fax: (229) 259-5098  
Email: [jzahner@valdosta.edu](mailto:jzahner@valdosta.edu)  
Office Hours: TBA



# Request for A New Course

Valdosta State University

Date of Submission: 9/3/07

Department Initiating Request: Curriculum, Leadership, and Technology

Faculty Member Requesting: Jane Zahner

Proposed New Course Prefix & Number: CIED 7602

See Course Designation Abbreviations in the Catalog for approved prefixes.

Proposed New Course Title: Resources and Strategies for E-Learning

Proposed New Course Title Abbreviation (for Student Transcript)

Limited to 30 characters and spaces: Resources Strategy E-Learning

Semester/Term/Year to be effective: Summer 2008

Estimate Frequency of Course Offering: 2 X yearly

Indicate (by typing an 'X') if Course will be:  Requirement for Major  Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

Total Contact Hours: 3    Lecture Hours: 3    Lab Hours: 0    Credit Hours: 3

### Proposed Course Description

Practical experiences in selection, implementation, and evaluation of digital resources and strategies for teaching and learning.

### Justification (continue on back if necessary)

CIED 7602 Resources and Strategies for E-Learning will be one of three new courses (CIED 7601; CIED 7603) focusing on online teaching and learning. These three courses will be utilized in the following ways:

- 1) as guided electives in the Georgia Southern University-Valdosta State University Board of Regents franchise for the MED in Instructional Technology. VSU was tasked by the BOR to develop this focus to add to the existing IT degree program options at GSU.
- 2) as a 3-course curriculum fulfilling requirements for recommendation for the Online Teaching Endorsement contingent upon application and approval by the Professional Standards Commission. We intend to apply for approval from the PSC to offer this endorsement, specifying the program of online courses that meet the Standards outlined in Rule 505-3-.85 (<https://www.gapsc.com/TeacherEducation/Rules/rules.asp>).

**NOTE: ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.**

CIED 7602 Resources and Strategies for E-Learning will also be offered to advisors as a possible guided elective for majors in the MED Instructional Technology - Technology Applications option and the EDS Instructional Technology degree. The course may be of interest as an elective course to graduate students in other majors as well.

Our current program is nationally recognized by AECT and NCATE. With the addition of these related courses, the program would, like the current program, "prepare students to be technology coordinators or instructional technologists in a variety of contexts" with an emphasis on technology integration in the classroom, but would also train teachers and technologists to design and deliver online instruction. The rules for the Online Teaching Endorsement, published in December 2006, by the Professional Standards Commission, were very clear about the curricular requirements that must be addressed by approved programs. The specified standards and outcomes were derived from the International Society for Technology in Education (ISTE) Educational Technology Standards for All Teachers (NETS-T)\*. These specifications were closely following when developing CIED 7602 Resources and Strategies for E-Learning. All standards are addressed by the three-course curriculum as designed.

\*\*Building on the NETS for Students, the ISTE NETS for Teachers (NETS•T), which focus on pre-service teacher education, define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. All candidates seeking certification or endorsements in teacher preparation should meet these educational technology standards. It is the responsibility of faculty across the university and at cooperating schools to provide opportunities for teacher candidates to meet these standards" (<http://www.iste.org>).

Approvals:

Department Head(s)	<input type="text" value="D. M. [Signature]"/>	Date	<input type="text" value="10/18/07"/>
Dean(s)/Director(s)	<input type="text" value="B. C. [Signature]"/>	Date	<input type="text" value="10/24/07"/>
College Executive Committee	<input type="text" value="B. C. [Signature]"/>	Date	<input type="text" value="10/24/07"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

**College of Education  
Valdosta State University  
Department of Curriculum, Leadership, and Technology**

**CIED 7602  
Resources and Strategies for E-Learning  
Three (3) Semester Hours**

**Conceptual Framework: Guiding Principles**

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

**Required Textbooks**

Davidson-Shivers, G.V., & Rasmussen, K. (2006). *Web-based learning: Design, implementation, and evaluation*. New Saddle River, NJ: Merrill Prentice Hall. ISBN: 0130814253

LiveText (<http://www.livetext.com/>)

**Required Technology**

This course will require you to have equipment and skills allowing ready and constant access to a computer with internet connection to the WWW. You must utilize your VSU e-mail account on a regular basis, and have the resources and ability to attach and open documents readable in MS-Word, PDF, and other common applications. These individual requirements are not fulfilled by Valdosta State University but must be supplied by you at your home (preferable) or workplace.

**Course Description**

Practical experiences in selection, implementation, and evaluation of digital resources and strategies for teaching and learning.

## **College of Education Conceptual Framework Standards (CFS)**

- I. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content area(s) and appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Teachers support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. **ASSESSMENT:** Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Teachers recognize, participate in, and contribute to teaching as a profession.

## **Department of Curriculum, Leadership, and Technology Program Standards**

The Department of Curriculum, Leadership, and Technology (CLT) recognizes the College of Education Conceptual Framework (CFS), including Vision, Guiding Principles, and Standards as a guide to the education of teachers as they seek certification. Our programs serve students who are teachers, but also many students who are media specialists, technology supervisors and general trainers.

CIED 7602 Resources and Strategies for E-Learning is an elective course taken for Master's level Instructional Technology students. The course is also included in the three courses designated and submitted to the Professional Standards Commission for approval for Valdosta State University to recommend candidates for the Online Teaching Endorsement (Certification Rules 505-2-.162; 505-3-.85; [www.gapsc.com](http://www.gapsc.com)). The other two courses designated are CIED 7601 Course Management Systems for E-Learning and CIED 7603 Design and Delivery of Instruction for E-Learning.

This syllabus contains the AECT Domains, upon which the M.Ed. Instructional Technology – Technology Applications Option Program is based, and the ISTE Standards, upon which the Professional Standards Commission (PSC) has based the candidate requirements for the Online Teaching Certification, with both cross-referenced to the College of Education CFS.

## **Association for Educational Communications and Technology (AECT) Domains**

*Instructional Technology is the theory and practice of the design, development, utilization, management and evaluation of the processes and resources for learning (AECT, 1994).*

1. **DESIGN Domain:** Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles, theories and research associated with instructional systems design, message design, instructional strategies and learner characteristics. (CFS I, II, III, IV, V)

2. **DEVELOPMENT Domain:** Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences by applying principles, theories and research related to print, audiovisual, computer-based, and integrated technologies. (CFS II, III, V)
3. **UTILIZATION Domain:** Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles, theories, and research related to media utilization, diffusion of innovations, implementations, and policy-making. (CFS III, V, VI)
4. **MANAGEMENT Domain:** Candidates demonstrate the knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles, theories, and research related to project, resources, delivery system, and information management. (CFS III, VI)
5. **EVALUATION Domain:** Candidates demonstrate the knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles, theories and research related to problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning. (CFS II, IV, V)

**International Society for Technology in Education (ISTE) Educational Technology Standards for All Teachers (NETS-T)**

*"Building on the NETS for Students, the ISTE NETS for Teachers (NETS•T), which focus on pre-service teacher education, define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. All candidates seeking certification or endorsements in teacher preparation should meet these educational technology standards. It is the responsibility of faculty across the university and at cooperating schools to provide opportunities for teacher candidates to meet these standards" (<http://www.iste.org>).*

1. **TECHNOLOGY OPERATIONS AND CONCEPTS:** Teachers demonstrate a sound understanding of technology operations and concepts. (CFS III, V)
2. **PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES:** Teachers plan and design effective learning environments and experiences supported by technology. (CFS III, V)
3. **TEACHING, LEARNING, AND THE CURRICULUM:** Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. (CFS I, II, III, V)
4. **ASSESSMENT AND EVALUATION:** Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. (CFS IV, V)
5. **PRODUCTIVITY AND PROFESSIONAL PRACTICE:** Teachers use technology to enhance their productivity and professional practice. (CFS VI)
6. **SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES:** Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. (CFS II, III, V, VI)

## Course Objectives

The student will:

1. incorporate visual resources into an online module (AECT, Utilization Domain; NETS-T, Technology Operations and Concepts Standard)
2. effectively use and incorporate subject specific developmentally appropriate software in an online learning module (AECT, Utilization Domain; NETS-T, Planning and Designing Learning Environments and Experiences Standard).
3. apply current research on teaching and learning with technology when planning learning environments and experiences (AECT, Design Domain; NETS-T, Productivity and Professional Practice Standard).
4. lead online instruction groups that are meaningful, project-based, inquiry-oriented (AECT, Utilization Domain; NETS-T, Teaching, Learning, and the Curriculum).
5. differentiate instruction of students' learning styles and needs and assist students in assimilating and accommodating meaningful information (AECT, Evaluation Domain; NETS-T, Assessment and Evaluation Standard).
6. apply technology to engage students' higher order thinking skills and creativity (AECT, Design Domain; NETS-T, Teaching, Learning, and the Curriculum).
7. use appropriate strategies and resources for dealing with student issues arising from inappropriate use of electronically-accessed data or information (AECT, Utilization Domain; NETS-T, Social, Ethical, Legal, and Human Issues Standard).
8. demonstrate the ability to anticipate challenges and problems in the online classroom (AECT, Evaluation Domain; NETS-T, Productivity and Professional Practice Standard).
9. continually review all materials and Web resources for alignment with course objectives and standards and or appropriateness (AECT, Design Domain; NETS-T, Planning and Designing Learning Environments and Experiences Standard).
10. create assignments, projects and assessments that are aligned to address visual, auditory, and tactile learning styles (AECT, Utilization Domain; NETS-T, Planning and Designing Learning Environments and Experiences Standard).
11. use authentic assessment of student acquired knowledge and skills as part of the evaluation process (AECT, Evaluation Domain; NETS-T, Assessment and Evaluation Standard).
12. develop a triangulation of the assignments, assessments and standards-based learning goals (AECT, Evaluation Domain; NETS-T, Assessment and Evaluation Standard).
13. create assignments that are authentic and relevant to the content and should elicit a response from the student comparable with the level of competency demanded in the related task (AECT, Evaluation Domain; NETS-T, Assessment and Evaluation Standard).
14. create assessments, assignments and projects that address multiple intelligences (AECT, Evaluation Domain; NETS-T, Assessment and Evaluation Standard).
15. respect diverse talents and use strategies designed to include all students (AECT, Utilization Domain; NETS-T, Planning and Designing Learning Environments and Experiences Standard).
16. provide student-centered lessons and activities that are based on concepts of active learning and that are connected to real-world applications (AECT, Utilization Domain; NETS-T, Planning and Designing Learning Environments and Experiences Standard).
17. provide opportunities for student self assessment within courses (AECT, Evaluation Domain; NETS-T, Assessment and Evaluation Standard).

## **Course Activities / Assignments / Requirements**

A number of course activities are inherent in completion of the processes and products described in the Course Evaluation methods generally described below (more detailed descriptions of each Course Evaluation can be found on the course website). These activities include: Online Discussion and Scenarios (Course objectives 1-17); Professional Literature and WWW Research (Course objectives 3; 12-13; 16); Review/Revision by Expert, Peer & Self (Course objectives 1-17); Instructional Design and Development (Course objectives 1-17) and Learning Module Facilitation (Course objectives 4-5; 7; 15).

### **Course Evaluation**

#### **1) Scenarios (10% of course grade).**

Posed problems addressing specific program standards in relation to skills for P-12 implementation. Scenarios in CIED 7602 will focus on areas of standards-based teaching, online teaching and learning strategies, web-based resources, P-12 learning object repositories, multi-media resources, authentic assessment, and evaluation of online resources. Solutions may be individual or group; may require discussion or product. The purpose of the Scenarios is to show clear evidence of developing mastery of selected course objectives of CIED 7602 (Course Objectives 3; 5-7; 9; 15; 17).

#### **2) Syllabus Construction (10% of course grade).**

Document that fully communicates a description of a course within which the CIED 7602 Learning Module would be employed. Is written on a level appropriate to the target P-12 audience. Includes goals, objectives, and assessments, instructor and student interaction expectations, learner guidance, grading system, policies concerning academic honesty, and class organization. Syllabus Construction in CIED 7602 will be for an candidate-selected topic and be self-, peer-, and instructor- reviewed. The purpose of the Syllabus Construction is to show clear evidence of developing mastery of selected course objectives of CIED 7602 (Course objectives 5; 8-10; 12; 17)

#### **3) P-12 Simulation Learning Module (50% of course grade).**

Designed unit of instruction for specific P-12 target audience. Includes analysis of learner, objectives, selection of materials, implementation of instruction, learner, guidance, assessment of learner, and evaluation of unit. This unit will include a reflective explanation of the process that led to the creation of the product will also demonstrate the students' reflective stance toward their own learning. In CIED 7602 the unit will be constructed within a specified course management system, on candidate-selected topic, and implemented with peers role-playing students, and the candidate facilitating and moderating. The purpose of the Learning Module is to show clear evidence of developing mastery of selected course objectives of CIED 7602. (Course objectives 1-17).

#### **4) Knowledge Management System (30% of course grade).**

Hyperlinked document or database that organizes e-learning resources helpful to the candidate, including professional literature, websites, learning objects, repositories, and lesson plans. Candidates may be directed to add resources within a particular category related to program standards, or they may add entries in a self-directed manner. Descriptive and reflective annotations will be required. Included in the KM will be the Online Teaching Endorsement Competency Checklist, a full list of the standards required. Candidates will be required to self-

assess and to annotate progress during CIED 7602. The purpose of the Knowledge Management System is to show clear evidence of developing mastery of selected course objectives of CIED 7602, and to maintain a record of progress in the Online Teaching Endorsement requirements, if the candidate is pursuing that goal. (Course objectives 1-3; 7-8; 13; 16)

#### 5) Online Discussions (required participation)

Students will be required throughout the semester to review weekly instructor posted discussion threads, the statements and questions will be based on required readings, previous discussions, and prerequisite knowledge. Various Online Group Strategies including discussion, chats, and Live Classroom will be employed. Throughout the term students will be asked to actively search for articles beyond the required readings, cite these articles in their online discussions, and use the knowledge gained from these articles to stimulate further discussion and debates related to specific topics related to instructional technology. The criteria for evaluation are as follows: 1) Students should use references in their discussions to provide a basis and source for their information shared. 2) Students should offer something substantive and valuable to the discussion (offer a different perspective or viewpoint or point of reference), 3) Students should participate in each Online Group Strategy according to the specific instructions given for that strategy/activity. (Course Objectives 1-17)

#### Grading Scale

Quality is expected in all products and performances. Given the percentage totals above, final grades will be assigned accordingly.

90-100=A      80-89=B      70-79=C      60-69=D      Below 60=F

#### Professionalism / Disposition

Within coursework and fieldwork, students are expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in face-to-face and online endeavors, be helpful to peers, show self-reliance to enable independent progress/ completion of work, display courtesy in written and oral communications, and exhibit cooperation in group work situations. As developing professionals, candidates should practice fairness based upon a belief that all learners can achieve.

#### Participation Policy

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the student to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

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Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office located in room 1115 Nevins Hall. The phone numbers are 229-245-2498 (voice) and 229-219-1348 (tty).

## **Instructor**

Dr. Jane Zahner

CLT Department

Dept. Phone: (229) 333-5633

Dept. Fax: (229) 259-5098

Email: [jzahner@valdosta.edu](mailto:jzahner@valdosta.edu)

Office Hours: TBA

# Request for A New Course

Valdosta State University

Date of Submission: 9/3/07

Department Initiating Request: Curriculum, Leadership, and Technology

Faculty Member Requesting: Jane Zahner

Proposed New Course Prefix & Number: CIED 7603

See Course Designation Abbreviations in the Catalog for approved prefixes.

Proposed New Course Title: Design and Delivery of Instruction for E-Learning

Proposed New Course Title Abbreviation (for Student Transcript)

Limited to 30 characters and spaces: Design Delivery E-Learning

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: 2 X yearly

Indicate (by typing an 'X') if Course will be:  Requirement for Major  Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

Total Contact Hours: 3 Lecture Hours: 3 Lab Hours: 0 Credit Hours: 3

### Proposed Course Description

Supervised online field-based experience in design, delivery, and evaluation of standards-based content to an appropriate student population.

### Justification (continue on back if necessary)

CIED 7603 Design and Delivery of Instruction for E-Learning will be one of three new courses (CIED 7601; CIED 7602) focusing on online teaching and learning. These three courses will be utilized in the following ways:

1) as guided electives in the Georgia Southern University-Valdosta State University Board of Regents franchise for the MED in Instructional Technology. VSU was tasked by the BOR to develop this focus to add to the existing IT degree program options at GSU.

2) as a 3-course curriculum fulfilling requirements for recommendation for the Online Teaching Endorsement contingent upon application and approval by the Professional Standards Commission. We intend to apply for approval from the PSC to offer this endorsement, specifying the program of online courses that meet the Standards outlined in Rule 505-3-.85 (<https://www.gapsc.com/TeacherEducation/Rules/rules.asp>).

NOTE: ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.


CIED 7603 Design and Delivery of Instruction for E-Learning will also be offered to advisors as a possible guided elective for majors in the MED Instructional Technology - Technology Applications option and the EDS Instructional Technology degree. The course may be of interest as an elective course to graduate students in other majors as well.

Our current program is nationally recognized by AECT and NCATE. With the addition of these related courses, the program would, like the current program, "prepare students to be technology coordinators or instructional technologists in a variety of contexts" with an emphasis on technology integration in the classroom, but would also train teachers and technologists to design and deliver online instruction. The rules for the Online Teaching Endorsement, published in December 2006, by the Professional Standards Commission, were very clear about the curricular requirements that must be addressed by approved programs. The specified standards and outcomes were derived from the International Society for Technology in Education (ISTE) Educational Technology Standards for All Teachers (NETS-T)\*. These specifications were closely following when developing CIED 7603 Course Management Systems for E-Learning. All standards are addressed by the three-course curriculum as designed.

\*\*"Building on the NETS for Students, the ISTE NETS for Teachers (NETS-T), which focus on pre-service teacher education, define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. All candidates seeking certification or endorsements in teacher preparation should meet these educational technology standards. It is the responsibility of faculty across the university and at cooperating schools to provide opportunities for teacher candidates to meet these standards" (<http://www.iste.org>).

**Approvals:**


Department Head(s)



Date

10/17/07

Dean(s)/Director(s)



Date

10/24/07

College Executive Committee



Date

10/24/07

Graduate Executive Committee

Date

Academic Committee

Date

College of Education  
Valdosta State University  
Department of Curriculum, Leadership, and Technology

CIED 7603  
Design and Delivery of Instruction for E-Learning  
Three (3) Semester Hours

**Conceptual Framework: Guiding Principles**

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

**Required Textbooks**

Davidson-Shivers, G.V., & Rasmussen, K. (2006). *Web-based learning: Design, implementation, and evaluation*. New Saddle River, NJ: Merrill Prentice Hall. ISBN: 0130814253

Dawley, L. (2007). *The tools for successful online teaching*. New York: Idea Group, Inc. ISBN: 978-1-59140-958-8 (ebook).

LiveText (<http://www.livetext.com/>)

**Required Technology**

This course will require you to have equipment and skills allowing ready and constant access to a computer with Internet connection to the WWW. You must utilize your VSU e-mail account on a regular basis, and have the resources and ability to attach and open documents readable in MS-Word, PDF, and other common applications. These individual requirements are not fulfilled by Valdosta State University but must be supplied by you at your home (preferable) or workplace.

## **Course Description**

Supervised online field-based experience in design, delivery, and evaluation of standards-based content to an appropriate student population.

## **College of Education Conceptual Framework Standards (CFS)**

- I. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content area(s) and appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Teachers support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. **ASSESSMENT:** Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Teachers recognize, participate in, and contribute to teaching as a profession.

## **Department of Curriculum, Leadership, and Technology Program Standards**

The Department of Curriculum, Leadership, and Technology (CLT) recognizes the College of Education Conceptual Framework (CFS), including Vision, Guiding Principles, and Standards as a guide to the education of teachers as they seek certification. Our programs serve students who are teachers, but also many students who are media specialists, technology supervisors and general trainers.

CIED 7603 Design and Delivery of Instruction for E-Learning is an elective course taken for Master's level Instructional Technology students. The course is also included in the three courses designated and submitted to the Professional Standards Commission for approval for Valdosta State University to recommend candidates for the Online Teaching Endorsement (Certification Rules 505-2-.162; 505-3-.85; [www.gapsc.com](http://www.gapsc.com)). The other two courses designated are CIED 7601 Course Management Systems for E-Learning and CIED 7602 Resources and Strategies for E-Learning.

This syllabus contains the AECT Domains, upon which the M.Ed. Instructional Technology – Technology Applications Option Program is based, and the ISTE Standards, upon which the Professional Standards Commission (PSC) has based the candidate requirements for the Online Teaching Certification, with both cross-referenced to the College of Education CFS.

## **Association for Educational Communications and Technology (AECT) Domains**

*Instructional Technology is the theory and practice of the design, development, utilization, management and evaluation of the processes and resources for learning (AECT, 1994).*

1. **DESIGN Domain:** Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles, theories and research associated with

instructional systems design, message design, instructional strategies and learner characteristics. (CFS I, II, III, IV, V)

2. **DEVELOPMENT Domain:** Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences by applying principles, theories and research related to print, audiovisual, computer-based, and integrated technologies. (CFS II, III, V)
3. **UTILIZATION Domain:** Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles, theories, and research related to media utilization, diffusion of innovations, implementations, and policy-making. (CFS III, V, VI)
4. **MANAGEMENT Domain:** Candidates demonstrate the knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles, theories, and research related to project, resources, delivery system, and information management. (CFS III, VI)
5. **EVALUATION Domain:** Candidates demonstrate the knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles, theories and research related to problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning. (CFS II, IV, V)

**International Society for Technology in Education (ISTE)  
Educational Technology Standards for All Teachers (NETS-T)**

Building on the NETS for Students, the ISTE NETS for Teachers (NETS•T), which focus on preservice teacher education, define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. All candidates seeking certification or endorsements in teacher preparation should meet these educational technology standards. It is the responsibility of faculty across the university and at cooperating schools to provide opportunities for teacher candidates to meet these standards.

1. **TECHNOLOGY OPERATIONS AND CONCEPTS:** Teachers demonstrate a sound understanding of technology operations and concepts. (CFS III, V)
2. **PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES:** Teachers plan and design effective learning environments and experiences supported by technology. (CFS III, V)
3. **TEACHING, LEARNING, AND THE CURRICULUM:** Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. (CFS I, II, III, V)
4. **ASSESSMENT AND EVALUATION:** Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. (CFS IV, V)
5. **PRODUCTIVITY AND PROFESSIONAL PRACTICE:** Teachers use technology to enhance their productivity and professional practice. (CFS VI)
6. **SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES:** Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. (CFS II, III, V, VI)

## **Course Objectives**

The student will:

1. effectively use Internet browsers, email applications and online etiquette; candidates additionally can design and maintain a module using an online course learning management system (AECT, Development Domain; NETS-T, Technology Operations and Concepts Standard)
2. demonstrate effective strategies and techniques that actively engage students in the learning process, in designing, and assessing online learners and instruction (AECT, Utilization and Management Domains; NETS-T, Teaching, Learning, and the Curriculum).
3. provide an online syllabus with objectives, concepts, and ideas, and learning outcomes in a clearly written, concise format. (Also includes key components in syllabus: expectations for interactions, grading criteria, inappropriate behavior criteria, class organization, etc.) (AECT, Utilization Domain; NETS-T, Planning and Designing Learning Environments and Experiences Standard).
4. provide a copyright statement or disclaimer which clearly identifies the owner(s) of the course and the source(s) of the material students are about to use (AECT, Utilization Domain; NETS-T, Social, Ethical, Legal, and Human Issues Standard).
5. apply experiences as an online student to develop successful strategies for teaching online (AECT, Evaluation and Management Domains; NETS-T, Productivity and Professional Practice Standard).
6. provide continuous evaluation of students, to include pre- and post- testing as well as student input throughout the course (AECT, Evaluation Domain; NETS-T, Assessment and Evaluation Standard).
7. provide activities, modified as necessary, that are relevant to special education modifications, student age, cultural background and experiences (AECT, Utilization Domain; NETS-T, Planning and Designing Learning Environments and Experiences Standard).
8. create or select effective assessment instruments to measure online learning that reflect sufficient content validity (i.e., adequately sample the content that they are designed to measure) and reliability (i.e., produce consistent results from administration to administration) (AECT, Evaluation Domain; NETS-T, Assessment and Evaluation Standard).
9. employ effective self-evaluation tools to ensure their courses have a variety of timely and appropriate activities to assess student readiness for course content and mode of delivery (AECT, Evaluation Domain; NETS-T, Assessment and Evaluation Standard).
10. gather appropriate background and content knowledge assessment data for each student and base instruction on student assessment data (AECT, Evaluation Domain; NETS-T, Assessment and Evaluation Standard).

## **Course Activities / Assignments / Requirements**

A number of course activities are inherent in completion of the processes and products described in the Course Evaluation methods generally described below (more detailed descriptions of each Course Evaluation can be found on the course website). These activities include: Review/Revision by Expert, Peer & Self (Course objectives 1-10); Learning Module Design and Delivery(Course objectives 1-10).

## Course Evaluation

### 1) Syllabus Construction (10% of course grade).

Document that fully communicates a description of a course within which the CIED 7603 Learning Module would be employed. Is written on a level appropriate to the target P-12 audience. Includes goals, objectives, and assessments, instructor and student interaction expectations, learner guidance, grading system, policies concerning academic honesty, and class organization. Syllabus Construction in CIED 7603 will be for an candidate-selected topic, be implemented with the target audience. The purpose of the Syllabus Construction is to show clear evidence of developing mastery of selected course objectives of CIED 7603 (Course objective 3)

### 2) P-12 Practicum Learning Module (80% of course grade).

Designed and delivered unit of instruction for specific P-12 target audience. Includes analysis of learner, objectives, selection of materials, implementation of instruction, learner, guidance, assessment of learner, and evaluation of unit. This unit will include a reflective explanation of the process that led to the creation of the product will also demonstrate the students' reflective stance toward their own learning. In CIED 7603 the unit will be constructed within a specified course management system, on candidate-selected topic; implemented with members of the target audience, with the candidate facilitating and moderating. The purpose of the Learning Module is to show clear evidence of developing mastery of selected course objectives of CIED 7603. (Course objectives 1-10).

### 3) Knowledge Management System (10% of course grade).

Hyperlinked document or database that organizes e-learning resources helpful to the candidate, including professional literature, websites, learning objects, repositories, and lesson plans. Candidates may be directed to add resources within a particular category related to program standards, or they may add entries in a self-directed manner. Descriptive and reflective annotations will be required. Included in the KM will be the Online Teaching Endorsement Competency Checklist, a full list of the standards required. Candidates will be required to self-assess and to annotate progress during CIED 7603. The purpose of the Knowledge Management System is to show clear evidence of developing mastery of selected course objectives of CIED 7603, and to maintain a record of progress in the Online Teaching Endorsement requirements, if the candidate is pursuing that goal. (Course objective 5).

## Grading Scale

Quality is expected in all products and performances. Given the percentage totals above, final grades will be assigned accordingly.

90-100=A      80-89=B      70-79=C      60-69=D      Below 60=F

## Professionalism / Disposition

Within your coursework and fieldwork, you are expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in face-to-face and online endeavors, be helpful to peers, show self-reliance to enable independent progress/ completion of your work, display courtesy in written and oral communications, and exhibit



cooperation in group work situations. As a professional, you should practice fairness based upon a belief that all learners can achieve.

### **Participation Policy**

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the student to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

Online work is generally conducted asynchronously, and does not require students to be online at scheduled times. There may be occasional synchronous class activities such as chats that will be scheduled at mutually agreed upon times.

### **Policy Statement on Plagiarism and Cheating**

The full text of this policy is available in the College of Education Dean's Office, EC room 227, or online as requested. The following penalties will be enforced, as stated in the Policy:

First Offense: The student will earn a "0" on the assignment, test, project, etc.

Second Offense: The student will earn the letter grade "F" for the course.

Third Offense: The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

Professional ethics, behavior, and quality are expected in all products and performances. Content copied and pasted from websites or other sources will not be considered original student work and may not be used under any circumstances without the use of quotation marks and proper APA citations.

### **Special Needs Statement**

Valdosta State University is an equal opportunity educational institution. It is not the intent of our institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as the Title IX in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office located in room 1115 Nevins Hall. The phone numbers are 229-245-2498 (voice) and 229-219-1348 (tty).

### **Instructor**

Dr. Jane Zahner

CLT Department

Dept. Phone: (229) 333-5633

Dept. Fax: (229) 259-5098

Email: [jzahner@valdosta.edu](mailto:jzahner@valdosta.edu)

Office Hours: TBA

## Valdosta State University Request for Curriculum Change

Indicate area of change:

- Core Curriculum
- Senior Curriculum
- Graduate Program
- Other \_\_\_\_\_

Current Catalog page numbers 70

Effective date for Curriculum change August 2008  
(month) (year)

Degree & Program name M.Ed., Educational Leadership (P-12 Schools)  
(e.g., BFA, Art)

Present Requirements or Present Outcomes & Assessments	Proposed Requirements or Proposed Outcomes & Assessments
College of Education Core Courses--9 hrs	(Show changes in BOLD)
LEAD 7010 Ethics, Issues, and Trends in Edu 3 hrs.	<b>Area A Leadership --9 hours</b>
RSCH 7100 Research Methodology in Education 3 hrs.	LEAD 7020 Dev Ldrship Capacity in Sch and Comm 3 hrs
PSYC 7010 Learning and Assessment 3 hrs.	LEAD 7310 Leadership for Comm and Public Relations 3 hrs
Academic Concentration--21 hrs.	RSCH 7100 Research Methods 3 hrs
LEAD 7100 Leadership in Educational Org 3 hrs.	<b>Area B Curriculum and Instruction--12 hours</b>
LEAD 7200 Principles of Curriculum & Instr 3 hrs.	LEAD 7110 Inquiry Based Approaches to Curriculum Dev, Rev and Instr Improvement 3 hrs
LEAD 7300 Fiscal & Facilities Management 3 hrs.	LEAD 7120 Instr Leadership and Supervisory Practices for Improved Teaching and Learning 3 hrs
LEAD 7400 Legal Issues for Educational Leaders 3 hrs.	CIED 7060 Curr, Instr, and Tech Integ 3 hrs
LEAD 7500 Human Resources Development 3 hrs.	LEAD 7130 Tech Leadership for School Improvement 3 hrs
LEAD 7600 Technology Lead for School Imp 3 hrs.	<b>Area C Management--9 hours</b>
LEAD 7700 Supervision of the Instructional Prog 3 hrs.	LEAD 7210 Sch & System Fiscal Management and Budgeting 3 hrs
Field Experiences-- 6 hrs.	LEAD 7420 Ethical/Legal Issues for Ldrship 3 hrs
LEAD 7900 Internship in Educational Leadership I 3 hrs.	LEAD 7220 Human Resources Leadership for School Improvement 3 hrs
LEAD 7910 Internship in Educational Leadership II 3 hrs.	<b>Area C Field Based Activities--6 Hours</b>
TOTAL 36 hrs	LEAD 7920 Leadership Field Based Exp I 3 hrs
	LEAD 7930 Leadership Field Based Exp II 3 hrs
	TOTAL 36 hrs

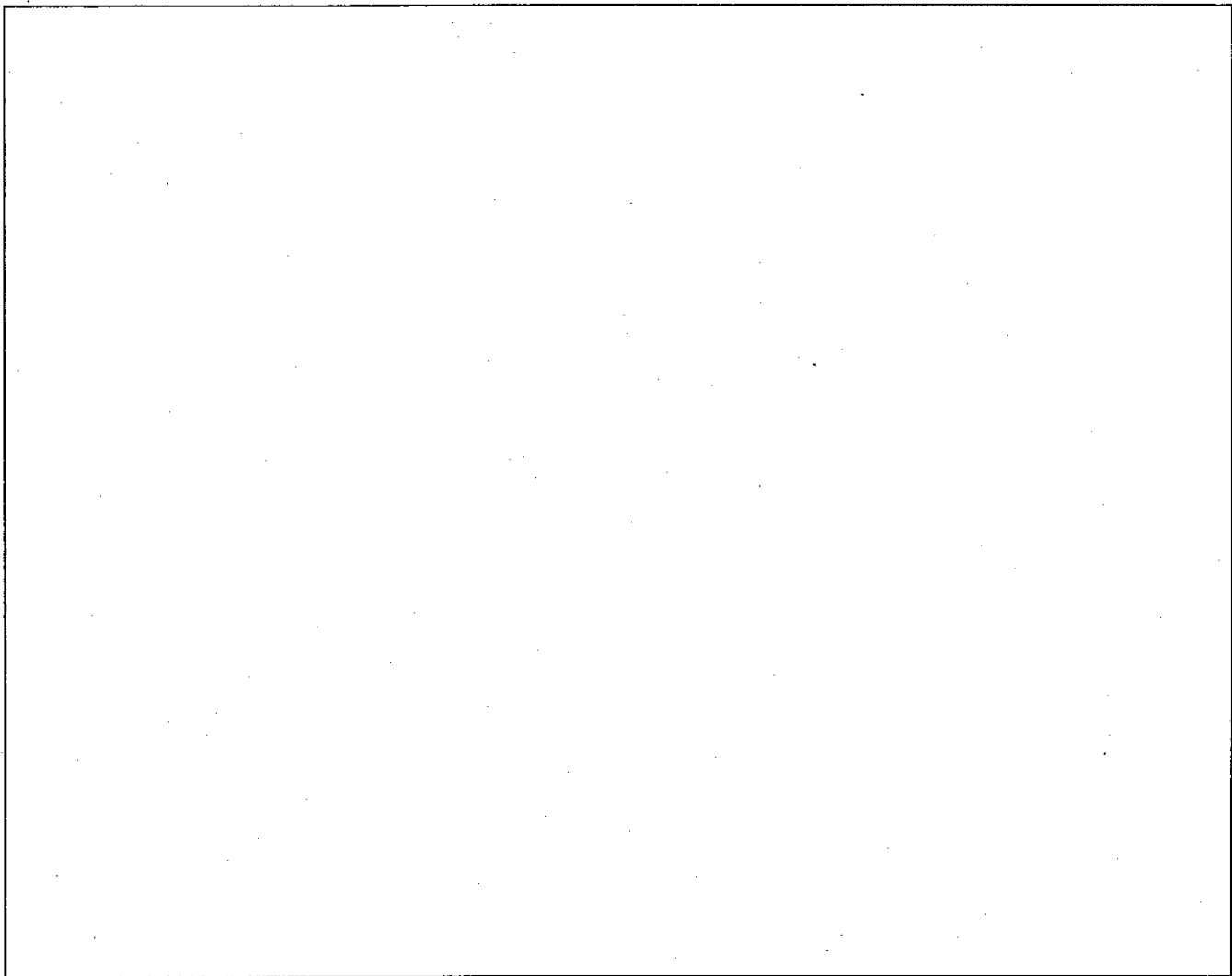
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### Justification

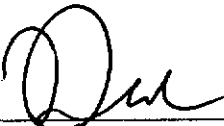
In June 2008 all educational leadership programs in the state are being sunset by the Georgia Professional Standards Commission and the Board of Regents of the University System of Georgia (see attached documentation). Programs are mandated to be redesigned based on new PSC preparation standards and BOR principles and will be reviewed for initial start-up in Fall, 2008. Master's programs are mandated to be developed around local school system partnerships. This new program was developed to meet the recently adopted PSC standards and BOR principles for new program approval. Courses and student assessments have been redesigned to align with these new standards and principles. As a component of the design process, it has been reviewed by the leadership program advisory group composed of public school system superintendents from the three Regional Educational Service Agencies in Valdosta State University's 41 county service area.

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Approvals are to be noted on the back



Approvals:

Department Head (s)  Date 10/10/07

Dean(s) / Director (s)  Date 10/05/07

College Executive Committee  Date 10/25/07

Graduate Executive Committee \_\_\_\_\_ Date \_\_\_\_\_

Academic Committee \_\_\_\_\_ Date \_\_\_\_\_

# Request for A New Course

Valdosta State University

**Date of Submission:** September 10, 2007

**Department Initiating Request:** Curriculum, Leadership, and Technology

**Faculty Member Requesting:** Dr. Don Leech

**Proposed New Course Prefix & Number:** LEAD 7020

See Course Designation Abbreviations in the Catalog for approved prefixes.

**Proposed New Course Title:** Developing Leadership Capacity in Schools and Communities

**Proposed New Course Title Abbreviation (for Student Transcript)** Dev./Ldrship/Cap in Sch/Comm

**Semester/Term/Year to be effective:** Fall, 2008

**Estimate Frequency of Course Offering:** Each Semester

**Indicate (by typing an 'X') if Course will be:**  Requirement for Major  Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

**Total Contact Hours:** 3 **Lecture Hours:** 3 **Lab Hours:** 0 **Credit Hours:** 3

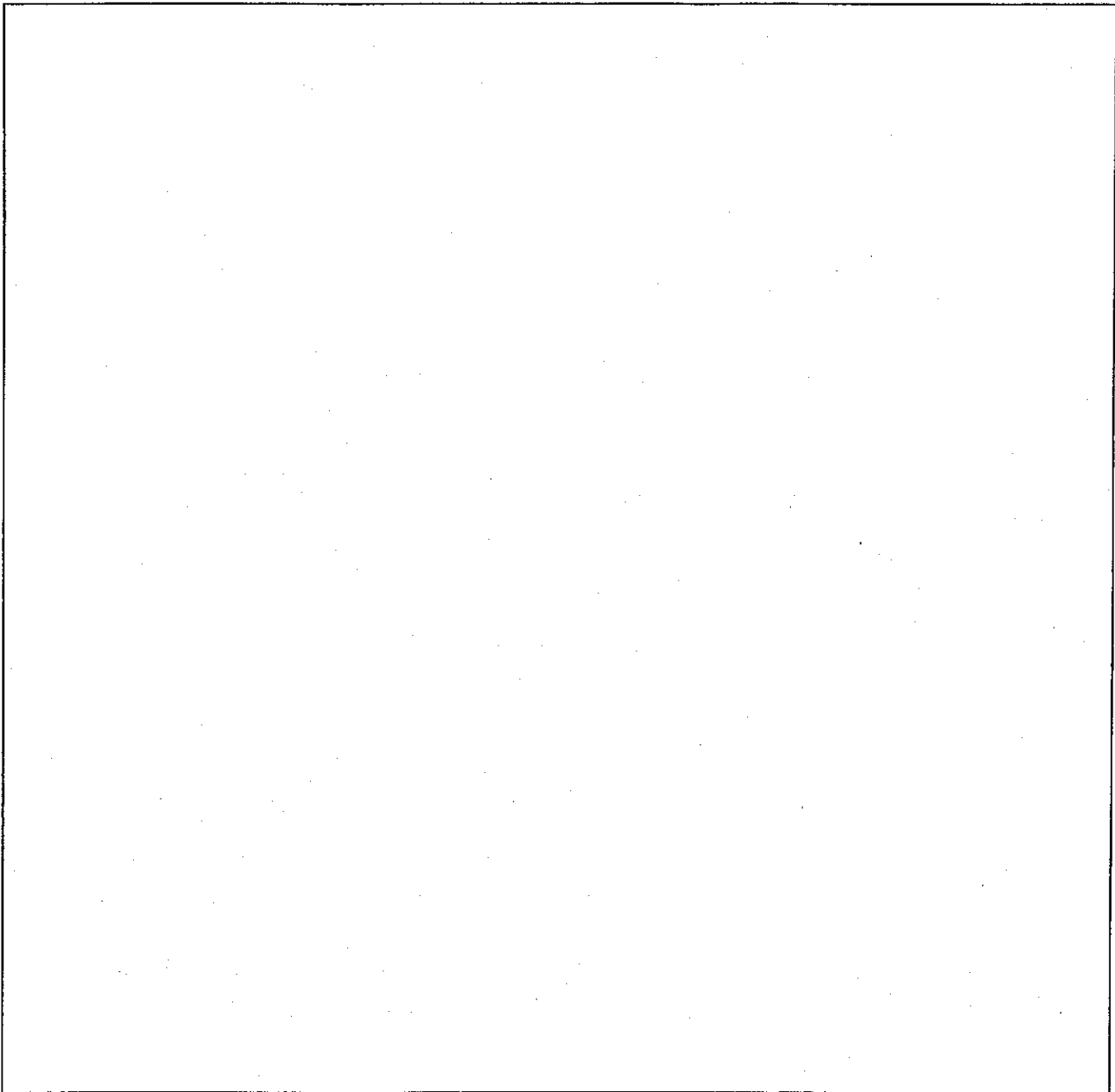
### Proposed Course Description

An examination of the knowledge and skills necessary to increase leadership capacity in schools at all levels and into the extended community. The course addresses the need for developing individual and organizational capacity and the impact of increased leadership capacity on school performance. The student is provided information focusing on leadership practices with increased performance potential.

### Justification (continue on back if necessary)


In June 2008 all educational leadership programs in the state are being sunset by the Georgia Professional Standards Commission and the Board of Regents of the University System of Georgia. Programs are mandated to be redesigned based on new PSC preparation standards and BOR principles and will be reviewed for initial start-up in Fall, 2008. Master's degree programs are mandated to be developed around local school system partnerships. This course was developed as a part of the newly redesigned leadership program and meets all PSC standards and BOR principles for new program approval. As a component of the design process, it has been reviewed by the leadership program advisory group composed of public school system superintendents from the three Regional Educational Service Agencies in Valdosta State University's 41 county service area.

**NOTE: ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.**



Approvals:


Department Head(s)



Date

10/18/07

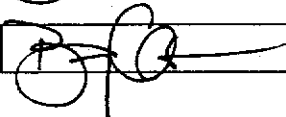
Dean(s)/Director(s)



Date

10/25/07

College Executive Committee



Date

10/25/07

Graduate Executive Committee

Date

Academic Committee

Date

**LEAD 7020**  
**DEVELOPING LEADERSHIP CAPACITY IN SCHOOLS AND**  
**COMMUNITIES**  
**3 SEMESTER HOURS**  
Dewar College of Education  
Department of Curriculum, Leadership, and Technology  
Valdosta State University

**Conceptual Framework: Guiding Principals**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

*Positively Impacting Students through Evidence-Based Practices*

**Suggested Textbook**

Sergiovanni, T. (1999). *The lifeworld of leadership: creating culture, community, and personal meaning in our schools*. San Francisco: Jossey-Bass.

**Additional Resources**

Goldman, D. (Audio). *Emotional intelligence*. Boston: Pegasus Communications.

Issacs, W. (Audio). *The power of dialogue*. Boston: Pegasus Communications.

Kofman, F. (Audio). *Meaning of the whole*. Boston: Pegasus Communications.

Senge, P. (Audio). *The fifth discipline*. Boston: Pegasus Communications.

## **Course Description**

An examination of the knowledge and skills necessary to increase leadership capacity in schools at all levels and into the extended community. The course addresses the need for developing individual and organizational capacity and the impact of increased leadership capacity on school performance. The student is provided information focusing on leadership practices with increased performance potential.

## **College Of Education Conceptual Framework Standards (CFS)**

The educational leader will:

1. Facilitate the development, articulation, implementation, and stewardship of vision of learning that is shared and supported by the school community.
2. Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Act with integrity, fairness, and in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.
7. Synthesize and apply knowledge and skills learned in standards 1-6 in real settings under the guidance of university supervisors and school personnel.

## **Course Objectives (CO):**

Students will:

Demonstrate an understanding of the importance of relationships as a key element in building a community of leaders. (ELCC 2, 4, 5, 6; PSC 2, 4, 5, 6; BOR 5, 7, 9,10)

Demonstrate an awareness of the impact of effective leadership on school performance and student achievement. (ELCC 2, 4, 7; PSC 2, 4, 6; BOR 2, 3, 4, 5, 7, 9, 10)

Demonstrate the ability to use organization effectiveness assessment tools. (ELCC 2, 3, 4, 6; PSC 2, 3, 4, 6; BOR 3, 4, 5, 9)

Demonstrate the ability to process assessment data to determine links to overall school performance and student achievement. (ELCC 2, 3, 4, 6; PSC 2, 3, 4, 6; BOR 4, 7, 9)

Demonstrate knowledge of the importance of distributive leadership and the research on leadership as a viable school improvement strategy. (ELCC 2, 3, 4, 5, 6; PSC 2, 3, 4, 5, 6; BOR 1, 5, 7, 9, 10)

Demonstrate an understanding of the need for data based feedback focusing on organization effectiveness. (ELCC 2, 3, 6; PSC 2, 3, 6; BOR 3, 4, 5, 9, 10)

Demonstrate the ability to use effective leadership strategies in maintaining a healthy organization. (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 5, 8, 9, 10)

Demonstrate a working knowledge of the importance of internal and external controls in organizations that promote healthy organizations and leadership capacity. (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 5, 7, 8, 10)

Demonstrate knowledge of the impact of organization structure on performance. (ELCC 1, 2, 3, 6; PSC 1, 2, 3, 6; BOR 5, 8, 10)

Demonstrate knowledge of the importance of promoting quality of work life for all school participants in any school performance effort. (ELCC; 1, 2, 3; PSC 1, 2, 3; BOR 5, 8, 10)

### **Course Activities/Assignments/Requirements**

Students will:

Prepare a portfolio of learning experiences reflecting all class assignments and requirements. (ELCC 1, 2, 3, 4, 5, 6, 7; PSC 1, 2, 3, 4, 5, 6, 7; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Read assigned materials related to class assignments and participate in individual and team activities. (ELCC 1, 2, 3, 4, 5, 6, 7; PSC 1, 2, 3, 4, 5, 6, 7; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Write an original individual article/essay on course content focusing on leadership and school performance. (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Read and prepare a review of an assigned book and present findings (verbal and in writing) to fellow students focusing on one of the assigned topics. (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

- Developing an educational philosophy
- Basic leadership theory
- Basic organizational development theory
- Building alliances (internal and external)
- Change theory, strategies, application, and processes



Distributed leadership

Acting fairly, impartially, and sensitively to diverse populations

Prepare a review of an assigned audio from a national conference and present findings (verbal and in writing) to fellow students focusing on one of the assigned topics. (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Developing personal and organizational vision/mission/goals

Defining and understanding school culture

Developing communications skills (personal and organizational)

Restructuring schools

Conflict management, mediation, and consensus building

Transformational leadership

Acting with integrity and honesty

Read 3 assigned book reviews and share reflections (written and verbal) with team members. (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Read 3 assigned audio reviews and share reflections (written and verbal) with team members. (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Conduct a school organization effectiveness survey, analyze the results. Share the process experiences and results with fellow students. Students from the same school may work together. PBA (ELCC 2, 4, 6; PSC 2, 4, 6; BOR 3, 4, 9)

Interview (team) a significant educational leader focusing on their experiences with creating a community of leaders with an emphasis on individual and organization performance. Develop questions, record responses, and participate in a team reflection on the interview. Provide a written (team) report. (PBA) (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Create written profound knowledge questions directly related to course content. Prepare to ask and respond to profound knowledge questions. (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Apply course content in a field setting (content application). (PBA) (ELCC 7; PSC na; BOR na)

Respond to class content questions provided by the instructor reflecting course content. (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Participate in the practice of reflective learning. (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

### **Class Policies and Expectations**

1. Students are expected to attend and participate in all scheduled classes and activities.
2. Students are expected to read and be prepared to respond to questions related to all handouts and assigned materials.
3. All individual assignments must be original products of the student and created for this specific class.
4. Students are expected to participate in team activities and carry an equal load. Team members are expected to give feedback to other team members reflecting levels of participation and quality of participation.
5. Students are expected to keep a personal copy of all written items turned in to the instructor.

### **Course Evaluation**

Original individual article/essay	25 points
Original book review and presentation	15 points
Original audio review and presentation	15 points
Administer and analyze an organization effectiveness survey	15 points
Team Interview with written documentation	5 points
Original individual profound knowledge questions	5 points
Apply course content in a field setting	10 points
Responses to content questions (oral/written)	5 points
Reflective practice activities (written/oral)	5 points

### **Grading Scale**

90 – 100	A
80 – 89	B
70 – 79	C
Below 70	F

### **Attendance Policy**

Graduate students are expected to attend all classes. Failure to attend without prior permission will result in grade reductions.

### **Grading Rubric for Written or Oral Assignments**

- A Excellent performance reflects detailed in-depth use of course materials. Formal papers follow APA guidelines, with proper sentence structure and punctuation.
- B Performance reflects use of course materials but is weak in depth, detail or logical development. Formal papers follow APA, but have some errors.
- C Good faith effort at the assignment but performance is flawed by many errors.
- F Failure to submit work as assigned. Work reflects little effort, or is incomplete.

### **Policy Statement on Plagiarism and Cheating**

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

- **FIRST OFFENSE:** The student will earn a "0" on the assignment, test, project, etc.
- **SECOND OFFENSE:** The student will earn the letter grade "F" for the course.
- **THIRD OFFENSE:** The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

### **Special Needs Statement**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

### **Instructor**

### **Topical Content**

Defining individual and organization performance and reviewing the impact of leadership capacity on performance.

Identifying the link between leadership capacity and performance.

Assessing the how well the organization is designed to achieve effectiveness.

Understanding the impact of different leadership strategies on efforts to increase individual and organization performance.

Studying the impact of leadership and methods of organization control to achieve high performance.

Identifying current conditions in an organization and contrasting current conditions with ideal conditions related to research and leadership capacity.

Identifying the leader's role in building a community of leaders.

Facilitating the transformation to a community of leaders.

Understanding and implementing the improvement process through effective leadership.

Considering the need for building strong relationships and as a strategy to created healthy organizations.

Reviewing current literature on leadership models.

The need to create a high performance culture based on an outcome focus.

Addressing the challenge of facilitating and distributing leadership with an emphasis on transforming the culture.

Understanding the impact of incentives and quality of work life on leadership.

# Request for A New Course

Valdosta State University

Date of Submission: September 10, 2007

Department Initiating Request: Curriculum, Leadership, and Technology

Faculty Member Requesting: Dr. Don Leech

Proposed New Course Prefix & Number: LEAD 7310

See Course Designation Abbreviations in the Catalog for approved prefixes.

Proposed New Course Title: Leadership for Community and Public Relations

Proposed New Course Title Abbreviation (for Student Transcript) Comm/Public Relations

Semester/Term/Year to be effective: Fall, 2008

Estimate Frequency of Course Offering: Each Semester

Indicate (by typing an 'X') if Course will be:  Requirement for Major  Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

Total Contact Hours: 3    Lecture Hours: 3    Lab Hours: 0    Credit Hours: 3

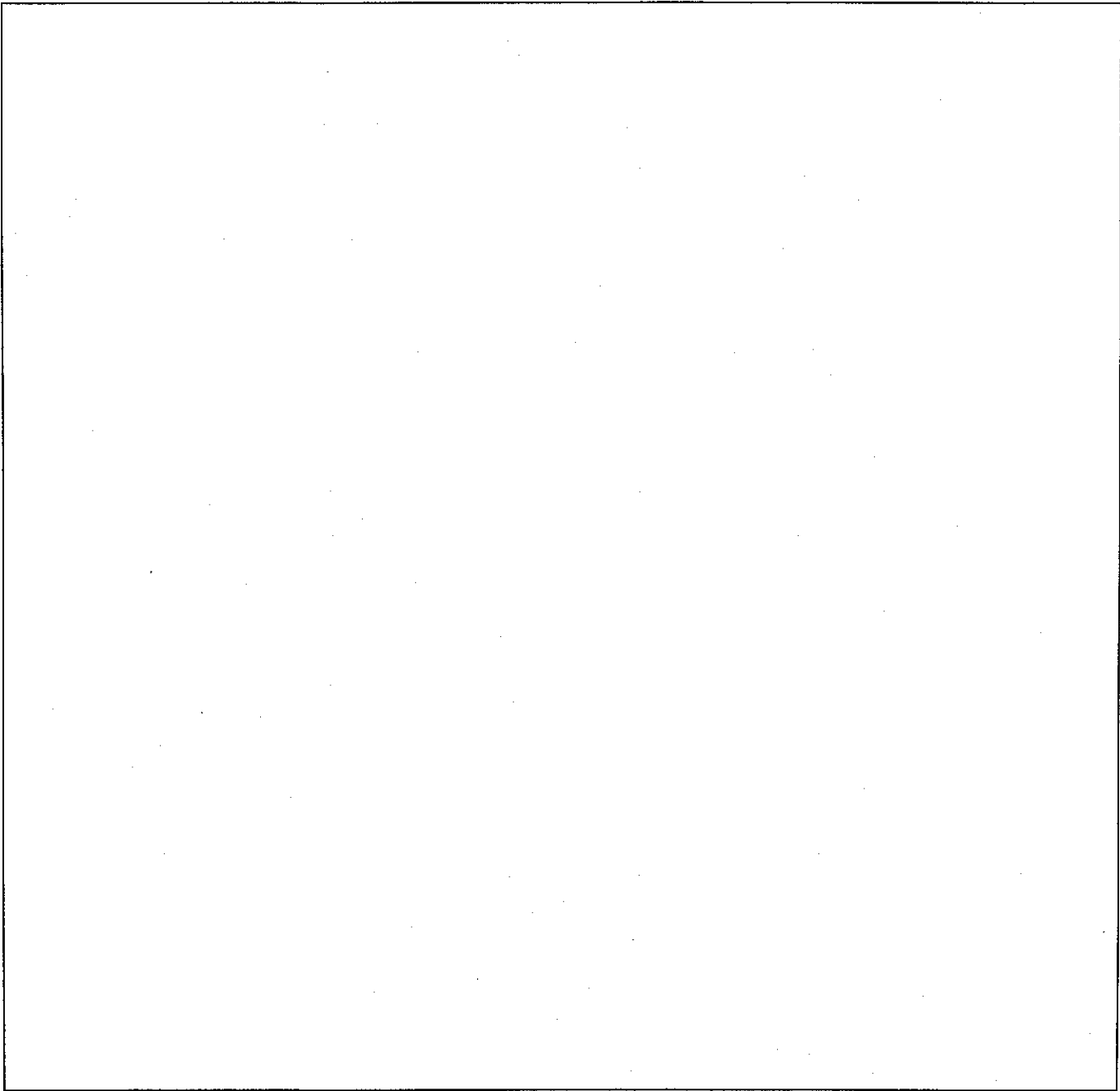
## Proposed Course Description

An examination of school-community media relationships and techniques of communication employed between the school and the community at large. Typical situations in which conflict is present in education and educationally-related settings are analyzed with a focus on conflict management skill acquisition.

## Justification (continue on back if necessary)

In June 2008 all educational leadership programs in the state are being sunset by the Georgia Professional Standards Commission and the Board of Regents of the University System of Georgia. Programs are mandated to be redesigned based on new PSC preparation standards and BOR principles and will be reviewed for initial start-up in Fall, 2008. Master's degree programs are mandated to be developed around local school system partnerships. This course was developed as a part of the newly redesigned leadership program and meets all PSC standards and BOR principles for new program approval. As a component of the design process, it has been reviewed by the leadership program advisory group composed of public school system superintendents from the three Regional Educational Service Agencies in Valdosta State University's 41 county service area.

NOTE: ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.



Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

**LEAD 7310**  
**LEADERSHIP FOR COMMUNITY AND PUBLIC RELATIONS**  
**3 Semester Hours**  
**Dewar College of Education**  
**Department of Curriculum, Leadership, and Technology**  
**Valdosta State University**

**Conceptual Framework: Guiding Principles**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

*Positively Impacting Learning through Evidence-Based Practices*

**Required Text and Readings**

Gallagher, D. R., Bagin, D., Moore, E. H. (2007). *The school and community relations* (9<sup>th</sup> ed.). Allyn & Bacon.

Access to Allyn & Bacon Website for the text (free with purchase of text)

**Other Resources**

Readings as directed by the instructor

Access to VSU BlazeNet

Access to VSU's online WebCT/VISTA network.

Access to a headset with a boom mike (They are cheap)

Selected Links to Governmental, Professional, and Academic Resources (Appendix A)

**Course Description**

An examination of school-community media relationships and techniques of communication employed between the school and the community at large. Typical

situations in which conflict is present in education and educationally-related settings are analyzed with a focus on conflict management skill acquisition.

### **College of Education Conceptual Framework Standards - (ELCC Standards)**

The educational leader will:

1. Facilitate the development, articulation, implementation, and stewardship of a vision of learning supported by the school community.
2. Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensure management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
4. Collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Act with integrity, fairness, and in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.
7. Synthesizes and apply knowledge and skills in 1-6 in real settings under the guidance of university supervisors and school personnel.

### **Course Objectives (CO)**

Students will:

1. Demonstrate an understanding the public character of the school and the importance of working within the community's political structure. (ELLC 3, 4, 6, 7; PSC 1, 4, 6; BOR 4, 9, 10)
2. Demonstrate the use methodological instruments for understanding the community. (ELLC 4, 6, 7; PSC 1, 4, 6; BOR 4, 9, 10)
3. Recognize the role of both the elected and appointed educational community in developing a public relations program. (ELLC 4, 6, 7; PSC 1, 4, 6; BOR 4, 9, 10)
4. Demonstrate knowledge of working effectively with both internal and external publics. (ELLC 3, 4, 6, 7; PSC 1, 4, 6; BOR 4, 9, 10)
5. Know methods of regular and crisis communication with stakeholders. (ELLC 4, 6, 7; PSC 1, 4, 6; BOR 4, 9, 10)



6. Demonstrate the ability to communicate positively with the media. (ELLC 4, 6, 7; PSC 1, 4, 6; BOR 4, 9, 10)
7. Articulate school vision and mission to all stakeholders through published materials, both online and in traditional print. (ELLC 3, 4, 6, 7; PSC 1, 4, 6; BOR 4, 9, 10)
8. Prepare a special issue campaign. (ELLC 4, 6, 7; PSC 1, 4, 6; BOR 4, 9, 10)
9. Build relationships with other agencies and political patrons. (ELLC 4, 6, 7; PSC 1, 4, 6; BOR 4, 9, 10)
10. Engage in strategic planning with emphasis on developing marketing plans and strategies. (ELLC 1, 4, 6, 7; PSC 1, 4, 6; BOR 4, 9, 10)
11. Understand and be able to communicate educational and performance data to internal and external publics. (ELCC 1, 4, 6; PSC 1, 2, 3, 4, 5, 6; BOR 1, 3, 4, 6, 7, 9)
12. Build integrity and trust by developing collaboration skills through positive relationships with individuals, government agencies, and private enterprise. (ELLC 1, 2, 3, 4, 6, 7; PSC 1, 3, 4, 5, 6; BOR 4, 7, 9, 10)

### **Course Requirements/Assignments**

Construct, implement, and assess assignments designed to meet course objectives, and present a collection of artifacts or products to the instructor.

Initiate and respond to discussion topics introduced by the instructor or assigned readings.

Upload appropriate Performance Based Activities into LiveText electronic portfolio prior to the end of the class.

Coursework will be divided into learning modules as follows:

1. Home Page Home page, course information, syllabus, VISTA tools, introduction
2. Module One Essential considerations in school community relations
3. Module Two Relations with special publics
4. Module Three Communication and collaboration tools
5. Module Four Evaluation, data, strategic planning, marketing

6. Module Five Organizations, local, state, federal, special interest

Each module contains six activity components.

1. Students will engage in and respond to textbook readings and activities as assigned by the instructor.
2. Students will work or collaborate online for instructor assigned activities, for individual or group practice or for electronic discussion of assigned topics, and presentation of selected deliverables.
3. Students will meet as needed with instructor for assistance with projects, assignments.
4. Students will use the electronic discussion board in VISTA to communicate their assignments, evaluations, analyses, or syntheses of assigned readings with their colleagues.
5. Students will electronically deliver to the instructor a variety of assignments or products using the appropriate tools.
6. At the end of each module students will self-assess their performance on assignments, projects and discussions.

**Selected Activities**

1. Access and read all assigned material both printed and electronic, and actively participate in class discussion and activities. (ELLC 1, 2, 3, 4, 5, 6, 7; PSC 1, 2, 3, 4, 5, 6; BOR 5, 6, 8, 9, 10).
2. Research an assigned topic (See Appendix C) and submit it as a Powerpoint presentation to the class and the instructor. (ELLC 1, 3, 4, 5, 6, 7; PSC 1, 3, 4, 5, 6; BOR 4, 5, 6, 7, 9).
3. Read and abstract \_\_\_\_ professional journal articles on effective school public relations. (ELLC 4, 6, 7; PSC 1, 3, 4, 6; BOR 2, 6, 9).
4. Research your school or district's Strategic Plan and report your findings to the instructor.
5. Using your textbook as a resource, develop a plan for gathering information about your community. It should consider the following topics: (PBA) (ELLC 4, 6, 7; PSC 1, 4, 6; BOR 4, 9, 10)
  - o The power structure and the way decisions are made in the community
  - o Identification of the long term challenges that need attention

- Citizens' expectations for education
  - History of conflicts in the community
  - Opportunities for greater cooperation with education stakeholders
  - Knowledge of those friendly or unfriendly to education in the community
  - The channels through which public opinion is built in the community
  - Changing patterns of community life
  - Organizations and social agencies in the community
  - Media distribution and relations with the schools
6. Review and critique your school's or school district's plan for crisis communication with stakeholders and forward it to the instructor with your comments. (PBA) (ELLC 3, 4, 6, 7; PSC 1, 3, 4, 6; BOR 8, 9, 10).
  7. Develop a "copy ready" press release for the local media which will articulate your school vision and mission. (PBA) (ELLC 4, 6, 7; PSC 1, 4, 6; BOR 4, 9, 10).
  8. Develop a list of public and private community service agencies, civic groups, local businesses, and political patrons who you might call on for assistance. Pick one individual from the list whom you do not know professionally and introduce yourself. Forward the list and a brief summary of your meeting to the instructor. (PBA) (ELLC 1, 4, 6, 7; PSC 1, 4, 5, 6; BOR 6, 10).
  9. Using Banach's 5 step marketing model, develop an outline of a marketing strategy for your school or district. You will need to:
    - Analyze the environment
    - Develop a strategy
    - Write the outline of a marketing plan
    - Describe how you will execute the plan
    - Describe how you will evaluate the plan
 (PBA) (ELLC 1, 4, 6, 7; PSC 1, 4, 6; BOR 1, 5, 9, 10)

*The instructor will publish selected student assignment submissions as examples or ideas for all students.*

Certain requisite skills are needed for this course as noted in **Appendix B**. It is highly recommended that students access Getting Started with VISTA. Carefully study the available information on the login page, read the instructions, and use the "Browser Tune-Up" to assure that your browser functions properly with WebCT/VISTA. A list of supported browsers is available.

### **Specific Outcomes and Assessments**

Course modules are designed to provide opportunities for candidates to develop skills and strategies assigned by the instructor. Evidence of this will be seen as candidates

complete each module and self evaluate their progress using rubrics at the end of each module. Modules will be opened to students sequentially during the semester

#### Up-loads of Reviews, Assignments, Analyses, and Evaluations

Students will access all assigned sites and readings and complete all activities indicated by the instructor. At least one search engine will require a free download. Additional available resources are listed in **Appendix A** of the syllabus.

#### Online Discussions, Critiques, and Analyses

Instructor and/or student initiated online discussions will be posted in each of the five modules. Students should read the instructor's question(s) or comments and post a personal response for each topic. Students should also respond to at least one other student's posting. You may, of course respond to more. Postings should be thoughtful, insightful, and to the point. **POSTED CONTENTS ARE READ, BUT NOT GRADED BY THE INSTRUCTOR.**

#### Reflective Journals

Students should keep a journal reflecting on your learning experiences. The journal's focus should be on what new behaviors and attitudes their experience with their classmates and the course itself engenders. It may be developed as a WORD document, module by module or it may encompass the entire class. **The instructor will call for the journal in Module five.** It is for the instructor's use and will not be shared with others.

#### Self-Assessments and Completion of Rubrics

Students will complete a self-assessment instrument and a "deliverables" or product rubric at the completion of each of the six modules.

### **Course Evaluation**

Participant performance is evaluated using rubrics, artifacts, and other authentic assessment methods including:

Completion of all class activities during the semester.

Individual reflective journals, (to be sent to the instructor at course end).

Contributions to the group discussion board.

Preparation and submission of instructor assigned activities, readings, and projects.

Completion of student self-assessment rubrics for each module's activities.

Completion and uploading of activities to LiveText as required.

#### Final grades will be assigned as follows:

90 – 100	A
80 – 89	B

70 – 79      C  
Below 70     D

### **Attendance Policy**

Interaction in an online learning community may be asynchronous (discussion, group postings, and email) or synchronous (chat). Because you are being prepared to accept professional responsibilities in leading learning communities, active and timely participation are critical to your success in this class and to your preparation as school leaders. As graduate students you are expected to successfully complete all performances as outlined in the syllabus. If an inability to do so is anticipated, it should be discussed in advance with the instructor. In all cases, consider what would constitute professional behavior on your part.

### **Policy Statement on Plagiarism**

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

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### **Special Needs Statement**

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### **Instructor**

**Appendix A: Selected Links to Professional, Governmental, and Academic Resources**

**Georgia Department of Education:** <http://www.doe.k12.ga.us/>

**Education Week Online:** <http://www.edweek.org>

**National Staff Development Council:** <http://www.nsd.org/>

**Regional Educational Laboratory Program (Gateway for all 10 regional labs):**  
<http://ies.ed.gov/ncee/edlabs>

**American Association of School Administrators (AASA):**  
<http://www.aasa.org/about/>

**National Association of Elementary School Principals (NAESP):**  
<http://www.naesp.org/>

**National Association of Secondary School Principals (NASSP):** [National Association of Secondary School Principals - Home](#)

**National Education Association (NEA):** <http://www.nea.org/>

**National School Boards Association (NSBA):** <http://www.nsba.org/>

**Educational Resources Information Center (ERIC):** <http://www.eric.ed.gov/>

**ERIC Clearinghouse on Educational Policy and Management: (CEPM)**  
<http://eric.uoregon.edu/>

**National Center for Education Statistics (NCES):** <http://nces.ed.gov/>

**U.S. Department of Education (USDOE):** <http://www.ed.gov/>

**Association of School Business Officials International:** <http://www.asbintl.org/>

**Council of Chief State School Officers (CCSSO):** <http://www.ccsso.org/>

**Education Commission of the States:** <http://www.ecs.org/>

**The Education Trust:** <http://www.edtrust.org/>

**A GREAT link to many other education facility-related pages and professional organizations (with descriptions):** <http://www.edfacilities.org/links/>

**A excellent link for those anticipating taking the Praxis II in Educational Administration:** <http://www.ets.org/praxis/prxtest.html>

**Southwest Educational Development Laboratory: A great link for timely educational information and research:** <http://www.sedl.org/>

**American Educational Research Association:** <http://www.aera.net/>

**Clearinghouse for School Reform:** <http://www.csrclearinghouse.org/>

**Appendix B: Requisite Skills**

Standard I. Technology Operations and Concepts			
Georgia Technology Standards for Educators adopted from ISTE NETS Standards	Georgia Technology Professional Development Objectives	Georgia Technology Performance Descriptors for Certified Leaders	Available Tutorials and Resources
(I) Demonstrate knowledge, skills, and understanding of concepts related to technology	(I) Demonstrate knowledge, skills, and understanding of concepts related to technology	(I) Demonstrate knowledge, skills, and understanding of concepts related to technology	(I) Demonstrate knowledge, skills, and understanding of concepts related to technology
	12. Save and locate files on network, hard and floppy disks	b. Store and retrieve personal documents and files on hard drive, network, and floppy disk	<u>Information use and management of systems</u>
	13. Use peripherals including printer, projection device, digital camera, and flatbed scanner,	c. Use peripheral hardware to support, sustain, and enhance administrative tasks	<u>Tutorials</u>
	14. Apply basic troubleshooting techniques to solve minor problems (freeze, force quit, select printer, partition memory) 15. Reference hardware and software manuals to solve minor technical issues	d. troubleshoot basic operating system malfunctions	<u>Beginning troubleshooting</u>
	16. Seek technical assistance for major trouble shooting issues	e. Seek appropriate technical assistance as needed to maintain administrative or building technology	

	17. Communicate using computer terminology to articulate technological ideas	f. Use appropriate terminology to lead technology planning sessions g. Use appropriate computer terminology to describe and identify technical support needs h. Use appropriate computer terminology to facilitate technical purchasing and local installation transactions i Use appropriate computer terminology to supervise local infrastructure, hardware, and software installations	<u>Terminology encyclopedia</u> <u>Terminology Dictionary</u>
	18. Use technologies that are essential and prevalent in the workplace	j. Demonstrate competency using basic software applications: word processor, database, spreadsheet, email, and Internet information systems	<u>Software Tutorials</u>
Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies	1. Apply increasingly advanced technological practices and knowledge in an education setting	a. participate in learning opportunities that heighten awareness to new applications of technology in classroom and educational settings	<u>Professional development</u>



# Request for A New Course

Valdosta State University

Date of Submission: September 10, 2007

Department Initiating Request: Curriculum, Leadership, and Technology

Faculty Member Requesting: Dr. Don Leech

Proposed New Course Prefix & Number: LEAD 7110

See Course Designation Abbreviations in the Catalog for approved prefixes.

Proposed New Course Title: Inquiry Based Approaches to Curriculum Development, Revision, and Instructional Improvement

Proposed New Course Title Abbreviation (for Student Transcript) Curr Dev./Instr. Improvement

Semester/Term/Year to be effective: Fall, 2008

Estimate Frequency of Course Offering: Each Semester

Indicate (by typing an 'X') if Course will be:  Requirement for Major  Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

Total Contact Hours: 3 Lecture Hours: 3 Lab Hours: 0 Credit Hours: 3

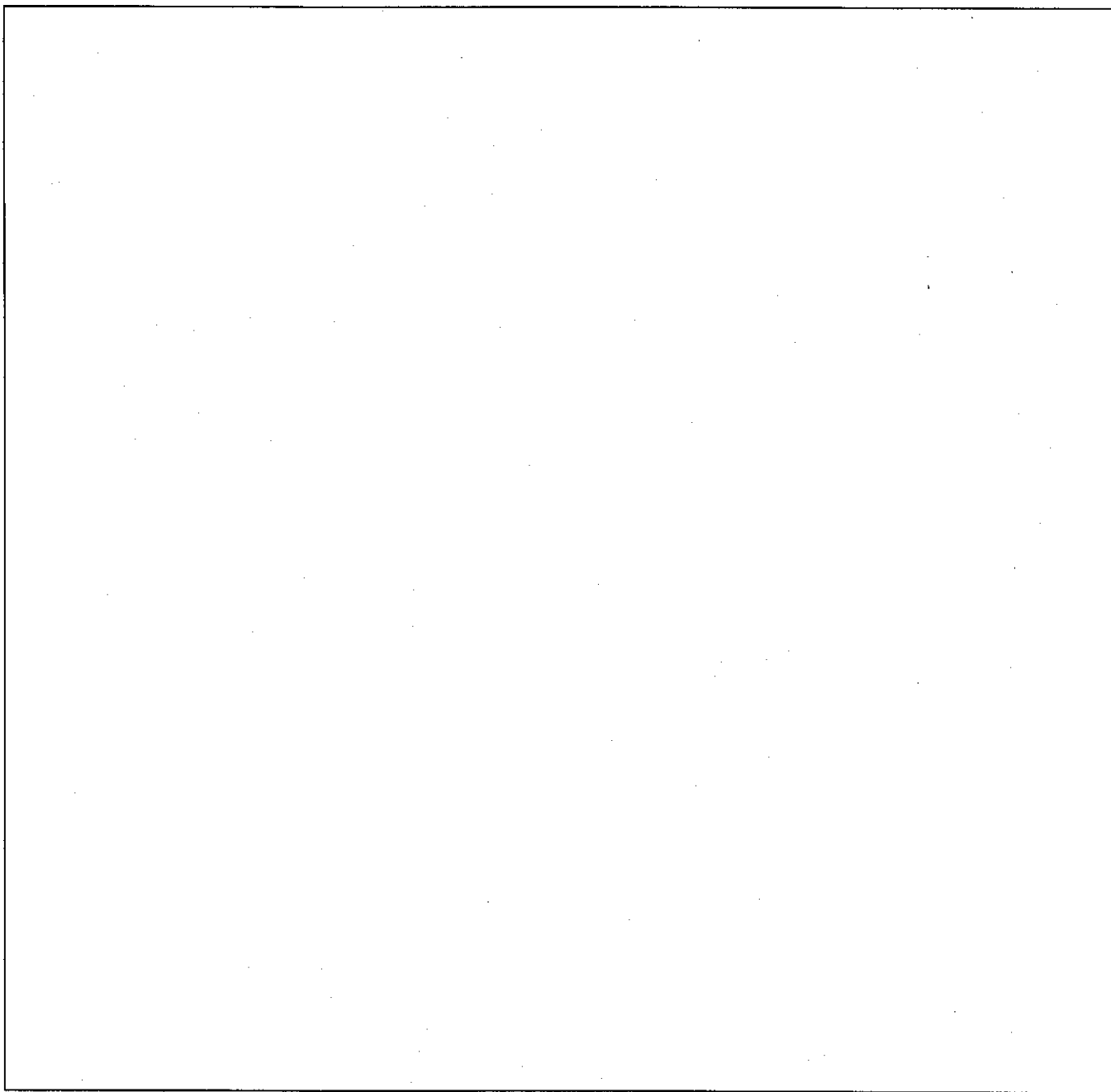
## Proposed Course Description

An examination of curriculum development and contemporary changes as they relate to social aims, learner characteristics, and social problems. Existing research in the area of curriculum and instruction pertinent to educational leaders is critiqued. Emphasis is on curriculum and instruction foundations, design, basic concepts, theory, and trends of curriculum from early childhood through secondary levels.

## Justification (continue on back if necessary)

In June 2008 all educational leadership programs in the state are being sunset by the Georgia Professional Standards Commission and the Board of Regents of the University System of Georgia. Programs are mandated to be redesigned based on new PSC preparation standards and BOR principles and will be reviewed for initial start-up in Fall, 2008. Master's degree programs are mandated to be developed around local school system partnerships. This course was developed as a part of the newly redesigned leadership program and meets all PSC standards and BOR principles for new program approval. As a component of the design process, it has been reviewed by the leadership program advisory group composed of public school system superintendents from the three Regional Educational Service Agencies in Valdosta State University's 41 county service area.

NOTE: ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.



Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

**LEAD 7110**  
**INQUIRY BASED APPROACHES TO CURRICULUM DEVELOPMENT,  
REVISION, AND INSTRUCTIONAL IMPROVEMENT**  
**3 SEMESTER HOURS**

Dewar College of Education  
Department of Curriculum, Leadership, and Technology  
Valdosta State University

**Conceptual Framework: Guiding Principles**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

*Positively Impacting Students through Evidence-Based Practices*

**Required Textbook:**

Gunter, M.A., Estes, T. H., & Schwab, J. (1999). *Instruction: A models approach* (5<sup>th</sup> ed.). Needham Heights, MA: Allyn and Bacon.

**Course Description**

An examination of curriculum development and contemporary changes as they relate to social aims, learner characteristics, and social problems. Existing research in the area of curriculum and instruction pertinent to educational leaders is critiqued. Emphasis is on curriculum and instruction foundations, design, basic concepts, theory, and trends of curriculum from early childhood through secondary levels.

## College of Education Conceptual Framework Standards – (ELCC Standards)

### The educational leader will:

1. The educational leader will facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. The educational leader will advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
3. The educational leader ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. The educational leader collaborates with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. The educational leader acts with integrity, fairness, and in an ethical manner.
6. The educational leader understands, responds to, and influences the larger political, social, economic, legal, and cultural context.
7. The educational leader effectively synthesizes and applies knowledge and skills learned in standards 1-6 in real settings under the guidance of university supervisors and school personnel.

### **Course Objectives (CO)**

#### Students will:

1. Describe and analyze historical, social, and psychological foundations of curriculum development. (ELCC 1, 2, 7; PSC 1, 2; BOR 1, 2, 3, 4)
2. Identify current policy trends and concepts in curriculum research and practice. (ELCC 1, 2; PSC 1, 2, 6; BOR 1, 5)
3. Base curricular decisions on research, applied theory, informed practice, and state and federal policies and mandates. (ELCC 2, 6; PSC 2, 3, 5, 6; BOR 1, 2, 3, 7, 8)
4. Align curricular goals and objectives with instructional goals and objectives when developing curricular scope and sequence. (ELCC 1, 2, 6; PSC 1, 2, 6; BOR 1, 2, 3, 4)
5. Demonstrate knowledge of teaching, learning, student growth and development. (ELCC 2, 6; PSC 2, 6; BOR 2, 3, 4, 6)
6. Develop curriculum and instruction appropriate for varied teaching and learning styles and specific student needs being mindful of gender, ethnicity, culture, and exceptionalities. (ELCC 1, 2, 5, 6; PSC 1, 2, 5, 6; BOR 1, 2, 3, 4, 8, 9)

7. Interpret school data for the purpose of program development and curricular improvement. (ELCC 1, 2, 3, 6; PSC 1, 2; BOR 1, 2, 3, 4, 7)
8. Integrate technology into curriculum development and student learning to support the educational mission of the school. (ELCC 1, 2, 7; PSC 1, 2; BOR 1, 2, 4, 7)

### **Course Activities/Assignments/Requirements**

Students are to attend and participate in all classes and perform and be accountable for all class assignments. Assignments may cover information that may not be discussed in class; however, class activities and assignments supplement and complement each other.

Groups of students will conduct a sixty (60) minute presentation on an assigned instructional model. (Thirty minutes on the explanation and thirty minutes presenting an exemplar lesson.) The use of active learning techniques for the presentation will be expected. At the conclusion of the presentation the students will distribute to the class a copy of the steps of the model and a brief description of the model presented. (ELCC 1, 2; PSC 3, 4, 6; BOR 4, 5, 7)

Each student will produce a two (2) page, double-spaced review of each of two (2) journal articles dealing with curriculum and instructional issues, which impact educational leadership. One (1) article must be from an educational research journal, i.e. Educational Administration Quarterly, Journal of School Leadership, or the Journal of Educational Administration. (ELCC 1, 2, 3; PSC 1, 2, 3; BOR 1, 2, 3, 7, 10)

Each student will submit for review and class discussion a minor presentation on a contemporary issue in curriculum from current curricular trends and concepts. (ELCC 1, 2, 3; PSC 1, 2, 3; BOR 1, 2, 3, 4, 7)

Students will produce a school curricular improvement plan based on actual school data and research-based effective instructional practices and develop a strategic action plan for implementing the plan in a school. (ELCC 1, 2, 3, 4, 6; PSC 1, 2, 3, 4, 6; BOR 1, 2, 3, 6, 7)

Groups of students will present to the class tenants of curriculum development from a suggested list. (ELCC 1, 2, 3, 4; PSC 1, 2, 4, 6; BOR 1, 2, 3, 6, 7)

Students will observe teachers and identify effective instructional practices and teaching models and share with the class. (ELCC 2, 7; PSC 2; BOR 2, 5, 6)

Students will take a final exam.

## CLASS POLICIES AND EXPECTATIONS

1. Only typewritten papers are acceptable. Handwritten papers will be returned ungraded. The exception to the rule is in-class writing when a computer is not available.
2. All paper assignments must be consistent with guidelines in the publication manual of the American Psychological Association 5th Edition.
3. Near-letter quality dot-matrix printouts with rough-shaped letters are unacceptable. (See page 238 of the APA Manual.)
4. Before submitting paper assignments, be sure they adhere to the following guidelines:
  - a. Typed and double spaced-12 point font
  - b. Cover page with the name of the assignment, date of the publication, your name, and submission date.

### Course Evaluation

Class Participation	10%
Curriculum Theorist Presentation	10%
Minor Presentations	10%
Instructional Model presentation (rubric)	30%
Curricular Improvement Plan	20%
Case Studies	10%
Final Exam	10%

### Grading Scale

90 – 100	A
80 – 89	B
70 – 79	C
Below 70	F

### Grading Rubric for Written Assignments

- A** Excellent performance reflects detailed in-depth use of course materials and case information. Papers follow APA with proper sentence structure and punctuation.

- B** Performance reflects use of course materials and case information but is weak in depth, detail or logical development. Papers follow APA but have some errors.
- C** Good faith effort at the assignment but performance is flawed by many errors.
- F** Missed assignment or failure to submit work as assigned. Incomplete effort at the assignment or extreme vagueness.

### **Attendance Policy**

Graduate students are expected to attend all class sessions, to review assigned reading prior to class sessions, and to actively participate in class discussions, projects and activities.

### **Policy Statement on Plagiarism**

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

- **FIRST OFFENSE:** The student will earn a "0" on the assignment, test, project, etc.
- **SECOND OFFENSE:** The student will earn the letter grade "F" for the course.
- **THIRD OFFENSE:** The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

### **Special Needs Statement**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

### **Instructor**

## Outline for a Critique

A critique is a critical estimate or evaluation of a scholarly work in comparison with accepted standards. A critique first summarizes or abstracts a written work in very succinct (short, brief, condensed) language. Second, it evaluates that written work. Finally, it expresses the views of the critique writer about the value of the work to a subject area or field of study.

A critique is NOT

- Merely a book or article report
- Merely your opinion
- Largely I think or I liked or I did not like
- An unlabeled mix of facts and opinion

The required format for a Critique in this class is as follows:

Identification of the material read: Use APA Style

Abstract – A succinct summary of the work including major view/ideas and findings (if a research study). This should be written so that someone who has not read the work can understand broadly what it covers, concludes, contends or proposes.

Critical Evaluation – The critique moves from objective summary to evaluation. But the evaluation, while your work, is NOT just your OPINION, but is dominantly written as an evaluation against some accepted standard(s). This section evaluates how well the author(s) make their case, how well they prove, argue or support what they conclude or contend.

Implications for the Course or Subject Area – Finally, in this section you get to speak. In this area, you tell what implications the written work has for this course or the field the course covers. Does it add new, useful knowledge? Does it clarify some aspect? Does it suggest a change? Does it challenge existing practice? Does it contend something new is needed? Does it clarify something you did not understand prior to reading it?

In summary, the critique answers these three questions:

1. What are the main ideas of the written work?
2. How well does the work do what it purports to do?
3. What, in your opinion, are the implications, if any, for this course or subject area?



## **Format for Minor Presentations**

Students will prepare a minor presentation for class discussion as selected from a list of current issues, concepts, trends, and persons in the curriculum/instructional field. Minor presentations are brief topical overviews designed to provide the reader basic information from which to form a general understanding of the issue, concept, trend, or person.

### General Information:

1. Minor presentations should be written and no more than two pages in length.
2. Suggested organization for written presentation: First paragraph is a summary, Next paragraphs are statements of importance (contribution, influence, etc.).
3. Each minor presentation should include a resource list (brief) and the name of the person submitting the presentation.

# Request for A New Course

Valdosta State University

**Date of Submission:** September 10, 2007

**Department Initiating Request:** Curriculum, Leadership, and Technology

**Faculty Member Requesting:** Dr. Don Leech

**Proposed New Course Prefix & Number:** LEAD 7120

See Course Designation Abbreviations in the Catalog for approved prefixes.

**Proposed New Course Title:** Instructional Leadership and Supervisory Practices for Improved Teaching and Learning

**Proposed New Course Title Abbreviation (for Student Transcript)** Supervisory Prac for Ed Ldrs

**Semester/Term/Year to be effective:** Fall, 2008

**Estimate Frequency of Course Offering:** Each Semester

**Indicate (by typing an 'X') if Course will be:**  Requirement for Major  Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

**Total Contact Hours:** 3 **Lecture Hours:** 3 **Lab Hours:** 0 **Credit Hours:** 3

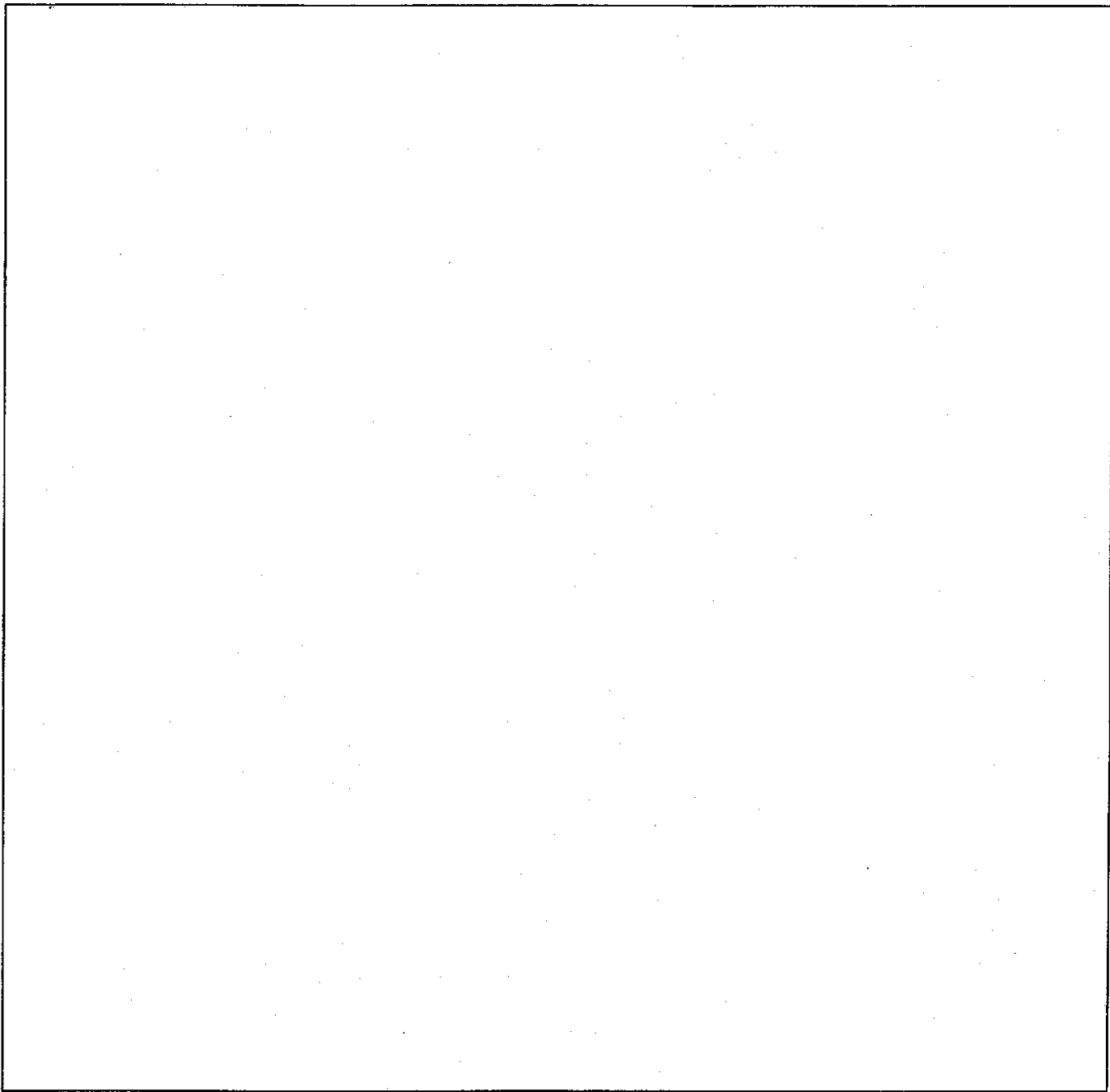
## Proposed Course Description

An examination of the knowledge and the development of the skills necessary for the effective and efficient supervision of instructional programs. A variety of supervisory models will be employed. Knowledge of learning, teaching, and student development will be stressed as a basis for making supervisory decisions.

## Justification (continue on back if necessary)


In June 2008 all educational leadership programs in the state are being sunset by the Georgia Professional Standards Commission and the Board of Regents of the University System of Georgia. Programs are mandated to be redesigned based on new PSC preparation standards and BOR principles and will be reviewed for initial start-up in Fall, 2008. Master's degree programs are mandated to be developed around local school system partnerships. This course was developed as a part of the newly redesigned leadership program and meets all PSC standards and BOR principles for new program approval. As a component of the design process, it has been reviewed by the leadership program advisory group composed of public school system superintendents from the three Regional Educational Service Agencies in Valdosta State University's 41 county service area.

**NOTE:** ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.



Approvals:

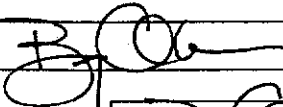
Department Head(s)



Date

10/10/07

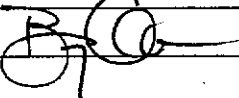
Dean(s)/Director(s)



Date

10/25/07

College Executive Committee



Date

10/25/07

Graduate Executive Committee

Date

Academic Committee

Date

**LEAD 7120**  
**INSTRUCTIONAL LEADERSHIP AND SUPERVISORY PRACTICES FOR**  
**IMPROVED TEACHING AND LEARNING**  
**3 SEMESTER HOURS**  
Dewar College of Education  
Department of Curriculum, Leadership, and Technology  
Valdosta State University

**Conceptual Framework: Guiding Principles**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

*Positively Impacting Students through Evidence-Based Practices*

**Required Text**

Glickman, C.D. (2002). *Leadership for learning: How to help teachers succeed*. Alexandria, VA: Association for Supervision and Curriculum Development.

Schere, M.M. (Ed.). (2002). Beyond instructional leadership. *Educational Leadership*, 59(8).

**Course Description**

An examination of the knowledge and the development of the skills necessary for the effective and efficient supervision of instructional programs. A variety of supervisory models will be employed. Knowledge of learning, teaching, and student development will be stressed as a basis for making supervisory decisions.

## College of Education Conceptual Framework Standards - (ELCC Standards)

### The educational leader will:

1. Facilitate the development, articulation, implementation, and stewardship of a vision of learning supported by the school community.
2. Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensure management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
4. Collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Act with integrity, fairness, and in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.
7. Synthesize and apply knowledge and skills in 1-6 in real settings under the guidance of university supervisors and school personnel.

### **Course Objectives (CO)**

#### Students will:

1. Use knowledge of learning, teaching, and student development to make informed supervisory decisions. (ELCC 1, 2, 3, 5; PSC 1, 2; BOR 2, 4, 6)
2. Assure that assessment data on student learning are used to develop the school's vision, mission, and goals and shape educational plans, programs and actions. (ELCC 1, 2, 6; PSC 1, 2, 3, 6; BOR 3, 4, 6, 7)
3. Demonstrate the ability to understand and utilize a variety of supervisory and evaluation models. (ELCC 2, 3, 7; PSC 2, 6; BOR 2, 3, 4)
4. Demonstrate how human resource functions support the student learning process. (ELCC 2, 3, 5, 6; PSC 2, 3, 5, 6; BOR 2, 5, 7, 8, 10)
5. Illustrate how professional development can be utilized to promote a focus on student learning consistent with the school's mission, vision, and goals. (ELCC 1, 2; PSC 1, 2; BOR 4, 6, 9)
6. Model and encourage life long learning. (ELCC 2; PSC 1,2, 3; BOR 2, 6, 7, 9)
7. Illustrate how values, beliefs, and attitudes inspire others to higher levels of performance in the supervisory process. (ELCC 5, 6; PSC 4, 5, 6; BOR 5, 6, 7, 10)

8. Use field based research to investigate and solve instructional problems. (ELCC 2, 6; PSC 2, 6; BOR 2, 3, 4, 6)

### **Course Activities/Assignments/Requirements**

Students are to attend and participate in all classes. One can only participate if present.

Perform and be accountable for all class assignments. Each assignment covers information that may not be discussed in class, however, class activities and assignments supplement and complement each other. Assignments should be submitted in a timely fashion. E-mail does not suffice for a late submission.

Students/groups will conduct a 45-minute presentation on an assigned instructional leadership topic. The use of active learning techniques for the presentation will be expected. The presentation should be scholarly and informative; be concise and easy to follow; inspire further exploration; and facilitate understanding of concepts and principles. The use of technology is required. At least 4 resources should be used and a resource list must be provided to the class. The student will produce and distribute to the class a written summary of the topic. (ELCC 1, 2, 3; PSC 1, 2, 3; BOR 2, 3, 6, 7)

Each student will produce a two (2) page, double spaced critique of each of two (2) journal articles dealing with the principal's role(s) in instructional leadership or impact on student achievement. Students will lead a study group discussion about their articles as class time allows. Required format is attached. (ELCC 1, 2, 3; PSC 1, 2, 3, 6; BOR 2, 3, 4, 6, 7)

At the end of each class period, each student will write a scholarly reflection on the topic or topics discussed during that class. Specifically, students will write about their knowledge and beliefs about the topic before and after the class. They will also discuss how their new learnings will inform the practice of educational leadership. The last part of the reflection may include questions that they want to ask about the topic. (ELCC 2, 6; PSC 6; BOR 4, 5, 6)

Students will conduct three (3) clinical supervision cycles on a colleague. Each cycle should include pre-conference summary, completed observation instrument, analysis of data, summary of post-conference, and summary of professional development plan. Use the reporting forms provided. Write a learning reflection about the activity. Be prepared to share your experiences. Prior, to the clinical cycle, the student will TEACH a 20-minute module utilizing effective teaching strategies and label them for the class. (ELCC 2, 3; PSC 2, 3; BOR 2, 6, 7)

Students will participate in an in-basket activity and provide a written summary (reflection) on their learnings. (ELCC 1, 2, 4; PSC 2, 7; BOR 2, 4, 6, 7)

Work teams will participate in the case study process. Each team will be responsible for developing a written summary of each assigned case. The summary will include: a brief

overview of the case, a discussion of pertinent issues, possible solutions, the final solution/decision and the rationale/support for that solution. If written communication is a part of the solution then this documentation should be included. (ELCC 1, 2, 4; PSC 2, 7; BOR 2, 4, 6, 7)

Work team members will conduct a peer evaluation of their colleagues. (ELCC 2; PSC 6; BOR 3, 4, 5)

Students will identify student support services within their schools, evaluate their effectiveness in student achievement, and develop recommendations for improvement. (ELCC 1, 2, 3, 6; PSC 1, 2, 6; BOR 5, 7, 8, 10)

Students will take a mid-term and comprehensive final exam.

### **Course Evaluation**

Class Participation	20%
Journal Critiques (writing rubric)	10%
Oral Research Presentation (rubric)	10%
Clinical Supervision Activities	20%
Examinations/Essays	40%

### **Grading Scale**

90 - 100	A
80 - 89	B
70 - 79	C
Below 70	F

### **Grading Rubric for Written Assignments**

- A** Excellent performance reflects detailed in-depth use of course materials and case information. Papers follow APA with proper sentence structure and punctuation.
- B** Performance reflects use of course materials and case information but is weak in depth, detail or logical development. Papers follow APA but have some errors.
- C** Good faith effort at the assignment but performance is flawed by many errors and by vagueness.
- F** Missed assignment or failure to submit work as assigned. Incomplete effort at the assignment or extreme vagueness.

### **Attendance Policy**

Graduate students are expected to attend all class sessions, to review assigned reading prior to class sessions, and to actively participate in class discussions, projects and

activities. When a need arises to miss a class, the problem should be discussed with the instructor prior to the absence.

### **Policy Statement on Plagiarism**

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

- **FIRST OFFENSE:** The student will earn a "0" on the assignment, test, project, etc.
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### **Instructor**

### **Outline for a Critique**

A critique is a critical estimate or evaluation of a scholarly work in comparison with accepted standards. A critique first summarizes or abstracts a written work in very succinct (short, brief, condensed) language. Second, it evaluates that written work. Finally, it expresses the views of the critique writer about the value of the work to a subject area or field of study.

Properly done, a critique is an exercise in critical thinking. It is a demonstration of the ability to read a work, summarize it succinctly and objectively, evaluate it using appropriate tools, then express opinions about its value or lack of value to a subject area or field of study.



A Critique is Not:

Merely a book or article report  
Merely your opinion  
Largely I think or I liked or I didn't like  
An unlabeled mix of facts and opinion

The required format for a Critique in this class is as follows:

- I. Identification of the material read: Use APA Style
- II. Abstract: A succinct summary of the work--major views/ideas included, findings (if a research study). This should be written so that someone who has not read the work can understand broadly what it covers, concludes, contends or proposes. This is not a place for evaluation or opinion. It is, as nearly as humanly possible, an objective summary, abstract of the written work. The abstract should be no more than half of the entire critique.
- III. Critical Evaluation - Here the critique moves from objective summary to evaluation. But the evaluation--while your work--is not just your opinion, but is dominantly written as an evaluation against some accepted standard(s). For example, if the work involves research, was the sample appropriate to reach the conclusions included? Does the research design appear sound? Were controls appropriate? Does the author tell you enough about the research to help you answer such questions?  
  
If the work is opinion, is it consistent with other respected authorities? Does it draw on accepted work in the same area? Does the author have the experience that would justify his/her conclusions?  
  
In short, this section evaluates how well the author(s) make their case, how well they prove, argue or support what they conclude or contend. Much writing today is largely the author's view or contention. Liking or not liking what they say is not a critique. Well-educated individuals must develop habits of critical thinking and reading. The critical evaluation portion of a critique is a place to learn and practice these habits. This should be no more than one paragraph.
- IV. Implications for the Course or Subject Area - Finally in this section you get to speak. Here you-- who abstracted and critiqued this work--tell what implications the written work has for this course or the field the course covers. Does it add new, useful knowledge? Does it clarify some aspect? Does it suggest a change? Does it challenge existing practice? Contend something new is needed? Does it clarify something you didn't understand before reading it? Does it add something of value to what you are studying? Or is it, just, so what we all already knew that. **This should be the emphasis of the critique.**

In summary, the critique answers these three questions:

1. What is the gist or main ideas of the written work?
2. How well does the work do what it tries to do?
3. What--in your opinion--are the implications, if any, for this course?

# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====For the following items, type an 'X' and complete only those items being revised.=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

## Revised Course Description & Justification

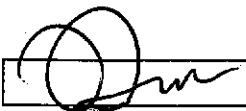
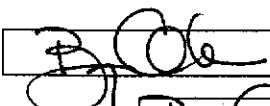
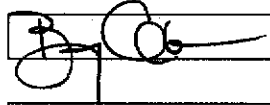
Justification: The new course number is better aligned with course numbers in the redesigned leadership program. In June 2008 all educational leadership programs in the state are being sunset by the Georgia Professional Standards Commission and the Board of Regents of the University System of Georgia (see attached documentation). Programs are mandated to be redesigned based on new PSC preparation standards and BOR principles and will be reviewed for initial start-up in Fall, 2008.

[Large empty rectangular box for justification]

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

Approvals:

Department Head(s)		Date	<u>10/18/07</u>
Dean(s)/Director(s)		Date	<u>10/25/07</u>
College Executive Committee		Date	<u>10/25/07</u>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

# Request for A New Course

## Valdosta State University

**Date of Submission:** September 10, 2007

**Department Initiating Request:** Curriculum, Leadership, and Technology

**Faculty Member Requesting:** Dr. Don Leech

**Proposed New Course Prefix & Number:** LEAD 7210

See Course Designation Abbreviations in the Catalog for approved prefixes.

**Proposed New Course Title:** School and System Fiscal Management and Budgeting

**Proposed New Course Title Abbreviation (for Student Transcript)** Fiscal/Fac Mgmt & Budgeting

**Semester/Term/Year to be effective:** Fall, 2008

**Estimate Frequency of Course Offering:** Each Semester

**Indicate (by typing an 'X') if Course will be:**  Requirement for Major  Elective Course

**\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.**

**Total Contact Hours:** 3    **Lecture Hours:** 3    **Lab Hours:** 0    **Credit Hours:** 3

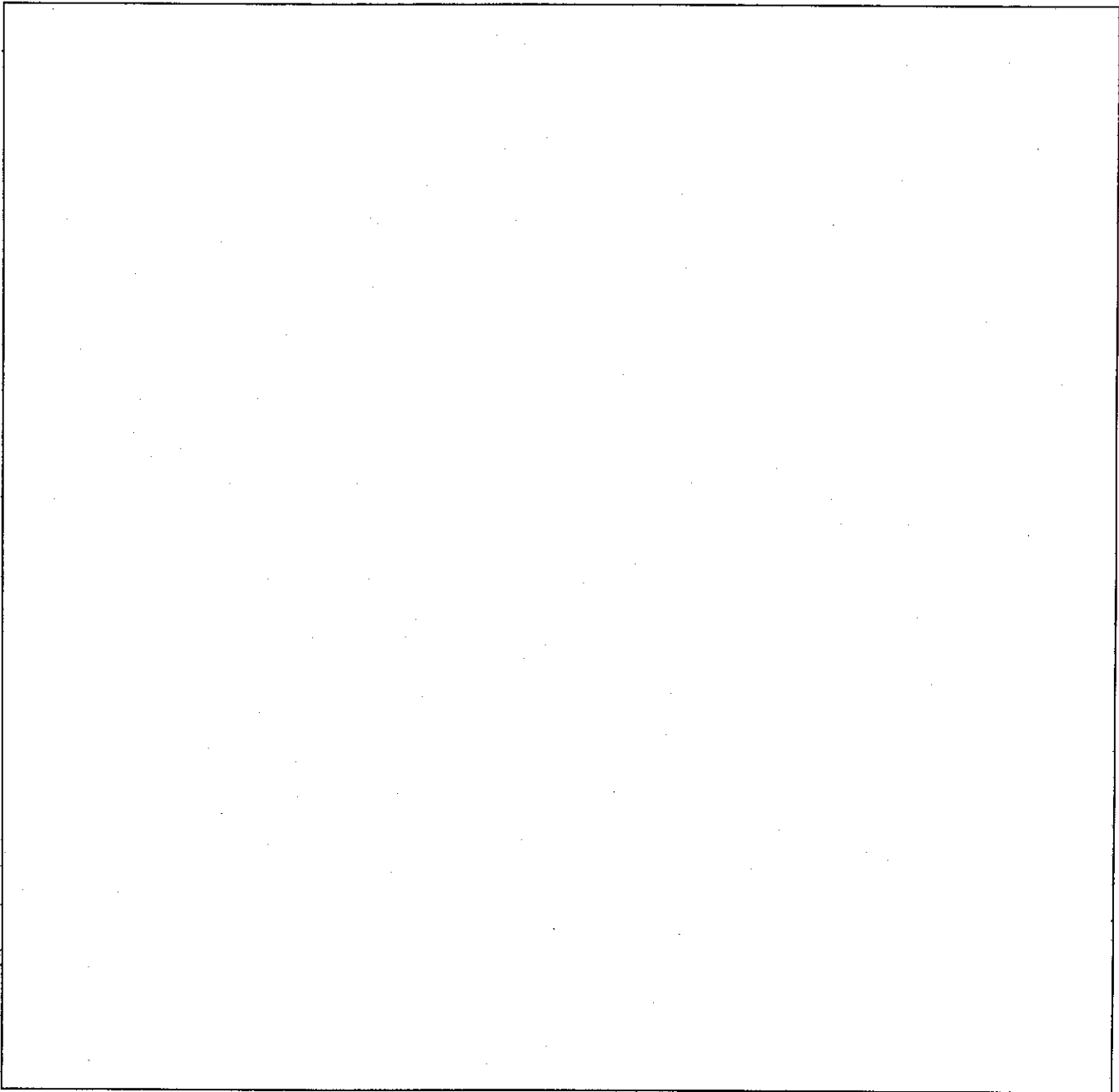
### Proposed Course Description

A study of the business and financial functions involved in managing schools, to include staffing, salary, scheduling, inventories, accounting procedures, and facilities. Development, implementation, and evaluation of financial resources and allocation systems will be examined.

### Justification (continue on back if necessary)

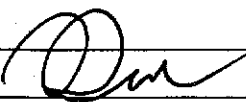
In June 2008 all educational leadership programs in the state are being sunset by the Georgia Professional Standards Commission and the Board of Regents of the University System of Georgia. Programs are mandated to be redesigned based on new PSC preparation standards and BOR principles and will be reviewed for initial start-up in Fall, 2008. Master's degree programs are mandated to be developed around local school system partnerships. This course was developed as a part of the newly redesigned leadership program and meets all PSC standards and BOR principles for new program approval. As a component of the design process, it has been reviewed by the leadership program advisory group composed of public school system superintendents from the three Regional Educational Service Agencies in Valdosta State University's 41 county service area.

**NOTE: ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.**



Approvals:


Department Head(s)



Date

10/18/07

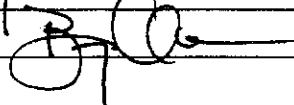
Dean(s)/Director(s)



Date

10/25/07

College Executive Committee



Date

10/25/07

Graduate Executive Committee

Date

Academic Committee

Date

**LEAD 7210**  
**SCHOOL AND SYSTEM FISCAL MANAGEMENT AND BUDGETING**  
**3 SEMESTER HOURS**

Dewar College of Education  
Department of Curriculum, Leadership, and Technology  
Valdosta State University

**Conceptual Framework: Guiding Principles**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

*Positively Impacting Students through Evidence-Based Practices*

**Suggested Textbooks**

Burrup, Percy E., Brimley, V. Jr., & Garfield, R. (10<sup>th</sup> ed.) *Financing education in a climate of change*. Allyn and Bacon

**Course Description**

A study of the business and financial functions involved in managing schools, to include staffing, salary, scheduling, inventories, accounting procedures, and facilities. Development, implementation, and evaluation of financial resources and allocation systems will be examined.

**College of Education Conceptual Framework Standards (CFS)**

The educational leader will:

1. Facilitate the development, articulation, implementation, and stewardship of vision of learning that is shared and supported by the school community.
2. Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Act with integrity, fairness, and in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.
7. Synthesize and apply knowledge and skills learned in standards 1-6 in real settings under the guidance of university supervisors and school personnel

### **Course Objectives (CO)**

Students will:

Demonstrate and understand the concept that operational procedures are designed and managed to maximize opportunities for successful learning. (ELCC 1,2, 3, 5, 6; PSC 1,2,3,4,5,6; BOR 5,6,7,8,9 10)

Demonstrate how the school plant, equipment, and support systems operate safely, efficiently and effectively. (ELCC 2, 3, 7; PSC 2, 3, 5; BOR 4, 7, 8)

Demonstrate the processes of managing the fiscal resources of the school responsibly, efficiently and effectively. (ELCC 3, 5, 6; PSC 3, 6; BOR 4, 7, 8)

Demonstrate to others how emerging trends in school business and finance are recognized, studied, and applied to the local school environment. (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 5, 6; BOR 3, 4, 5, 6, 7, 8, 9, 10)

Demonstrate the ability to align financial, human, and material resources to school and system vision, mission, and goals. (ELCC 1, 2, 3, 4, 5, 6, 7; PSC 1, 2, 3, 4, 5, 6; BOR 2, 4, 5, 6, 7, 8, 9,10)

Demonstrate a working knowledge of the ethical implications of proper business practices and financial management. (ELCC 3, 5, 6, 7; PSC 3, 5, 6, 7; BOR 7, 8, 10)

Read and explore emerging trends in the area of school business and finance and how they relate to classroom instruction, student achievement, and acquired knowledge. (ELCC 1, 2, 3, 4, 5, 6, 7; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8,9, 10)



## Course Activities/Assignments/Requirements

Students will:

Research assigned topics and participate in classroom discussions on materials related to class assignments. (ELCC 1, 2, 3, 4, 5, 6, 7; PSC 1, 2, 3, 4, 5, 6; BOR 3, 4, 5, 6, 7, 8, 9, 10)

Interview two community members and one governmental leader outside the education arena and from different segments of the community. Determine their perceptions of the system's academic performance, their perceptions of funding practices within the system and state, and their perceptions of other issues facing public education. Share the information with the class and prepare a written summary of each interview. (PBA) (ELCC 1, 2, 3, 4, 6, 7; PSC 1, 2, 3, 4, 6; BOR 4, 5, 7, 8, 9, 10)

Present to the class a group report and a written summary on a topic assigned from the attached list to the class. (ELCC 1, 2, 3, 4, 5, 6, 7; PSC 1, 2, 3, 4, 5, 6; BOR 3, 4, 5, 6, 7, 8, 9, 10)

Present to the class an individual report and written summary to the class on an assigned topic from the attached list to the class. (ELCC 1, 2, 3, 4, 5, 6, 7; PSC 1, 2, 3, 4, 5, 6; BOR 3, 4, 5, 6, 7, 8, 9, 10)

Read and abstract two journal articles related to our classroom discussions and/or the relationship between school finance and student achievement; (ELCC 1, 2, 3, 4, 5, 6, 7; PSC 1, 2, 3, 4, 5, 6; BOR 3, 4, 5, 6, 7, 8, 9, 10)

Examine the state and local QBE budget process in detail. (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 4, 5, 7, 8, 10)

Attend a BOE meeting to examine how local boards operate and how they deal with budget and finance matters in a public meeting. Prepare a written summary of your experience. (PBA) (ELCC 3, 4, 5, 6, 7; PSC 1, 3, 4, 5, 6; BOR 4, 5, 6, 7, 8, 10)

Prepare a simulated school budget. (PBA) (ELCC 1, 2, 3, 4, 5, 6, 7; PSC 1, 2, 3, 4, 5, 6; BOR 4, 5, 6, 7, 8, 10)

Examine the Georgia Code of Ethics as it relates to business and finance and respond to case studies involving ethical issues. (PBA) (ELCC 3, 5, 6, 7; PSC 3, 5, 6, 7; BOR 7, 8, 10)

Take a final exam.

## **Class Policies and Expectations**

1. Only typewritten papers are acceptable. Handwritten papers will be returned. The exception to this rule is in-class writing when a computer is not available.
2. All work must follow the guidelines of the most recent edition of the APA manual.
3. Before submitting paper assignments, be sure they adhere to the following guidelines:
  - a. Typed and double-spaced. – 12 point font
  - b. Cover page with the name of the assignment, title of the articles, name of the authors, name of the publication, date of the publication, your name, and submission date.
  - c. Papers more than one page should be stapled. (No folders please)

## **Course Evaluation**

Community interviews	10%
BOE learning reflection	10%
Individual presentations	20%
Article abstracts/presentation	10%
Group presentations	20%
Budget Summary Sheet	20%
Final	10%

## **Grading Scale**

90 – 100	A
80 – 89	B
70 – 79	C
Below 70	F

## **Attendance Policy**

Graduate students are expected to attend all classes. Failure to attend without prior permission will result in grade reductions.

## **Grading Rubric for Written or Oral Assignments**

- A** Excellent performance reflects detailed in-depth use of course materials papers follow APA guidelines, with proper sentence structure and punctuation.

- B Performance reflects use of course materials and case information but is weak in depth, detail or logical development. Papers follow APA, but have some errors.
- C Good faith effort at the assignment but performance is flawed by many errors.
- D Failure to submit work as assigned. Work reflects little effort, or is incomplete.

### **Policy Statement on Plagiarism and Cheating**

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy: FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc.

SECOND OFFENSE: The student will earn the letter grade "F" for the course.

THIRD OFFENSE: The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

### **Special Needs Statement**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

### **Instructor**

### **Outline for Critique**

The required format for a Critique in this class is as follows:

Identification of the material read: Use APA Style

Abstract - A succinct summary of the work—major view/ideas included, and findings (if a research study). This should be written so that someone who has not read the work can understand broadly what it covers, concludes, contends or proposes. The abstract should be no more than half of the entire critique.

Critical Evaluation - This section evaluates how well the author(s) make their case, how well they prove, argue or support what they conclude or contend.

Implications for the Course or Subject Area – Finally in this section you get to speak. Here you tell what implications the written work has for this course or the field the course covers. Does it add new, useful knowledge? Does it clarify some aspect? Does it suggest a change? Does it challenge existing practice? Contend something new is needed? Does it clarify something you didn't understand before reading it?

In summary, the critique answers these three questions:

1. What are the main ideas of the written work?
2. How well does the work do what it tries to do?
3. What, in your opinion, are the implications, if any, for this course or subject area?

### **Budget Project**

Use the information you have been provided in the QBE materials, (the state salary schedule, the state class size rule, the QBE cost components, classroom discussions, and other appropriate resources), to build a spread sheet showing a budget for personnel and operating funds for XYZ Elementary School. First, determine how you will staff your school within the parameters of the law. Next, budget personnel and operational costs by QBE program, then determine how much, if any, additional funding above state earnings will be required in your budget for this school. For the personnel costs, figure actual costs including state approved benefits and earned position costs. For the operating costs, use only the earned state funds cost components.

Finally, determine whether or not you can effectively operate XYZ Elementary School based only on QBE earned funding and explain the reasons for your decision.

XYZ Elementary School

XYZ Elementary School has a total FTE count of 476 and an enrollment of 497 students.

There are 88 FTE in kindergarten, 210 FTE in grades 1-3, and 156 FTE in grades 4-5. There are no EIP classes at XYZ. The school also has 22 FTE in Special Education with 8 in Category 1, 6 in Category 2, and 8 in Category 3.

The teaching staff is comprised of 6 teachers with specialist degrees and 20+ years of experience, 15 with master's degrees, all with 20+ years of experience, with the remaining teaching staff holding bachelor's degrees with 5 years of experience.

The remaining school staff is composed of the required paraprofessionals paid on a base salary of state earnings, a 12 month principal with a specialist degree and 20+ years, a full time 10 month assistant principal with a masters and 20+ years, a media specialist with 15 years and a masters, a full time counselor with a masters and 15 years, and a 12 month secretary.

XYZ Elementary School pays a \$1000 local supplement for all certified staff. Additionally, the principal gets a \$3000 local supplement and the assistant principal gets a \$1500 local supplement.

The training and experience factor for the school is 39.43%. The system retirement percentage is 9.28, the health insurance cost percentage is 16.713 and the Medicare percentage is 1.45.

Make no further assumptions about XYZ.

### **Interview of Community Leaders**

Interview three community leaders of varying status including a governmental official in your community. Prepare a synopsis of each of the interviews. Focus the interviews on the following issues:

- A. Their perceptions of the academic performance or lack thereof of the local public education system and
- B. What they think of the fiscal management of the local system. Is it operated in an efficient and effective manner? Why do they feel as they do? ( Ask for specific evidence);
- C. What they perceive as major financial issues facing public education in the local community and in Georgia; and,
- D. In an ideal world how would they suggest we finance public education?

Synthesize this information and use it to prepare recommendations for system and program improvement.

**Topical Content (Meets PSC, BOR, ELCC, and VSU Standards requirements)**

Basic school finance

State funding and QBE

Facilities management and maintenance

Resources management

Alternative funding sources

The tax system for school funding

Federal resources for schools

Risk management

Purchasing, inventory, warehousing, and distribution of resources

Fiscal reporting

Legal issues of school finance

Auditing, charts of accounts, and GASB 34

Technology for finance

Financial forecasting and planning

Cash flow management

Financing auxiliary programs

State and local budgeting processes

Funding classified personnel and programs

Economic development and school finance (Economic cycle)

Transportation systems management

School food service management

Facility maintenance and operations management

Ethics in finance

Building safe, secure, healthy, and supportive learning climates

Acting fairly, impartially, and sensitively to diverse populations

Acting with integrity and honesty

# Request for A New Course

Valdosta State University

Date of Submission: September 10, 2007

Department Initiating Request: Curriculum, Leadership, and Technology

Faculty Member Requesting: Dr. Don Leech

Proposed New Course Prefix & Number: LEAD 7420

See Course Designation Abbreviations in the Catalog for approved prefixes.

Proposed New Course Title: Ethical and Legal Issues for Leadership

Proposed New Course Title Abbreviation (for Student Transcript) Ethical/Legal Iss. for Ldrship

Semester/Term/Year to be effective: Fall, 2008

Estimate Frequency of Course Offering: Each Semester

Indicate (by typing an 'X') if Course will be:  Requirement for Major  Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

Total Contact Hours: 3 Lecture Hours: 3 Lab Hours: 0 Credit Hours: 3

## Proposed Course Description

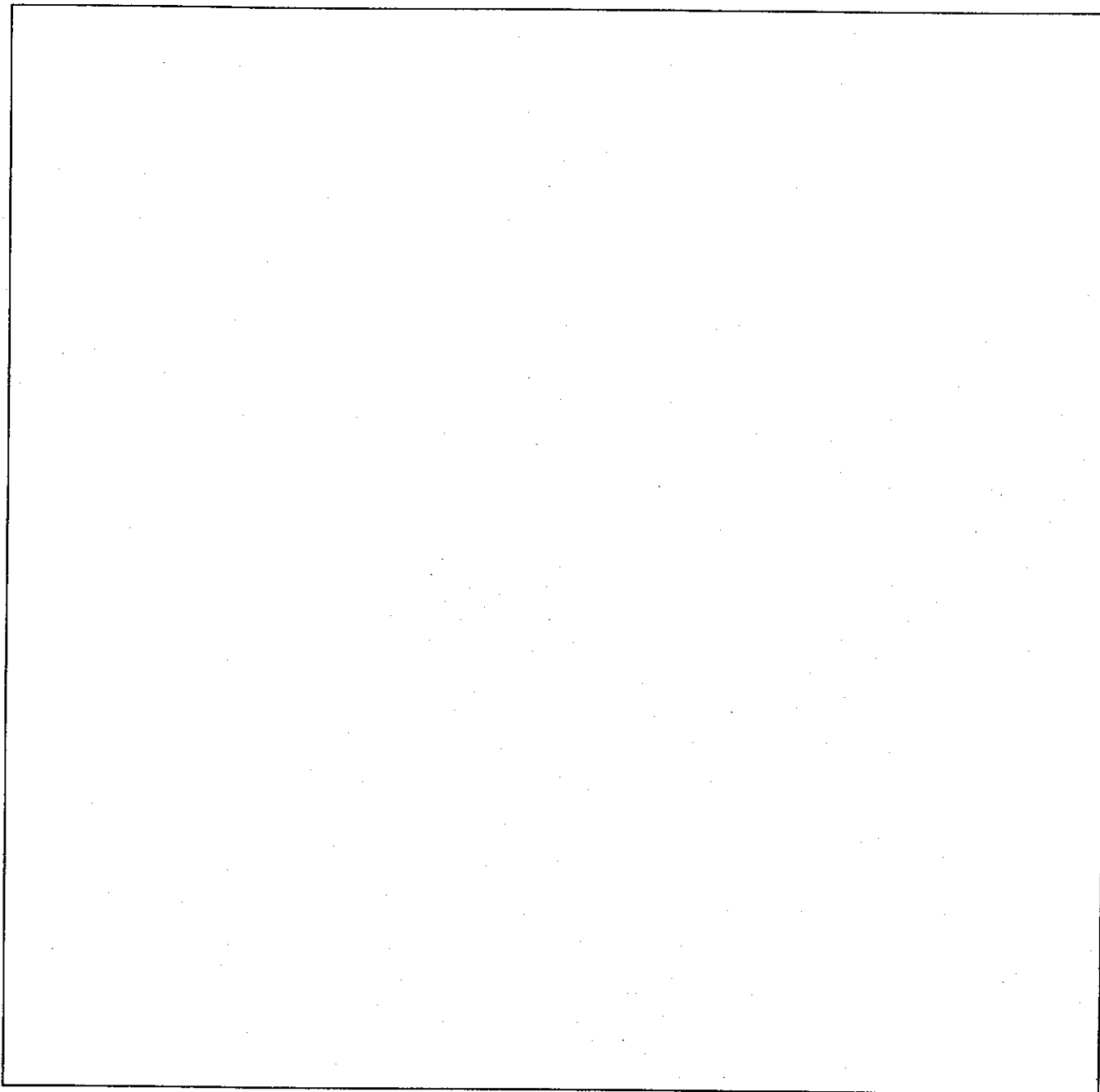
An overview of the legal structure of education, liability, constitutional rights, contractual relationships, federal and state regulations, collective actions, and special education rules and policies are examined. Included is a review of case law and the evolution of the courts as educational policy makers.

## Justification (continue on back if necessary)

In June 2008 all educational leadership programs in the state are being sunset by the Georgia Professional Standards Commission and the Board of Regents of the University System of Georgia. Programs are mandated to be redesigned based on new PSC preparation standards and BOR principles and will be reviewed for initial start-up in Fall, 2008. Master's degree programs are mandated to be developed around local school system partnerships. This course was developed as a part of the newly redesigned leadership program and meets all PSC standards and BOR principles for new program approval. As a component of the design process, it has been reviewed by the leadership program advisory group composed of public school system superintendents from the three Regional Educational Service Agencies in Valdosta State University's 41 county service area.

**NOTE: ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.**





Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

**LEAD 7420**  
**ETHICAL AND LEGAL ISSUES FOR LEADERSHIP**  
**3 Semester Hours**  
**Dewar College of Education**  
**Department of Curriculum, Leadership, and Technology**  
**Valdosta State University**

**Conceptual Framework: Guiding Principles**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

*Positively Impacting Learning through Evidence-Based Practices*

**Required Text**

LaMorte, M. (2005). *School law: Cases and concepts*. (8th ed.). Boston, MA: Allyn and Bacon.

American Psychological Association. (2001). *Publication Manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Selected articles and cases on education law on CD.

**Additional Resources**

Alexander, K., & M.D. Alexander. (2003). *The law of schools, students and teachers in a nutshell* (3rd ed.). St. Paul, MN: West Publishing Co. (optional)

Essex, N.L. (2005). *A teacher's pocket guide to school law*. Boston, MA: Allyn and Bacon. (optional).

## **Course Description**

An overview of the legal structure of education, liability, constitutional rights, contractual relationships, federal and state regulations, collective actions, and special education rules and policies are examined. Included is a review of case law and the evolution of the courts as educational policy makers.

## **College of Education Conceptual Framework Standards - (ELCC Standards)**

The educational leader will:

1. The educational leader facilitates the development, articulation, implementation, and stewardship of a vision of learning supported by the school community.
2. The educational leader advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.
3. The educational leader ensures management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
4. The educational leader collaborates with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. The educational leader acts with integrity, fairness, and in an ethical manner.
6. The educational leader understands, responds to, and influences the larger political, social, economic, legal, and cultural context.
7. The educational leader synthesizes and applies knowledge and skills in 1-6 in real settings under the guidance of university supervisors and school personnel.

## **Course Objectives (CO)**

Students will:

1. Define legal terms as used by courts in rendering decisions. (ELCC: 2, 3, 4, 5, 6; PSC: 3, 5, 6; BOR: 8, 10)
2. Identify the sources of law which affect educational institutions in the United States. (ELCC: 2, 3, 4, 5, 6; PSC: 3, 5, 6; BOR: 8, 10)
3. Identify landmark court decisions that establish policy for schools in the United States. (ELCC: 2, 3, 4, 5, 6; PSC: 3, 5, 6; BOR: 8, 10)
4. Have a fundamental understanding of case analysis and an appreciation of the legal arguments related to major issues in school law. (ELCC: 2, 3, 4, 5, 6; PSC: 3, 5, 6; BOR: 8, 10)

5. Understand that law involves concepts of equity and justice for all populations with a diverse educational setting. (ELCC: 1, 2, 3, 4, 5, 6; PSC: 3, 4, 5, 6; BOR: 8, 10)
6. Understand the meaning of rights for students and teachers as provided by the United States Constitution, Georgia Constitution, and federal and state statutes. (ELCC: 2, 3, 4, 5, 6; PSC: 3, 5, 6; BOR: 8, 10)
7. Know the state and local laws which apply to public schools as explained in Public School Standards, The Quality Basic Education Act of 1985, and Georgia School Laws. (ELCC: 2, 3, 4, 5, 6; PSC: 3, 5, 6; BOR: 8, 10)
8. Relate topics/issues in school law to the appropriate standards of the Georgia Code of Ethics for Educators. (ELCC: 2, 3, 4, 5, 6; PSC: 3, 5, 6; BOR: 8, 10)
9. Know the fundamental legal principles underlying the hiring, employment, discipline and dismissal of certificated and non-certificated staff. (ELCC: 2, 3, 4, 5, 6; PSC: 3, 5, 6; BOR: 8, 10)
10. Interpret legal decisions as handed down by federal and state courts when applied to educational institutions. (ELCC: 2, 3, 4, 5, 6; PSC: 3, 5, 6; BOR: 8, 10)
11. Apply rulings and court decisions to local situations in educational institutions. (ELCC: 2, 3, 4, 5, 6; PSC: 3, 5, 6; BOR: 8, 10)

### **Course Activities/Requirements/Assignments**

#### **Class Activities**

Class discussions

Briefs (completion graded)

Narrated PowerPoints Quick-Thinks (completion graded)

Articles

Legal Analysis Project/Legal Case Study (ILE #40)<sup>1</sup>

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1 Papers will not be accepted without paper checklist (see CD). Five points per day are deducted from late legal analysis papers, unless the student has made other arrangements with the instructor because of illness or family emergency. **Plagiarism** includes the failure to enclose quoted language from a source (case) in quotation marks. See both paper guidelines and the writing module narrated PowerPoints. Even when the plagiarism is unintentional, it is a serious matter. Students whose papers contain plagiarized material will be required to write another paper within one month of the end of the course, sign a form acknowledging the plagiarism, and will receive a grade one letter grade lower than they would have ordinarily received.

For assistance with legal analysis project see paper guidelines handout and narrated PowerPoint (writing module) on your CD. ILE #40: Conduct a legal analysis of an incident or a situation in the school or school district including references to case law and the potential exposure to liability. [If possible] recommend actions to reduce liability.

Quizzes (legal terminology)  
Examinations

**Legal Analysis Project/Legal Case Study (ILE #40)**

Students will be able to:

1. Recount/describe an incident or situation in a clear and concise manner so that a listener or reader can readily understand the events and issues (expository writing/communication skills). (ELCC: 2, 3, 4, 5, 6, 7; PSC: 3, 5, 6; BOR: 8, 10)
2. Find case law relevant to the situation or incident they have described (legal research skills, critical thinking skills). Case should sufficiently similar to facts of the incident or situation to allow for a meaningful comparison. (ELCC: 2, 3, 4, 5, 6; PSC: 3, 5, 6; BOR: 8, 10)
3. Analyze cases in a clear and succinct manner in such a way that they understandable by educators (writing skills, critical thinking skills). (ELCC: 2, 3, 4, 5, 6; PSC: 3, 5, 6; BOR: 8, 10)
4. Apply holdings and findings from the cases analyzed to the situation or incident to predict possible liability for the school district and/or educators involved and, if applicable to suggest ways to reduce potential liability. (ELCC: 2, 3, 4, 5, 6, 7; PSC: 3, 5, 6; BOR: 8, 10)

**Course Evaluation**

Class participation	10% <sup>2</sup>
Mid-term examination	25%
Legal problem paper	30%
Quiz #1 (legal terms/APA)	5%
Quiz #2 (legal terms)	5%
Final examination	25%

**Grading Scale**

90-100	A
80-89	B
70-79	C
Below 70	F

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<sup>2</sup> Includes completion of four case briefs, submission of newspaper articles, and narrated PowerPoint Quick-Thinks (see course of study). Each assignment is worth 5 points. The remaining portion of the grade is determined by in-class participation.

## **Attendance Policy**

Graduate students are expected to attend all classes. Students who are unable to do so should discuss this problem with the instructor.

Late assignments receive only half credit. If you find you must miss class, then mail, within 24 hours of class date, any assignments due to the instructor at 4201 Thornwood Way, Valdosta, GA 31602-6723. If assignment is mailed within 24 hours, then it will receive full credit. Five points per day are deducted from late legal analysis papers, unless the student has made other arrangements with the instructor because of illness or family emergency.

## **Policy Statement on Plagiarism**

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## **Instructor**

## Topical Content (Meets PSC, BOR, ELCC, and VSU Standards requirements)

- I. Introduction to the course
  - A. Syllabus and overview of course
  - B. Assessments, including but not limited to
    1. Case analysis (briefing cases)
    2. Legal Terminology
- II. Introduction to the Law
  - A. Purpose of the law
  - B. Anglo-American jurisprudence
  - C. Sources of law--both federal, Georgia, local (constitutions, statutes, regulations, case-law, executive orders, advisory opinions--hierarchy, interrelationships, who promulgates, degree of authority, constraints on, interpretation and application )
  - D. Areas/classifications of the law (difference between civil and criminal law, subcategories)
  - E. Structure of court/legal system
  - F. School governance and legal structure
- III. Basic Legal Research (class conducted at Odum Library and jointly with VSU librarian)
  - A. Traditional legal research
    1. Primary and secondary sources
    2. Reporters and digests (finding federal and Georgia case-law)
    3. U.S. Code and Georgia Code (finding statutes)
  - B. Online legal research (Lexis)
- IV. Schools and the state
  - A. Compulsory Attendance
  - B. First Amendment (Separation of church and state)
    1. Establishment Clause
      - a. School Prayer (teacher led, student led, at school sponsored events, at school functions, school board meetings, etc.)
      - b. Georgia Code (moment of silence)
      - c. Distribution of religious materials
      - d. Religious displays and programs (holidays and Ten Commandments)
      - e. Aid to religious schools and vouchers
      - f. Evolution and creationism
    2. Free Exercise Clause
      - a. Fundamental principals (foundation cases in this area are not school related, so only the basic principals are addressed)
      - b. Student religious expression, including but not limited to student clubs and Equal Access Act
- V. Students and the law
  - A. Free speech (First Amendment, [student] discipline)
    1. Political
    2. Vulgar
    3. School sponsored
    4. Miscellaneous (includes Confederate flag and dress codes)
  - B. [Employee/student] Due process ([student] discipline)
    1. Suspension & expulsion
    2. Georgia Code provisions
  - C. Corporal punishment (discipline)
    1. Federal case-law
    2. Georgia Code, Georgia case-law
    3. Ethics and Georgia Code of Ethics
      - a. Std 2 (abuse of students)
      - b. Std 10 (generally recognized professional standards) of Code of Ethics

- D. Search and seizure (discipline)
  - 1. General principles
    - a. Distinction between searches based on individualized suspicion and random searches
    - b. Use of sniff dogs
    - c. Restrictions on the use of law enforcement personnel
  - 2. Individualized suspicion searches
  - 3. Random searches (drug testing)
  - 4. Intrusive (strip) searching
- E Student Records (students right to confidentiality)
  - 1. FERPA
  - 2. Ethics and Georgia Code of Ethics
- VI. Teachers and the law
  - A. Due process-termination, includes Code of Ethics & Georgia Code provisions (teacher contracts?, Student/employee due process, Fair Dismissal, libel and slander)
  - B. Teacher speech (First Amendment)
    - 1. Right to speak on matters of public concern, restrictions on/limitations to)
    - 2. Academic freedom (challenges to classroom materials, use of controversial materials)
  - C Teacher conduct
    - 1. Dismissal of teachers for misconduct, immorality
    - 2. Ethics and Georgia Code of Ethics (esp. Std 2 (abuse of students))
  - C. Employment discrimination (Equal Opportunity and race/sex discrimination)
    - Federal statutes (Title VII, '504, ADA)
    - Race, gender, age, disability
  - D. Teacher records
- VII. Equal Educational Opportunity (Equal Opportunity and race/sex discrimination)
  - 1. Race-*The Road to Brown* (film)
  - B. Disability (Special populations law)
    - 1. Brief history of treatment of students with disabilities
    - 2. Federal statutes (basic principles and compare and contrast-IDEA, '504, ADA)
    - 3. Identification and eligibility (includes but not limited to referral Georgia=s SST=s, issues of discrimination, assessments)
    - 4. FAPE
      - a. Limitations of
      - b. IEP and IEP team
      - c. Least restrictive environment & placement (including but not limited to assistive technology, accommodation & inclusion)
      - d. Related Services (& extracurricular activities)
    - 5. Due process (hearings & procedural safeguards)
    - 6. Discipline (Student/employee due process; Special ed. discipline)
      - a. Manifestation determination
      - b. Functional Behavioral Assessment
      - c. Positive Behavioral Plan
      - d. Interim Alternative Educational Setting
      - e. Ten Day ARule@ re: suspensions
      - f. Duty to provide educational services
      - g. Miscellaneous
        - (1) Reimbursement of private school fees
        - (2) Obligation to students with disabilities enrolled in private schools
        - (3) Attorney fees
        - (4) Harassment (liability for)
    - 7. Special issues related to '504 & ADA
  - C Gender issues (Equal Opportunity and race/sex discrimination)
    - 1. Sexual harassment
      - a. Foundation cases (non-school related, employment law)



- b. Kinds of sexual harassment (quid pro quo & hostile environment)
    - c. Abuse/harassment of students by school employees/teachers (Ethics and Georgia Code of Ethics) Std. 2 abuse of students, district liability for, administrator responsibility)
    - d. Student-to-student sexual harassment (district liability for)
    - e. Same sex sexual harassment (district liability for)
  - 2. Title IX
- VIII Immunity and tort liability (Liability/immunity)
- A. Sovereign immunity (general principles)
  - B. Immunity under Georgia law
  - C. Immunity under federal law (objective and subjective standards)
  - D. Tort Liability
    - 1. Kinds of torts
      - a. Intentional torts (including child abuse, including duty to report)
      - b. Negligence
      - c. strict liability)
    - 2. Negligence
      - a. Elements
      - b. Defenses to
      - c. Duties of supervision
- IX Special topics
- A. Ethics and Georgia Code of Ethics (although the Georgia Code of Ethics has been integrated throughout the course it will be given separate treatment because not all its provisions match up with course content).
  - B. Contracts
    - 1. Kinds.
      - a. Employment
      - b. Real property
      - c. Services, including construction
    - 2. Elements
    - 3. Breach
    - 4. Remedies for breach
  - C. Miscellaneous

# Request for A New Course

## Valdosta State University

**Date of Submission:** September 10, 2007

**Department Initiating Request:** Curriculum, Leadership, and Technology

**Faculty Member Requesting:** Dr. Don Leech

**Proposed New Course Prefix & Number:** LEAD 7220

See Course Designation Abbreviations in the Catalog for approved prefixes.

**Proposed New Course Title:** Human Resources Leadership for School Improvement

**Proposed New Course Title Abbreviation (for Student Transcript)** Human Res Ldrship for Sch Imp

**Semester/Term/Year to be effective:** Fall, 2008

**Estimate Frequency of Course Offering:** Each Semester

**Indicate (by typing an 'X') if Course will be:**  Requirement for Major  Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

**Total Contact Hours:** 3 **Lecture Hours:** 3 **Lab Hours:** 0 **Credit Hours:** 3

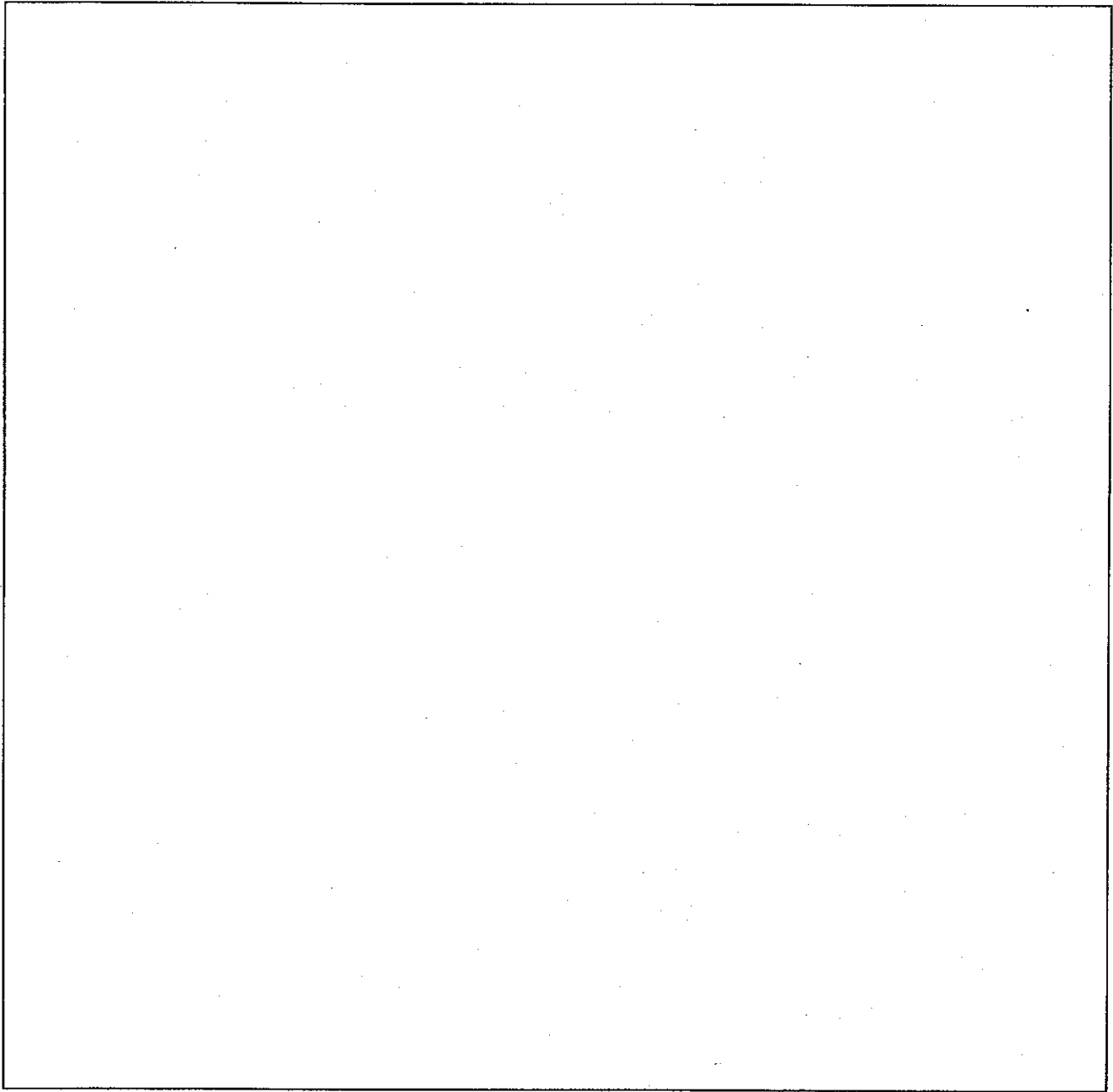
### Proposed Course Description

An examination of the recruitment, selection, and induction of new employees; faculty development and evaluation; laws relating to employment practices; interpersonal skills involved in student, staff, and community relationships; role definitions of personnel supervision; administration of school personnel policies and practices.

### Justification (continue on back if necessary)

In June 2008 all educational leadership programs in the state are being sunset by the Georgia Professional Standards Commission and the Board of Regents of the University System of Georgia. Programs are mandated to be redesigned based on new PSC preparation standards and BOR principles and will be reviewed for initial start-up in Fall, 2008. Master's degree programs are mandated to be developed around local school system partnerships. This course was developed as a part of the newly redesigned leadership program and meets all PSC standards and BOR principles for new program approval. As a component of the design process, it has been reviewed by the leadership program advisory group composed of public school system superintendents from the three Regional Educational Service Agencies in Valdosta State University's 41 county service area.

**NOTE: ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.**



Approvals:


Department Head(s)



Date

10/18/07

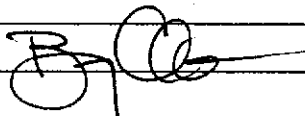
Dean(s)/Director(s)



Date

10/25/07

College Executive Committee



Date

10/25/07

Graduate Executive Committee

Date

Academic Committee

Date

**LEAD 7220**  
**HUMAN RESOURCES LEADERSHIP FOR SCHOOL IMPROVEMENT**  
**3 Semester Hours**  
**Dewar College of Education**  
**Department of Curriculum, Leadership, and Technology**  
**Valdosta State University**

**Conceptual Framework: Guiding Principles**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

*Positively Impacting Learning through Evidence-Based Practices*

**Suggested Textbooks**

Green, R. (2003). *Natural forces: How to significantly increase school performance in the third millennium*. Tallahassee: Educational Services Consortium, Inc.

Rebore, R.W. (2004). *Human resources administration in education: A management approach* (7<sup>th</sup> ed.). Boston: Pearson Education, Inc.

Young, P., & Castetter, W. (2004). *The human resource function in educational administration* (8<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.

**Additional Resources**

Carlson, R. (2005). *Easier than you think: Because life doesn't have to be so hard*. New York, NY: HarperCollins Publishers, Inc.

Castetter, W.B. & Young, I.P. (2000). *The human resource function in educational administration*. (7<sup>th</sup> ed). New York: Merrill.

- Frankl, V. (1984). *Man's search for meaning*. New York, NY: Washington Square Press Publication.
- Fullan, M. (1997). *What's worth fighting for in the principalship*. New York: Teacher's College Press.
- Gabriel, J.G. (2005). *How to thrive as a teacher leader*. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Hannaford, C. (1995). *Smart moves: Why learning is not all in your head*. Atlanta, Georgia: Great Ocean Publishers.
- Heller, D.A. (2004). *Teachers wanted: Attracting and retaining good teachers*. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Hunter, J.C. (1998). *The servant: A simple story about the true essence of leadership*. Roseville, California: Prima Publishing.
- Littky, D. (2004). *The big picture: Education is everyone's business*. Alexandria, Virginia: Association for Supervision and Curriculum Development.
- Seyfarth, J.T. (2002). *Human resources management for effective schools*. Needham Heights, MA: Allyn and Bacon.
- Smith, R.E. (1998). *Human resources administration: A school-based perspective*. Gardiner, NY: Eye on Education.
- Webb, L.D., Montello, P.A., & Norton, M.S. (1994). *Human resources administration: Personnel issues and needs in education*. New York: Merrill.

### **Course Description**

An examination of the recruitment, selection, and induction of new employees; faculty development and evaluation; laws relating to employment practices; interpersonal skills involved in student, staff, and community relationships; role definitions of personnel supervision; administration of school personnel policies and practices.

## **College of Education Conceptual Framework Standards – (ELCC Standards)**

### The educational leader will:

1. Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensure management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
4. Collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Act with integrity, fairness, and in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.
7. Synthesize and apply knowledge and skills in 1-6 in real settings under the guidance of university supervisors and school personnel.

### **Course Objectives (CO)**

#### Students will:

1. Become knowledgeable of the purpose for and the responsibilities of the human resources program including how the HR supports the instructional needs of schools. (PBA) (ELCC 2,3,4,5,6;PSC 2,3,4,5,6; BOR 2,5,6,7,8,9,10)
2. Demonstrate an understanding of the development of long- and short-range personnel needs in school systems. (ELCC 2,3,5; PSC 2,3,5; BOR 1,2,5,6,7,8,9,10)
3. Become familiar with Georgia law, Georgia Department of Education rules and policies, the Georgia Educator Code of Ethics, the Georgia Professional Standards Commission rules and policies, local board of education rules and policies, to develop an understanding of legal and ethical issues in human resources including the relationship of school board policy, law and educational best practice. (ELCC 3,5; PSC 3,5; BOR 8)
4. Become knowledgeable of the importance of personal professional vision to employee motivation and retention. (PBA) (ELCC 1,3; PSC 1,3; BOR 5,6,7,9,10)
5. Demonstrate an understanding of employment guidelines and standards regarding the recruitment, selection, induction, evaluation and termination of employees. (PBA) (ELCC 3,5; PSC 3,5; BOR 7,8,10)

6. Demonstrate an understanding of federal and Georgia personnel policy and law to include FMLA, ATM, FICA, COBRA, EEOC, ADA, Title I, Title IX, etc. (PBA) (ELCC 3,5; PSC 3, 5; BOR 7,8)
7. Apply situational leadership and developmental supervision techniques to the supervision of teachers. (PBA) (ELCC 2,3,5; PSC 2,3,5; BOR 1,2,5,6,7,8,9,10)
8. Understand the importance of collaboration and communication within the school and larger community. (PBA) (ELCC 1,2,3,4; PSC 1,2,3,4; BOR 5,6,7,8,9,10)
9. Understand and demonstrate the basic components of staff development. (ELCC 2,3,5; PSC 2,3,5; BOR 5,6,7,8,9,10)
10. Review and apply adult learning strategies to professional development. (PBA) (ELCC 2; PSC 2; BOR 6,9,10)
11. Understand the operation of Employee Assistance Programs. (ELCC 2,3,5; PSC 2,3,5; BOR 5,6,7,8,9,10)
12. Understand the relationship of the counseling and teaching staff in the development of a full program of student activities. (PBA) (ELCC 2,3; PSC 2,3; BOR 1,2,5,8,10)
13. Review the needs and strategies for working with the supporting staff. (PBA) (ELCC 1,2,3,5; PSC 1,2,3,5; BOR 5,6,7,8,9,10)

### **Course Activities/Requirements**

Attend all class sessions.

Read all course assignments and be prepared to participate in class discussions.

Complete a portfolio.

Interview a school system director of personnel and create a team paper focusing on the range of personnel functions in a typical school system. Include questions related to federal and Georgia personnel policy and law to include FMLA, ATM, FICA, COBRA, EEOC, ADA, Title I, Title IX, etc. (PBA) (ELCC 2,3,5; PSC 2,3,5; BOR 5,6,7,8,10)

Produce a written abstract/paper focusing on an effective and innovative staffing plan for serving students in a public school system. (PBA) (ELCC 1,2,3; PSC 1,2,3; BOR 1,2,3,4,5,6,7,8,9,10)

Create an individual personal professional vision to include values or a vision for a school or school system. (PBA) (ELCC 1; PSC 1; BOR 7,8)

Review educational leadership literature and answer sample GACE questions. (ELCC 1,2,3,4,5,6; PSC 1,2,3,4,5,6; BOR 1,2,3,4,5,6,7,8,9,10)

Reflect on evaluating personnel performance in the management and facilitation of school personnel. Answer Think and Reflect questions. (ELCC 1,2,3,4,5; PSC 1,2,3,4,5; BOR 5,6,7,8,9,10)

Participate in class discussions and analyze case studies. (ELCC 1,2,3,4,5; PSC 1,2,3,4,5; BOR 4,5,6,7,8,9,10)

Complete program content applications that demonstrate the synthesis of course content to the personal work environment. (PBA) (ELCC 1,2,3,4,5; PSC 1,2,3,4,5; BOR 4,5,6,7,8,9,10)

Prepare and present a written and oral book report and a written and oral report from an audio recording. (ELCC 1,2,3,5; PSC 1,2,3,5; BOR 5,6,7,8,9,10)

Prepare a collection of thoughts on critical issues. Complete Inventory of Learning Experiences (ILE) numbered 4, 6, 7, 8, 27, 41, and 47. (PBA) (ELCC 1,2,3,4,5,6; PSC 1,2,3,4,5,6; BOR 1,2,3,4,5,6,7,8,9,10)

### **Class Policies and Expectations**

1. Students are expected to attend and participate in all scheduled classes and activities.
2. Students are expected to read and be prepared to respond to questions related to all handouts and assigned materials.
3. All individual assignments must be original products of the student and created for this specific class.
4. Students are expected to participate in team activities and carry an equal load.

### **Course Evaluation**

Class Participation	5%
Interview/Team Paper	10%
Abstract/Written Paper	10/25%
Personal/School/System Vision	10%
Reflective Journal Entries	10%
Think and Reflect Questions	10%
Case Study	5%
Content Applications	5%
Book Report	10%
Audio Report	5%



- Collection of Thoughts/ILEs 20%
- Content Areas for Collection of Thoughts/ILE
- Determining staffing needs/47
  - Recruiting and selecting employees/6, 41
  - Induction of employees/4
  - Retention of employees/4
  - Creating a high quality work life for faculty, staff, and students
  - Improving student achievement using instructional technology and relevant school data/7
  - Human and monetary resources/8
  - Evaluation of faculty or staff development programs/27

### Grading Scale

90 - 100	A
80 - 89	B
70 - 79	C
Below 70	F

### Attendance Policy

Graduate students are expected to attend all classes. Students who are unable to do so should discuss this problem with the instructor.

### Policy Statement on Plagiarism

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

- FIRST OFFENSE: The student will earn a "0" on the assignment, test, project, etc.
- SECOND OFFENSE: The student will earn the letter grade "F" for the course.
- THIRD OFFENSE: The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

### Special Needs Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the

Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

## **Instructor**

### **Topical Content**

Define federal and Georgia personnel policy and laws such as FMLA, FICA, COBRA, EEOC, ADA, Title I, Title IX.

Understand personnel functions for certified and classified staff.

Identify pupil personnel services.

Demonstrate knowledge of recruitment and retention strategies.

Demonstrate an understanding of the employee selection process.

Understand performance appraisal and professional development processes and adult learning theory.

Understand compensation and benefit systems.

Assist in a new employee induction program.

Develop enrollment and staffing projections.

Assess system and school personnel needs.

Understand personnel management strategies (promotion, termination, demotion, etc.).

Demonstrate knowledge of personnel records management.

Understand diversity and cultural issues in personnel.

Demonstrate knowledge of unions/professional organizations and roles in personnel management.

Identify potential conflicts and understand conflict resolution processes.

Build safe, secure, healthy, and supportive learning climates.

Act fairly, impartially, and sensitively to diverse populations.

Act with integrity and honesty.

# Request for A New Course

## Valdosta State University

**Date of Submission:** September 10, 2007

**Department Initiating Request:** Curriculum, Leadership, and Technology

**Faculty Member Requesting:** Dr. Don Leech

**Proposed New Course Prefix & Number:** LEAD 7920/7930

See Course Designation Abbreviations in the Catalog for approved prefixes.

**Proposed New Course Title:** Leadership Field Experiences I & II

**Proposed New Course Title Abbreviation (for Student Transcript)** Ldrship Field Experiences I/II

**Semester/Term/Year to be effective:** Fall, 2008

**Estimate Frequency of Course Offering:** Each Semester

**Indicate (by typing an 'X') if Course will be:**  Requirement for Major  Elective Course

**\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.**

**Total Contact Hours:** 3    **Lecture Hours:** 3    **Lab Hours:** 0    **Credit Hours:** 3

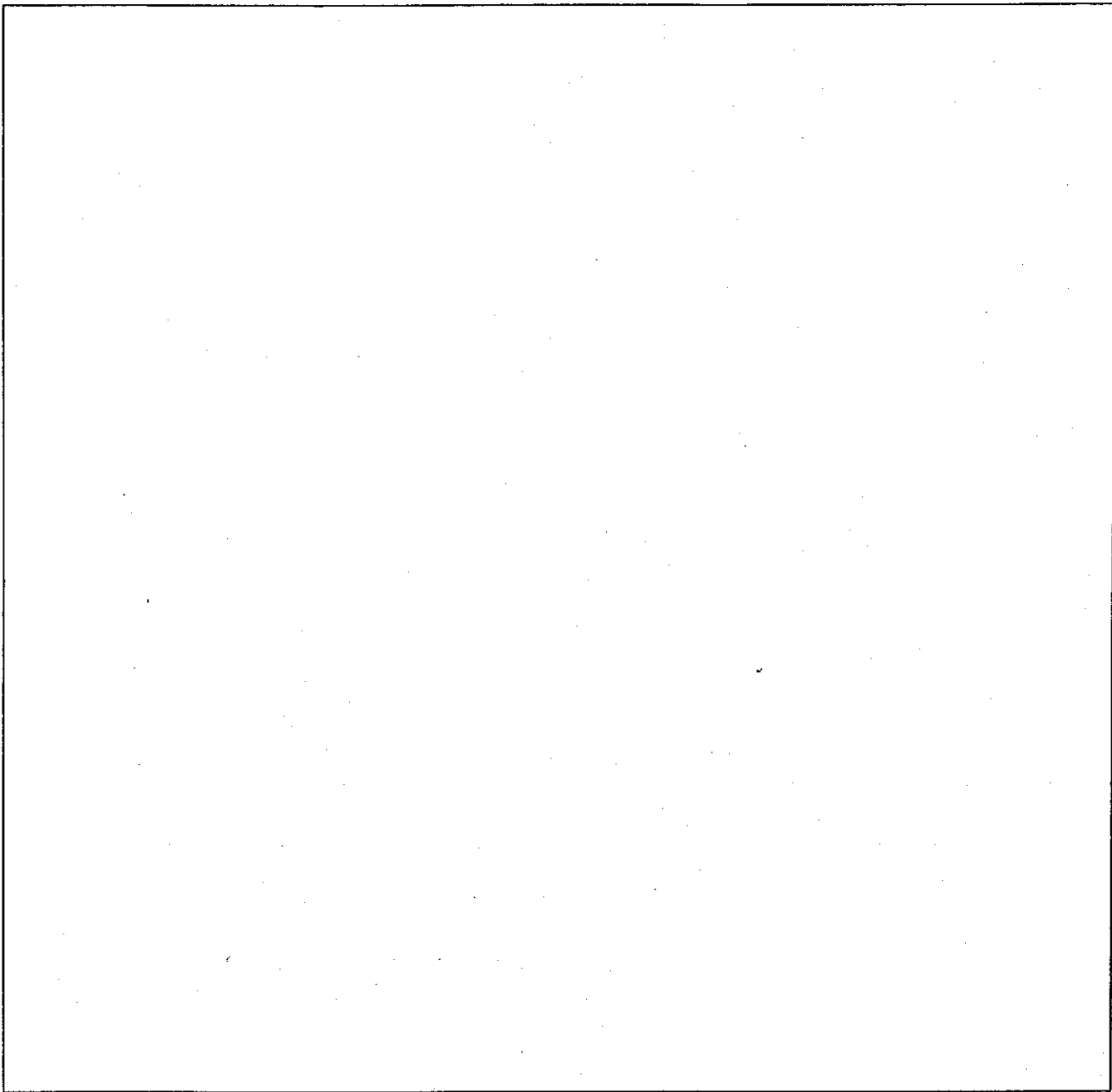
### Proposed Course Description

A supervised field experience designed for the candidate to acquire appropriate educational leadership, administrative and instructional supervision competencies.

### Justification (continue on back if necessary)

In June 2008 all educational leadership programs in the state are being sunset by the Georgia Professional Standards Commission and the Board of Regents of the University System of Georgia. Programs are mandated to be redesigned based on new PSC preparation standards and BOR principles and will be reviewed for initial start-up in Fall, 2008. Master's degree programs are mandated to be developed around local school system partnerships. This course was developed as a part of the newly redesigned leadership program and meets all PSC standards and BOR principles for new program approval. As a component of the design process, it has been reviewed by the leadership program advisory group composed of public school system superintendents from the three Regional Educational Service Agencies in Valdosta State University's 41 county service area.

**NOTE: ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.**



Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

**LEAD 7920/7930**  
**LEADERSHIP FIELD EXPERIENCES I & II**  
**3 Semester Hours**

Dewar College of Education  
Department of Curriculum, Leadership, and Technology  
Valdosta State University

**Conceptual Framework: Guiding Principles**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

*Positively Impacting Learning through Evidence-Based Practices*

**Required Textbooks**

LiveText: [www.livetext.com](http://www.livetext.com)

Purchase the \$89 "College LiveText edu solutions" version at  
<https://secure.livetext.com/misk5/buy?site=college>

**Course Description**

A supervised field experience designed for the candidate to acquire appropriate educational leadership, administrative and instructional supervision competencies.

## College of Education Conceptual Framework Standards – (ELCC Standards)

### The educational leader will:

1. Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensure management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
4. Collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Act with integrity, fairness, and in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.
7. Synthesize and apply knowledge and skills in 1-6 in real settings under the guidance of university supervisors and school personnel.

### **Course Objectives (CO)**

#### Students will:

1. Demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide future leaders with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders.
2. Have a minimum of 125 hours of full-time field experiences.
3. Participate in planned field experiences during the entire course of the program.
4. Apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders.
5. Have experiences occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.
6. Have experiences which include work with appropriate community organizations such as social service groups and local businesses.

7. Participate in experiences planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research.
8. Work with Mentors to guide the candidate during the field experiences.

### **Course Activities/Requirements**

Students will document required leadership activities in the Inventory of Leadership Experiences on LiveText. The ILE is the final comprehensive assessment for the M.Ed. in Educational Leadership. See the Educational Leadership Program Handbook for additional information.  
(ELCC 1-7; PSC 1-6; BOR 1-10)

Students will complete all assigned PBA's from the appropriate program ILE. To receive credit all PBA's must be complete and signed off by the Leadership Mentor and the university supervisor.

All work must follow APA guidelines, with proper sentence structure, spelling and punctuation.

All work for each class must be submitted to the instructor two weeks before the end of the semester for a grade other than Incomplete to be awarded.

### **Course Evaluation**

Because of the nature of the Inventory of Leadership Experiences, the evaluation process will be continuous. This continuous process will involve conferencing with the Leadership Mentor, field conferences and office meetings with the intern and scheduled reviews of the Inventory of Leadership Experiences via LiveText.

### **Grading Scale**

A grade of "S" or "U" will be assigned at the conclusion of the course. To continue with the companion course, a student must receive a grade of "S". At the instructor's discretion, a grade of "IP" may be given to provide students with one additional semester to satisfactorily complete the course requirements. An "S" will be given only if the student successfully completes all assignments.

### **Attendance Policy**

Graduate students are expected to attend all classes. Students who are unable to do so should discuss this problem with the instructor.



## **Policy Statement on Plagiarism**

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

- **FIRST OFFENSE:** The student will earn a "0" on the assignment, test, project, etc.
- **SECOND OFFENSE:** The student will earn the letter grade "F" for the course.
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## **Special Needs Statement**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

## **Instructor**

### **Certification process**

If you are planning to add the field of Educational Leadership to your current professional certificate, this application process must be initiated through the dean's office in the College of Education (EC 227). In order to complete this process, a copy of your GACE II scores in Educational Leadership must be submitted to the dean's office. Your scores may be delivered in person, mailed, or FAXED (229-333-5439).

The paperwork required to complete your certification includes the following: (1) a certification application (this may be obtained from the dean's office, your local board office, or downloaded from the PSC website), (2) a college

recommendation form (this form is completed by the dean's office), and (3) an official transcript (the transcript is obtained by the dean's office after the semester ends and final grades have been posted).

Once you have completed all program requirements, contact Ms. Jania Klein in the dean's office (229-333-5925) for assistance in completing the certification process.

## Valdosta State University Request for Curriculum Change

Indicate area of change:

- Core Curriculum
- Senior Curriculum
- Graduate Program
- Other \_\_\_\_\_

Current Catalog page numbers 72

Effective date for Curriculum change August  
(month)

2008  
(year)

Degree & Program name Ed. S., Educational Leadership (Building and System Level)  
(e.g., BFA, Art)

### Present Requirements or Present Outcomes & Assessments

Area A: Core--3 hrs.  
RSCH 8000 Advanced Research Methodology. 3 hrs.

Area B: Academic Concentration--12 hrs.  
LEAD 8200 School Reform and Change 3 hrs.  
LEAD 8300 Social Context of Educational Ldrship 3 hrs.  
LEAD 8400 Organizational Theory for Ed. Leaders 3 hrs.

ACED 7150 Perspectives on the Adult Learner 3 hrs  
or  
PSYC 7040 Adult Learning and Assessment 3 hrs

Area C: Major Specialization Electives--6 hrs  
LEAD 7600 Tech. Leadership for Sch. Imp 3 hrs.  
LEAD 8410 Special Ed. Law for Ed. Leaders 3 hrs  
LEAD 8610 School, Community, and Media Relations for Leaders 3 hrs  
LEAD 8850 Directed Study in Ed. Leadership 3 hrs  
CIED 7030 Classroom Curriculum Design 3 hrs  
CIED 7060 Curr., Instr., and Tech. Integration 3 hrs

Area C: Field Experiences--6 hrs.  
LEAD 8900 Internship and Field Based Research I 3 hrs.  
LEAD 8910 Internship and Field Based Research II 3 hrs  
TOTAL 27 hrs

continue on the back if necessary

### Proposed Requirements or Proposed Outcomes & Assessments

**Area A Core--9 hours**  
LEAD 8140 Ldrship for Creating an Effective Lrng Env 3 hrs  
LEAD 8030 Sch Culture, Chang & Org Dyn 3 hrs  
RSCH 8000 Adv Research Methodology 3 hrs

**Area B Guided Electives--3 hours**  
Building / System  
LEAD 8510 Bldg Ldrship for the 21<sup>st</sup> Cent 3 hrs  
LEAD 8520 Exec Ldrship for the 21<sup>st</sup> Cent 3 hrs  
LEAD 8620 Leading a Prof Lrng Comm 3 hrs  
LEAD 8410 Legal/Ethical Issues /Special Pop 3 hrs  
LEAD 8630 Coaching and Mentoring 3 hrs  
LEAD 8230 Fin/ Managing Ed Facilities 3 hrs  
LEAD 8240 Res Mgmt for Sch Improv 3 hrs  
LEAD 8710 Directed Study in Ed Ldrship 3 hrs

The faculty advisor will collaborate with candidate and school system partners to identify an appropriate elective.

**Area C Field Based Activities --18 hours**  
LEAD 8920 Adv Ldrship Field Based Exp I 6 hrs  
LEAD 8930 Adv Ldrship Field Based Exp II 6 hrs  
LEAD 8940 Adv Ldrship Field Based Exp III 6 hrs

The above field based activities must be conducted at either the building or system level.

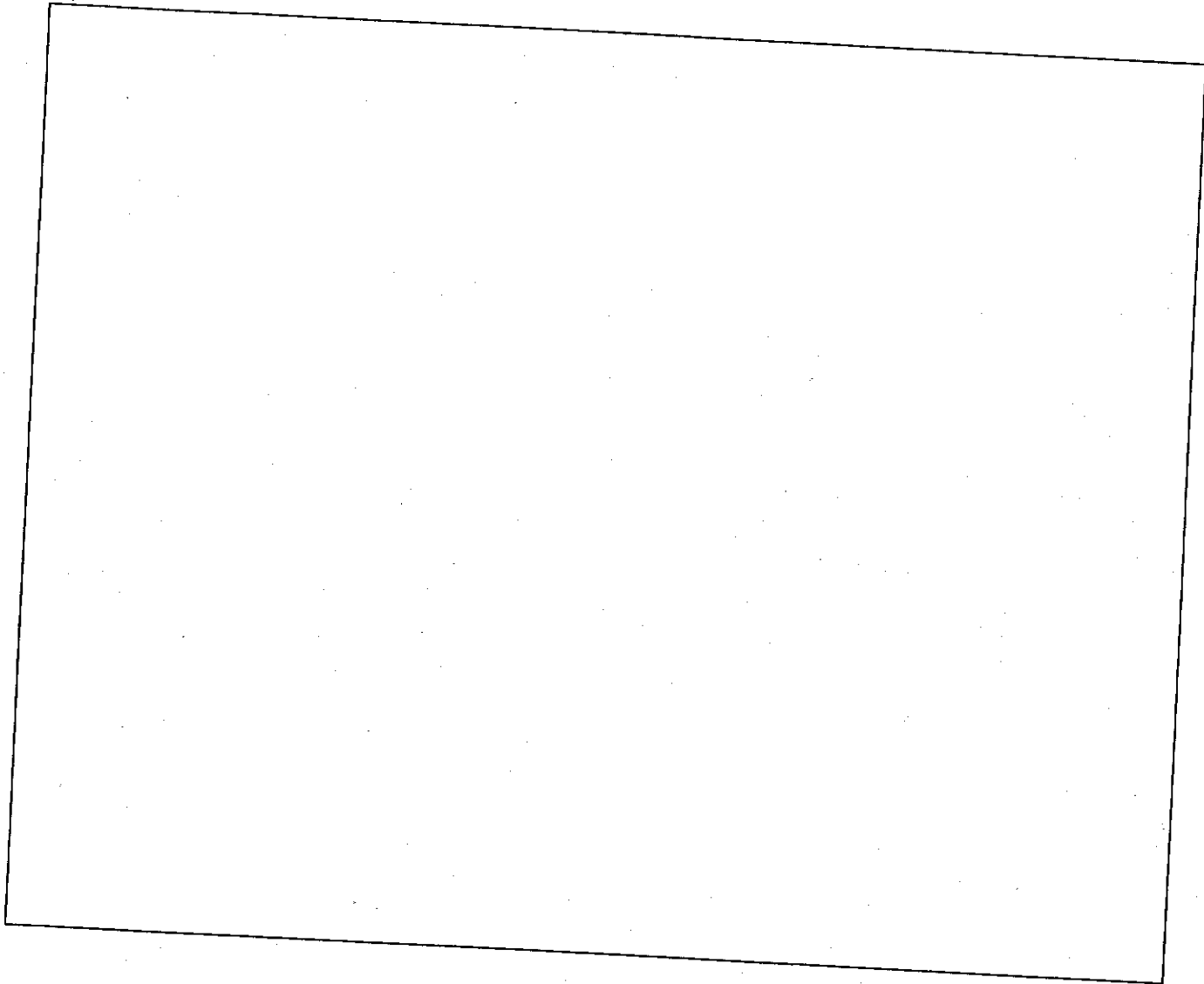
TOTAL 30hrs

### Justification

In June 2008 all educational leadership programs in the state are being sunset by the Georgia Professional Standards Commission and the Board of Regents of the University System of Georgia (see attached documentation). Programs are mandated to be redesigned based on new PSC preparation standards and BOR principles and will be reviewed for initial start-up in Fall, 2008. Specialist programs are mandated to be performance based and developed around local school system partnerships. This new program was developed to meet the recently adopted PSC standards and BOR principles for new program approval. Courses and student assessments have been redesigned to align with these new standards and principles. As a component of the design process, it has been reviewed by the leadership program advisory group composed of public school system superintendents from the three Regional Educational Service Agencies in Valdosta State University's 41 county service area.

continue on the back if necessary

Approvals are to be noted on the back



Approvals:

Department Head (s)

*DM*

Date

10/18/07

Dean(s) / Director (s)

*BCI*

Date

10/25/07

College Executive Committee

*BCI*

Date

10/25/07

Graduate Executive Committee

Date

Academic Committee

Date

# Request for A New Course

## Valdosta State University

**Date of Submission:** September 10, 2007

**Department Initiating Request:** Curriculum, Leadership, and Technology

**Faculty Member Requesting:** Dr. Don Leech

**Proposed New Course Prefix & Number:** LEAD 8140

See Course Designation Abbreviations in the Catalog for approved prefixes.

**Proposed New Course Title:** Leadership for Creating an Effective Learning Environment

**Proposed New Course Title Abbreviation (for Student Transcript)** Lead Effective Lrng Environment

**Semester/Term/Year to be effective:** Fall, 2008

**Estimate Frequency of Course Offering:** Each Semester

**Indicate (by typing an 'X') if Course will be:**  Requirement for Major  Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

**Total Contact Hours:** 3 **Lecture Hours:** 3 **Lab Hours:** 0 **Credit Hours:** 3

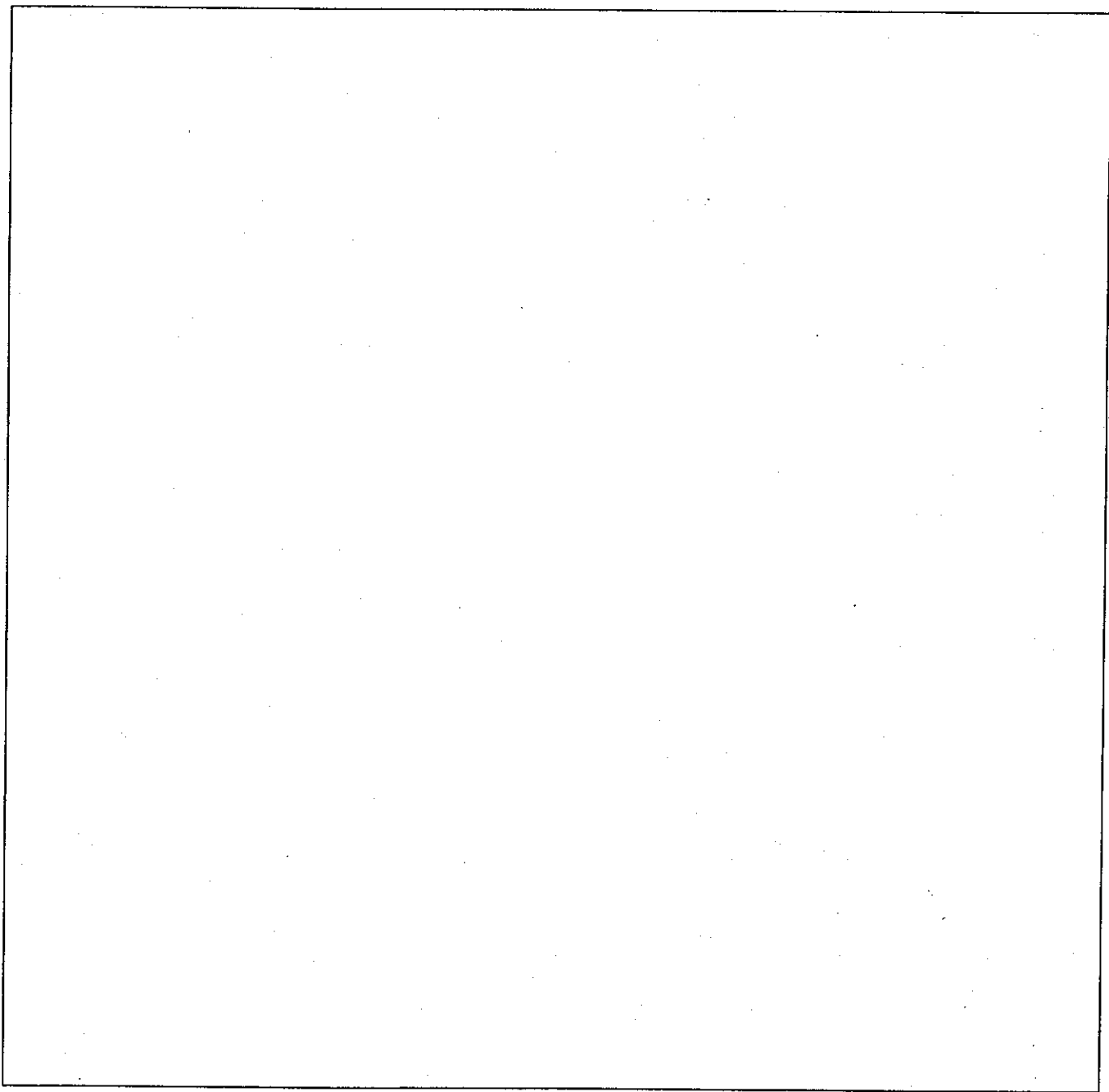
### Proposed Course Description

Instruction and supervised practice leading to candidates' demonstration of the knowledge and skills necessary to create a teaching and learning environment for successful student achievement and school improvement.

### Justification (continue on back if necessary)

In June 2008 all educational leadership programs in the state are being sunset by the Georgia Professional Standards Commission and the Board of Regents of the University System of Georgia. Programs are mandated to be redesigned based on new PSC preparation standards and BOR principles and will be reviewed for initial start-up in Fall, 2008. Specialist programs are mandated to be performance based and developed around local school system partnerships. This course was developed as a part of the newly redesigned leadership program and meets all PSC standards and BOR principles for new program approval. As a component of the design process, it has been reviewed by the leadership program advisory group composed of public school system superintendents from the three Regional Educational Service Agencies in Valdosta State University's 41 county service area.

**NOTE: ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.**



Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

**LEAD 8140**  
**LEADERSHIP FOR CREATING AN EFFECTIVE LEARNING ENVIRONMENT**  
**3 Semester Hours**  
**Dewar College of Education**  
**Department of Curriculum, Leadership, and Technology**  
**Valdosta State University**

**Conceptual Framework: Guiding Principles**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

*Positively Impacting Learning through Evidence-Based Practices*

**Required Readings**

Basic (or higher) Membership in the Association for Supervision and Curriculum Development (ASCD) with online access

Purkey, W. W., Novak, J. M. *Inviting School Success: A Self-Concept Approach to Teaching, Learning, and Democratic Practice.*

**Other Requirements and Resources**

Readings as directed by the instructor

Access to VSU BlazeNet

Access to VSU's online WebCT/VISTA network.

Selected Links to Governmental, Professional, and Academic Resources (Appendix A)

Access to a headset with a boom mike (They are cheap)

**Course Description**

Instruction and supervised practice leading to candidates' demonstration of the knowledge and skills necessary to create a teaching and learning environment for successful student achievement and school improvement.

## College of Education Conceptual Framework Standards - (ELCC Standards)

1. The educational leader facilitates the development, articulation, implementation, and stewardship of a vision of learning supported by the school community.
2. The educational leader advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.
3. The educational leader ensures management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
4. The educational leader collaborates with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. The educational leader acts with integrity, fairness, and in an ethical manner.
6. The educational leader understands, responds to, and influences the larger political, social, economic, legal, and cultural context.
7. The educational leader synthesizes and applies knowledge and skills in 1-6 in real settings under the guidance of university supervisors and school personnel.

### Course Objectives (CO)

Students will:

1. Use tools to learn about the developing brain, to interpret contemporary brain research and to understand cognition. (ELCC 2; PSC 1, 2; BOR 1, 2, 5)
2. Describe multiple intelligences and cognitive skills and how to enrich conditions for the developing brain. (ELCC 2, 3; PSC 1, 2, 4, 5; BOR 1, 2, 4, 5, 7)
3. Describe learning readiness, emotional readiness, and motor skill activity. (ELCC 2, 3; PSC 1, 2, 4, 5; BOR 1, 2, 4, 5, 7)
4. Demonstrate a knowledge of retrieval for lasting memory and how to reduce stress and threats to memory and recall. (ELCC 2, 3; PSC 1, 2, 4, 5; BOR 1, 2, 4, 5, 7)
5. Demonstrate an understanding of the intellectual, social, and physical development of learners. (ELCC 2; PSC 1, 2; BOR 1, 2, 5)
6. Demonstrate an understanding of the mechanisms for constructing meaning, and the teacher/leaders role in reinforcing optimal learning. (ELCC 2; PSC 1, 2; BOR 1, 2, 5, 6)
7. Demonstrate the ability to create and promote a positive learning environment for student success using invitational learning. (ELCC 1, 2, 3; PSC 2, 4; BOR 1, 2, 5, 7, 9)
8. Demonstrate the ability to assist teachers in strengthening teaching and classroom management strategies to enhance learning for all students. (ELCC 2, 5, 6; PSC 2, 3, 5; BOR 1, 2, 4, 5, 6, 7, 8, 9, 10)
9. Demonstrate the ability to promote effective motivation strategies for student academic success. (ELCC 2, 3, 4, 5; PSC 2, 3, 4, 5, 6; BOR 2, 5,



10. Demonstrate leadership in developing and implementing authentic, formative, and summative individual and group assessment strategies. (ELCC 2, 3; PSC 1, 2; BOR 1, 2, 3, 4, 5, 7, 9)
11. Develop effective techniques for the assessment of Exceptional children. (ELCC 2, 3, 4, 5, 6; PSC 1, 2; BOR 1, 2, 3, 4, 5, 7, 9)
12. Demonstrate the ability to become invitational leaders.

### Course Requirements

Candidates will construct, implement, and assess assignments designed to meet course objectives, and will present a collection of artifacts or products to the instructor.

Candidates will initiate and respond to discussion topics introduced by the instructor or assigned readings.

Candidates will upload appropriate Performance Based Activities into their LiveText electronic portfolio prior to the end of the class.

Coursework will be divided into modules as follows: (Modules are attached as Appendix B)

- |                       |  |
|-----------------------|--|
| • <u>Home Page</u>    | Course Information, Syllabus, Presentation, Library Services |
| • <u>Module One</u>   | The Developing Learner – A Leadership Challenge              |
| • <u>Module Two</u>   | Creating an Environment for Success                          |
| • <u>Module Three</u> | The Classroom Process – Helping Teachers to Enhance Learning |
| • <u>Module Four</u>  | The Leader's Role in Effective Motivation                    |
| • <u>Module Five</u>  | Assessment and Program Evaluation                            |

Each module contains five activity components.

- (1) Students will work or collaborate online for instructor assigned activities, for individual or group practice or for electronic discussion of assigned topics, and presentation of selected deliverables.
- (2) Students will meet as needed with instructor for assistance with projects, assignments.
- (3) Students will use the electronic discussion board in VISTA to communicate their evaluations, analyses, or syntheses of assigned readings with their colleagues.
- (4) Students will electronically deliver to the instructor a variety of assignments or products using the appropriate tools.
- (5) Students will self-assess their work on assignments, projects and discussions.

*The instructor will publish selected student assignment submissions as examples or ideas for all students.*

It is highly recommended that students access Getting Started with VISTA. Carefully study the available information on the login page, read the instructions, and use the "Browser Tune-

Up" to assure that your browser functions properly with WebCT/VISTA. A list of supported browsers is available.

### Selected Course Activities

1. Students will access and read all assigned material both printed and electronic, and actively participate in class discussion and activities. (ELCC 1, 2, 3, 4, 5, 6, 7; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
2. Students will read the instructor's question(s) or comments posted in each module and post a personal response for each topic. Students should also respond to at least one other student's posting. You may, of course respond to more. Postings should be thoughtful, insightful, and to the point. **Postings are read but not graded.** (ELCC 1, 2, 3, 4, 5, 6, 7; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
3. Students will research a topic consistent with the course objectives and submit it as a PowerPoint presentation to the class and the instructor. (ELCC 1, 2, 3, 4, 5, 6, 7; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 9, 10)
4. Students will read and abstract four professional journal articles on the developing brain, the learning brain, or cognition Topics include, but are not limited to:
  - o How to interpret the new brain research
  - o How children learn and remember
  - o Getting students ready to learn
  - o Enriched environments and the brain
  - o Getting and holding the brain's attention
  - o The affect of threats and stress on the brain
  - o Motivation and rewards
  - o Emotions and learning
  - o The brain as a meaning maker
  - o Memory and recall(ELCC 1, 2, 3, 6, 7; PSC 1, 2, 3; BOR 2, 3, 5, 6, 7, 9)
5. Students will develop a specific learning module that is supported by current research on critical thinking, engagement, and constructivism. The module should be developed in conjunction with the Georgia Performance Standards (GPS). The learning module should include a listing of all resources used, appropriate support objectives, and use multiple (formative, summative, authentic) forms of assessment, as well as any assessments appropriate for exceptional children. (PBA) (ELCC 2, 3, 7; PSC 1, 2, 3; BOR 1, 2, 3, 5, 6, 7, 9)
6. Students will design a lesson for appropriate to their position using a cognitive model that includes Interpretation, Instrumentation, Interaction, and Inner Direction (See ASCD's The Essential Cognitive Backpack – Online). (PBA) (ELCC 1, 2, 3, 7; PSC 1, 2, 3; BOR 2, 3, 5, 6, 7, 9)
7. Using ASCD's The Learning Compact: A Call to Action, students will determine and present to his/her mentor, the class and the instructor ways in which local school leaders could enhance student learning. (PBA) (ELCC 1, 2, 3, 7; PSC 1, 2; BOR 1, 2, 3, 4, 5, 7, 9)

8. Using A Report of the Commission on the Whole Child, students will observe in one or more schools or a school district and critically assess how (or if) the model or portions of the model is being practiced. The model includes:

- o Evidence-based assessment and instructional practices
- o Rich content and engaging learning climate
- o Student and family connectedness
- o Effective classroom management
- o Modeling of healthy behaviors
- o Motivation strategies
- o Data analysis

(PBA) (ELCC 1, 2, 3, 6, 7; PSC 1, 2, 4; BOR 1, 2, 3, 4, 5, 7, 9)

9. Students will outline a plan for teachers and staff to read, discuss, and implement Purkey and Novak's Inviting School Success. (PBA) (ELCC 1, 2, 3, 5, 6, 7; PSC 1, 2, 4, 5; BOR 5, 6, 7, 9, 10)

Students will keep a journal reflecting their learning experiences. The journal's focus should be on what *new behaviors and attitudes their experience with their instructor, mentor, classmates, and the course itself engenders*. It may be developed as a WORD document, module by module or it may encompass the entire class. *The instructor will call for the journal in Module five*. It is for the instructor's use and will not be shared with others. (ELCC 1, 2, 3, 4, 5, 6, 7; PSC 1, 2, 4, 5; BOR 1, 2, 3, 4, 5, 6, 7, 9, 10)

### **Course Evaluation**

Course modules are designed to provide opportunities for candidates to develop skills and strategies assigned by the instructor. Evidence of this will be seen as candidates complete each module and self evaluate their progress using instructor developed rubrics.

Participant performance is evaluated using rubrics, artifacts, and other authentic assessment methods including:

- Completion of all class activities within the semester time frame.
- Individual reflective journals. (to be sent to the instructor at course end)
- Contributions to the group discussion board
- Preparation and submission of instructor assigned activities, readings, and projects.
- Completion of student self-assessment rubrics for each module's activities
- Completion and uploading of activities to LiveText as required.

### **Grading Scale**

90 -100	A
80 – 89	B
70 – 79	C
Below 70	F

### **Attendance Policy**

Interaction in an online learning community may be asynchronous (discussion, group

postings, and email) or synchronous (chat). Because you are being prepared to accept professional responsibilities in leading learning communities, active and timely participation are critical to your success in this class and to your preparation as school leaders. As Graduate students you are expected to successfully complete all performances as outlined in the syllabus. If an inability to do so is anticipated, it should be discussed in advance with the instructor. In all cases, consider what would constitute professional behavior on your part.

### **Policy Statement on Plagiarism**

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

- **FIRST OFFENSE:** The student will earn a "0" on the assignment, test, project, etc.
- **SECOND OFFENSE:** The student will earn the letter grade "F" for the course.
- **THIRD OFFENSE:** The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

### **Special Needs Statement**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

### **Instructor**

## Selected Links to Professional, Governmental, and Academic Resources

Association for Supervision and Curriculum Development (ASCD): <http://www.ascd.org>

Georgia Professional Standards Commission: <http://www.gapsc.com/>

Georgia Department of Education: <http://www.doe.k12.ga.us/>

Georgia Performance Standards: <http://www.georgiastandards.org/>

Education Week Online: <http://www.edweek.org>

National Staff Development Council: <http://www.nsd.org/>

Regional Educational Laboratory Program (Gateway for all 10 regional labs):  
<http://ies.ed.gov/ncee/edlabs>

American Association of School Administrators (AASA): <http://www.aasa.org/about/>

National Association of Elementary School Principals (NAESP): <http://www.naesp.org/>

National Association of Secondary School Principals (NASSP): [National Association of Secondary School Principals - Home](#)

National Education Association (NEA): <http://www.nea.org/>

National Policy Board for Educational Administration: <http://www.npbea.org/>

National School Boards Association (NSBA): <http://www.nsba.org/>

Educational Resources Information Center (ERIC): <http://www.eric.ed.gov/>

ERIC Clearinghouse on Educational Policy and Management: (CEPM)  
<http://eric.uoregon.edu/>

National Center for Education Statistics (NCES): <http://nces.ed.gov/>

U.S. Department of Education (USDOE): <http://www.ed.gov/>

Education Commission of the States: <http://www.ecs.org/>

The Education Trust: <http://www.edtrust.org/>

A GREAT link to many other education facility-related pages and professional organizations (with descriptions): <http://www.edfacilities.org/links/>

A excellent link for those anticipating taking the Praxis II in Educational Administration: <http://www.ets.org/praxis/prxtest.html>

Southwest Educational Development Laboratory: A great link for timely educational information and research: <http://www.sedl.org/>

American Educational Research Association: <http://www.aera.net/>

Clearinghouse for School Reform: <http://www.csrclearinghouse.org/>

National Policy Board for Educational Administration: <http://www.npbea.org/>

### Appendix A: Requisite Computer Skills

Standard I. Technology Operations and Concepts			
Georgia Technology Standards for Educators adopted from ISTE NETS Standards	Georgia Technology Professional Development Objectives	Georgia Technology Performance Descriptors for Certified Leaders	Available Tutorials and Resources
(I) Demonstrate knowledge, skills, and understanding of concepts related to technology	(I) Demonstrate knowledge, skills, and understanding of concepts related to technology	(I) Demonstrate knowledge, skills, and understanding of concepts related to technology	(I) Demonstrate knowledge, skills, and understanding of concepts related to technology
	12. Save and locate files on network, hard and floppy disks	b. Store and retrieve personal documents and files on hard drive, network, and floppy disk	<u>Information use and management of systems</u>
	13. Use peripherals including printer, projection device, digital camera, and flatbed scanner,	c. Use peripheral hardware to support, sustain, and enhance administrative tasks	<u>Tutorials</u>
	14. Apply basic troubleshooting techniques to solve minor problems (freeze, force quit, select printer, partition memory) 15. Reference hardware and software manuals to solve minor technical issues	d. troubleshoot basic operating system malfunctions	<u>Beginning troubleshooting</u>
	16. Seek technical assistance for major trouble shooting issues	e. Seek appropriate technical assistance as needed to maintain administrative or building technology	
	17. Communicate using computer terminology to articulate technological ideas	f. Use appropriate terminology to lead technology planning sessions g. Use appropriate computer terminology to describe and identify technical support needs h. Use appropriate computer terminology to facilitate technical purchasing and local	<u>Terminology encyclopedia</u> <u>Terminology Dictionary</u>

		installation transactions I Use appropriate computer terminology to supervise local infrastructure, hardware, and software installations	
	18. Use technologies that are essential and prevalent in the workplace	j. Demonstrate competency using basic software applications: word processor, database, spreadsheet, email, and Internet information systems	<u>Software Tutorials</u>
Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies	1. Apply increasingly advanced technological practices and knowledge in an education setting	a. participate in learning opportunities that heighten awareness to new applications of technology in classroom and educational settings	<u>Professional development</u>

# Request for A New Course

Valdosta State University

Date of Submission: September 10, 2007

Department Initiating Request: Curriculum, Leadership, and Technology

Faculty Member Requesting: Dr. Don Leech

Proposed New Course Prefix & Number: LEAD 8030

See Course Designation Abbreviations in the Catalog for approved prefixes.

Proposed New Course Title: School Culture, Change and Organizational Dynamics

Proposed New Course Title Abbreviation (for Student Transcript) Culture/Change Org Dynamics

Semester/Term/Year to be effective: Fall, 2008

Estimate Frequency of Course Offering: Each Semester

Indicate (by typing an 'X') if Course will be:  Requirement for Major  Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

Total Contact Hours: 3    Lecture Hours: 3    Lab Hours: 0    Credit Hours: 3

## Proposed Course Description

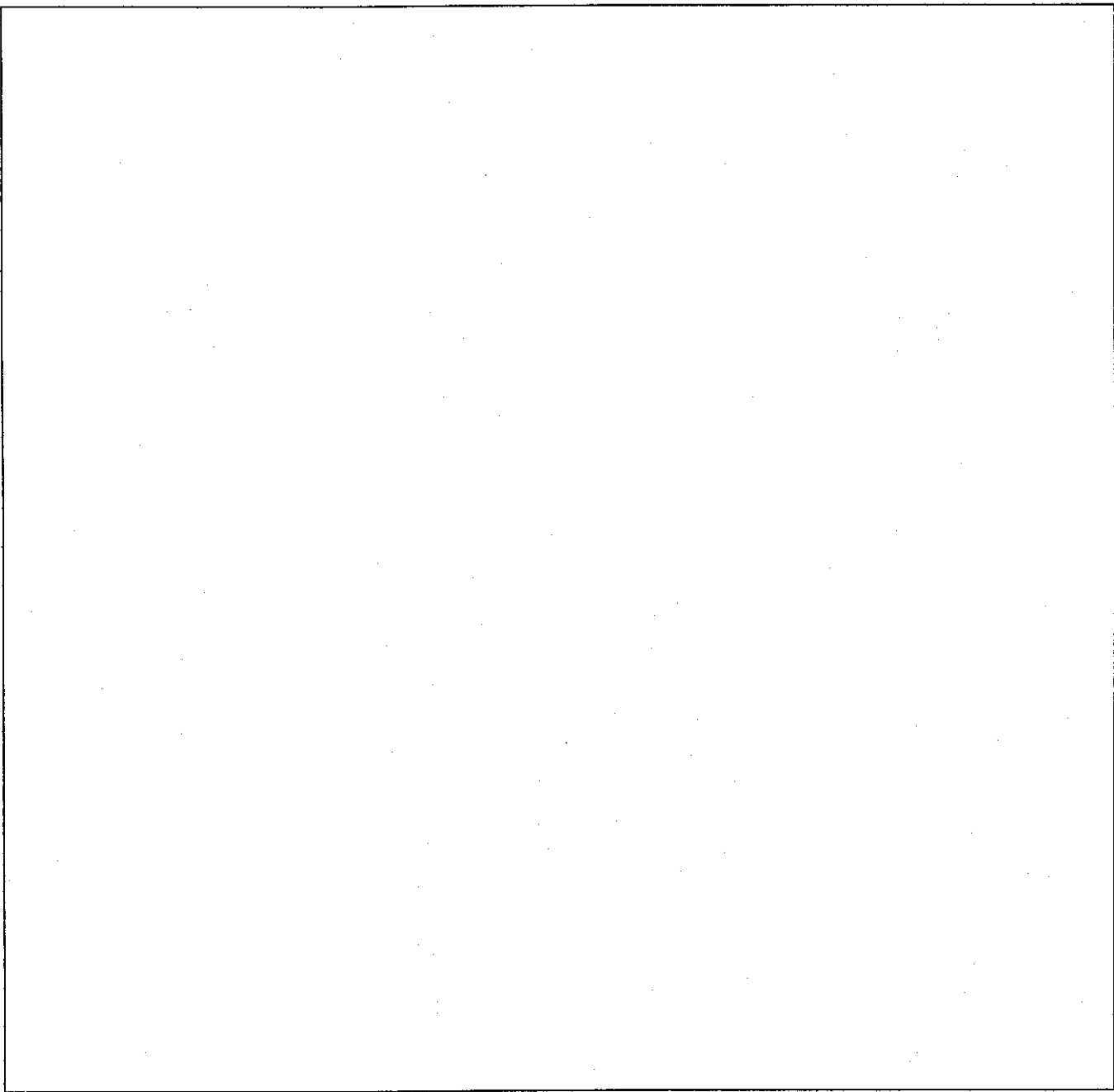
A study of organizational culture and its impact on individual and organization performance. Topics include the need for change, the change process, and how organizational structure impacts performance. Students will explore the dynamics within organizations and how schools may create high performing cultures.

## Justification (continue on back if necessary)

In June 2008 all educational leadership programs in the state are being sunset by the Georgia Professional Standards Commission and the Board of Regents of the University System of Georgia. Programs are mandated to be redesigned based on new PSC preparation standards and BOR principles and will be reviewed for initial start-up in Fall, 2008. Specialist programs are mandated to be performance based and developed around local school system partnerships. This course was developed as a part of the newly redesigned leadership program and meets all PSC standards and BOR principles for new program approval. As a component of the design process, it has been reviewed by the leadership program advisory group composed of public school system superintendents from the three Regional Educational Service Agencies in Valdosta State University's 41 county service area.

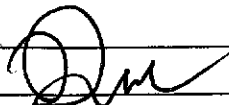
NOTE: ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.





Approvals:


Department Head(s)



Date

10/18/07

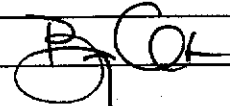
Dean(s)/Director(s)



Date

10/25/07

College Executive Committee



Date

10/25/07

Graduate Executive Committee

Date

Academic Committee

Date

**LEAD 8030**  
**SCHOOL CULTURE, CHANGE AND ORGANIZATIONAL DYNAMICS**  
**3 SEMESTER HOURS**

Dewar College of Education  
Department of Curriculum, Leadership, and Technology  
Valdosta State University

**Conceptual Framework: Guiding Principles**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

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Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

*Positively Impacting Students through Evidence-Based Practices*

**Suggested Textbook**

Deal, T., & Peterson, K. (1998). *Shaping school culture: The heart of leadership*. San Francisco: Jossey-Bass.

**Additional resources**

Barth, R. (2000). The culture builder. *Educational leadership*, 5 (8), 6-11.

Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.

Senge, P. (2000). *Schools that learn: A fifth discipline fieldbook for educators, parents, and everyone who cares about education*. New York: Doubleday.

**Course Description**

A study of organizational culture and its impact on individual and organization performance. Topics include the need for change, the change process, and how

organizational structure impacts performance. Students will explore the dynamics within organizations and how schools may create high performing cultures.

### **College of Education Conceptual Framework Standards – (ELCC Standards)**

#### The educational leader will:

1. Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Act with integrity, fairness, and in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.
7. Synthesize and apply knowledge and skills learned in standards 1-6 in real settings under the guidance of university supervisors and school personnel

### **COURSE OBJECTIVES (CO)**

#### Students will:

1. Demonstrate an understanding of the impact of school culture on school performance and student achievement. (ELCC 1, 2, 3, 6; PSC 2; BOR 5, 7, 8)
2. Demonstrate the ability to use school culture assessment tools. (ELCC 2; PSC 2; BOR 3, 4, 5, 7)
3. Demonstrate the ability to process culture data to determine links to overall school performance and student achievement. (ELCC 1, 2, 3; PSC 1, 2, 3; BOR 1,2,3,4,5)
4. Demonstrate an understanding of the importance of relationships as a key element in building high performing school cultures. (ELCC 1,2,4,6; PSC 1,2,4; BOR 5,6,7,10)
5. Demonstrate an understanding of the need and use of conflict resolution strategies in maintaining healthy school cultures. (ELCC 2,3,5; PSC 2,3,5; BOR 5,6,7,8,10)
6. Demonstrate a working knowledge of the importance of internal and external controls in organizations that promote healthy school cultures. (ELCC 2,3; PSC 2,3,4; BOR 5,6,7,8,9,10)
7. Demonstrate knowledge of the importance of change and the research on change

as a viable school improvement strategy. (ELCC 1,2; PSC 1,2; BOR 5,6,9)

8. Demonstrate knowledge of the importance of promoting quality of work life for all school participants in any school performance effort. (ELCC 1,2,3,5,6; PSC 1,2,3; BOR 5,6,7,8,10)
9. Demonstrate knowledge of the impact of organization structure on performance. (ELCC 1,2,3; PSC 1,2,3; BOR 5,7,8,10)

### **Course Activities/Assignments/Requirements**

Students will:

Prepare a portfolio of learning experiences reflecting all class assignments and requirements.

Read assigned materials related to class assignments and participate in individual and team activities.

Write an original individual article/essay on course content. (ELCC 1,2,3; PSC 1,2,3; BOR 3,4,5,6,7,8,10)

Read and prepare a review of an assigned book and present findings (verbal and in writing) to fellow students focusing on one of the following topics: (ELCC 1,2,3,5,6; PSC 1,2,3; BOR 3,4,5,6,7,8,10)

- Culture and performance
- Assessing an organization's culture
- Relationships and culture
- The change process
- Systems approach to organization health
- Creating a high performing culture

Prepare a review of an assigned audio from a national conference and present findings (verbal and in writing) to fellow students focusing on one of the following topics: (ELCC 1,2,3; PSC 1,2,3; BOR 3,4,5,6,7,8,10)

- Culture and performance
- Assessing an organization's culture
- Relationships and culture
- The change process
- Systems approach to organization health
- Creating a high performing culture

Read 3 assigned book reviews and share reflections (written and verbal) with team members. (ELCC 1,2,3; PSC 1,2,3; BOR 3,4,5,6,7,8,10)

Read 3 assigned audio reviews and share reflections (written and verbal) with team members. (ELCC 1,2,3; PSC 1,2,3; BOR 3,4,5,6,7,8,10)

Conduct a school culture survey, analyze the results. Share the process experiences and results with fellow students. Students from the same school may work together. (PBA) (ELCC 2,3,5,6,7; PSC 2,3,5; BOR 1,2,4,5,6,7,10)

Interview (team) a significant educational leader focusing on school culture, change and organization dynamics. Develop questions, record responses, and participate in a team reflection on the interview. Provide a written (team) report. (PBA) (ELCC 1,2,3,7; PSC 1,2,3; BOR 3,4,5,6,7,8,10)

Create written profound knowledge questions directly related to course content. Ask and respond to profound knowledge questions. (ELCC 1,2,3; PSC 1,2,3; BOR 3,4,5,6,7, 8, 10)

Apply course content in a field setting (content application). (PBA) (ELCC 1,2,3,7; PSC 1,2,3; BOR 3,4,5,6,7,8,10)

Respond to class content questions provided by the instructor reflecting course content. (ELCC 1,2,3; PSC 1,2,3; BOR 3,4,5,6,7,8,10)

Participate in the practice of reflective learning. (ELCC 1,2,3; PSC 1,2,3; BOR 3,4,5,6,7,8,10)

### **Class Policies and Expectations**

1. Students are expected to attend and participate in all scheduled classes and activities.
2. Students are expected to read and be prepared to respond to questions related to all handouts and assigned materials.
3. All individual assignments must be original products of the student and created for this specific class.
4. Students are expected to participate in team activities and carry an equal load. Team members are expected to give feedback to other team members reflecting levels of participation and quality of participation.
5. Students are expected to keep a personal copy of all written items turned in to the instructor.

### **Course Evaluation**

Original individual article/essay	25 points
Original book review and presentation	15 points
Original audio review and presentation	15 points
Administer and analyze a culture survey	15 points
Team Interview with written documentation	5 points

Original individual profound knowledge questions	5 points
Apply course content in a field setting	10 points
Responses to content questions (oral/written)	5 points
Reflective practice activities (written/oral)	5 points

### Grading Scale

90 – 100	A
80 – 89	B
70 – 79	C
Below 70	F

### Attendance Policy

Graduate students are expected to attend all classes. Failure to attend without prior permission will result in grade reductions.

### Grading Rubric for Written or Oral Assignments

- A** Excellent performance reflects detailed in-depth use of course materials. Formal papers follow APA guidelines, with proper sentence structure and punctuation.
- B** Performance reflects use of course materials but is weak in depth, detail or logical development. Formal papers follow APA, but have some errors.
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## **Instructor**

### **Topical Content**

Defining culture and reviewing the impact of culture on performance.

Identifying the link between a healthy culture and performance.

Assessing the culture of an organization.

Identifying current conditions in an organization and contrasting current conditions with ideal conditions related to research and facilitating change.

Understanding the impact of relationships on efforts to implement the change process.

Facilitating the transformation to healthy cultures.

Studying the impact of integrity, personal mastery, and methods of organization control on culture.

Considering the need for conflict resolution strategies and procedures in healthy organizations.

Review current literature, focusing on change models.

Identifying the leader's role in the change process.

Understanding and implementing the change process.

The challenge of facilitating the change process, with an emphasis on transforming the culture.

The need to create a high performance culture based on an outcome focus.

Understanding the impact of incentives and quality of work life on organization culture.

# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====For the following items, type an 'X' and complete only those items being revised.=====

Revised Course Prefix and Number:   
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

Revised Course Description & Justification

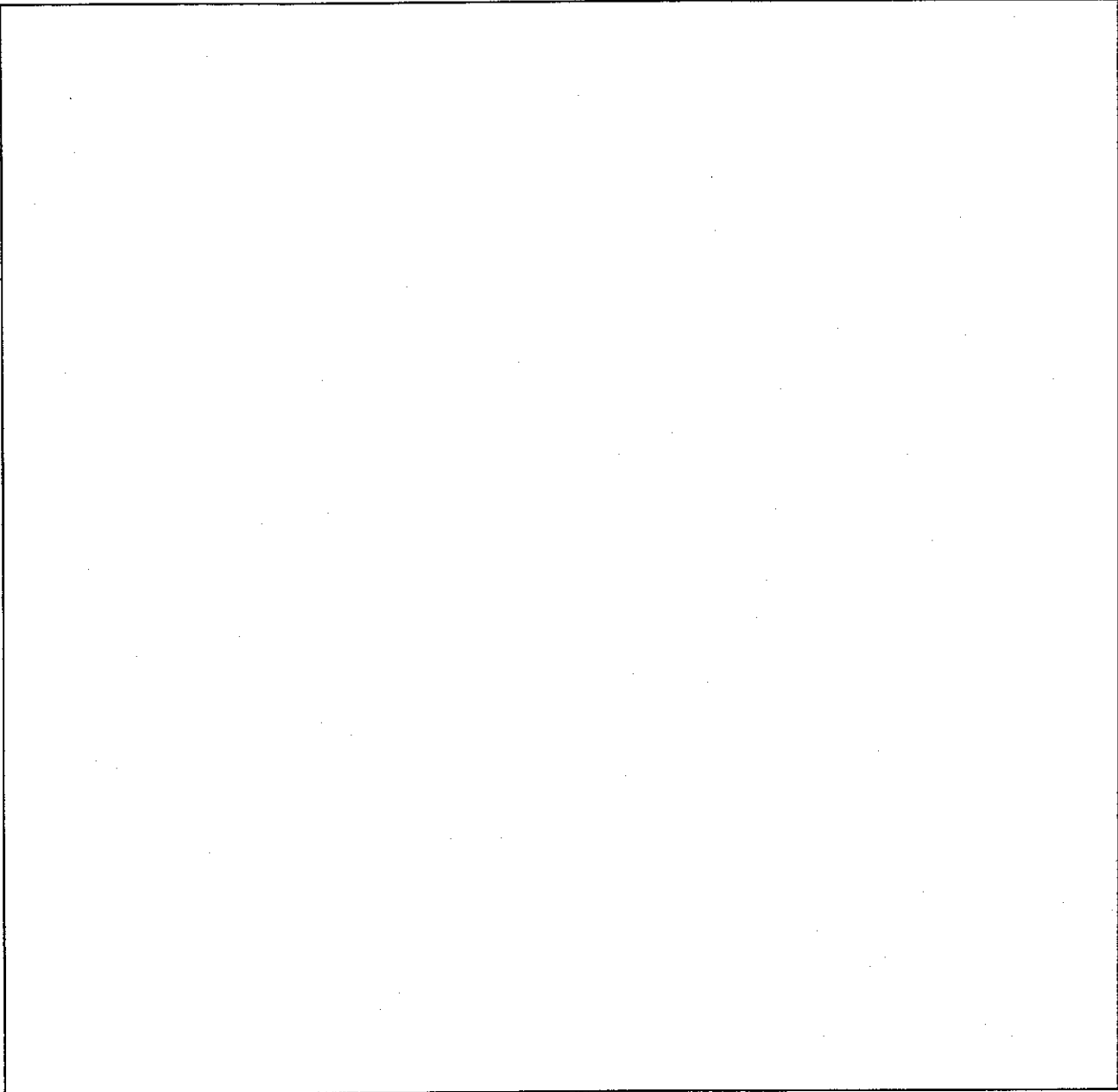
Course Description: The course description remains the same as in the present catalog.  
Prerequisite: Delete RSCH 7100 or permission of instructor.  
Justification: With the new program revisions many specialist students will enter our program with a master's degree from another institution. The RSCH 7100 is proprietary to VSU's master's degree.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

all





Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# Request for A New Course

Valdosta State University

Date of Submission: September 10, 2007

Department Initiating Request: Curriculum, Leadership, and Technology

Faculty Member Requesting: Dr. Don Leech

Proposed New Course Prefix & Number: LEAD 8510

See Course Designation Abbreviations in the Catalog for approved prefixes.

Proposed New Course Title: Building Leadership for the 21<sup>st</sup> Century

Proposed New Course Title Abbreviation (for Student Transcript) Building Ldrship for 21<sup>st</sup> Cent

Semester/Term/Year to be effective: Fall, 2008

Estimate Frequency of Course Offering: Each Semester

Indicate (by typing an 'X') if Course will be:  Requirement for Major  Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

Total Contact Hours: 3    Lecture Hours: 3    Lab Hours: 0    Credit Hours: 3

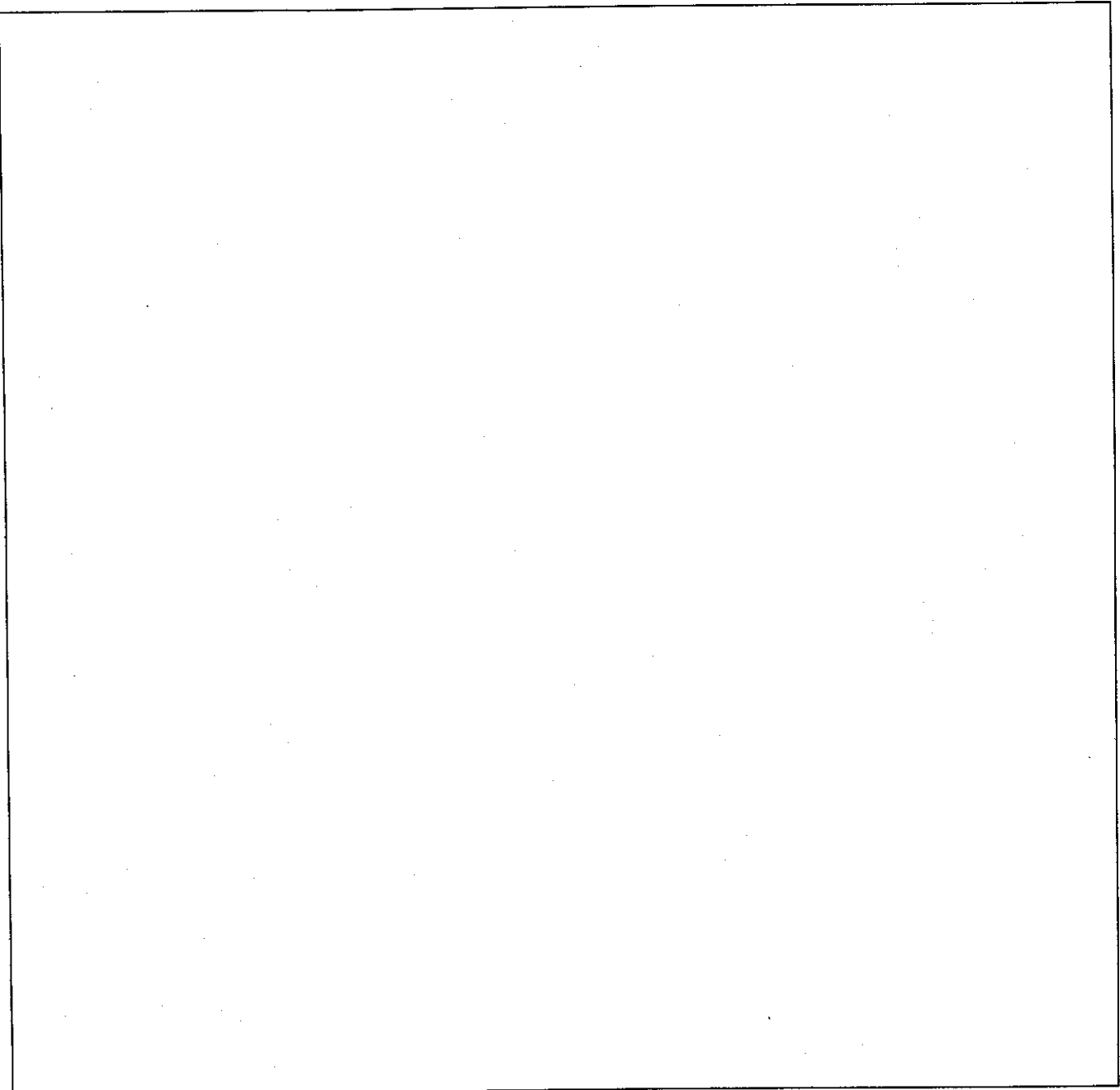
## Proposed Course Description

An examination of the major functions of building level leadership including instructional leadership, instructional supervision, resource management, personnel development and evaluation, professional development, and school and community relations. The course includes supervised performance-based field experiences.

## Justification (continue on back if necessary)

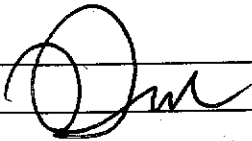
In June 2008 all educational leadership programs in the state are being sunset by the Georgia Professional Standards Commission and the Board of Regents of the University System of Georgia. Programs are mandated to be redesigned based on new PSC preparation standards and BOR principles and will be reviewed for initial start-up in Fall, 2008. Specialist programs are mandated to be performance based and developed around local school system partnerships. This course was developed as a part of the newly redesigned leadership program and meets all PSC standards and BOR principles for new program approval. As a component of the design process, it has been reviewed by the leadership program advisory group composed of public school system superintendents from the three Regional Educational Service Agencies in Valdosta State University's 41 county service area.

NOTE: ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.



Approvals:

Department Head(s)



Date

10/18/07

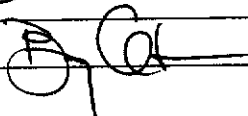
Dean(s)/Director(s)



Date

10/25/07

College Executive Committee



Date

10/25/07

Graduate Executive Committee

Date

Academic Committee

Date

**LEAD 8510**  
**BUILDING LEADERSHIP FOR THE 21<sup>ST</sup> CENTURY**  
**3 SEMESTER HOURS**  
Dewar College of Education  
Department of Curriculum, Leadership, and Technology  
Valdosta State University

**Conceptual Framework: Guiding Principles**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

*Positively Impacting Students through Evidence-Based Practices*

**Suggested Textbooks**

Cunningham, W., & Cordiero, P. (2006). *Educational leadership: A problem-based approach*. Boston: Allyn & Bacon.

Hughes, L. (1999). *The principal as leader* (2<sup>nd</sup> ed.). Upper Saddle River, N.J: Prentice Hall.

**Additional Resources**

Argyris, C. (1997). Initiating change that perseveres. *The American Behavioral Scientist*, 40 (3), 299-309.

Corcoran, T. (1995). *Helping teachers teach well: Transforming professional development*. Policy Brief for Consortium for policy research in Education. Philadelphia, PA: University of Pennsylvania.

Darling-Hammond, L. (2004). Standards, accountability, and school reform. *Teachers College Record*, 106 (6), 6-11.

Donaldson, G. & Sanderson, D. (1996). *Working together in schools: A guide for educators*. CA: Corwin Press.

Fullan, M. (1997). *What's worth fighting for in the principalship*. NY: McGraw-Hill.

Sanders, M. & Harvey, A. (2002). Beyond the school walls: A case study of principal leadership for school-community collaboration. *Teachers College Record*, 104 (7), 1345-1368.

Sergiovanni, T. (2006). *The principalship: A reflective practice perspective* (5<sup>th</sup> ed.). Boston: Allyn & Bacon.

Siegrist, G. (1999). Educational leadership must move beyond management training to visionary and moral transformational leaders. *Education*, 120 (9), 297-303.

Spillane, J., Halverson, R. & Diamond, J. (2004). Toward a theory of leadership practice: A distributed perspective. *Journal of Curriculum Studies*, 36 (1), 3-34.

### **Course Description**

An examination of the major functions of building level leadership including instructional leadership, instructional supervision, resource management, personnel development and evaluation, professional development, and school and community relations. The course includes supervised performance-based field experiences.

### **College of Education Conceptual Framework Standards – (ELCC Standards)**

#### The educational leader will:

1. Facilitate the development, articulation, implementation, and stewardship of vision of learning that is shared and supported by the school community.
2. Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Act with integrity, fairness, and in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.
7. Synthesize and apply knowledge and skills learned in standards 1-6 in real settings

under the guidance of university supervisors and school personnel

### **Course Objectives**

Students will:

1. Analyze and assure the school's vision, mission, beliefs, and goals are current and congruent with the community expectations, system vision, mission, beliefs, and goals, and actual practice. (ELCC 1, 3, 4; PSC 1, 3, 4; BOR 4, 5, 7,10)
2. Demonstrate the ability to identify, examine, and resolve contemporary school problems using identified problem-solving processes, applying appropriate decision-making skills, and articulating to appropriate audiences the suggested resolution(s). (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 2, 3, 4, 5, 6, 7, 8, 9, 10)
3. Demonstrate the ability to use qualitative and quantitative data to inform decision-making and improving student achievement through the identification of improvement needs, determining root causes of problems, determining a course of action, frequently monitoring progress, and celebrating accomplishments. (ELCC 2, 3, 5; PSC 2, 3, 5, 6; BOR 1, 2,3, 4, 5, 6, 7, 8, 9, 10)
4. Demonstrate the ability to identify and engage appropriate stakeholders and lead school improvement efforts which focus on student achievement. (ELCC 2, 4, 5, 6; PSC 1, 4, 6; BOR 1, 2,3, 4, 5, 7, 9, 10)
5. Demonstrate the ability to lead a curriculum audit to determine the level of expectation and the depth of understanding required of all students. (ELCC 2; PSC 2, 3; BOR 1)
6. Demonstrate the ability to lead efforts to align curriculum, vertically, horizontally, and with state curriculum standards, including integration within and across subject/grade levels. (ELCC 2; PSC 2, 3; BOR 1)
7. Demonstrate the ability to lead teachers in collaborative curriculum and instructional planning, designing formative and summative evaluation tools, and monitoring instructional programs to assure standards are being met. (ELCC 1, 2, 3; PSC 1, 2, 3; BOR 1, 2, 3, 4, 5, 7, 9)
8. Demonstrate the ability to align financial, human, material resources, and system vision, mission, and goals to improving student achievement. (ELCC 1, 2, 3, 4, 6; PSC 1, 2, 3, 4, 6; BOR 4, 5, 7, 8)
9. Demonstrate knowledge of the legal and ethical implications for building leadership, good budgeting and financial management practices, personnel management and development skills, and their role in improving student achievement. (ELCC 1, 2, 3, 4, 6; PSC 1, 2, 3, 4, 6; BOR 4, 5, 7, 8)

10. Demonstrate the ability to organize and manage a safe, orderly and engaging learning environment that reflects local and state rules and policies. (ELCC 4, 5, 6; PSC 3, 5, 6; BOR 8, 10)
11. Demonstrate the ability to lead, communicate, and sustain change which supports improved student achievement in a collaborative environment. (ELCC 1, 4, 5, 6; PSC 1, 2, 3, 5; BOR 2, 3, 4, 5, 7, 9)
12. Demonstrate that schools are culturally diverse environments which require impartiality and sensitivity to multicultural and ethnic needs and community norms and values. (ELCC 2, 4, 5, 6; PSC 1, 2, 4, 5, 6; BOR 5, 10)

### **Course Activities/Assignments/Requirements**

Students will:

Read assigned materials related to class assignments and participate in class activities. (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Research the following topics and make a presentation to the class on your assigned topic. Submit a summary report to all class members. (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

The role of the principal as instructional leader  
 Characteristics of effective and ineffective principals  
 Effective instructional strategies for student achievement  
 Identifying and implementing first and second order change  
 Building a learning community  
 Developing and maintaining a positive school climate  
 Recent trends in personnel evaluation and supervision  
 Vertical and horizontal curriculum alignment strategies  
 Developing and maintaining high expectations for teachers and students  
 Evaluating teaching and learning through the use of student work  
 Shared and distributed leadership models  
 The management function: Whose responsibility is this in 21<sup>st</sup> century schools?

Read and abstract four professional journal articles on the changing role of building leadership. Discuss your readings with the class. (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Practice Based Activities (PBA) Review your school's school improvement plan and academic achievement goals for the next five years. Determine the progress being made toward accomplishing these goals using school and system data. Determine if these support the school's vision and mission. Develop a series of data driven recommendations for accomplishing these goals within the time lines established by the school. If no plans and goals exist, lead an effort to develop a five year data driven plan which includes goals for improving academic achievement in your school. Create a

professional development plan to support teachers in this effort. Review your project and professional development plan with appropriate school or system personnel. (ELCC 2, 7; PSC 1, 2, 3; BOR 1, 2, 3, 4, 5, 6, 7, 9, 10)

The selection of building level leadership personnel is primarily done through the personal interview process. Examine recruitment and selection procedures for principals. With a group develop a plan for involving school staff in the interview process, procedures for conducting interviews, and questions for candidates for the principal position. Conduct simulated interviews with your colleagues. Prepare a learning reflection to reflect how this process helped you prepare for future interviews. (PBA) (ELCC 1, 2, 3, 4, 5, 6, 7; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Develop a presentation appropriate for a community group or civic club which addresses a portion of the school program which is successful. In the presentation use a variety of strategies to convince your audience their investment of human and monetary resources in this program is a good investment for the community and the students it serves. (PBA) (ELCC 1, 3, 4, 6, 7; PSC 1, 3, 4, 5, 6; BOR 4, 5, 7, 8, 9, 10)

With a colleague, review a summary of all the educational legislation passed in the state in the last two years. Develop a presentation and share it with the school faculty. The presentation should illustrate the effect of this legislation on the school curriculum, teaching personnel, buildings and facilities, and other school services. (PBA) (ELCC 4, 6, 7; PSC 1, 3, 4, 5, 6; BOR 5, 7, 8, 9, 10)

Review an existing plan or develop a plan for your school to work together with local law enforcement officials on cases where there are violations of the law by students enrolled in your school. Consider protocol for involvement of law enforcement personnel on the campus, having students removed from campus, dealing with parents, and cooperative preventative strategies to avoid crises. (PBA) (ELCC 1, 3, 5, 6, 7; PSC 2, 3, 4, 5, 6; BOR 4, 5, 7, 8, 10)

Review four (4) assigned cases studies with a partner. Prepare an analysis using the format included in the syllabus. Present your analysis to the class. (ELCC 1, 2, 3, 4, 5, 6, ; PSC 1, 2, 3, 4, 5, 6; BOR 2, 3, 4, 5, 6, 7, 8, 9, 10)

### **Class Policies and Expectations**

1. Only typewritten papers are acceptable. Handwritten papers will be returned. The exception to this rule is in-class writing when a computer is not available.
2. Near-letter quality dot-matrix printouts with rough-shaped letters are unacceptable. (See page 238 of the APA publication manual).
3. Before submitting paper assignments, be sure they adhere to the following guidelines:
  - a. Typed and double-spaced. – 12 point font



- b. Cover page with the name of the assignment, title of the articles, name of the authors, name of the publication, date of the publication, your name, and submission date.
- c. Papers more than one page should be stapled. (No folders please)

### **Course Evaluation**

Class participation	10%
Research projects and presentations	50%
Performance Based Portfolio	30%
Article Abstracts	10%

### **Grading Scale**

90 – 100	A
80 – 89	B
70 – 79	C
Below 70	F

### **Attendance Policy**

Graduate students are expected to attend all classes. Failure to attend without prior permission will result in grade reductions.

### **Grading Rubric for Oral or Written Assignments**

- A** Excellent performance reflects detailed in-depth use of course materials  
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### **Instructor**

### **Outline for a Critique**

The required format for a Critique in this class is as follows:

Identification of the material read: Use APA Style

Abstract - A succinct summary of the work—major view/ideas included, and findings (if a research study). This should be written so that someone who has not read the work can understand broadly what it covers, concludes, contends or proposes. The abstract should be no more than half of the entire critique.

Critical Evaluation - This section evaluates how well the author(s) make their case, how well they prove, argue or support what they conclude or contend.

Implications for the Course or Subject Area – Finally in this section you get to speak. Here you tell what implications the written work has for this course or the field the course covers. Does it add new, useful knowledge? Does it clarify some aspect? Does it suggest a change? Does it challenge existing practice? Contend something new is needed? Does it clarify something you didn't understand before reading it?

In summary, the critique answers these three questions:

1. What are the main ideas of the written work?
2. How well does the work do what it tries to do?
3. What, in your opinion, are the implications, if any, for this course or subject area?

### **Sample Case Study and Analysis Format**

#### **IS THERE A NURSE IN THE HOUSE?**

The population of Summerset is growing at a rapid pace, and new housing developments are continuously being built for moderate income families. The community has become a close partner with the school district and participates in the district's annual summit meetings where specific goals and objectives are established. Community members actively support individual schools by promoting funding initiatives and volunteering to work in the schools.

Challenger School District is located in the heart of Summerset and serves approximately 6,000 students. Although 09 percent of the school district's population is Hispanic, Discovery High School, which is the only high school in the district, reflects a more ethnically balanced population. The school provides educational services for a population of 09 percent Hispanic, 50 percent Caucasian, and 41 percent African American students.

With an enrollment of 1,100 students, Discovery High provides a variety of programs to students in grades 9 through 12. Additionally, it provides support for students with special needs particularly for the gifted and talented students, for those with limited English proficiency, and for students with other special education needs.

The high school staff includes 80 teachers, 2 assistant principals, 3 counselors, 2 part-time campus security staff, an itinerant psychologist, and the usual classified support personnel. The school is highly thought of in the community because of the faculty's commitment toward interdisciplinary teaching. Additionally, students have the opportunity to focus their studies in specific areas of interest such as fine arts, multimedia, and technology.

School activities and events are widely featured in two of the most popularly read newspapers and are highlighted on the local television station. School board members visit the site frequently and at least three of them are currently running for city council. The school board members are divided on numerous issues including personnel, school operations, race relations, and program funding.

The superintendent is serving his second year, prior to which, he was employed as the assistant superintendent in another school district. Special interest groups have had a strong influence on the election of school board members and the selection of superintendents. Included in the list of influential groups are the Latino Coalition, local chapter of the NAACP, the Special Education Parent Advocate Group, and the 504

Disability Act Committee. For this case, assume that you are one of the assistant principals at Discovery High School.

## THE PROBLEM

The school principal and one of your colleagues, who is also an assistant principal, are attending a state conference off site for four days. The principal has charged you with managing the school and has specifically requested that you address a problem with one of the parents, Mrs. Carlton. Two of her sons, John and Abraham, are enrolled at the high school, and they both have cerebral palsy. They have attended Discovery High for the past two years. Each one of Mrs. Carlton's sons is an excellent student, and they are both enrolled in honors classes and have been mainstreamed into regular education classes for the entire school day. A registered nurse is assigned to each of the boys. During school hours the nurses are available to tend to the boys' needs and are compensated by the school district.

Mrs. Carlton has issued several verbal complaints to the principal and the special education program director regarding John's nurse, Mrs. Adams. According to Mrs. Carlton, Mrs. Adams is often late meeting John's bus in the morning, and so the bus leaves for John's school without Mrs. Adams. Mrs. Carlton is concerned because, even though her other son's nurse is on the school bus, there have been times when both boys needed medical attention simultaneously. In the past, some situations have been so severe that Mrs. Carlton has described them as medical emergencies.

A few months ago, Mrs. Carlton issued a written complaint requesting the dismissal of Mrs. Adams. The principal met with John's parents and Mrs. Adams to discuss the situation, and an agreement was reached to assign Mrs. Adams to another school in the district. In the meantime, Mrs. Carlton decided to keep John at home until the school district found a new nurse for him. The district informed Mrs. Carlton that it would take at least eight weeks to hire a new nurse.

In the principal's absence, you decide to address Mrs. Carlton's concerns by locating a teacher in the school who is willing to work at John's home with him. In addition, you suggest to the special education program director that she contact a temporary employment agency in the area who you believe has nurses available for immediate placement.

The director of special education contacts your office to inform you that the agency has a nurse available for employment. She also informs you that the school district's director of human resources has agreed to hire the nurse from the agency. You decide to contact Mrs. Carlton immediately and share with her the good news. She is delighted that John will be able to return to Discovery High School and that a new nurse will be assigned to him. Before John returns to school, the director of human resources contacts you by phone to inform you that he has thought about the situation and now refuses to accept the nurse from the agency for employment. He reminds you that the school site principal is away at a conference and that it would be inappropriate for a decision of this magnitude to be made in his absence. When you request that he contact Mrs. Carlton and explain the change in plans, he refuses and makes it clear to you that it is your responsibility as the administrator in charge to make the call. You do so, and, of course, Mrs. Carlton is very upset. She proceeds to tell you that she intends to attend the next school board meeting and bring both of her sons with her, as well as

a special education parent advocate and a local television news station reporter.

### Case Analysis

#### Step I: Summarize the Case

Mrs. Carlton is a parent with two sons who have special needs and who attend Discovery High School. She has filed a complaint because she wants a nurse assigned to one of her sons to be replaced by another nurse. You are the assistant principal charged with handling the complaint while the principal is off campus.

Discovery High School has a fairly balanced ethnic population of students in grades 9 through 12, and the community is very supportive of the school.

The school board members visit the school often, and special interest groups have a strong influence on the board members. The school board is divided on many issues including personnel.

In response to Mrs. Carlton's complaint against a school nurse, district office personnel have been inconsistent in honoring her request to hire a new nurse for her son.

Mrs. Carlton plans to attend the next school board meeting along with her two sons, a special education parent advocate, and a representative from the media.

#### Step II: Identify problem(s) in a single sentence.

1. The parent wants a new nurse hired for her son, and is going to take her complaint to the school board.
2. The HRD Director changed his mind about the hiring the nurse.
3. Mrs. Carlton is a overprotective parent
4. The Principal is not there to make a decision
5. The Media will have a "field day" with this issue

#### Step III: Identify the CORE problem

Avoid selecting a symptom or related problem. For instance, selecting number 2; the Director of Human Resources changed his mind avoids the real issue. It is a contributor to the problem, but is not the CORE problem. Likewise, numbers 3, 4, 5 are really not relevant in this case.

#### Step IV: Select significant information and place the data into the categories.

The category *People* includes customs, norms, personalities, race, gender, sources of political power, and so on. The *Place* category includes location, physical condition, demographics, rural versus suburban, and so on. *Program* includes curriculum, grade level, type of program (special education, bilingual), private versus public, and so forth. For this case the following applies:

##### People

1. Mrs. Carlton is a parent of two sons who have special needs, and she is dissatisfied with the nurse assigned to one of her sons.
2. You are the assistant principal charged with handling Mrs. Carlton's complaint.
3. The school district representative has changed his mind about hiring a new nurse for Mrs. Carlton's son.
4. There is a great deal of community support through funding and volunteer work.

5. School board members visit the site frequently.
6. Various issues including hiring personnel, employee transfers, managing racial conflicts, and funding programs divide the school board.
7. Special interest groups have a strong impact on the school board.
8. Influential groups include the Latino Coalition, the NAACP the Special Education Parent Advocate Group, and the 504 Disability Act Committee.
9. Mrs. Carlton is taking her complaint to the school board.

#### Place

1. The school district is at the center of the community.
2. There is an increase in new housing developments in the community.
3. The population of the community is growing.
4. The socioeconomic description is moderate income.
5. The school population is balanced.

#### Program

1. The school serves students in grades 9 through 12.
2. Teachers participate in interdisciplinary teaching.
3. The school has many strong, special programs including those for special education, fine arts, multimedia, and technology.
4. Programs are often featured in the newspaper and on the local television station.

Step V: Review and prioritize the data. Identify the category that contains the most significant information leading to the problem.

1. You are the assistant principal in charge while the principal is away from the school at a conference.
2. Mrs. Carlton is taking her complaint for a new nurse for her son to the school board.
3. The school board is divided by many issues.
4. Among the groups that influence the school board are the 504 Disability Act Committee and the Special Education Parent Advocate Group.

In this case, the category *People* contains the most significant information about the problem. The location and other factors related to place are not the most significant factors. Nor is the program as significant as the people even though the students in this case are enrolled in special education classes. The problems surrounding the nurse and the conflict over the nurse are the main issues.

*Step VI: Refer to the data in step IV to solve the problem presented in the case and to respond to the case study questions.*

Mrs. Carlton, who is planning to attend the next school board meeting with a complaint, has the support of an influential group at a school where the principal is absent, and the media is concerned about what happens.

Now that you have completed gathering and analyzing the data, answer the questions for the case and refer to the final steps to help you resolve the problem. Pay particular attention to the conclusion(s) drawn from the data, which will help you to respond to the questions,

#### QUESTIONS TO CONSIDER

1. What is the first thing you would do in this situation?

2. What do you foresee happening at the school board meeting?
3. Who do you think will be blamed for the problem with John's nurse?
4. What could you have done differently?
5. What is the best solution for John's well being?
6. Discuss the pros and cons of mainstreaming students like John and his brother.
7. What could be the real reason the Director of Human Resources changed his mind?
8. What seems to be the Director of Human Resources' prime concern?
9. What legal issues are involved?
10. Would you contact specific board members and warn them of the upcoming event?

### **Topical Content**

Context of the building leader in the 21<sup>st</sup> century

Building leadership and effective schools

Using organizational development strategies to improve schools

Developing, communicating, and sustaining the vision/mission/beliefs/goals of the school

Understanding the school's culture

The building leader's role as change agent

Leadership for school improvement and reform

Improving the quality of teaching and learning

Understanding the role of curriculum leader

The building leader's role in human resources and human resources development

Leadership style, human relations, and student achievement

The role of teacher leaders, assistant principals, other student support personnel

Utilizing current research and best practice to support school improvement

Using Data to drive the decision-making process

School and community relations

Supervising student activity programs



# Request for A New Course

## Valdosta State University

**Date of Submission:** September 10, 2007

**Department Initiating Request:** Curriculum, Leadership, and Technology

**Faculty Member Requesting:** Dr. Don Leech

**Proposed New Course Prefix & Number:** LEAD 8520

See Course Designation Abbreviations in the Catalog for approved prefixes.

**Proposed New Course Title:** Executive Leadership for the 21<sup>st</sup> Century

**Proposed New Course Title Abbreviation (for Student Transcript)** Exec Ldrship for 21<sup>st</sup> Cent

**Semester/Term/Year to be effective:** Fall, 2008

**Estimate Frequency of Course Offering:** Each Semester

**Indicate (by typing an 'X') if Course will be:**  Requirement for Major  Elective Course

**\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.**

**Total Contact Hours:** 3    **Lecture Hours:** 3    **Lab Hours:** 0    **Credit Hours:** 3

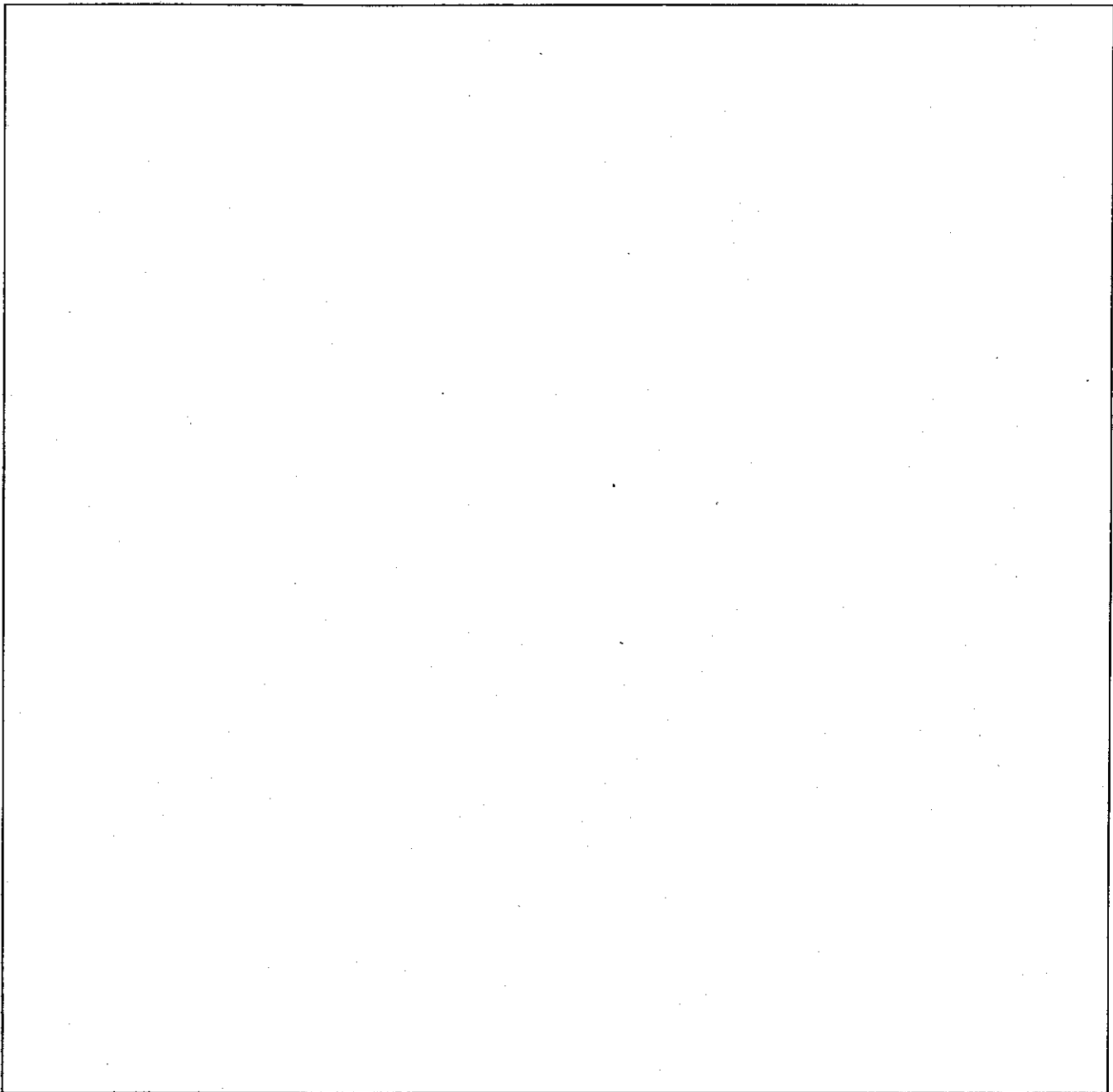
### Proposed Course Description

An examination of the executive leadership position in local school systems. This course includes becoming an executive leader, planning and decision making, financial issues, employment processes, and working with school boards, staff, and community leadership. The course includes supervised performance-based field experiences.

### Justification (continue on back if necessary)

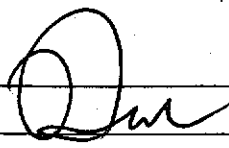
In June 2008 all educational leadership programs in the state are being sunset by the Georgia Professional Standards Commission and the Board of Regents of the University System of Georgia. Programs are mandated to be redesigned based on new PSC preparation standards and BOR principles and will be reviewed for initial start-up in Fall, 2008. Specialist programs are mandated to be performance based and developed around local school system partnerships. This course was developed as a part of the newly redesigned leadership program and meets all PSC standards and BOR principles for new program approval. As a component of the design process, it has been reviewed by the leadership program advisory group composed of public school system superintendents from the three Regional Educational Service Agencies in Valdosta State University's 41 county service area.

**NOTE: ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.**



Approvals:

Department Head(s)



Date

10/18/07

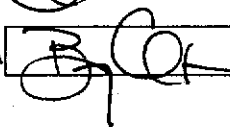
Dean(s)/Director(s)



Date

10/25/07

College Executive Committee



Date

10/25/07

Graduate Executive Committee

Date

Academic Committee

Date

**LEAD 8520**  
**EXECUTIVE LEADERSHIP FOR THE 21<sup>ST</sup> CENTURY**  
**3 SEMESTER HOURS**  
**Dewar College of Education**  
**Department of Curriculum, Leadership, and Technology**  
**Valdosta State University**

**Conceptual Framework: Guiding Principles**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

*Positively Impacting Learning Through Evidence-Based Practice*

**Suggested Textbooks**

Johnson, S.M. (1996). *Leading to change: The challenge of the new superintendency*. San Francisco: Jossey-Bass.

Kowalski, T.J. (1999). *The school superintendent: Theory, practice, and cases*. Upper-Saddle River, NJ: Prentice-Hall, Inc.

Norton, M.S. (2005). *Executive leadership for effective administration*. Boston, MA: Pearson Education.

**Additional Resources**

Chance, E.W. (1992). *The superintendency: Those who succeed and those who do not*. Norman, OK: Center for the Study of Small/ Rural Schools, University of Oklahoma.

Schmuck, R. & Schmuck, P. (1992). *The troubled house divided. In small districts, big problems: Making school everybody's house*. Thousand Oaks, CA: Corwin.

*Professional standards for the superintendency*. (1994). Arlington, VA: American

Association of School Administrators.

*Becoming a better board member.* (1982). Washington, D.C.: National School Boards Association.

### **Course Description**

An examination of the executive leadership position in local school systems. This course includes becoming an executive leader, planning and decision making, financial issues, employment processes, and working with school boards, staff, and community leadership. The course includes supervised performance-based field experiences.

### **College of Education Conceptual Framework Standards – (ELCC Standards)**

#### The educational leader will:

1. Facilitate the development, articulation, implementation, and stewardship of vision of learning that is shared and supported by the school community.
2. Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Act with integrity, fairness, and in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.
7. Synthesize and apply knowledge and skills learned in standards 1-6 in real settings under the guidance of university supervisors and school personnel

### **Course Objectives (CO)**

Students will:

1. Demonstrate an understanding of the historical perspective of the superintendency through readings, class discussions, and written assignments. (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
2. Demonstrate an understanding of how superintendents are selected (beginning and veteran), developing an employment contract, contract negotiations, performance evaluations, and the socialization processes of leading a system. (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
3. Demonstrate an understanding of the superintendency in the context of location, and the social and political context of the community through written assignments and class discussions. (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

4. Prepare and defend a personal code of ethics appropriate to the executive leadership role; (ELCC 5; PSC 5; BOR 8, 10)
5. Examine the characteristics of successful and unsuccessful executive leaders through readings and research. (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
6. Examine the executive leaders' role as the educational leader through readings and discussions about standards based instruction, assessment, data driven decision-making, setting high expectations, improving curriculum, providing instructional leadership, and program and staff evaluations. (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
7. Examine the executive leaders' role as the leader of operations in the areas of budget and finance, supervision of personnel, rule and policy development, facilities planning and management, strategic planning, and problem identification and solving. (ELCC 3, 4, 6; PSC 3, 4, 5, 6; BOR 7, 8, 10)
8. Examine the executive leaders' role as political leader in the community, in creating effective school board relations, becoming an organizational leader, building leadership teams, implementing school based decision-making, and interagency collaboration. (ELCC 1, 3, 4, 6; PSC 1, 3, 4, 6; BOR 5, 7, 8, 9, 10)
9. Examine the executive leaders' role in leading change through the development of a vision and vision driven goals, communicating the vision, generating and using data to drive change, understanding and leading change, dealing with institutional resistance, and restructuring. (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 3, 4, 5, 6, 7, 8, 9, 10)

## **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

Students will:

Read assigned materials related to class assignments and participate in class activities and discussions. (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Performance Based Activities (PBA) Interview three community leaders and three school board members to determine their views on the superintendents' role as educational leader, operations leader, political leader, and change leader, their perceptions of the role of school board members, and their perceptions of what constitutes good board/superintendent relations. Prepare a written summary of your interviews and share the information with the class. (ELCC 1, 3, 4, 6, 7; PSC 1, 3, 4, 6; BOR 5, 7, 8, 9, 10)

Prepare a written analysis of four assigned case studies dealing with the four roles of executive leadership. (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Shadow an executive leader for a day. Prepare a learning reflection on your impressions and observations, noting the amount of time spent on issues, and the number and kinds of decisions made as they relate to the four roles of the executive leadership. (PBA) (ELCC 1, 2, 3, 4, 5, 6, 7; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Read and abstract three journal articles related to applying for the position and/or contracts and

contract negotiation. (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Attend a school board work session and a regular meeting to observe board/superintendent interactions and how boards deal with issues related to the four roles of executive leadership. Prepare a learning reflection summarizing your experiences, noting actions or lack thereof, in the four roles, make suggestions as to how the meetings could have been improved, and what you learned to help you be a better superintendent. (PBA) (ELCC 1, 2, 3, 4, 5, 6, 7; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Review a section of a system policy manual to assure it is aligned with current practice and school law. Review policies and procedure for making new policy and/or changes to current policy. Report your findings including recommendations for revisions to appropriate staff. Submit a learning reflection and summary of this activity. (PBA) (ELCC 5, 6, 7; PSC 3, 4, 6; BOR 8, 9, 10)

Research and write a paper (5-10 pages) describing the differences between successful and unsuccessful superintendents outlining a strategy for success built around the four roles for executive leaders. (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Prepare and submit a plan for implementing a major change initiative in a school system to include a collaborative approach driven by data to support the change. Discuss your plan with appropriate system staff. (PBA) (ELCC 2, 3, 4, 5, 6, 7; PSC 2, 3, 4, 5, 6; BOR 3, 4, 5, 6, 7, 8, 9, 10)

### **Class Policies and Expectations**

1. Only typewritten papers are acceptable. Handwritten papers will be returned. The exception to this rule is in-class writing when a computer is not available.
2. Near-letter quality dot-matrix printouts with rough-shaped letters are unacceptable. (See page 238 of the APA publication manual).
3. Before submitting paper assignments, be sure they adhere to the following guidelines:
  - a. Typed and double-spaced. – 12 point font
  - b. Cover page with the name of the assignment, title of the articles, name of the authors, name of the publication, date of the publication, your name, and submission date.
  - c. Papers more than one page should be stapled. (No folders please)

### **Course Evaluation**

Interviews	10%
BOE learning reflection	10%
Case studies	20%
Article abstracts	10%
Change initiative plan	10%
Paper	20%
Shadow learning reflection	10%
Policy manual summary	10%

### **Grading Scale**

90 – 100      A

80 – 89	B
70 – 79	C
Below 70	F

### **Attendance Policy**

Graduate students are expected to attend all classes. Failure to attend without prior permission will result in grade reductions.

### **Grading Rubric for Written or Oral Assignments**

- A** Excellent performance reflects detailed in-depth use of course materials  
Papers follow APA guidelines with proper sentence structure and punctuation.
- B** Performance reflects use of course materials and case information but is weak  
In depth, detail or logical development. Papers follow APA, but have some errors.
- C** Good faith effort at the assignment but performance is flawed by many errors.
- F** Failure to submit work as assigned. Work reflects little effort, or is incomplete.

### **Policy Statement on Plagiarism and Cheating**

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

- **FIRST OFFENSE:** The student will earn a "0" on the assignment, test, project, etc.
- **SECOND OFFENSE:** The student will earn the letter grade "F" for the course.
- **THIRD OFFENSE:** The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

### **Special needs statement**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

## Instructor

### Outline for a Critique

The required format for a Critique in this class is as follows:

Identification of the material read: Use APA Style

Abstract - A succinct summary of the work—major view/ideas included, and findings (if a research study). This should be written so that someone who has not read the work can understand broadly what it covers, concludes, contends or proposes. The abstract should be no more than half of the entire critique.

Critical Evaluation - This section evaluates how well the author(s) make their case, how well they prove, argue or support what they conclude or contend.

Implications for the Course or Subject Area – Finally in this section you get to speak. Here you tell what implications the written work has for this course or the field the course covers. Does it add new, useful knowledge? Does it clarify some aspect? Does it suggest a change? Does it challenge existing practice? Contend something new is needed? Does it clarify something you didn't understand before reading it?

In summary, the critique answers these three questions:

1. What are the main ideas of the written work?
2. How well does the work do what it tries to do?
3. What, in your opinion, are the implications, if any, for this course or subject area?

### Sample Case Study and Analysis Format

#### IS THERE A NURSE IN THE HOUSE?

The population of Summerset is growing at a rapid pace, and new housing developments are continuously being built for moderate income families. The community has become a close partner with the school district and participates in the district's annual summit meetings where specific goals and objectives are established. Community members actively support individual schools by promoting funding initiatives and volunteering to work in the schools.

Challenger School District is located in the heart of Summerset and serves approximately 6,000 students. Although 09 percent of the school district's population is



Hispanic, Discovery High School, which is the only high school in the district, reflects a more ethnically balanced population. The school provides educational services for a population of 09 percent Hispanic, 50 percent Caucasian, and 41 percent African American students.

With an enrollment of 1,100 students, Discovery High provides a variety of programs to students in grades 9 through 12. Additionally, it provides support for students with special needs particularly for the gifted and talented students, for those with limited English proficiency, and for students with other special education needs.

The high school staff includes 80 teachers, 2 assistant principals, 3 counselors, 2 part-time campus security staff, an itinerant psychologist, and the usual classified support personnel. The school is highly thought of in the community because of the faculty's commitment toward interdisciplinary teaching. Additionally, students have the opportunity to focus their studies in specific areas of interest such as fine arts, multimedia, and technology.

School activities and events are widely featured in two of the most popularly read newspapers and are highlighted on the local television station. School board members visit the site frequently and at least three of them are currently running for city council. The school board members are divided on numerous issues including personnel, school operations, race relations, and program funding.

The superintendent is serving his second year, prior to which, he was employed as the assistant superintendent in another school district. Special interest groups have had a strong influence on the election of school board members and the selection of superintendents. Included in the list of influential groups are the Latino Coalition, local chapter of the NAACP, the Special Education Parent Advocate Group, and the 504 Disability Act Committee. For this case, assume that you are one of the assistant principals at Discovery High School.

## THE PROBLEM

The school principal and one of your colleagues, who is also an assistant principal, are attending a state conference off site for four days. The principal has charged you with managing the school and has specifically requested that you address a problem with one of the parents, Mrs. Carlton. Two of her sons, John and Abraham, are enrolled at the high school, and they both have cerebral palsy. They have attended Discovery High for the past two years. Each one of Mrs. Carlton's sons is an excellent student, and they are both enrolled in honors classes and have been mainstreamed into regular education classes for the entire school day. A registered nurse is assigned to each of the boys. During school hours the nurses are available to tend to the boys' needs and are compensated by the school district.

Mrs. Carlton has issued several verbal complaints to the principal and the special education program director regarding John's nurse, Mrs. Adams. According to Mrs. Carlton, Mrs. Adams is often late meeting John's bus in the morning, and so the bus leaves for John's school without Mrs. Adams. Mrs. Carlton is concerned because, even though her other son's nurse is on the school bus, there have been times when both boys needed medical attention simultaneously. In the past, some situations have been so severe that Mrs. Carlton has described them as medical emergencies.

A few months ago, Mrs. Carlton issued a written complaint requesting the dismissal of Mrs. Adams. The principal met with John's parents and Mrs. Adams to discuss the situation, and an agreement was reached to assign Mrs. Adams to another school in the district. In the meantime, Mrs. Carlton decided to keep John at home until the school district found a new nurse for him. The district informed Mrs. Carlton that it would take at least eight weeks to hire a new nurse.

In the principal's absence, you decide to address Mrs. Carlton's concerns by locating a teacher in the school who is willing to work at John's home with him. In addition, you suggest to the special education program director that she contact a temporary employment agency in the area who you believe has nurses available for immediate placement.

The director of special education contacts your office to inform you that the agency has a nurse available for employment. She also informs you that the school district's director of human resources has agreed to hire the nurse from the agency. You decide to contact Mrs. Carlton immediately and share with her the good news. She is delighted that John will be able to return to Discovery High School and that a new nurse will be assigned to him. Before John returns to school, the director of human resources contacts you by phone to inform you that he has thought about the situation and now refuses to accept the nurse from the agency for employment. He reminds you that the school site principal is away at a conference and that it would be inappropriate for a decision of this magnitude to be made in his absence. When you request that he contact Mrs. Carlton and explain the change in plans, he refuses and makes it clear to you that it is your responsibility as the administrator in charge to make the call. You do so, and, of course, Mrs. Carlton is very upset. She proceeds to tell you that she intends to attend the next school board meeting and bring both of her sons with her, as well as a special education parent advocate and a local television news station reporter.

### Case Analysis

#### Step I: Summarize the Case

Mrs. Carlton is a parent with two sons who have special needs and who attend Discovery High School. She has filed a complaint because she wants a nurse assigned to one of her sons to be replaced by another nurse. You are the assistant principal charged with handling the complaint while the principal is off campus.

Discovery High School has a fairly balanced ethnic population of students in grades 9 through 12, and the community is very supportive of the school.

The school board members visit the school often, and special interest groups have a strong influence on the board members. The school board is divided on many issues including personnel.

In response to Mrs. Carlton's complaint against a school nurse, district office personnel have been inconsistent in honoring her request to hire a new nurse for her son.

Mrs. Carlton plans to attend the next school board meeting along with her two sons, a special education parent advocate, and a representative from the media.

#### Step II: Identify problem(s) in a single sentence.

1. The parent wants a new nurse hired for her son, and is going to take her complaint to the school board.
2. The HRD Director changed his mind about the hiring the nurse.
3. Mrs. Carlton is a overprotective parent

4. The Principal is not there to make a decision
5. The Media will have a "field day" with this issue

#### Step III: Identify the CORE problem

Avoid selecting a symptom or related problem. For instance, selecting number 2; the Director of Human Resources changed his mind avoids the real issue. It is a contributor to the problem, but is not the CORE problem. Likewise, numbers 3, 4, 5 are really not relevant in this case.

#### Step IV: Select significant information and place the data into the categories.

The category *People* includes customs, norms, personalities, race, gender, sources of political power, and so on. The *Place* category includes location, physical condition, demographics, rural versus suburban, and so on. *Program* includes curriculum, grade level, type of program (special education, bilingual), private versus public, and so forth. For this case the following applies:

##### People

1. Mrs. Carlton is a parent of two sons who have special needs, and she is dissatisfied with the nurse assigned to one of her sons.
2. You are the assistant principal charged with handling Mrs. Carlton's complaint.
3. The school district representative has changed his mind about hiring a new nurse for Mrs. Carlton's son.
4. There is a great deal of community support through funding and volunteer work.
5. School board members visit the site frequently.
6. Various issues including hiring personnel, employee transfers, managing racial conflicts, and funding programs divide the school board.
7. Special interest groups have a strong impact on the school board.
8. Influential groups include the Latino Coalition, the NAACP the Special Education Parent Advocate Group, and the 504 Disability Act Committee.
9. Mrs. Carlton is taking her complaint to the school board.

##### Place

1. The school district is at the center of the community.
2. There is an increase in new housing developments in the community.
3. The population of the community is growing.
4. The socioeconomic description is moderate income.
5. The school population is balanced.

##### Program

1. The school serves students in grades 9 through 12.
2. Teachers participate in interdisciplinary teaching.
3. The school has many strong, special programs including those for special education, fine arts, multimedia, and technology.
4. Programs are often featured in the newspaper and on the local television station.

Step V: Review and prioritize the data. Identify the category that contains the most significant information leading to the problem.

1. You are the assistant principal in charge while the principal is away from the school at a conference.
2. Mrs. Carlton is taking her complaint for a new nurse for her son to the school board.
3. The school board is divided by many issues.

4. Among the groups that influence the school board are the 504 Disability Act Committee and the Special Education Parent Advocate Group.

In this case, the category *People* contains the most significant information about the problem. The location and other factors related to place are not the most significant factors. Nor is the program as significant as the people even though the students in this case are enrolled in special education classes. The problems surrounding the nurse and the conflict over the nurse are the main issues.

*Step VI: Refer to the data in step IV to solve the problem presented in the case and to respond to the case study questions.*

Mrs. Carlton, who is planning to attend the next school board meeting with a complaint, has the support of an influential group at a school where the principal is absent, and the media is concerned about what happens.

Now that you have completed gathering and analyzing the data, answer the questions for the case and refer to the final steps to help you resolve the problem. Pay particular attention to the conclusion(s) drawn from the data, which will help you to respond to the questions,

#### QUESTIONS TO CONSIDER

1. What is the first thing you would do in this situation?
2. What do you foresee happening at the school board meeting?
3. Who do you think will be blamed for the problem with John's nurse?
4. What could you have done differently?
5. What is the best solution for John's well being?
6. Discuss the pros and cons of mainstreaming students like John and his brother.
7. What could be the real reason the Director of Human Resources changed his mind?
8. What seems to be the Director of Human Resources' prime concern?
9. What legal issues are involved?
10. Would you contact specific board members and warn them of the upcoming event?

#### Topical content

Historical background of the superintendency

Superintendent selection process

Contracts and contract negotiations

Characteristics of successful superintendents

The changing context of schools and schooling

Visioning, strategic planning and goal setting

Community relations and expectations for the executive leader

The educational leadership role

The operations leadership role

The political leadership role

The change leadership role

School and system governance

Superintendent and school board relations

Professional and organizational socialization

The executive leader and performance evaluations

# Request for A New Course

Valdosta State University

Date of Submission: September 10, 2007

Department Initiating Request: Curriculum, Leadership, and Technology

Faculty Member Requesting: Dr. Don Leech

Proposed New Course Prefix & Number: LEAD 8620

See Course Designation Abbreviations in the Catalog for approved prefixes.

Proposed New Course Title: Leading a Professional Learning Community

Proposed New Course Title Abbreviation (for Student Transcript) Leading Prof Lrng Comm

Semester/Term/Year to be effective: Fall, 2008

Estimate Frequency of Course Offering: Each Semester

Indicate (by typing an 'X') if Course will be:  Requirement for Major  Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

Total Contact Hours: 3    Lecture Hours: 3    Lab Hours: 0    Credit Hours: 3

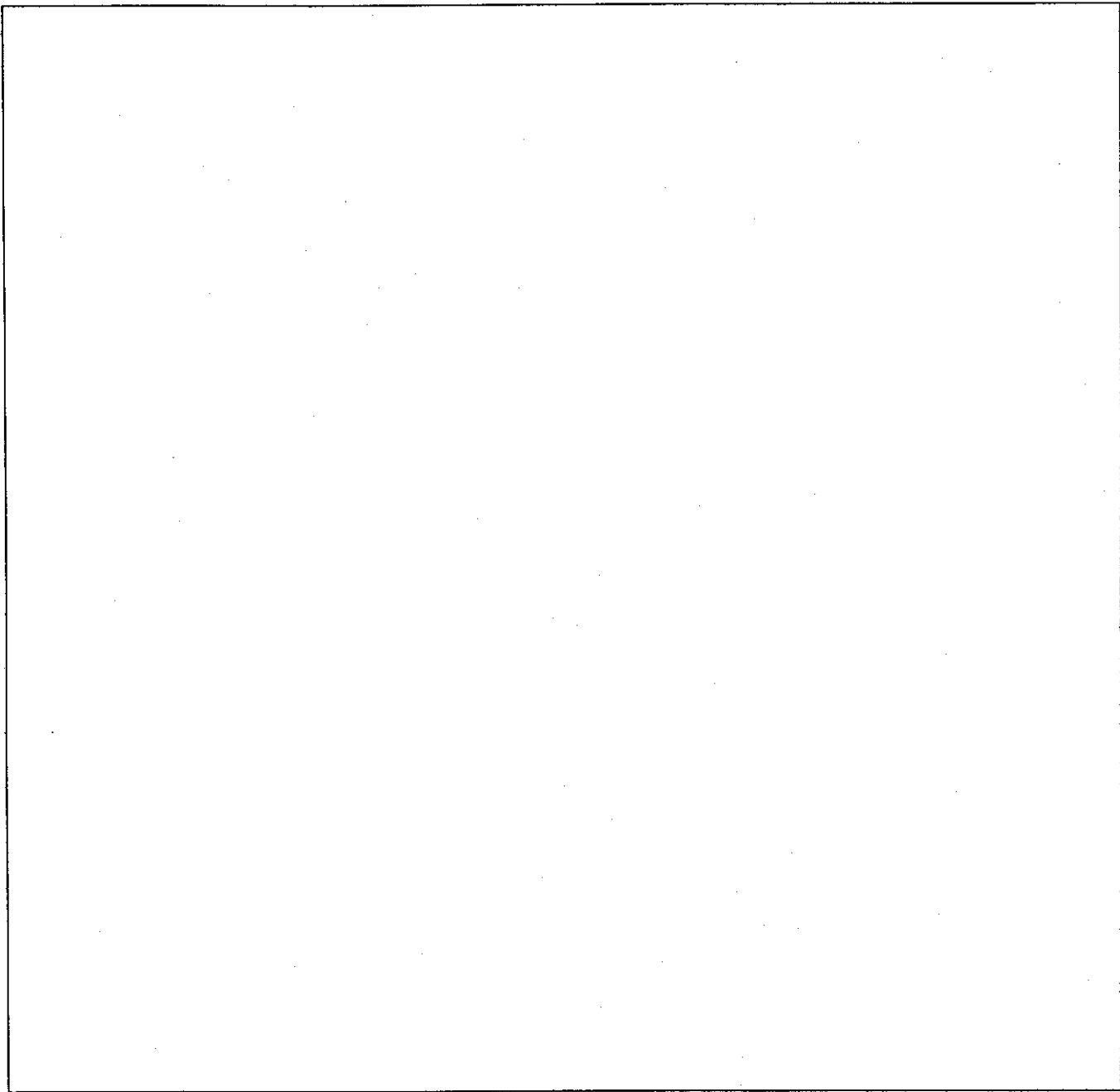
## Proposed Course Description

Instruction and supervised practice leading to candidates' demonstration of the knowledge, skills, and practice necessary for developing and leading staff to create a teaching and learning environment for successful student achievement and school improvement. The course includes supervised performance-based field experiences.

## Justification (continue on back if necessary)


In June 2008 all educational leadership programs in the state are being sunset by the Georgia Professional Standards Commission and the Board of Regents of the University System of Georgia. Programs are mandated to be redesigned based on new PSC preparation standards and BOR principles and will be reviewed for initial start-up in Fall, 2008. Specialist programs are mandated to be performance based and developed around local school system partnerships. This course was developed as a part of the newly redesigned leadership program and meets all PSC standards and BOR principles for new program approval. As a component of the design process, it has been reviewed by the leadership program advisory group composed of public school system superintendents from the three Regional Educational Service Agencies in Valdosta State University's 41 county service area.

NOTE: ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.



Approvals:


Department Head(s)



Date

10/18/07

Dean(s)/Director(s)



Date

10/25/07

College Executive Committee



Date

10/25/07

Graduate Executive Committee

Date

Academic Committee

Date

**LEAD 8620**  
**LEADING A PROFESSIONAL LEARNING COMMUNITY**  
**3 Semester Hours,**  
**Dewar College of Education**  
**Department of Curriculum, Leadership, and Technology**  
**Valdosta State University**

**Conceptual Framework: Guiding Principles**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

*Positively Impacting Learning through Evidence-Based Practices*

**Required Resources**

A "Principal Leader" Membership in the National Staff Development Council (NSDC.org) with online access

Access to VSU BlazeNet

Access to VSU's online WebCT/VISTA network.

Access to a headset with a boom mike (They are cheap)

**Additional Resources**

Readings as directed by the instructor

Selected Links to Governmental, Professional, and Academic Resources (Appendix A)

**Course Description**

Instruction and supervised practice leading to candidates' demonstration of the knowledge, skills, and practice necessary for developing and leading staff to create a teaching and learning environment for successful student achievement and school improvement. The course includes supervised performance-based field experiences.



## **College of Education Conceptual Framework Standards - (ELCC Standards)**

1. The educational leader facilitates the development, articulation, implementation, and stewardship of a vision of learning supported by the school community.
2. The educational leader advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.
3. The educational leader ensures management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
4. The educational leader collaborates with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. The educational leader acts with integrity, fairness, and in an ethical manner.
6. The educational leader understands, responds to, and influences the larger political, social, economic, legal, and cultural context.
7. The educational leader synthesizes and applies knowledge and skills in 1-6 in real settings under the guidance of university supervisors and school personnel.

### **Course Objectives (CO)**

Students will:

1. Identify selected literature that addresses the core principles of adult learning using technology and other methods. (ELCC 1, 2; PSC 1, 2; BOR 1, 2, 5, 6)
2. Discuss the historical and contemporary theories of adult learning. (ELCC 1, 2; PSC 1, 2; BOR 1, 2, 5, 6)
3. Discuss differences in current research in adult learning theory and education. (ELCC 1, 2; PSC 1, 2; BOR 1, 2, 5, 6)
4. Explain the scope and nature of adult learning theory and the different models of adult learning. (ELCC 1, 2, 5; PSC 1, 2; BOR 1, 2, 5, 6)
5. Understand motivational theories and the barriers underlying adult learning. (ELCC 1, 2; PSC 1, 2; BOR 1, 2, 5, 6)
6. Understand the differences between adult and early learning. (ELCC 1, 2; PSC 1, 2; BOR 1, 2, 5, 6)
7. Determine how administrative practice could enhance adult learning theory and professional development in one or more schools. (ELCC 1, 2; PSC 1, 2; BOR 1, 2, 5, 6)
8. Develop a personal philosophy statement relative to working with adults. (ELCC 1, 2, 6; PSC 1, 2, 4; BOR 1, 2, 5, 6, 7)
9. Plan professional development strategies that accommodate cultural differences, individual characteristics, and an awareness of adult learning theory. (ELCC 1, 2, 3, 5; PSC 1, 2; BOR 1, 2, 5, 6)

10. Critically assess how professional development is practiced (either positively or negatively) in current practices in one or more schools. (ELCC 1, 2, 6; PSC 1, 2, 4; BOR 1, 2, 5, 6, 7)
11. Demonstrate integrity, ethical, and moral behavior in relationships with others. (ELCC 2, 5; PSC 5; BOR 7, 8, 10)
12. Plan for the use of adult learning theory in human resource development (HRD). (ELCC 1, 2, 6; PSC 1, 2, 4; BOR 1, 2, 5, 6, 7)
13. Design a professional development program for school staff using appropriate model(s) of adult learning practice. (ELCC 1, 7; PSC 1, 2; BOR 2, 3, 5, 6, 7, 9)
14. Build and maintain secure, emotionally healthy, and supportive learning climates for staff and students. (ELCC 2, 3, 5; PSC 1, 2, 3; BOR 5, 7, 8, 9)

### Course Requirements

Candidates will construct and implement assignments designed to meet course objectives, and will present a collection of artifacts or products to the instructor.

Candidates will initiate and respond to discussion topics or assigned readings introduced by the instructor

Candidates will conduct and deliver research projects as assigned by the instructor

Candidates will upload appropriate Performance Base Activities into their LiveText electronic portfolio.

Coursework will be divided into modules as follows: (Modules are attached as Appendix B)

- Home Page Introduction, Course Information, Syllabus, Presentation, Library Services
- Module One Adult Learning Theory – Literature, Scope, Nature
- Module Two Contemporary Adult Learning Theory, Models, Motivation, Barriers
- Module Three Adult Learning, HRD, Administrative Practice
- Module Four Professional Development Models and Adult Learning
- Module Five Building Supportive Climates for Professional Development

Each module contains five activity components.

Students will work or collaborate online for instructor assigned activities, for individual or group practice or for electronic discussion of assigned topics, and presentation of selected deliverables.

Students will meet as needed with instructor for assistance with projects, assignments.

Students will use the electronic discussion board in VISTA to communicate their evaluations, analyses, or syntheses of assigned readings with their colleagues

Students will electronically deliver to the instructor a variety of assignments, performance based activities or other products using the appropriate tools.

At the end of each module students will self-assess their work on assignments, projects and discussions

*The instructor will publish selected student assignment submissions as examples or ideas for all students.*

Certain requisite skills are needed for this course as noted in Appendix B. It is highly recommended that students access Getting Started with VISTA. Carefully study the available information on the login page, read the instructions, and use the "Browser Tune-Up" to assure that your browser functions properly with WebCT/VISTA. A list of supported browsers is available.

### **Specific Outcomes, Activities, Assessments**

Course modules are designed to provide opportunities for candidates to develop skills and strategies assigned by the instructor. Evidence of this will be seen as candidates complete each module and self evaluate their progress using rubrics at the end of each module. Modules will be opened to students sequentially during the semester

#### Create an Adult Learning Module

Students will develop a specific learning module that will lead to faculty development in a student centered learning environment. The learning module should include a listing of all resources used, appropriate support objectives, and use multiple forms of assessment. (PBA) (ELCC 1, 2, 3, 3, 5, 6, 7; PSC 1, 2; BOR 2, 3, 5, 6, 7, 9)

#### Plan a School Wide Program

Students will design a professional development program in an area assessed as a need for teaching staff using appropriate model(s) of adult learning practice. (PBA) (ELCC 1, 7; PSC 1, 2; BOR 2, 3, 5, 6, 7, 9)

#### Enhancing Professional Development

Using adult learning theory students will determine and present ways in which school leaders could enhance professional development in one or more schools. (PBA) (ELCC 1, 2; PSC 1, 2; BOR 1, 2, 5, 6)

#### Present Practice and Adult Learning

Students will observe in one or more schools or a school district and critically assess how (or if) adult learning theory or models are being practiced by personnel

responsible for professional development, induction, and evaluation of faculty. (PBA) (ELCC 1, 2, 6; PSC 1, 2, 4; BOR 1, 2, 5, 6, 7)

#### Up-loads of Reviews, Analyses, and Evaluations

Students will access all assigned sites and readings and complete all activities indicated by the instructor. At least one search engine will require a free download. Resources should be used as indicated in Appendix A of the syllabus.

#### Online Discussions, Critiques, and Analyses

Instructor and/or student initiated online discussions will be posted in each of the five modules. Students should read the instructor's question(s) or comments and post a personal response for each topic. Students should also respond to at least one student's posting. You may, of course respond to more. Postings should be thoughtful, insightful, and to the point. **POSTED CONTENTS ARE READ, BUT NOT GRADED BY THE INSTRUCTOR.**

#### Adult Learning Models and Human Resource Development

Students will plan an induction program for a new teacher using an appropriate model of adult learning. (PBA) (ELCC 1, 2, 6; PSC 1, 2, 4; BOR 1, 2, 5, 6, 7)

#### Reflective Journals

Students should keep a journal reflecting on your learning experiences. The journal's focus should be on what new behaviors and attitudes their experience with their classmates and the course itself engenders. It may be developed as a WORD document, module by module or it may encompass the entire class. **The instructor will call for the journal in Module five.** It is for the instructor's use and will not be shared with others.

#### Self-Assessments and Completion of Rubrics.

Students will complete a self-assessment instrument and a "deliverables" or product rubric at the completion of each of the six modules.

### **Course Evaluation**

Participant performance is evaluated using rubrics, artifacts, and other authentic assessment methods including:

Completion of all class activities within the semester time frame.

Individual reflective journals, (to be sent to the instructor at course end)

Contributions to the group discussion board

Preparation and submission of instructor assigned activities, readings, and projects.

Completion of student self-assessment rubrics for each module's activities

Completion and uploading of activities to LiveText as required.

#### Grading Scales

90 – 100     A

80 – 89	B
70 – 79	C
Below 70	F

### **Attendance Policy**

Interaction in an online learning community may be asynchronous (discussion, group postings, and email) or synchronous (chat). Because you are being prepared to accept professional responsibilities in leading learning communities, active and timely participation are critical to your success in this class and to your preparation as school leaders. As Graduate students you are expected to successfully complete all performances as outlined in the syllabus. If an inability to do so is anticipated, it should be discussed in advance with the instructor. In all cases, consider what would constitute professional behavior on your part.

### **Policy Statement on Plagiarism**

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

- **FIRST OFFENSE:** The student will earn a "0" on the assignment, test, project, etc.
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- **THIRD OFFENSE:** The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

### **Special Needs Statement**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

### **Instructor**

## Selected Links to Professional, Governmental, and Academic Resources

Georgia Department of Education: <http://www.doe.k12.ga.us/>

Education Week Online: <http://www.edweek.org>

National Staff Development Council: <http://www.nsd.c.org/>

Regional Educational Laboratory Program (Gateway for all 10 regional labs):  
<http://ies.ed.gov/ncee/edlabs>

American Association of School Administrators (AASA): <http://www.aasa.org/about/>

National Association of Elementary School Principals (NAESP): <http://www.naesp.org/>

National Association of Secondary School Principals (NASSP): [National Association of Secondary School Principals - Home](#)

National Education Association (NEA): <http://www.nea.org/>

Educational Resources Information Center (ERIC): <http://www.eric.ed.gov/>

ERIC Clearinghouse on Educational Policy and Management: (CEPM)  
<http://eric.uoregon.edu/>

National Center for Education Statistics (NCES): <http://nces.ed.gov/>

U.S. Department of Education (USDOE): <http://www.ed.gov/>

Association of School Business Officials International: <http://www.asbointl.org/>

Education Commission of the States: <http://www.ecs.org/>

The Education Trust: <http://www.edtrust.org/>

A GREAT link to many other education facility-related pages and professional organizations (with descriptions): <http://www.edfacilities.org/links/>

A excellent link for those anticipating taking the Praxis II in Educational Administration:  
<http://www.ets.org/praxis/prxtest.html>

Southwest Educational Development Laboratory: A great link for timely educational information and research: <http://www.sedl.org/>

American Educational Research Association: <http://www.aera.net/>

Clearinghouse for School Reform: <http://www.cscclearinghouse.org/>

National Policy Board for Educational Administration: <http://www.npbea.org/>

## APPENDIX A: Requisite Skills

Standard I. Technology Operations and Concepts			
Georgia Technology Standards for Educators adopted from ISTE NETS Standards	Georgia Technology Professional Development Objectives	Georgia Technology Performance Descriptors for Certified Leaders	Available Tutorials and Resources
(I) Demonstrate knowledge, skills, and understanding of concepts related to technology	(I) Demonstrate knowledge, skills, and understanding of concepts related to technology	(I) Demonstrate knowledge, skills, and understanding of concepts related to technology	(I) Demonstrate knowledge, skills, and understanding of concepts related to technology
	12. Save and locate files on network, hard and floppy disks	b. Store and retrieve personal documents and files on hard drive, network, and floppy disk	<u>Information use and management of systems</u>
	13. Use peripherals including printer, projection device, digital camera, and flatbed scanner,	c. Use peripheral hardware to support, sustain, and enhance administrative tasks	<u>Tutorials</u>
	14. Apply basic troubleshooting techniques to solve minor problems (freeze, force quit, select printer, partition memory 15. Reference hardware and software manuals to solve minor technical issues	d. troubleshoot basic operating system malfunctions	<u>Beginning troubleshooting</u>
	16. Seek technical assistance for major trouble shooting issues	e. Seek appropriate technical assistance as needed to maintain administrative or building technology	

	17. Communicate using computer terminology to articulate technological ideas	f. Use appropriate terminology to lead technology planning sessions g. Use appropriate computer terminology to describe and identify technical support needs h. Use appropriate computer terminology to facilitate technical purchasing and local installation transactions i. Use appropriate computer terminology to supervise local infrastructure, hardware, and software installations	<u>Terminology encyclopedia</u>  <u>Terminology Dictionary</u>
	18. Use technologies that are essential and prevalent in the workplace	j. Demonstrate competency using basic software applications: word processor, database, spreadsheet, email, and Internet information systems	<u>Software Tutorials</u>
Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies	1. Apply increasingly advanced technological practices and knowledge in an education setting	a. participate in learning opportunities that heighten awareness of new applications of technology in classroom and educational settings	<u>Professional development</u>

## APPENDIX B – Module Activities

Home Page – Students will:

Indicate to instructor that they have familiarized themselves with the Course Syllabus

Indicate to instructor that they have read and understand Getting Started with VISTA

Indicate to instructor that they have read and understand the content file "Important Information about this Course"

Demonstrate access of VSU's Odum Library's Off-campus services page

Verify to the instructor that they have viewed the film clip, Future Shock

Verify to the instructor that they have subscribed to the National Staff Development Council (NSDC)



# Request for A New Course

## Valdosta State University

**Date of Submission:** September 10, 2007

**Department Initiating Request:** Curriculum, Leadership, and Technology

**Faculty Member Requesting:** Dr. Don Leech

**Proposed New Course Prefix & Number:** LEAD 8410

See Course Designation Abbreviations in the Catalog for approved prefixes.

**Proposed New Course Title:** Ethical and Legal Issues for Special Populations

**Proposed New Course Title Abbreviation (for Student Transcript)** Legal Issues/Spec Populations

**Semester/Term/Year to be effective:** Fall, 2008

**Estimate Frequency of Course Offering:** Each Semester

**Indicate (by typing an 'X') if Course will be:**  Requirement for Major  Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

**Total Contact Hours:** 3 **Lecture Hours:** 3 **Lab Hours:** 0 **Credit Hours:** 3

### Proposed Course Description

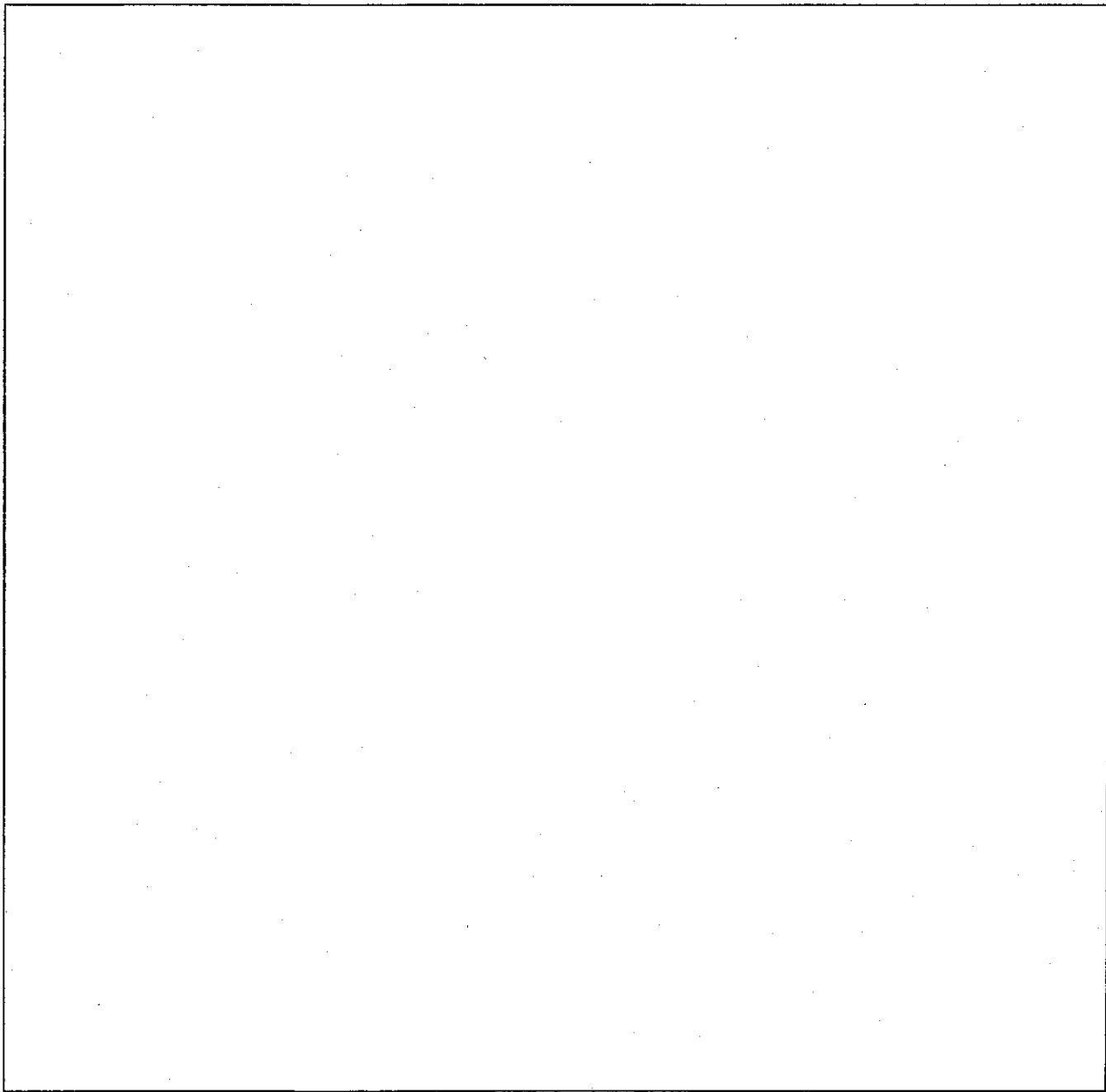
An introduction to the legal aspects of the education of students with disabilities and other barriers to educational success. The course includes statutes, case law, and administrative regulations pertaining to special populations and includes supervised performance-based field experiences.

### Justification (continue on back if necessary)

In June 2008 all educational leadership programs in the state are being sunset by the Georgia Professional Standards Commission and the Board of Regents of the University System of Georgia. Programs are mandated to be redesigned based on new PSC preparation standards and BOR principles and will be reviewed for initial start-up in Fall, 2008. Specialist programs are mandated to be performance based and developed around local school system partnerships. This course was developed as a part of the newly redesigned leadership program and meets all PSC standards and BOR principles for new program approval. As a component of the design process, it has been reviewed by the leadership program advisory group composed of public school system superintendents from the three Regional Educational Service Agencies in Valdosta State University's 41 county service area.

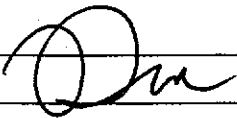
**NOTE: ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.**

252



Approvals:


Department Head(s)



Date

10/18/07

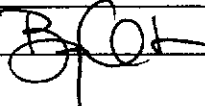
Dean(s)/Director(s)



Date

10/25/07

College Executive Committee



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**LEAD 8410**  
**ETHICAL AND LEGAL ISSUES FOR SPECIAL POPULATIONS**  
**3 Semester Hours**  
**Dewar College of Education**  
**Department of Curriculum, Leadership, and Technology**  
**Valdosta State University**

**Conceptual Framework: Guiding Principles**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

*Positively Impacting Learning through Evidence-Based Practices*

**Required Text**

*Publication Manual of the American Psychological Association.* (5th ed.).  
Washington, DC: American Psychological Association.

Rothstein, L. F. (2000). *Special education law* (3<sup>rd</sup> ed.). New York: Longman.

Selected articles and cases on education law on CD.

**Other Resources**

Huefner, D. S (2006). *Getting comfortable with special education law: A framework for working with children with disabilities* (2<sup>nd</sup> ed.). Norwood, MA: Christopher-Gordon.

**Course Description**

An introduction to the legal aspects of the education of students with disabilities and other barriers to educational success. The course includes statutes, case law, and administrative regulations pertaining to special populations and includes supervised performance-based field experiences.

## **College of Education Conceptual Framework Standards - (ELCC Standards)**

1. The educational leader facilitates the development, articulation, implementation, and stewardship of a vision of learning supported by the school community.
2. The educational leader advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.
3. The educational leader ensures management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
4. The educational leader collaborates with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. The educational leader acts with integrity, fairness, and in an ethical manner.
6. The educational leader understands, responds to, and influences the larger political, social, economic, legal, and cultural context.
7. The educational leader synthesizes and applies knowledge and skills in standards 1-6 in real settings under the guidance of university supervisors and school personnel.

### **Course Objectives**

Students will:

1. Define legal terms as used by courts in rendering decisions. (ELCC: 2, 3, 4, 5, 6; PSC: 3, 4, 5, 6; BOR: 8, 10)
2. Identify the sources of law which affect educational institutions and the education of students with disabilities in Georgia and the United States. (ELCC: 1, 2, 3, 4, 5, 6; PSC: 3, 4, 5, 6; BOR: 8, 10)
3. Identify and describe the significance of landmark court decisions that affect the education of students with disabilities in the United States and the state of Georgia. (ELCC: 1, 2, 3, 4, 5, 6; PSC: 3, 4, 5, 6; BOR: 8, 10)
4. Have a fundamental understanding of case analysis and an appreciation of the legal, ethical and policy issues related to the education of students with disabilities. (ELCC: 1, 2, 3, 4, 5, 6; PSC: 3, 4, 5, 6; BOR: 8, 10)
5. Understand that law involves concepts of equity and justice for all populations with a diverse educational setting. (ELCC: 1, 2, 3, 4, 5, 6; PSC: 3, 4, 5, 6; BOR: 8, 10)
6. Interpret legal decisions as handed down by federal and Georgia courts when applied to the education of students with disabilities. (ELCC: 1, 2, 3, 4, 5, 6; PSC: 3, 4, 5, 6; BOR: 8, 10)

7. Apply statutes, regulations, and court decisions to local situations involving students with disabilities. (ELCC: 1, 2, 3, 4, 5, 6; PSC: 3, 4, 5, 6; BOR: 8, 10)
8. Apply knowledge of federal and state constitutional, statutory and regulatory provisions and judicial decisions governing the education of students with disabilities. (ELCC: 1, 2, 3, 4, 5, 6; PSC: 3, 4, 5, 6; BOR: 8, 10).
9. Recognize responsibilities under special education rules and regulations (i.e., IDEA) and related regulations (e.g., § 504). (ELCC: 1, 2, 3, 4, 5, 6; PSC: 3, 4, 5, 6; BOR: 8, 10)
10. Distinguish between disciplinary options for students with disabilities and regular education students. (ELCC: 1, 2, 3, 4, 5, 6; PSC: 3, 4, 5, 6; BOR: 8, 10)
11. Differentiate characteristics of the disability categories for which modifications in educational programming are required. (ELCC: 1, 2, 3, 4, 5, 6; PSC: 3, 4, 5, 6; BOR: 3, 8, 10)
12. Identify appropriate modifications in educational programming to address the unique needs of students with disabilities. (ELCC: 1, 2, 3, 4, 5, 6; PSC: 3, 4, 5, 6; BOR: 3, 8, 10)

## Course Requirements/Assignments

### Class Activities

Class discussions

Briefs (completion graded)

Narrated PowerPoints Quick-Thinks (completion graded) Library activity (practice finding cases, statutes, and administrative regulations in Odum Library)

Legal Analysis Project/Legal Case Study<sup>1</sup>

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<sup>1</sup> Papers will not be accepted without paper checklist (see CD). Five points per day are deducted from late legal analysis papers, unless the student has made other arrangements with the instructor because of illness or family emergency. **Plagiarism** includes the failure to enclose quoted language from a source (case) in quotation marks. See both paper guidelines and the writing module narrated PowerPoints. Even when the plagiarism is unintentional, it is a serious matter. Students whose papers contain plagiarized material will be required to write another paper within one month of the end of the course, sign a form acknowledging the plagiarism, and will receive a grade one letter grade lower than they would have ordinarily received.

For assistance with legal analysis project see paper guidelines handout and narrated PowerPoint (writing module) on your CD. Conduct a legal analysis of an incident, situation, or circumstance in the school or school district involving a student with special needs. Include case analysis, reference to the appropriate statutory provision, and the potential exposure to liability. [If possible] recommend actions to reduce liability.

Brief presentation of legal analysis project

Quizzes (legal terminology)

Examinations

### **Objectives/Skills demonstrated**

Students will:

1. Recount/describe an incident or situation related to the education of students with disabilities in a clear and concise manner so that a listener or reader can readily understand the events and issues (expository writing/communication skills). (ELCC: 1, 2, 3, 4, 5, 6; PSC: 3, 5, 6; BOR: 8, 10).
2. Find relevant statutory law and explain its meaning in terms accessible to educators (legal research skills, critical thinking skills, writing skills). (ELCC: 1, 2, 3, 4, 5, 6; PSC: 3, 5, 6; BOR: 8, 10).
3. Find case law relevant to the special education issue encompassed by incident or situation. (legal research skills, critical thinking skills). Case should be sufficiently similar to facts of the incident or situation to allow for a meaningful comparison. (ELCC: 1, 2, 3, 4, 5, 6; PSC: 3, 5, 6; BOR: 8, 10)
4. Analyze cases in a clear and succinct manner in such a way that they are understandable by educators (writing skills, critical thinking skills). (ELCC: 1, 2, 3, 4, 5, 6; PSC: 3, 5, 6; BOR: 8, 10)
5. Apply holdings and findings from the cases analyzed to the situation or incident to predict possible liability for the school district and/or educators involved and, if applicable to suggest ways to reduce potential liability. (ELCC: 1, 2, 3, 4, 5, 6; PSC: 3, 5, 6; BOR: 8, 10)

### **Course Evaluation**

Participant performance is evaluated using rubrics, artifacts, and other authentic assessment methods including:

Class participation 10%<sup>2</sup>

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<sup>2</sup> Includes completion of four case briefs, and four narrated PowerPoint Quick-Thinks (see course of study). Each assignment is worth 5 points. The remaining portion of the grade is determined by in-class participation.

Mid-term examination	25%
Legal problem paper	30%
Quiz #1 (legal terms/APA)	5%
Quiz #2 (legal terms)	5%
Final examination	25%

### **Attendance Policy**

Graduate students are expected to attend all classes.

Late assignments receive only half credit. If you find you must miss class, then mail, within 24 hours of class date, any assignments due to the instructor at 4201 Thornwood Way, Valdosta, GA 31602-6723. If assignment is mailed within 24 hours, then it will receive full credit. Five points per day are deducted from late legal analysis papers, unless the student has made other arrangements with the instructor because of illness or family emergency.

### **Policy Statement on [Intentional] Plagiarism**

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

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### **Instructor**

**Topical Content (Meets PSC, BOR, ELCC, and VSU Standards requirements)**

- I. Introduction to the course
  - A. Introductions: students, professor
  - B. Syllabus and overview of course
  - C. Assessments, including but not limited to
    - 1. Case analysis (briefing cases)
    - 2. Terminology, with emphasis on special education legal terminology
- II. Introduction to the Law
  - A. Purpose of the law
  - B. Anglo-American jurisprudence
  - C. Sources of law-federal, Georgia, and local (constitutions, statutes, regulations, case law, executive orders, advisory opinions--hierarchy, interrelationships, who promulgates, degree of authority, constraints on, interpretation and application)
  - D. Areas/classifications of the law (difference between civil and criminal law, subcategories)
  - E. Structure of court/legal system
- III. Basic Legal Research (class conducted at Odum Library and jointly with VSU librarian)
  - A. Traditional legal research
    - 1. Primary and secondary sources
    - 2. Reporters and digests (finding case law)
    - 3. U.S. Code and Georgia Code (finding statutes)
    - 4. Code of Federal Regulations and state regulations
  - B. Online legal research (Lexis)
- IV. History of Special Education Law
  - A. Introduction (exclusion of students with disabilities from public schools, foundation cases)
  - B. Statutory Provisions (§ 504, IDEA, other relevant statutes, especially comparing IDEA and § 504)
- V. Eligibility, Identification, and Evaluation
  - A. Introduction
  - B. Definitions and gaps in coverage
  - C. Pre-referral
    - 1. History-Ollie Marshall case
    - 2. Purpose
    - 3. Parties who can make referrals
    - 4. SST members
    - 5. Questions addressed by SST's
    - 6. Importance
    - 7. Following SST accommodations
  - D. Assessments
    - 1. Group
    - 2. Individual (Consent, payment, private)



- E. Discrimination in evaluations
  - 1. Generally
  - 2. Case Law
- F. Reevaluation
- G. Minimum competency/accountability and children with disabilities
  - 1. State and district achievement tests
  - 2. Competency based and high stakes testing
  - 3. NCLB
- H. Summary § 504 and IDEA

## VI. FAPE

- A. *Rowley* Standard, IEP's, reevaluations
  - 1. Defining the limits of a FAPE
  - 2. Case law, including but not limited to *Rowley*
  - 3. IEP
    - a. Introduction
    - b. IEP team development
    - c. IEP contents
    - d. Appendix A guidance
    - e. Miscellaneous (methodology of instruction, liability for failure to follow, public school placement in private school)
- B. Least Restrictive Environment
  - 1. Introduction (continuum of placement)
  - 2. Definitions and concepts (mainstreaming, integration, inclusion)
  - 3. Requirements
    - a. Statutory
    - b. Administrative regulations
      - (1) Federal
      - (2) Georgia
  - 4. Case law (legal standard for LRE)
    - a. Split in circuits
    - b. Legal standard in the Eleventh Circuit
  - 5. Factors (addressed individually)
- C. Related services
  - 1. Introduction and definitions
    - a. IDEA
    - b. 504
  - 2. Transportation (including case law and suspension from riding the bus, issue of door-to-door service)
  - 3. Psychological Services and Counseling
  - 4. Health Services
    - a. Introduction
    - b. Case law (duty to provide)
  - 5. Miscellaneous
    - a. What courts have construed as related services
    - b. Special legal issues related to the hearing impaired
- D. Residential and private school placement

1. Introduction
2. Least restrictive appropriate placement (relationship of state and federal law)
3. Three legal standards
4. Cost issues
5. Placement by parents
6. Private schools
  - a. Nonsectarian schools
  - b. Sectarian (religious) schools

#### VII Due Process

- A. FERPA
- B. Mootness (effect on discipline, eligibility)
- C. Immunity (common law, Eleventh Amendment)
- D. Relevant statute (' 504, IDEA, ' 1983, ADA, effect of different statutes on due process)
  1. IDEA (introduction, cases, including but not limited to burden of proof)
  2. 504 (introduction, cases)

#### VIII Discipline

- A. Introduction (including but not limited to removals and alternative forms of discipline, duty to provide educational services)
- B. Removals of less than 10 days
- C. Removals for more than 10 days or multiple removals
- D. Interim Alternative Placements
- E. Manifestation Determination
- F. Functional Behavioral Assessment
- G. Behavioral Intervention Plans
- H. Special topics related to discipline under § 504

#### IX Remedies and attorneys fees

- A. Remedies
  1. Damages
  2. Reimbursement, including but not limited to unilateral placement in private school
  3. Compensatory education
- B. Attorneys' fees (including but not limited to who is the prevailing party, non-attorney fees (experts).

**Request for A New Course**  
**Valdosta State University**

**Date of Submission:** September 10, 2007

**Department Initiating Request:** Curriculum, Leadership, and Technology

**Faculty Member Requesting:** Dr. Don Leech

**Proposed New Course Prefix & Number:** LEAD 8630

See Course Designation Abbreviations in the Catalog for approved prefixes.

**Proposed New Course Title:** Coaching and Mentoring for High Performing Schools

**Proposed New Course Title Abbreviation (for Student Transcript)** Coaching and Mentoring

**Semester/Term/Year to be effective:** Fall, 2008

**Estimate Frequency of Course Offering:** Each Semester

Indicate (by typing an 'X') if Course will be:  Requirement for Major  Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

**Total Contact Hours:** 3    **Lecture Hours:** 3    **Lab Hours:** 0    **Credit Hours:** 3

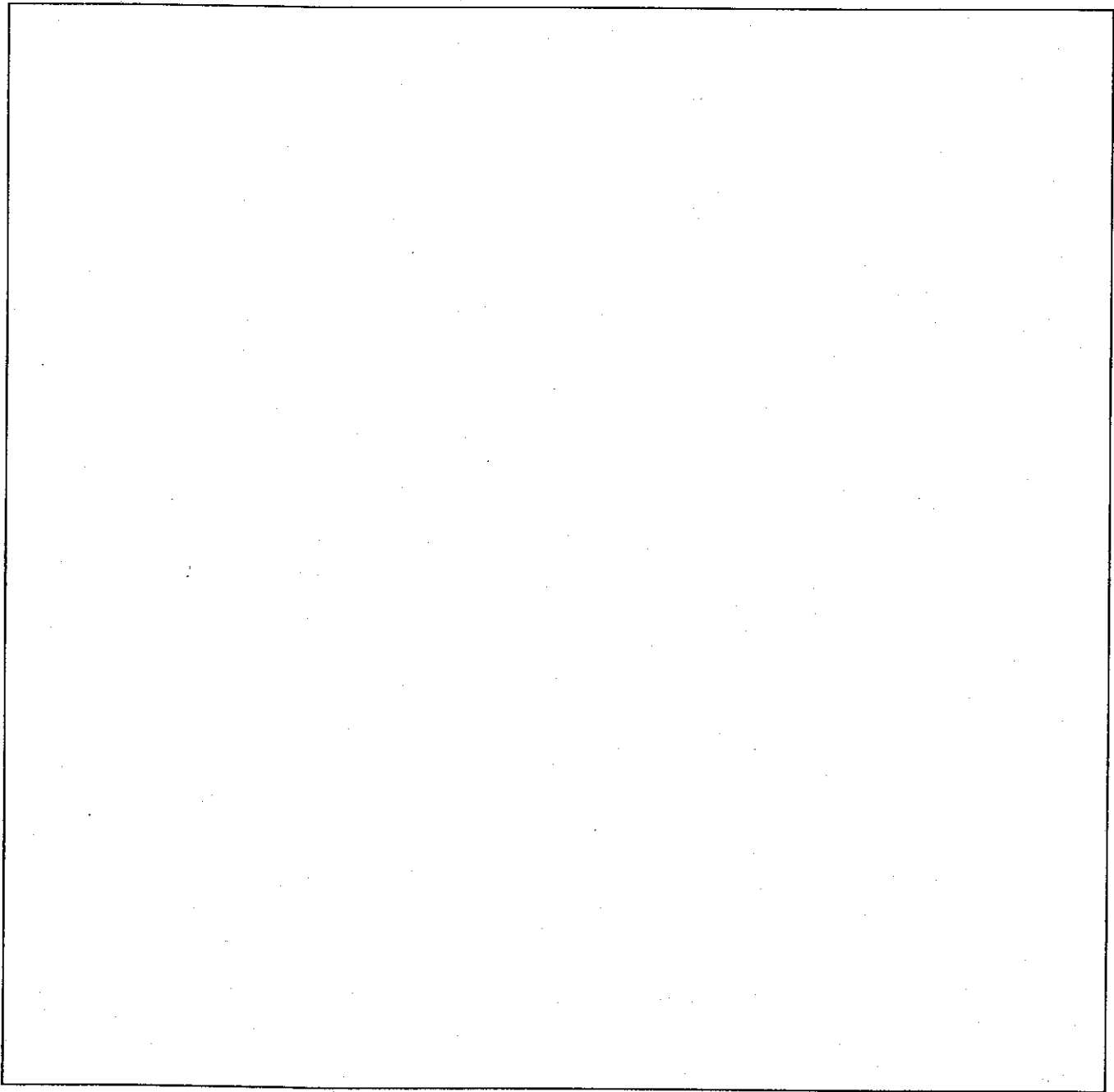
**Proposed Course Description**

A study of the knowledge and skills necessary to practice coaching and mentoring for high performing schools. The course will increase student awareness and knowledge of the impact of coaching and mentoring on individual and organization performance. It also addresses organizational culture and the impact culture has on performance. The course includes supervised performance-based field experiences.

**Justification (continue on back if necessary)**

In June 2008 all educational leadership programs in the state are being sunset by the Georgia Professional Standards Commission and the Board of Regents of the University System of Georgia. Programs are mandated to be redesigned based on new PSC preparation standards and BOR principles and will be reviewed for initial start-up in Fall, 2008. Specialist programs are mandated to be performance based and developed around local school system partnerships. This course was developed as a part of the newly redesigned leadership program and meets all PSC standards and BOR principles for new program approval. As a component of the design process, it has been reviewed by the leadership program advisory group composed of public school system superintendents from the three Regional Educational Service Agencies in Valdosta State University's 41 county service area.

**NOTE: ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.**



Approvals:

Department Head(s)

*[Signature]*

Date

10/18/07

Dean(s)/Director(s)

*[Signature]*

Date

10/25/07

College Executive Committee

*[Signature]*

Date

10/25/07

Graduate Executive Committee

Date

Academic Committee

Date

**LEAD 8630**  
**COACHING AND MENTORING FOR HIGH PERFORMING SCHOOLS**  
**3 SEMESTER HOURS**  
**Dewar College of Education**  
**Department of Curriculum, Leadership, and Technology**  
**Valdosta State University**

**Conceptual Framework: Guiding Principles**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

*Positively Impacting Learning through Evidence-Based Practices*

**Suggested Textbooks**

Crane, T. (2002). *The heart of coaching*. San Diego: FTA Press.

Fullan, M., & Hargreaves, A. (1996). *What's worth fighting for in your school?* New York: Teachers College Press.

**Additional Resources**

Costa, A., & Garmston, R.J. (2002). *Cognitive coaching: a foundation for renaissance schools*. Norwood, MA: Christopher-Gordon Publishers.

Deal, T., & Peterson, K. (1999). *Shaping school culture: the heart of leadership*. San Francisco: Jossey-Bass.

**Course Description**

A study of the knowledge and skills necessary to practice coaching and mentoring for high performing schools. The course will increase student awareness and knowledge of

the impact of coaching and mentoring on individual and organization performance. It also addresses organizational culture and the impact culture has on performance. The course includes supervised performance-based field experiences.

### **College of Education Conceptual Framework Standards – (ELCC Standards)**

The educational leader will:

1. Facilitate the development, articulation, implementation, and stewardship of vision of learning that is shared and supported by the school community.
2. Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Act with integrity, fairness, and in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.
7. Synthesize and apply knowledge and skills learned in standards 1-6 in real settings under the guidance of university supervisors and school personnel.

### **COURSE OBJECTIVES (CO)**

Students will:

1. Demonstrate an understanding of coaching and mentoring skills and adult learning theories. (Performance Based Activities -- PBA) (ELCC 2,5; PSC 2,5; BOR 6,9,10)
2. Demonstrate the use of coaching strategies including dialogue and reflection. (PBA) (ELCC 2,5; PSC 2,5; BOR 6,10)
3. Demonstrate the establishment of rapport and relationships with mentee(s). (PBA) (ELCC 5; PSC 5; BOR 6)
4. Demonstrate the ability to assist the mentee(s) with securing resources to include technical assistance based on the need of the mentee(s). (PBA) (ELCC 3,5; PSC 3,4,5; BOR 6,8)
5. Demonstrate the ability to assist the mentee(s) with an analysis of the school's vision/mission to include goals, intent, and outcomes based on high expectations for students. (PBA) (ELCC 1; PSC 1; BOR 6,7,10)
6. Demonstrate the ability to assist the mentee(s) with the school improvement process to include strategic planning for improved student achievement. (PBA) (ELCC 1,2,3; PSC 1,2,3; BOR 1,5,7,8)

7. Demonstrate the ability to assist the mentee(s) to work toward the improvement of the organizational culture to include alignment of the organization, governance structure, characteristics of effective teams, and commitment to team collaboration. (PBA) (ELCC 1,2,3; PSC 1,2,3; BOR 1,5,6,7,9,10)
8. Demonstrate the ability to assist the mentee(s) to use data and pertinent information to make data-based decisions. (PBA) (ELCC 5; PSC 5; BOR 1,2,4)
9. Demonstrate the ability to use empathic listening skills, share perceptions, ask questions, examine beliefs and paradigms, and use coaching language and pacing. (PBA) (ELCC 4,5; PSC 4,5,6; BOR 5,6,9,10)
10. Demonstrate the ability to use ethical and confidentiality considerations including honesty and integrity. (PBA) (ELCC 5; PSC 5; BOR 6,9,10)
11. Demonstrate the ability to understand the organizational readiness for coaching and mentoring including the difference between feedback and evaluation and the use of individual leadership assessment. (ELCC 1,2; PSC 1,2; BOR 5,6,7,9)

### **Course Activities/Assignments/Requirements**

Students will:

Prepare a portfolio of learning experiences reflecting all class assignments and requirements. (PBA)

Read assigned materials related to class assignments and participate in individual and team activities.

Write an original individual paper on adult learning theory and its use in coaching and mentoring. (PBA) (ELCC 2,5; PSC 2,5; BOR 6,9,10)

Write an original individual paper on the difference between feedback and evaluation. (PBA) (ELCC 2,3,7; PSC 2,3; BOR 3,7,8)

Read and prepare a review of an assigned book and present findings (verbal and in writing) to fellow students. (ELCC 1,2,5; PSC 1,2,5; BOR 5,6,7,8,9,10)

Prepare a review of an assigned audio from a national conference and present findings (verbal and in writing) to fellow students. (ELCC 1,2,5; PSC 1,2,5; BOR 5,6,7,8,9,10)

Read 3 assigned book reviews and share reflections (written and verbal) with team members. (ELCC 1,2,5; PSC 1,2,5; BOR 5,6,7,8,9,10)

Read 3 assigned audio reviews and share reflections (written and verbal) with team members. (ELCC 1,2,5; PSC 1,2,5; BOR 5,6,7,8,9,10)

Interview (team) a significant educational leader focusing on coaching and mentoring. Develop questions, record responses, and participate in a team reflection on the interview. Provide a written (team) report. (PBA) (ELCC 1,2,3; PSC 1,2,3; BOR 5,6,7,8,9,10)

Apply course content in a field setting (7 content applications).

1. Establishing rapport/building relationships
2. Securing resources based on the needs of the mentee(s)
3. Demonstrate listening skills, sharing perceptions, asking questions, examining beliefs and paradigms
4. Demonstrate ethical and confidentiality considerations. Using honesty and integrity
5. Demonstrate assistance with the analysis of vision/mission to include goals, intent, and outcomes based on high expectations for students
6. Demonstrate assistance with the school improvement planning process
7. Demonstrate assistance with the analysis of the organizational culture to include alignment, governance, teams, and team collaboration (PBA) (ELCC 1,2,3,5,6; PSC 1,2,3,5,6; BOR 5,6,7,8,9,10)

Respond to class content questions provided by the instructor reflecting course content. (ELCC 1,2,3,5,6; PSC 1,2,3,5,6; BOR 5,6,7,8,9,10)

Participate in the practice of reflective learning. (ELCC 1,2,3,5,6; PSC 1,2,3,5,6; BOR 5,6,7,8,9,10)

### **Class Policies and Expectations**

1. Students are expected to attend and participate in all scheduled classes and activities.
2. Students are expected to read and be prepared to respond to questions related to all handouts and assigned materials.
3. All individual assignments must be original products of the student and created for this specific class.
4. Students are expected to participate in team activities and carry an equal load.

### **Course Evaluation**

Class participation	10 points
Original individual paper – adult learning	10 points
Original individual paper – feedback vs evaluation	10 points
Original book review and presentation	10 points
Original audio review and presentation	10 points
Team Interview with written documentation	10 points
Reflective practice activities (written/oral)	5 points



Content applications

35 points

### Grading Scale

90 – 100	A
80 – 89	B
70 – 79	C
Below 70	F

### Attendance Policy

Graduate students are expected to attend all classes. Failure to attend without prior permission will result in grade reductions.

### Grading Rubric for Oral and Written Assignments

- A** Excellent performance reflects detailed in-depth use of course materials. Formal papers follow APA guidelines, with proper sentence structure and punctuation.
- B** Performance reflects use of course materials but is weak in depth, detail or logical development. Formal papers follow APA, but have some errors.
- C** Good faith effort at the assignment but performance is flawed by many errors.
- F** Failure to submit work as assigned. Work reflects little effort, or is incomplete.

### Policy Statement on Plagiarism and Cheating

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

- **FIRST OFFENSE:** The student will earn a "0" on the assignment, test, project, etc.
- **SECOND OFFENSE:** The student will earn the letter grade "F" for the course.
- **THIRD OFFENSE:** The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

### Special Needs Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of

the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

## **Instructor**

### **Topical Content**

- Defining coaching and mentoring and the use of adult learning theories.
- Identifying coaching styles and strategies and the use of dialogue and reflection.
- Understanding the entry to coaching including preparation, getting started, and building linkage.
- Establishing rapport and relationships with the mentee(s).
- Serving as a listener and providing support and follow-up.
- Providing resources to include technical assistance.
- Assisting with the analysis of the school's vision/mission to include goals, intent, and outcomes based on high expectations for students.
- Assisting with the improvement of the organizational culture to include alignment of the organization, governance structure, characteristics of effective teams, and commitment to team collaboration.
- Assisting with the use of data and pertinent information to make data-based decisions.
- Using empathic listening skills, sharing perceptions, asking questions, examining beliefs and paradigms, and using coaching language and pacing.
- Using ethical and confidentiality considerations including honesty and integrity.
- Understanding the organization's readiness for coaching and mentoring including the difference between feedback and evaluation.
- Reviewing current literature, focusing on change models.
- Identifying the leader's role in the change process.
- Understanding the challenge of facilitating the change process, with an emphasis on transforming the culture.
- Understanding the impact of incentives and quality of work life on organization culture.

# Request for A New Course

Valdosta State University

Date of Submission: September 10, 2007

Department Initiating Request: Curriculum, Leadership, and Technology

Faculty Member Requesting: Dr. Don Leech

Proposed New Course Prefix & Number: LEAD 8230

See Course Designation Abbreviations in the Catalog for approved prefixes.

Proposed New Course Title: Financing and Managing Educational Facilities

Proposed New Course Title Abbreviation (for Student Transcript) Financing/Managing Ed Facilities

Semester/Term/Year to be effective: Fall, 2008

Estimate Frequency of Course Offering: Each Semester

Indicate (by typing an 'X') if Course will be:  Requirement for Major  Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

Total Contact Hours: 3    Lecture Hours: 3    Lab Hours: 0    Credit Hours: 3

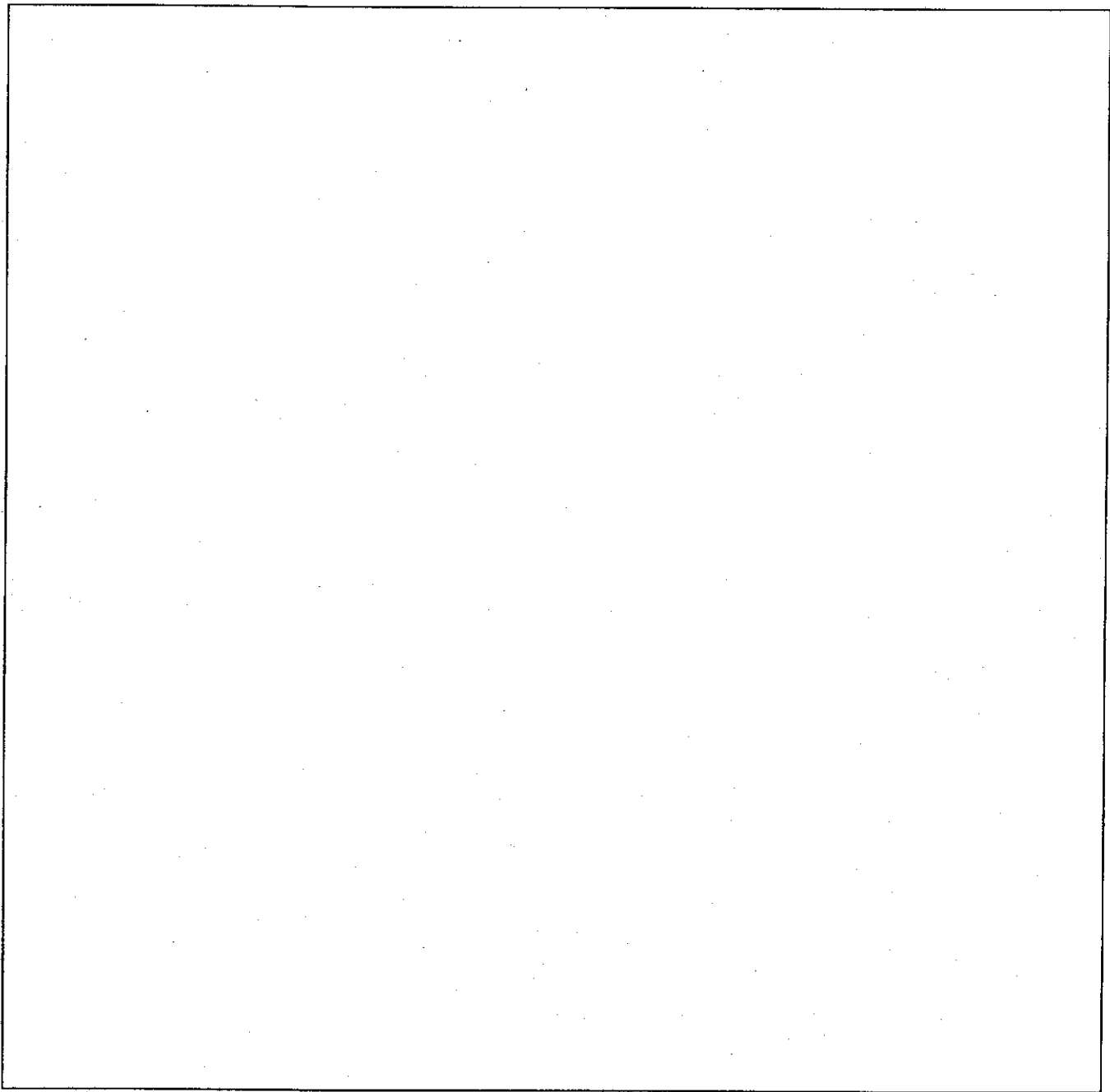
## Proposed Course Description

An examination of the relationship between educational facilities and an appropriate learning environment. The course addresses the role of educational leaders in planning, financing, constructing, modifying, renovating, maintaining, and managing educational facilities. The course includes supervised performance-based field experiences.

## Justification (continue on back if necessary)

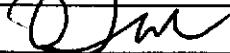
In June 2008 all educational leadership programs in the state are being sunset by the Georgia Professional Standards Commission and the Board of Regents of the University System of Georgia. Programs are mandated to be redesigned based on new PSC preparation standards and BOR principles and will be reviewed for initial start-up in Fall, 2008. Specialist programs are mandated to be performance based and developed around local school system partnerships. This course was developed as a part of the newly redesigned leadership program and meets all PSC standards and BOR principles for new program approval. As a component of the design process, it has been reviewed by the leadership program advisory group composed of public school system superintendents from the three Regional Educational Service Agencies in Valdosta State University's 41 county service area.

NOTE: ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.



Approvals:


Department Head(s)



Date

10/18/07


Dean(s)/Director(s)



Date

10/25/07

College Executive Committee



Date

10/25/07

Graduate Executive Committee

Date

Academic Committee

Date

**LEAD 8230**  
**FINANCING AND MANAGING EDUCATIONAL FACILITIES**  
**3 SEMESTER HOURS**

Dewar College of Education  
Department of Curriculum, Leadership, and Technology  
Valdosta State University

**Conceptual Framework: Guiding Principals**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

*Positively Impacting Students through Evidence-Based Practices*

**Suggested Textbooks**

Taylor, K.C. (2006). *Educational facilities planning: Leadership, architecture, and management*. Allyn & Bacon: Boston.

**Additional Resources**

Castaldi, B. (1994). *Educational facilities: Planning, modernization, and management*. Boston: Allyn & Bacon.

Association of School Business Officials. (Eds.) (2000). *Schoolhouse planning: A school administrators guide to planning construction projects for new facilities, renovations of existing buildings*. Park Ridge, ILL: Research Corporation of the Association of School Business Officials.

*Facilities services resources* (2006). Georgia Department of Education. Atlanta, GA.

## **Course Description**

An examination of the relationship between educational facilities and an appropriate learning environment. The course addresses the role of educational leaders in planning, financing, constructing, modifying, renovating, maintaining, and managing educational facilities. The course format is two hour lecture/one hour performance - based activities.

## **College of Education Conceptual Framework Standards (CFS)**

### The educational leader will:

1. Facilitate the development, articulation, implementation, and stewardship of vision of learning that is shared and supported by the school community.
2. Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Act with integrity, fairness, and in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.
7. Synthesize and apply knowledge and skills learned in standards 1-6 in real settings under the guidance of university supervisors and school personnel

## **Course Objectives (CO):**

### Students will:

1. Demonstrate that procedures for educational facilities construction, maintenance, and management are designed and executed to maximize opportunities for student learning. (ELCC 1, 3, 4; PCS 1, 3, 4; BOR 5, 7, 8, 10)
2. Demonstrate the ability to assure educational facilities, equipment, and support systems operate safely, efficiently and effectively. (ELCC 3; PSC 3, 6; BOR 8)
3. Demonstrate the processes for financing improvements to educational facilities are managed responsibly, efficiently and effectively. (ELCC 3; PSC 3, 6; BOR 7, 8, 10)
4. Demonstrate knowledge of emerging trends in facilities construction, maintenance, and management. (ELCC 3; PSC 3, 6; BOR 7, 8, 10)
5. Demonstrate the ability to align financial, human, material resources, system vision,

and goals to facilities planning, construction, maintenance, and management. (ELCC 1,2, 3, 4; PSC 1, 3, 4, 5, 6; BOR 7, 8, 10)

6. Demonstrate a working knowledge of the ethical implications of proper business practices and financial management while dealing with facilities management. (ELCC 3, 5; PSC 3, 5, 6; BOR 7, 8, 10)
7. Demonstrate knowledge of the development of the Georgia five year facilities planning process. (ELCC 4, 6; PSC 3, 4, 6; BOR 7, 8, 10)
8. Demonstrate knowledge of construction plans and blueprints. (ELCC 4, 6; PSC 3, 4, 6; BOR 7, 8, 10)
9. Demonstrate knowledge of the preparation of educational specifications for facility renovation, modification, and construction including the involvement of all stakeholders in the preparation of the specifications. (ELCC 4, 6; PSC 3, 4, 6; BOR 7, 8, 10)
10. Demonstrate knowledge of environmental concerns which must be addressed in the facilities planning and management process. (ELCC 3, 4, 6; PSC 3, 4, 6; BOR 7, 8, 10)
11. Demonstrate knowledge of the Georgia Capitol Outlay Program. (ELCC 3; PSC 2, 3, 4, 6; BOR 7, 8, 10)

### **Course Activities/Assignments/Requirements**

Students will:

Read assigned materials related to class assignments and participate in class activities. (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 5, 7, 8, 10)

In groups, prepare and present to the class a research project on one of the following topics: (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 5, 7, 8, 10)

- Systems approach to planning
- Facilities planning and preparation of educational specifications
- Facility site selection and environmental concerns for facilities planners
- Georgia's Capitol Outlay Program
- Developing a Five Year Facilities Plan
- Funding educational facilities projects
- The role of technology in facilities planning and management
- The construction management alternative

Read and abstract 4 professional journal articles on emerging trends in educational facilities construction and management. (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 5, 7, 8, 10)

In groups, prepare and present a planning design for a school for 800 students to include a funding proposal, a simulated plan for involving stakeholders in the design process, a simulated set of specifications, and a rough conceptual design to maximize student learning. (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 5, 7, 8, 10)

Prepare a portfolio outlining concepts learned and documentation to support the following activities: (ELCC 1, 2, 3, 4, 5, 6, 7; PSC 1, 2, 3, 4, 5, 6; BOR 1-10)

1. Spend one day with the Director of Facilities (or similar position) in your system. Review capitol outlay plans, the five year facilities plan, visits to facilities and construction sites (if appropriate), and review planning procedures for your system. Explore traffic flow and parking issues. Discuss the concept of construction management identifying both positive and negative concerns. Prepare a learning reflection to describe your findings, your critique of the current situation, and what you learned from this activity. (PBA)
2. Review a set of blueprints for a facilities project in your system with the Director of Facilities (or similar position). Prepare a learning reflection to describe your findings, your critique of the current situation, and what you learned from this activity. (PBA)
3. Spend at least three hours with the person responsible for supervising maintenance in your system. Review job descriptions, maintenance plans including preventative plans, maintenance request procedures, work order procedures, tracking, and evaluation of work performed identifying strengths and areas of need. Prepare a learning reflection to describe your findings, your critique of the current situation, and what you learned from this activity. (PBA)
4. Spend at least two hours with the Director of Finance (or similar position). Review expenditures per FTE for maintenance, processes for funding capitol outlay and maintenance projects, ESPLOST, and bonds for capitol outlay. Prepare a learning reflection to describe your findings, your critique of the current situation, and what you learned from this activity. (PBA)
5. Spend at least two hours with the Director of Technology. Review the system technology plan, how facilities modification and renovation are accommodated in the plan and what plans are for assuring technology is addressed in new construction. Prepare a learning reflection to describe your findings, your critique of the current situation, and what you learned from this activity. (PBA)
6. Review your system Policy Manual sections on facilities and describe the role of the Board of Education, the Superintendent, the DOE, advisory committees,



school personnel. Note policies addressing selection of architects, bids and bidding, site selection, property purchasing, five year facilities plans, financing of facilities, environmental concerns, designing of educational specifications, and other policy issues. Prepare a learning reflection to describe your findings, your critique of the current situation, and what you learned from this activity. (PBA)

### **Class Policies and Expectations**

1. Only typewritten papers are acceptable. Handwritten papers will be returned. The exception to this rule is in-class writing when a computer is not available.
2. Near-letter quality dot-matrix printouts with rough-shaped letters are unacceptable. (See page 238 of the APA publication manual).
3. Before submitting paper assignments, be sure they adhere to the following guidelines:
  - a. Typed and double-spaced. – 12 point font
  - b. Cover page with the name of the assignment, title of the articles, name of the authors, name of the publication, date of the publication, your name, and submission date.
  - c. Papers more than one page should be stapled. (No folders please)

### **Course Evaluation**

Class participation	10%
Research projects and presentations	40%
Performance Based Portfolio	40%
Article Abstracts	10%

### **Grading Scale**

90 – 100	A
80 – 89	B
70 – 79	C
Below 70	F

### **Grading Rubric for Written or Oral Assignments**

- A** Excellent performance reflects detailed in-depth use of course materials. Papers follow APA guidelines with proper sentence structure and punctuation.
- B** Performance reflects use of course materials and case information but is weak in depth, detail or logical development. Papers follow APA, but have some errors.
- C** Good faith effort at the assignment but performance is flawed by many errors.

**F** Failure to submit work as assigned. Work reflects little effort, or is incomplete.

### **Attendance Policy**

Graduate students are expected to attend all classes. Failure to attend without prior permission will result in grade reductions.

### **Policy Statement on Plagiarism and Cheating**

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

- **FIRST OFFENSE:** The student will earn a "0" on the assignment, test, project, etc.
- **SECOND OFFENSE:** The student will earn the letter grade "F" for the course.
- **THIRD OFFENSE:** The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

### **Special Needs Statement**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

### **Instructor**

### **Outline for a Critique**

The required format for a Critique in this class is as follows:

Identification of the material read: Use APA Style

Abstract - A succinct summary of the work—major view/ideas included, and findings (if a research study). This should be written so that someone who has not read the work can understand broadly what it covers, concludes, contends or proposes. The abstract should be no more than half of the entire critique.

Critical Evaluation - This section evaluates how well the author(s) make their case, how well they prove, argue or support what they conclude or contend.

Implications for the Course or Subject Area – Finally in this section you get to speak. Here you tell what implications the written work has for this course or the field the course covers. Does it add new, useful knowledge? Does it clarify some aspect? Does it suggest a change? Does it challenge existing practice? Contend something new is needed? Does it clarify something you didn't understand before reading it?

In summary, the critique answers these three questions:

1. What are the main ideas of the written work?
2. How well does the work do what it tries to do?
3. What, in your opinion, are the implications, if any, for this course or subject area?

### **Topical Content**

Educational facilities construction, renovation, modification, maintenance, and management

Constructing and equipping educational facilities to assure student learning, safety, and efficient operation

Financing educational facility renovation, modification, construction, maintenance, and management

Aligning financial, human, and material resources in facilities construction and management to system vision and goals

Ethical and legal implications and proper business practices for facilities planning and construction

Development of Georgia's Five Year Facilities Plan

Reading and understanding blueprints

Planning and preparing educational specifications

Environmental issues and concerns in facilities planning and construction

Georgia's Capitol Outlay Program

Facility site selection process

Bids and bidding facilities projects

Construction management

Technology and facilities planning

Policy issues related to planning and constructing facilities

Current trends and issues in educational facilities planning, construction, and management

# Request for A New Course

## Valdosta State University

Date of Submission: September 10, 2007

Department Initiating Request: Curriculum, Leadership, and Technology

Faculty Member Requesting: Dr. Don Leech

Proposed New Course Prefix & Number: LEAD 8240

See Course Designation Abbreviations in the Catalog for approved prefixes.

Proposed New Course Title: Managing Resources for School Improvement

Proposed New Course Title Abbreviation (for Student Transcript) Resource Mgmt Sch Improvement

Semester/Term/Year to be effective: Fall, 2008

Estimate Frequency of Course Offering: Each Semester

Indicate (by typing an 'X') if Course will be:  Requirement for Major  Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

Total Contact Hours: 3    Lecture Hours: 3    Lab Hours: 0    Credit Hours: 3

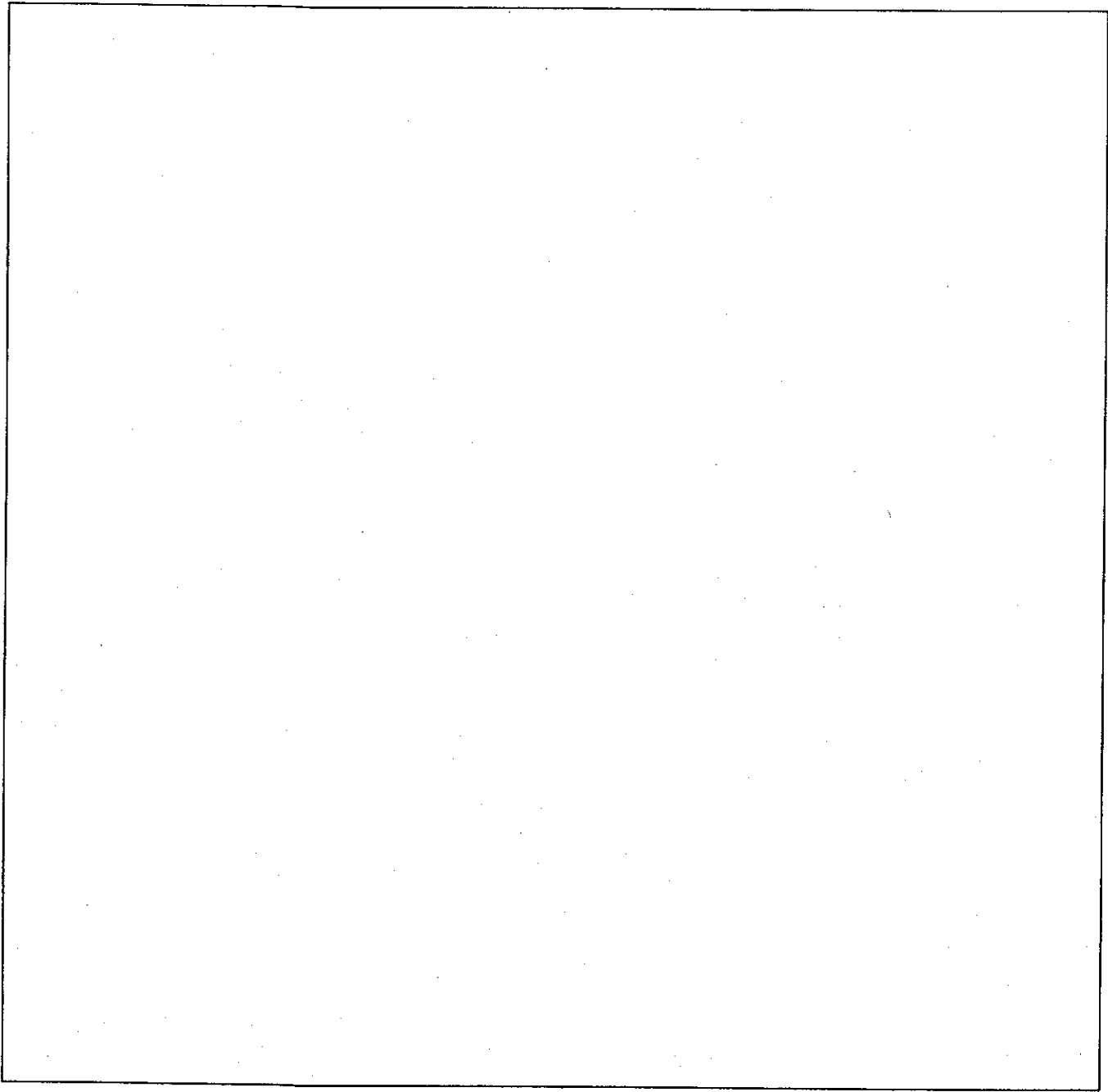
### Proposed Course Description

An examination of human and fiscal resource management functions necessary for developing successful schools. Procurement, development, evaluation of human resources, evaluation of fiscal resources, and allocation systems will be examined. The course includes supervised performance based field experiences.

### Justification (continue on back if necessary)

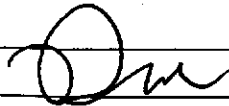
In June 2008 all educational leadership programs in the state are being sunset by the Georgia Professional Standards Commission and the Board of Regents of the University System of Georgia. Programs are mandated to be redesigned based on new PSC preparation standards and BOR principles and will be reviewed for initial start-up in Fall, 2008. Specialist programs are mandated to be performance based and developed around local school system partnerships. This course was developed as a part of the newly redesigned leadership program and meets all PSC standards and BOR principles for new program approval. As a component of the design process, it has been reviewed by the leadership program advisory group composed of public school system superintendents from the three Regional Educational Service Agencies in Valdosta State University's 41 county service area.

**NOTE: ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.**



Approvals:


Department Head(s)



Date

10/17/07


Dean(s)/Director(s)



Date

10/25/07

College Executive Committee



Date

10/25/07

Graduate Executive Committee

Date

Academic Committee

Date

**LEAD 8240**  
**MANAGING RESOURCES FOR SCHOOL IMPROVEMENT**  
**3 SEMESTER HOURS**

**Dewar College of Education**  
**Department of Curriculum, Leadership, and Technology**  
**Valdosta State University**

**Conceptual Framework: Guiding Principles**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

*Positively Impacting Students through Evidence-Based Practices*

**Suggested Textbook**

Burru, Percy E., Brimley, V., Jr., & Garfield, R. (2007). *Financing education in a climate of change* (10<sup>th</sup> ed.). Boston: Allyn and Bacon.

Castetter, W.B., & Young, I.P. (2000). *The human resource function in educational administration* (7<sup>th</sup> ed.). New York: Merrill.

**Additional Resources**

Frankl, V. (1984). *Man's search for meaning*. New York, NY: Washington Square Press Publication.

Gabriel, J.G. (2005). *How to thrive as a teacher leader*. Alexandria, VA: Association for Supervision and Curriculum Development.

Heller, D.A. (2004). *Teachers wanted: Attracting and retaining good teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.

Seyfarth, J.T. (2002). *Human resources management for effective schools*. Needham Heights, MA: Allyn and Bacon.

Smith, R.E. (1998). *Human resources administration: A school-based perspective*. Gardiner, NY: Eye on Education.

Webb, L.D., Montello, P.A., & Norton, M.S. (1994). *Human resources administration: Personnel issues and needs in education*. New York: Merrill.

### **Course Description**

An examination of human and fiscal resource management functions necessary for developing successful schools. Procurement, development, evaluation of human resources, evaluation of fiscal resources, and allocation systems will be examined. The course includes supervised performance based field experiences.

### **College of Education Conceptual Framework Standards (CFS)**

#### The educational leader will:

1. Facilitate the development, articulation, implementation, and stewardship of vision of learning that is shared and supported by the school community.
2. Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Act with integrity, fairness, and in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.
7. Synthesize and apply knowledge and skills learned in standards 1-6 in real settings under the guidance of university supervisors and school personnel

### **Course Objectives (CO)**

#### Students will:

1. Demonstrate that human and fiscal resources and operational procedures are designed and managed to maximize opportunities for successful learning. (ELCC 1, 2, 3, 5, 6; PSC 1, 2, 3, 4, 5, 6; BOR 5, 6, 7, 8, 9, 10)
2. Become knowledgeable of the overall aspects and responsibilities of the human resources program including how human resources supports the instructional needs of schools. (ELCC 2, 3, 4, 5, 6; PSC 2, 3, 4, 5, 6; BOR 2, 5, 6, 7, 8, 9, 10)



3. Demonstrate an understanding of the development of long- and short-range personnel needs in school systems. (ELCC 2, 3, 5; PSC 2, 3, 5; BOR 1, 2, 5, 6, 7, 8, 9, 10)
4. Demonstrate an understanding of employment guidelines and standards regarding the recruitment, selection, induction, evaluation and termination of employees. (ELCC 3, 5; PSC 3, 5; BOR 7, 8, 10)
5. Demonstrate an understanding of federal and Georgia personnel policy and law to include FMLA, ATM, FICA, COBRA, EEOC, ADA, Title I, Title IX, etc. (ELCC 3, 5; PSC 3, 5; BOR 7, 8)
6. Apply situational leadership and developmental supervision techniques to the supervision of teachers. (ELCC 2, 3, 5; PSC 2, 3, 5; BOR 1, 2, 5, 6, 7, 8, 9, 10)
7. Demonstrate the basic components in the development and implementation of a successful staff development program. (ELCC 2, 3, 5; PSC 2, 3, 5; BOR 5, 6, 7, 8, 9, 10)
8. Review and apply adult learning strategies to professional development. (ELCC 2; PSC 2; BOR 6, 9, 10)
9. Review the needs and strategies for working with the supporting staff. (ELCC 1, 2, 3, 5; PSC 1, 2, 3, 5; BOR 5, 6, 7, 8, 9, 10)
10. Demonstrate how the school plant, equipment, and support systems operate safely, efficiently and effectively. (ELCC 2, 3, 7; PSC 2, 3, 5; BOR 4, 7, 8)
11. Demonstrate the processes of managing the human and fiscal resources of the school responsibly, efficiently and effectively. (ELCC 3, 5, 6; PSC 3, 6; BOR 4, 7, 8)
12. Demonstrate to others how emerging trends in human and fiscal resource management are recognized, studied, and applied to the local school environment. (ELCC 1, 2, 3, 4, 5, 6; PSC 1, 2, 3, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
13. Demonstrate the ability to align financial, human, and material resources to school and system vision, mission, and goals. (ELCC 1, 2, 3, 4, 5, 6, 7; PSC 1, 2, 3, 4, 5, 6; BOR 2, 4, 5, 6, 7, 8, 9, 10)
14. Demonstrate a working knowledge of the ethical implications of proper human resources management, business practices and financial management. (ELCC 3, 5, 6, 7; PSC 3, 5, 6, 7; BOR 7, 8, 10)
15. Read and explore emerging trends in the area of human and fiscal management and how they relate to classroom instruction, student achievement, and acquired

knowledge. (ELCC 1, 2, 3, 4, 5, 6, 7; BOR 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

### **Course Activities/Assignments/Requirement**

Students will:

Research assigned topics and participate in classroom discussions on materials related to class assignments. (ELCC 1, 2, 3, 4, 5, 6, 7; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Interview two community leaders and one governmental leader outside the education arena and from different segments of the community. Determine their perceptions of the system's academic performance, their perceptions of funding practices within the system and state, and their perceptions of other issues facing public education. Share the information with the class and prepare a written summary of each interview. (PBA) (ELCC 1, 2, 3, 4, 6, 7; PSC 1, 2, 3, 4, 6; BOR 4, 5, 7, 8, 9, 10)

Interview a school system director of personnel and create a team paper focusing on the range of personnel functions in a typical school system. Focus your interview with questions related to federal and Georgia personnel policy and law to include FMLA, ATM, FICA, COBRA, EEOC, ADA, Title I, Title IX, etc. (PBA) (ELCC 2, 3, 5; PSC 2, 3, 5; BOR 5, 6, 7, 8, 10)

Develop a simulated staffing plan for a school described by your instructor focusing on an effective design, maximizing student achievement, and within the Georgia class size policy. (PBA) (ELCC 1, 2, 3; PSC 1, 2, 3; BOR 2, 5, 6, 7, 8, 9, 10)

Plan a professional development activity including the implementation component applying adult learning strategies to your plan. (PBA) (ELCC 2, 3, 5; PSC 2, 3, 5; BOR 5, 6, 7, 8, 9, 10)

Present a report and a written summary on a topic assigned from the attached list to the class. (ELCC 1, 2, 3, 4, 5, 6, 7; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Attend a Board Of Education meeting to examine how local boards operate and how they deal with human and fiscal resource matters in a public meeting. Prepare a written summary of your experiences. (PBA) (ELCC 3, 4, 5, 6, 7; PSC 1, 3, 4, 5, 6; BOR 4, 5, 6, 7, 8, 10)

Examine the state and local Quality Based Education budget process in detail; and prepare a simulated school budget using Quality Based Education data. (PBA) (ELCC 1, 2, 3, 4, 5, 6, 7; PSC 1, 2, 3, 4, 5, 6; BOR 4, 5, 6, 7, 8, 10)

Read and abstract two (2) journal selections dealing with human and fiscal resource

management. (ELCC 1, 2, 3, 4, 5, 6, 7; PSC 1, 2, 3, 4, 5, 6; BOR 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Examine the Georgia Code of Ethics as it relates to human and fiscal resource management and respond to case studies involving ethical issues. (PBA) (ELCC 3, 5, 6, 7; PSC 3, 5, 6, 7; BOR 7, 8, 10)

### **Class Policies and Expectations**

1. Only typewritten papers are acceptable. Handwritten papers will be returned. The exception to this rule is in-class writing when a computer is not available.
2. Near-letter quality dot-matrix printouts with rough-shaped letters are unacceptable. (See page 238 of the APA publication manual).
3. Before submitting paper assignments, be sure they adhere to the following guidelines:
  - a. Typed and double-spaced. – 12 point font
  - b. Cover page with the name of the assignment, title of the articles, name of the authors, name of the publication, date of the publication, your name, and submission date.
  - c. Papers more than one page should be stapled. (No folders please)

### **Course Evaluation**

Community interview reflection	10%
Personnel Director interview reflection	10%
BOE learning reflection	10%
Professional development plan	10%
Journal abstracts	10%
Class presentations	20%
Budget Summary Sheet	20%
Staffing Plan	10%

### **Grading Scale**

90 – 100	A
80 – 89	B
70 – 79	C
Below 70	F

### **Grading Rubric for Written or Oral Assignments**

- A** Excellent performance reflects detailed in-depth use of course materials. papers follow APA guidelines with proper sentence structure and punctuation.

- B Performance reflects use of course materials and case information but is weak in depth, detail or logical development. Papers follow APA, but have some errors.
- C Good faith effort at the assignment but performance is flawed by many errors.
- F Failure to submit work as assigned. Work reflects little effort or is incomplete.

### **Attendance Policy**

Graduate students are expected to attend all classes. Failure to attend without prior permission will result in grade reductions.

### **Policy Statement on Plagiarism and Cheating**

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- **SECOND OFFENSE:** The student will earn the letter grade "F" for the course.
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### **Instructor**

## **Outline for a Critique**

The required format for a Critique in this class is as follows:

Identification of the material read: Use APA Style

Abstract - A succinct summary of the work—major view/ideas included, and findings (if a research study). This should be written so that someone who has not read the work can understand broadly what it covers, concludes, contends or proposes. The abstract should be no more than half of the entire critique.

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Implications for the Course or Subject Area – Finally in this section you get to speak. Here you tell what implications the written work has for this course or the field the course covers. Does it add new, useful knowledge? Does it clarify some aspect? Does it suggest a change? Does it challenge existing practice? Contend something new is needed? Does it clarify something you didn't understand before reading it?

In summary, the critique answers these three questions:

1. What are the main ideas of the written work?
2. How well does the work do what it tries to do?
3. What, in your opinion, are the implications, if any, for this course or subject area?

## **Staffing and Budget Project**

Use the information you have been provided in the QBE materials, (the state salary schedule, the state class size rule, the QBE cost components, classroom discussions, and other appropriate resources), to build a spread sheet showing a budget for personnel and operating funds for XYZ Elementary School. First, determine how you will staff your school within the parameters of the law. Next, budget personnel and operational costs by QBE program, then determine how much, if any, additional funding above state earnings will be required in your budget for this school. For the personnel costs, figure actual costs including state approved benefits and earned position costs. For the operating costs, use only the earned state funds cost components. Finally, determine whether or not you can effectively operate XYZ Elementary School based only on QBE earned funding and explain the reasons for your decision.

XYZ Elementary School

XYZ Elementary School has a total FTE count of 476 and an enrollment of 497 students.

There are 88 FTE in kindergarten, 210 FTE in grades 1-3, and 156 FTE in grades 4-5. There are no EIP classes at XYZ. The school also has 22 FTE in Special Education with 8 in Category 1, 6 in Category 2, and 8 in Category 3.

The teaching staff is comprised of 6 teachers with specialist degrees and 20+ years of experience, 15 with master's degrees, all with 20+ years of experience, with the remaining teaching staff holding bachelor's degrees with 5 years of experience.

The remaining school staff is composed of the required paraprofessionals paid on a base salary of state earnings, a 12 month principal with a specialist degree and 20+ years, a full time 10 month assistant principal with a masters and 20+ years, a media specialist with 15 years and a masters, a full time counselor with a masters and 15 years, and a 12 month secretary.

XYZ Elementary School pays a \$1000 local supplement for all certified staff. Additionally, the principal gets a \$3000 local supplement and the assistant principal gets a \$1500 local supplement.

The training and experience factor for the school is 39.43%. The system retirement percentage is 9.28, the health insurance cost percentage is 16.713 and the Medicare percentage is 1.45.

Make no further assumptions about XYZ.

### **Interview of Community Leaders**

Interview three community leaders of varying status including a governmental official in your community. Prepare a synopsis of each of the interviews. Focus the interviews on the following issues:

- A. Their perceptions of the academic performance or lack thereof of the local public education system and
- B. What they think of the fiscal management of the local system. Is it operated in an efficient and effective manner? Why do they feel as they do? ( Ask for specific evidence);
- C. What they perceive as major financial issues facing public education in the local community and in Georgia; and,
- D. In an ideal world how would they suggest we finance public education?

Synthesize this information and use it to prepare recommendations for system and program improvement.

**Topical Content** (Meets PSC, BOR, ELCC, and VSU Standards requirements)

Basic school finance

Federal and Georgia personnel policy and law

Understanding personnel functions

State funding and QBE

Facilities management and maintenance

Alternative funding sources

The tax system for school funding

Federal resources for schools

Risk management

Purchasing, inventory, warehousing, and distribution of resources

Fiscal reporting

Legal issues of school finance

Auditing, charts of accounts, and GASB 34

Resource forecasting and planning

Staffing and financing auxiliary programs

State and local budgeting processes

Staffing and funding classified personnel

Economic development and school finance (Economic cycle) Transportation systems management

School food service management

Facility maintenance and operations management

Personnel management (employment, induction, promotion, tenure, termination, demotion, etc.)

Personnel records management

Georgia's Code of Ethics for Educators

Building safe, secure, healthy, and supportive learning climates

Acting fairly, impartially, and sensitively to diverse populations

Acting with integrity and honesty



# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

====For the following items, type an 'X' and complete only those items being revised.====

Revised Course Prefix and Number

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

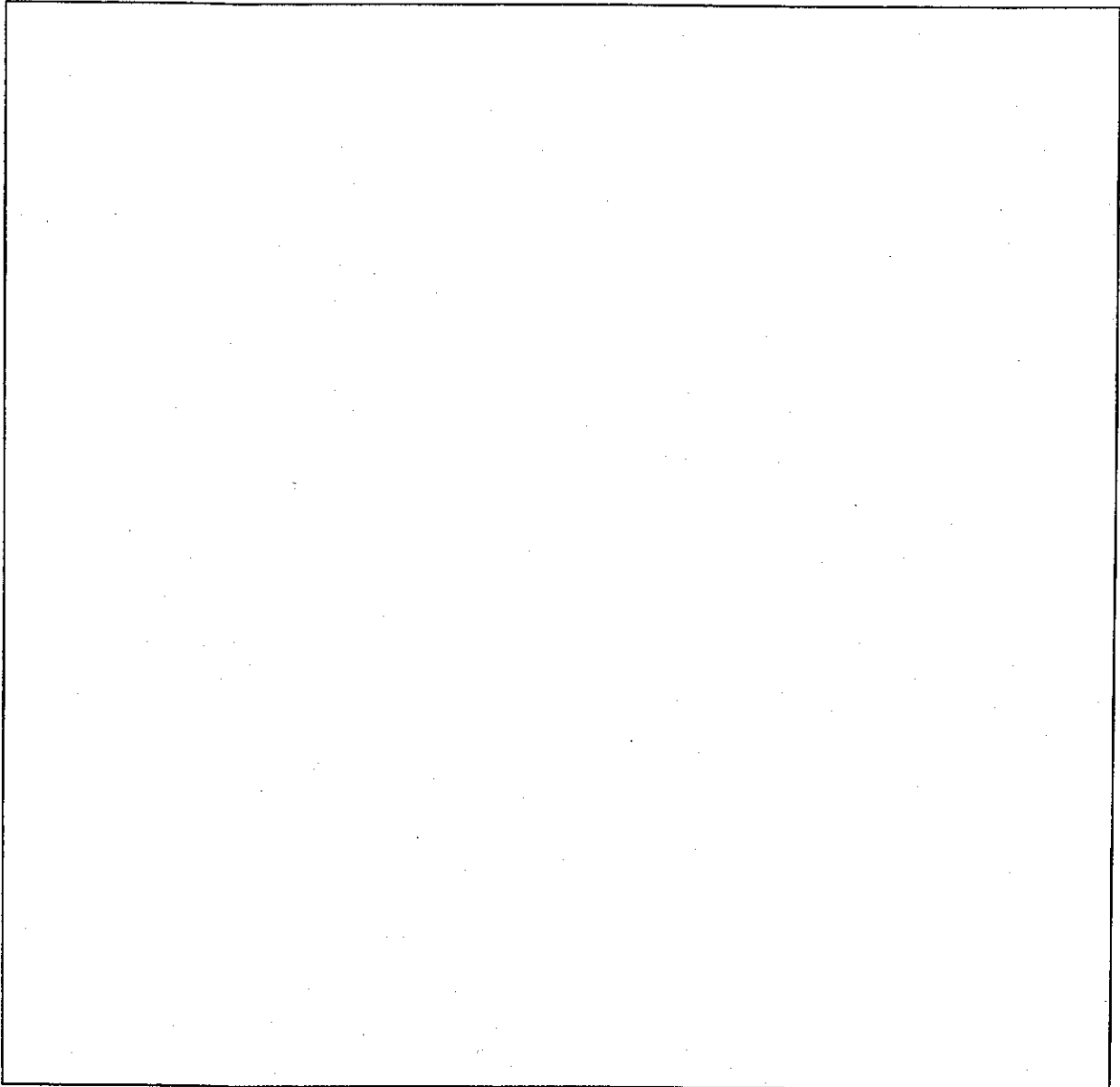
Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

Revised Course Description & Justification

Justification: The new course number is better aligned with course numbers in the redesigned leadership program. In June 2008 all educational leadership programs in the state are being sunset by the Georgia Professional Standards Commission and the Board of Regents of the University System of Georgia (see attached documentation). Programs are mandated to be redesigned based on new PSC preparation standards and BOR principles and will be reviewed for initial start-up in Fall, 2008.



Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# Request for A New Course

## Valdosta State University

**Date of Submission:** September 10, 2007

**Department Initiating Request:** Curriculum, Leadership, and Technology

**Faculty Member Requesting:** Dr. Don Leech

**Proposed New Course Prefix & Number:** LEAD 8920/8930/8940

See Course Designation Abbreviations in the Catalog for approved prefixes.

**Proposed New Course Title:** Advanced Leadership Field Based Experiences I, II, & III

**Proposed New Course Title Abbreviation (for Student Transcript)** Adv. Ldrship Field Exp I/II/III

**Semester/Term/Year to be effective:** Fall, 2008

**Estimate Frequency of Course Offering:** Each Semester

**Indicate (by typing an 'X') if Course will be:**  Requirement for Major  Elective Course

**\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.**

**Total Contact Hours:** 6    **Lecture Hours:** 6    **Lab Hours:** 0    **Credit Hours:** 6

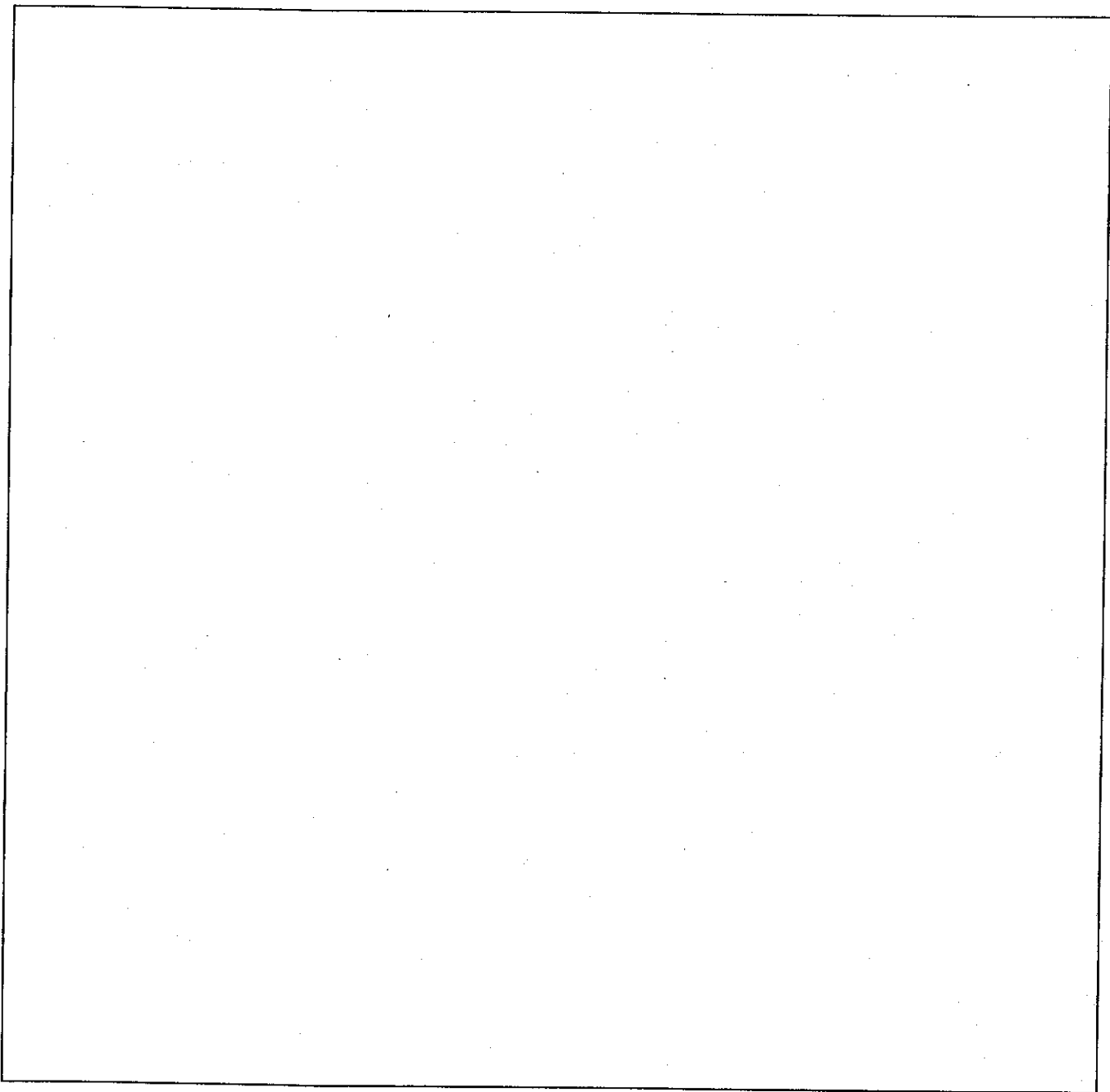
### Proposed Course Description

A supervised residency that provides significant opportunities for the leadership candidate to synthesize and apply the knowledge and develop and practice the skills necessary to lead a school and/or district. The candidate performs substantial, sustained, standards-based work in real settings, planned and guided cooperatively by faculty supervisors and school district personnel.

### Justification (continue on back if necessary)

In June 2008 all educational leadership programs in the state are being sunset by the Georgia Professional Standards Commission and the Board of Regents of the University System of Georgia. Programs are mandated to be redesigned based on new PSC preparation standards and BOR principles and will be reviewed for initial start-up in Fall, 2008. Specialist programs are mandated to be performance based and developed around local school system partnerships. This course was developed as a part of the newly redesigned leadership program and meets all PSC standards and BOR principles for new program approval. As a component of the design process, it has been reviewed by the leadership program advisory group composed of public school system superintendents from the three Regional Educational Service Agencies in Valdosta State University's 41 county service area.

**NOTE: ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.**



Approvals:

Department Head(s)

*Dur*

Date

10/18/07

Dean(s)/Director(s)

*B. Ch*

Date

10/25/07

College Executive Committee

*B. Ch*

Date

10/25/07

Graduate Executive Committee

Date

Academic Committee

Date

**LEAD 8920/8930/8940**  
**Advanced Leadership Field Based Experiences I, II, III, and IV**  
**3 SEMESTER HOURS**  
\*\*\*\*\*

**College of Education**  
**Valdosta State University**  
**Department of Educational Leadership**

**Conceptual Framework: Guiding Principles**

**Dispositions Principle:** Productive dispositions positively affect learners, professional growth, and the learning environment.

**Equity Principle:** All learners deserve high expectations and support.

**Process Principle:** Learning is a lifelong process of development and growth.

**Ownership Principle:** Professionals are committed to, and assume responsibility for, the future of their disciplines.

**Support Principle:** Successful engagement in the process of learning requires collaboration among multiple partners.

**Impact Principle:** Effective practice yields evidence of learning.

**Technology Principle:** Technology facilitates teaching, learning, community-building, and resource acquisition.

**Standards Principle:** Evidence-based standards systematically guide professional preparation and development.

*Positively Impacting Learning through Evidence-Based Practices*

**Required Textbooks**

American Psychological Association. (2001). *Publication Manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author.

VSU Thesis and Dissertation Guide:

[http://www.valdosta.edu/GRADSCHOOL/Student\\_Forms.htm](http://www.valdosta.edu/GRADSCHOOL/Student_Forms.htm)

[http://www.valdosta.edu/GRADSCHOOL/Thesis&Dissertation\\_Guide\\_2002.pdf](http://www.valdosta.edu/GRADSCHOOL/Thesis&Dissertation_Guide_2002.pdf)

User-Friendly Handbook for Mixed Method Evaluations

<http://www.ehr.nsf.gov/EHR/REC/pubs/NSF97-153/START.HTM>

LiveText: [www.livetext.com](http://www.livetext.com)

Purchase the \$89 "College LiveText edu solutions" version at

<https://secure.livetext.com/misk5/buy?site=college>

## Course Description

Prerequisite: RSCH 8000: A supervised application of leadership competencies to the resolution of problems in an educational setting.

### College of Education Conceptual Framework Standards - (ELLC Standards)

- \*1. \*The educational leader facilitates the development, articulation, implementation, and stewardship of a vision of learning supported by the school community.
- \*2. \*The educational leader advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.
- \*3. \*The educational leader ensures management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
- \*4. \*The educational leader collaborates with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- \*5. \*The educational leader acts with integrity, fairness, and in an ethical manner.
- \*6. \*The educational leader understands, responds to, and influences the larger political, social, economic, legal, and cultural context.
- \*7. \*The educational leader synthesizes and applies knowledge and skills in 1-6 in real settings under the guidance of university supervisors and school personnel.

### Course Objectives

Students will:

Demonstrate their research knowledge and skills to complete an approved field-based project directed toward improving student achievement in their schools

Produce a formal paper which presents the project to include research support (literature review), methodology, findings and conclusions, and the implications from the project for the field of educational leadership

Complete the performance based activities specified by the Advanced Inventory of Leadership Activities.

Participate in seminars to expand their leadership knowledge and skills by reading leadership literature and sharing learning experiences from their job settings.

(ELCC 1-7; PSC 1-6; BOR 1-10)

### **Course Activities, Assignments, and/or Requirements**

1. Students must purchase a student College LiveText account.
2. Students will conduct an approved Program Evaluation Research Project (Specialist Students) or the Student Achievement Improvement Project (Specialist Option Students) found the Educational Leadership Handbook
3. Students will produce a formal paper describing their work to submit to the instructor and into the LiveText format.
4. Students will complete all assigned PBA's from the appropriate program ILE. (Note: To receive credit for LEAD 8900, at least four PBA's must be completed. To receive credit for LEAD 8910 all PBA's must be complete and signed off by the Leadership Mentor and the LEAD advisor.
5. Students will read selected readings and /or books assigned by the instructor and participate in class presentations of the assigned reading assignments during seminar sessions.
6. All work for each class must be submitted to the instructor two weeks before the end of the semester for a grade other than Incomplete to be awarded.

### **Institutional Review Board**

Students may be required to secure permission from the IRB for any research-based school improvement projects. This application may be done in 8900 or 8910 or another course based on when the candidate actually is ready to initiate the research activity.

### **Course Evaluation**

The course will be evaluated each semester using methods prescribed by the College of Education and the University. Evaluation instruments/methods include:

- ILE and PBA's
- Project proposal
- Instructor review of research project

**Assessment Rubric for Advanced Literature Review - Educational Leadership--Ed.S**

**Context**

Advanced programs include coursework in research methods. The literature review is one way of assessing a candidate's understanding of content and issues in his/her field. Also it is a measure of the candidate's ability to select relevant evidence-based articles and synthesize the information in ways that inform the reader. The literature review is also a measure of the candidate's ability to produce professional writing that adheres to the APA format common to most journals in Education.

**Purpose**

The purpose of this assessment is to provide evidence that candidates can read, understand, synthesize, and write about evidence-based information that impacts their fields.

**Assessor**

Professors in each of the advanced programs are identified as assessors for this tool.

**Advanced Programs Literature Review Performance Assessment**

	<b>Target (3 pts)</b>	<b>Acceptable (2 pts)</b>	<b>Unacceptable (1 pt)</b>
<b>Content, Evidence, Ideas GA-VSU-CFS.1</b>	The content of the literature review is clear and focused; topic is narrow and manageable; research/evidence/support is accurately synthesized, thorough, and relevant to the topic; majority of citations are from refereed, evidence-based articles	The content of the literature review is fairly broad; ideas are reasonably clear but not detailed enough; research/evidence/support is summarized but not synthesized, and most is relevant to topic; some citations are from refereed, evidence-based articles	The content of the literature review is not clear; information is limited; extensive use of direct quotes with limited summarization and no synthesis; some of the research reviewed is not relevant to the topic; the majority of the citations are not from refereed, evidence-based articles
<b>APA Format GA-VSU-CFS.1 GA-VSU-CFS.6</b>	Articles/authors are cited correctly in the body of the paper; direct quotations are cited accurately; the reference list is correctly	Most of the articles/authors are cited correctly in the body of the paper; most of the direct quotations are cited	Major APA errors in citations in the body of the paper; quotations not accurately cited; major errors in the reference list



	formatted and include references for all citations in the paper; the paper is double-spaced including the reference list; headers are used correctly	accurately; minimal APA errors in the reference list; references for all citations in the paper are included in the reference list; the paper is double-spaced; headers are either not used or used incorrectly	and several citations from the paper are not included in the reference list; major double-spacing errors
<b>Organization GA-VSU- CFS.6</b>	The introduction leads to the purpose of the literature review; paper flows smoothly and is easily read; transitions between paragraphs are clearly connected to the content; paragraphs are sequenced logically; conclusion concisely summarizes topic	The paper has a recognizable introduction and conclusion; flows smoothly in most sections; transitions often work well, however, some transitions are unclear; conclusion summarizes some main points of the paper	The literature review lacks a clear sense of direction; there is not a clear introduction or conclusion; pacing is awkward and lacks a smooth flow; there are minimal transitions between sections; conclusions do not match the topic of the paper
<b>Writing Style (grammar, sentence fluency, spelling GA-VSU- CFS.6</b>	Sentences are complete and well constructed with appropriate grammatical structure; sentence structure is varied; research/evidence/support is written in past tense; punctuation is used appropriately; spelling is accurate	Sentences are complete and most are well constructed with appropriate grammatical structure; sentences are sometimes varied but significant redundancy in variety is noted; minimal errors in punctuation, spelling, and grammar	Sentences are choppy, awkward, or incomplete; substantial errors in punctuation; majority of research/evidence/support is not written in past tense; excessive spelling and grammatical errors

**Assessment Rubric for Leadership Candidate's Impact on P-12 Learning (all programs)**

**Context**

All Educational Leadership candidates must complete either a Student Achievement Improvement Project (initial certification candidates) or Program Evaluation Project (advanced candidates). This leadership activity is designed to give candidates an opportunity to demonstrate leadership practices and qualities in a school or school system setting. It consists of a long term project designed to combine many leadership components into an action plan to improve student achievement.

The project is conducted in two or more classrooms, across grade levels, school wide, or at the system level and should be built around and support the school/system vision, mission, goals and beliefs.

The purpose of the project is to demonstrate candidate competency in planning, using organizational skills, data collection, application, and communication, working with individuals, groups, and administration, understanding and application of research and best practice for teaching and learning, and the development of professional development plans.

**Purpose**

The purpose of this assessment is to provide evidence that while serving in their respective roles candidates can create a positive learning environment; understand and build upon the developmental levels of students; and understand the diversity and policy context of the learning community.

**Assessor**

Educational Leadership faculty members are who serve as candidate advisors are identified as assessors for this tool.

**Leadership Candidate's Impact on P-12 Learning Assessment**

<b>Exceptional (3 pts)</b>	<b>Adequate (2 pts)</b>	<b>Inadequate (1 pt)</b>	<b>Not Able to Rate (0 pts)</b>
<p>The candidate provides exceptional evidence of his/her ability to critique and reflect on their work in the context of student learning; establish a supportive learning environment; collect and analyze student achievement data; and apply appropriate strategies for improving student achievement.</p>	<p>The candidate provides adequate evidence of his/her ability to create a positive learning environment; understand and build upon the developmental levels of students; and understand the diversity and policy context of the learning community.</p>	<p>The candidate provides little evidence of his/her ability to create a positive learning environment; understand the developmental levels of students; and understand the diversity and policy context of the learning community</p>	<p>The candidate provides NO evidence of his/her ability to create a positive learning environment; understand the developmental levels of students; and understand the diversity and policy context of the learning community</p>

**Assessment rubric for Leadership Candidate's Advanced Inventory of Leadership Experiences**

All educational leadership candidates must complete and Advanced Inventory of Leadership Activities consisting of performance based activities conducted in real settings. The purpose of his assessment is to provide evidence of the candidate's over all performance on the Advanced Inventory of Leadership Experiences.

Assessor

Educational leadership faculty will lead a Beginning Leader Support Team whose members are identified as assessors for this tool.

**Leadership Candidate's Advanced ILE Assessment**

<b>Distinguished (3 pts)</b>	<b>Proficient (2 pts)</b>	<b>Developing (1 pt)</b>	<b>Emerging (0 pts)</b>
The candidate's work could be used as a model to teach others.	The candidate's work meets criteria and expectations. All desired behaviors were displayed and performed correctly.	The candidate's work indicates the need for additional practice. Some of the desired skills and behaviors were adequately displayed.	The candidate's work indicates the need for additional study and practice. Few or none of the desired behaviors were adequately displayed.

How effective was the candidate in demonstrating skills, knowledge, and behaviors in these performance areas?

	RATING				
1. Curriculum	0	1	2	3	NA
2. Instruction	0	1	2	3	NA
3. Assessment	0	1	2	3	NA
4. Data Analysis	0	1	2	3	NA
5. Organizational Culture	0	1	2	3	NA
6. Professional Learning and Development	0	1	2	3	NA
7. Performance Management and Process Improvement	0	1	2	3	NA

8. Managing Operations	0	1	2	3	NA
9. Leading Change	0	1	2	3	NA
10. Relationship Development	0	1	2	3	NA

### **Grading Policy**

A grade of "S" or "U" will be assigned at the conclusion of the course. To continue with the companion course, LEAD 8930/8940, a student must receive a grade of "S". At the instructor's discretion, a grade of "IP" may be given to provide students with one additional semester to satisfactorily complete the course requirements. An "S" will be given only if the student successfully completes all assignments with a score of 2. or higher.

### **Instructor**

### **Attendance Policy**

Graduate students are expected to attend all class sessions, to review assigned reading prior to class sessions, and to actively participate in class discussions, projects and activities.

### **Policy Statement on Plagiarism**

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

- **FIRST OFFENSE:** The student will earn a "0" on the assignment, test, project, etc.
- **SECOND OFFENSE:** The student will earn the letter grade "F" for the course.
- **THIRD OFFENSE:** The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

### **Special Needs Statement**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to

comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty.)

Valdosta State University  
Request for Curriculum Change

Indicate area of change (by typing an 'X'):

\_\_\_\_\_ Core Curriculum (Area A, B, C, D, E, F)

\_\_\_\_\_ Senior Curriculum

X \_\_\_\_\_ Graduate Program

\_\_\_\_\_ Other: \_\_\_\_\_ Current Catalog page number p. 87 2007-2008

Effective Date for Curriculum Change January 2008  
Month Year

Degree & Program Name (e.g., BFA, Art) MAT Special Education

Present Requirements or Present Outcomes & Assessment (Include latter only if changes are to be made):

Request for the renaming of M.Ed. in Special Education Programs to MAT, Masters of Arts of Teaching in Special Education: General Curriculum and MAT, Masters of Arts of Teaching in Special Education: Adapted Curriculum to be aligned with recommendations by Board of Regents EPAAC 4/7/07.

Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):

This online program has been approved. No new changes to program other than **name**.



October 22, 2007

Dr. Sandra S. Stone, Vice Chancellor  
Academic Planning and Programs  
University System of Georgia  
270 Washington Street, SW  
Atlanta, GA 30334

Dear Dr. Stone:

Please accept this request for administrative approval to rename two of VSU's online special education programs. Specifically we would like to rename the online M.Ed. in Special Education (General Curriculum) to the M.A.T. in Special Education (General Curriculum). Also, we would like to rename the online M.Ed. in Special Education (Adaptive Curriculum) to the M.A.T. in Special Education (Adapted Curriculum). The General Curriculum and Adapted Curriculum tracks for the M.Ed. are currently approved for candidates seeking initial teacher certification in Special Education. This change would simply rename the degrees from M.Ed. to M.A.T. The degrees would still be delivered by distance education (online).

The name change is being requested in response to the recommendations which were made by the M.A.T. Committee Report and approved by the Educator Preparation Academic Committee (EPAAC) on April 7, 2007. Specifically, this action is:

**Recommendations:** The MAT Committee recommends inclusion of a new principle and accompanying action into the *Regents' Principles and Actions for the Preparation of Teachers for the Schools*.

1. *Principle: Within the University System of Georgia, the Master of Arts in Teaching (MAT) Degree will be a program that leads to initial teacher certification (Because program completion results in a master's degree, certification will be awarded by the PSC at level 5).*

**Actions:**

- Institutions currently offering master's degree programs that lead to initial teacher certification, other than the MAT, will seek administrative approval from the University System Vice Chancellor for Programs and Planning to rename them.

Thank you for your consideration of this request.

Sincerely,



Ronald M. Zaccari  
President

pc: Dr. Jan Kettlewell, Associate Vice Chancellor, University System of Georgia  
Dr. Louis Levy, Vice President for Academic Affairs  
Dr. Philip Gunter, Dean, Dewar College of Education



MEMORANDUM

TO: Dr. Louis Levy  
Vice President of Academic Affairs

FROM: Dr. Karla Hull  
Head of Early Childhood & Reading Department

RE: Course Prefixes Special Education Graduate Programs

DATE: 10-16-07

This is a request for the addition of parallel course offerings as the Special Education Program transitions from the current online program to the Franchise online program. There is a need for two versions of each of the courses in the online program so that candidates in the franchise program can be differentiated from those in the current online program. We are requesting that current courses in the adaptive curriculum and general curriculum programs be offered with two different prefixes.

The course description and syllabi would be identical. It is anticipated that it will take approximately two years to graduate all of the current students. When they have graduated we will ask for deactivation of the current program /prefixes (SPEC) and will then use the Franchise prefixes (SEGC and SEAC) exclusively.

**Current Special Education General Curriculum Prefix / Franchise Prefix**

SPEC 6010/SEGC 6010 Integrated Instruction: I.E.P.

SPEC 5140/SEGC 5140 Collaboration in Education

SPEC 6040/SEGC 6040 Integrating Tech. in Classrooms

SPEC 6000/SEGC 6000 Integration of Instruction & Management

SPEC 6020/SEGC 6020 Integrated Instruction: Assessment & Learning

SPEC 6030/SEGC 6030 Int. Instruction: Evidence Based Methods & Inst.

SPEC 6100/SEGC 6100 Rdg. & Applying Research in Special Education

SPEC 6110/SEGC 6110 Professional Capstone Course

**Current Special Education Adapted Curriculum Prefix / Franchise Prefix**

SPEC 6010/SEAC 6010 Integrated Instruction: I.E.P.

SPEC 5140/SEAC 5140 Collaboration in Education

SPEC 5190/SEAC 5190 Physical & Health Management of Students with Disabilities

SPEC 5500/SEAC 5500 Charact. Of Stud. With Low Inc. Dis.

SPEC 5510/SEAC 5510 Curriculum for Stud. With Low Inc. Dis.

SPEC 5520/SEAC 5520 Assessment of Stud. W/Low Inc. Dis.

SPEC 5530/SEAC 5530 Systematic Instruction

SPEC 5540/SEAC 5540 Positive Behavior Support

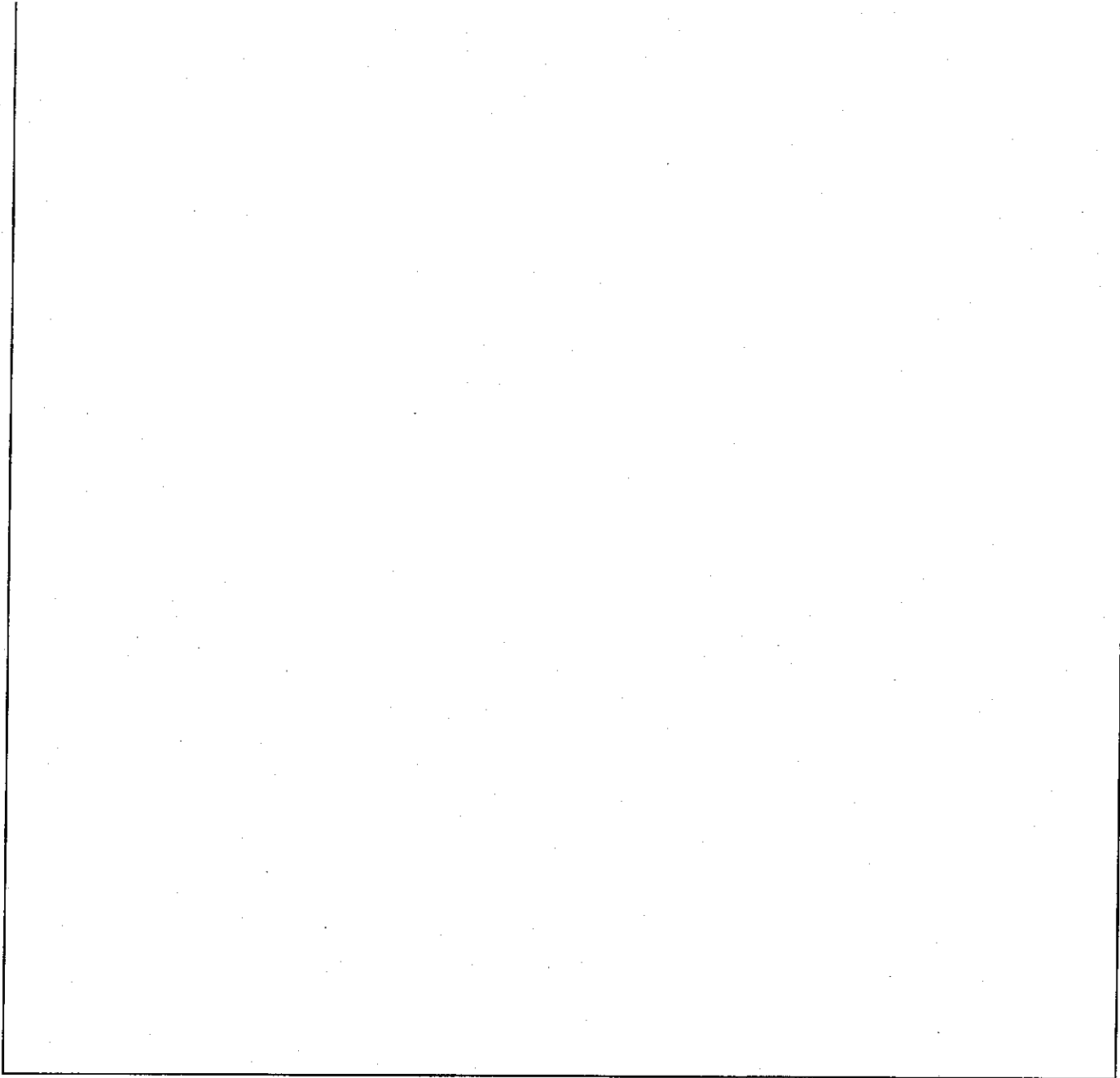
SPEC 5550/SEAC 5550 Communication Strategies for Stud. w/ Low Inc. Dis

SEEC 5050/SEAC 5050 Assistive Technology

~~SPEC 5051/SEAC 5051 Asst. Tech Lab~~

SPEC 6100/SEAC 6100 Rdg. & Applying Research in Special Education

SPEC 6110/SEAC 6110 Professional Capstone Course



Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

MEMORANDUM

TO: Dr. Louis Levy  
Vice President of Academic Affairs

FROM: Dr. Karla Hull  
Head of Early Childhood & Reading Department

RE: Deactivation of Special Education Graduate Programs & Courses

DATE: 10-16-07

This is a request for deactivation of the following graduate programs and courses in Special Education.

**Program (pg. 101, Graduate Catalogue 2007-2008):**

M.Ed. Degree with a Major in Special Education-Mild Disabilities (for teaching holding initial certification)

**Rationale:**

The department no longer offers this program.

**Programs (pgs. 102 & 103, Graduate Catalogue 2007-2008):**

M.Ed. Degree with a Major in Special Education-Mild Disabilities (for candidates completing a VSU B.S.Ed degree with a major in special Education-Mild Disabilities)

M.Ed. Degree with a Major in Special Education-Mental Retardation (for candidates completing a VSU B.S.Ed degree with a major in Special Education-Mental Retardation)

M.Ed. Degree with a Major in Special Education-Early Childhood Special Education (for candidates completing a VSU B.S.Ed degree with a major in Special Education-Mild Disabilities or Mental Retardation)

**Rationale:**

The undergraduate programs in mild disabilities and mental retardation have been replaced with the Early Childhood Special Education General Curriculum program. There is no need for the three M.Ed programs that were attached to the previous undergraduate programs in mild disabilities and mental retardation.

**Programs (pg.104 & 105, Graduate Catalogue 2007-2008):**

Online Option-M.Ed. with a Major in Special Education

**Rationale:**

We will not accept new applicants to the online M.Ed. option in Special Education after Fall 2007. This program will remain active until all current students have completed their programs of study. Thus, the M.Ed. and M.A.T. programs will run concurrently until all current M.Ed. students have graduated. When that occurs, the M.Ed. in Special Education will be deactivated and we will only offer the M.A.T. program.

**Courses (pgs. 219-223, Graduate Catalogue 2007-2008)**

SPEC 5040 Applied Research Project

SPEC 5050 Integrating Technology in Classrooms for Students with Disabilities

SPEC 5120 Issues and Trends in Special Education

SPEC 5350 Characteristics of Students with Severe Learning Disabilities

SPEC 5360 Teaching Students with Severe Learning Disabilities

SPEC 5450 Characteristics of Students with Severe Behavior Disorders

SPEC 5460 Teaching Students with Severe Behavior Disorders

SPEC 7630 Integration and Management of Instruction in the Classroom

**Rationale:**

These courses were connected to programs that no longer exist.

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back.

Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic

MEMORANDUM

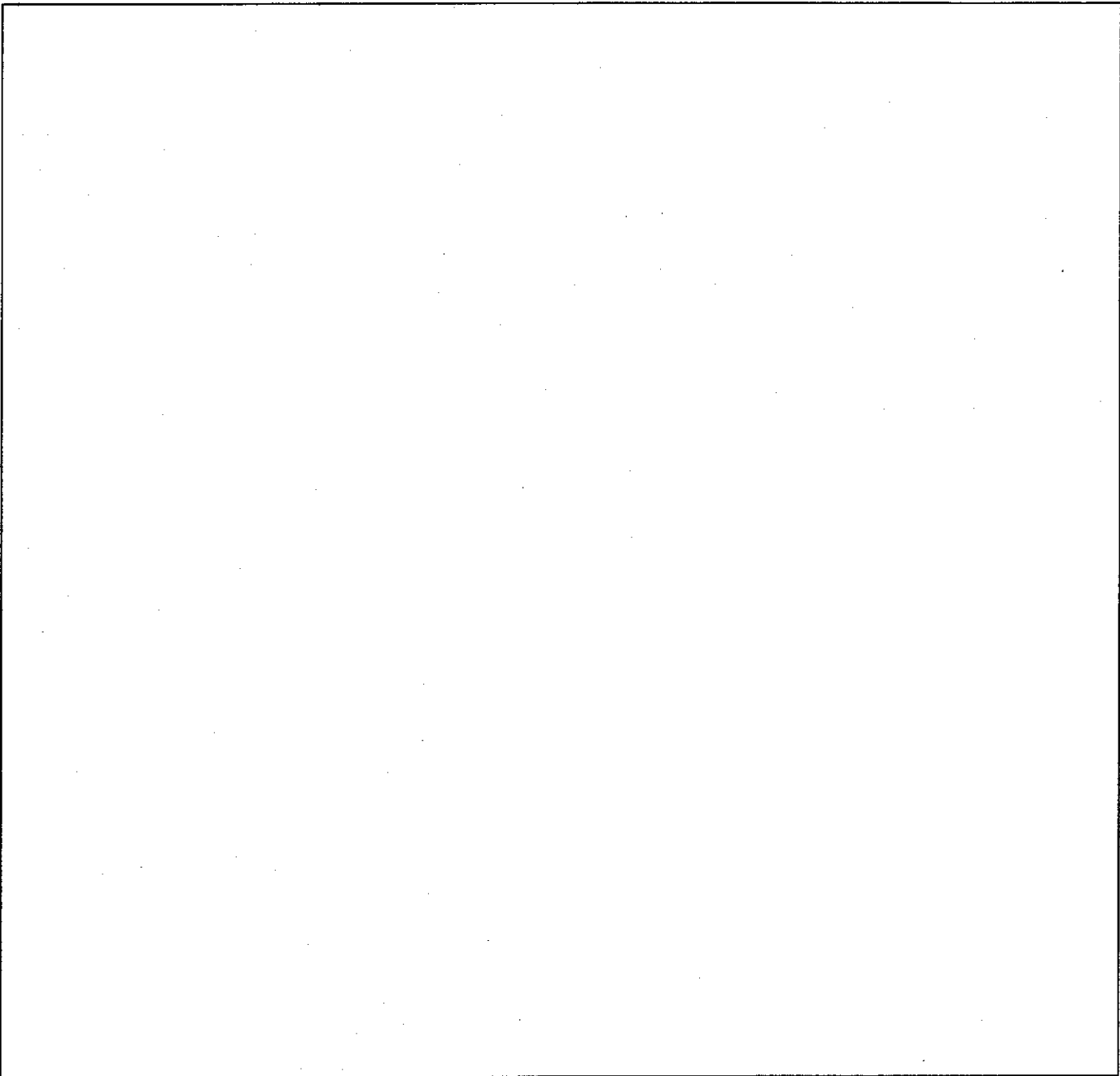
TO: Dr. Louis Levy  
Vice President of Academic Affairs

FROM: Dr. Karla Hull  
Head of Early Childhood & Reading Department

RE: Deactivation of Special Education Ed.S. Graduate Program

DATE: 10-23-07

This is a request for deactivation of the Special Education Educational Specialist Program effective January 1, 2008. Faculty in the Department of Early Childhood and Special Education voted to deactivate the Ed.S. Special Education program because of low enrollment and a fragmentation of faculty resources. Individuals who might have an interest in an Ed.S. can pursue this option in the Middle Grades Department, an option several special education teachers have taken. Faculty decided to focus on the online franchise graduate programs. It is anticipated that these franchise programs will grow rapidly in the next few semesters and faculty will need to be available to develop and manage these programs. Candidates who are already in the Ed.S. would be offered the coursework necessary to complete their program of study, but we would like to recommend that no new candidates be admitted to this program after Fall 2007.



Approvals:

Department Head(s)	<i>Kal Nuel</i>	Date	<i>10/22/07</i>
Dean(s)/Director(s)	<i>[Signature]</i>	Date	<i>10/25/07</i>
College Executive Committee	<i>[Signature]</i>	Date	<i>10/25/07</i>
Graduate Executive Committee		Date	
Academic Committee		Date	



# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====For the following items, type an 'X' and complete only those items being revised.=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

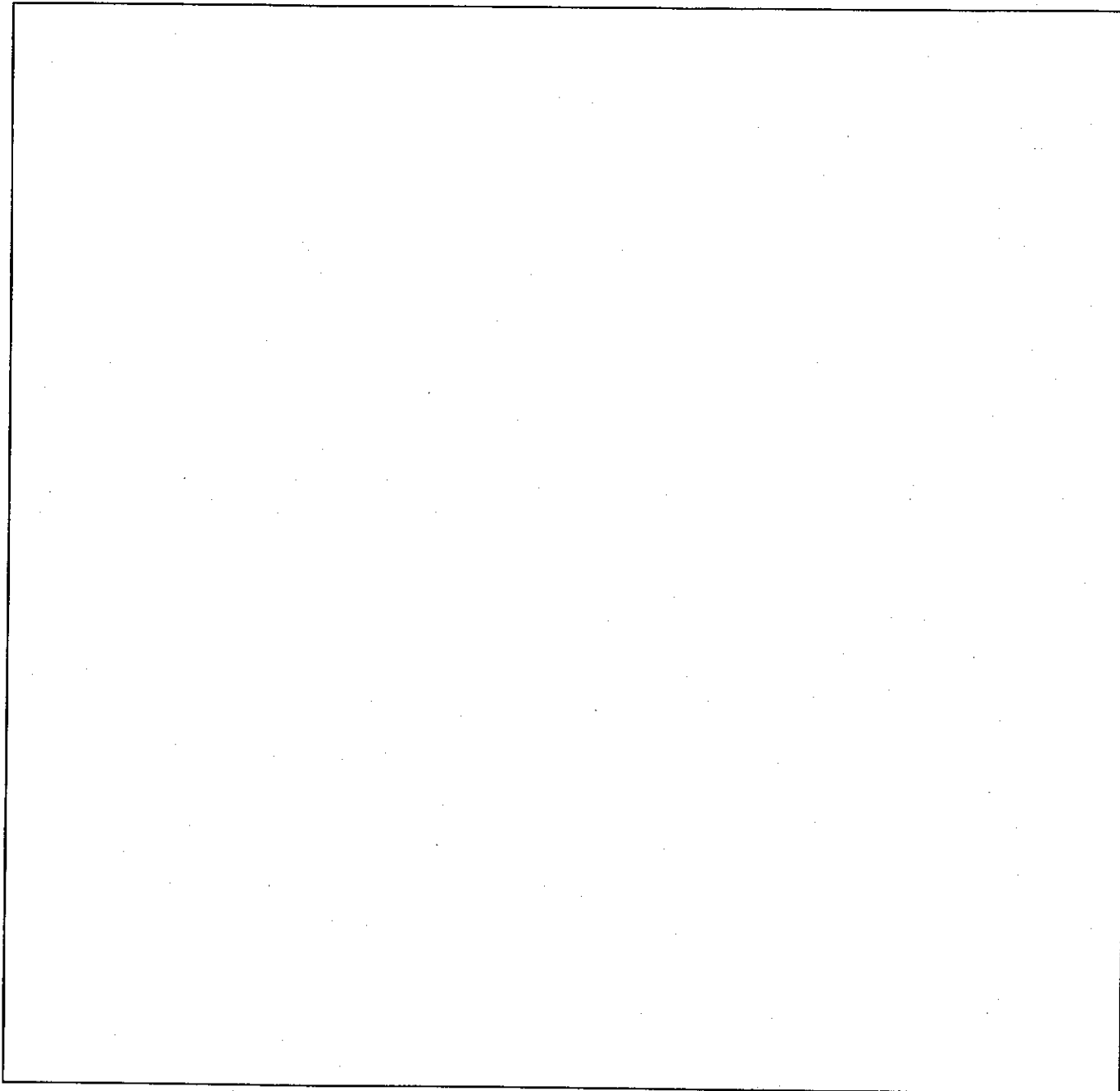
Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

### Revised Course Description & Justification

The revised prefix DEAF identifies the discipline, Deaf Education. The Deaf and Hard of Hearing Education major has moved from the Department of Special Education and Communication Disorders and would like course names and prefixes to reflect the degree and academic disciplines of students' course work.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.



**Approvals:**

Department Head(s)	<input type="text" value="Barbara K. Stanley"/>	Date	<input type="text" value="10/23/07"/>
Dean(s)/Director(s)	<input type="text" value="B. Ok"/>	Date	<input type="text" value="10/24/07"/>
College Executive Committee	<input type="text" value="B. Ok"/>	Date	<input type="text" value="10/24/07"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

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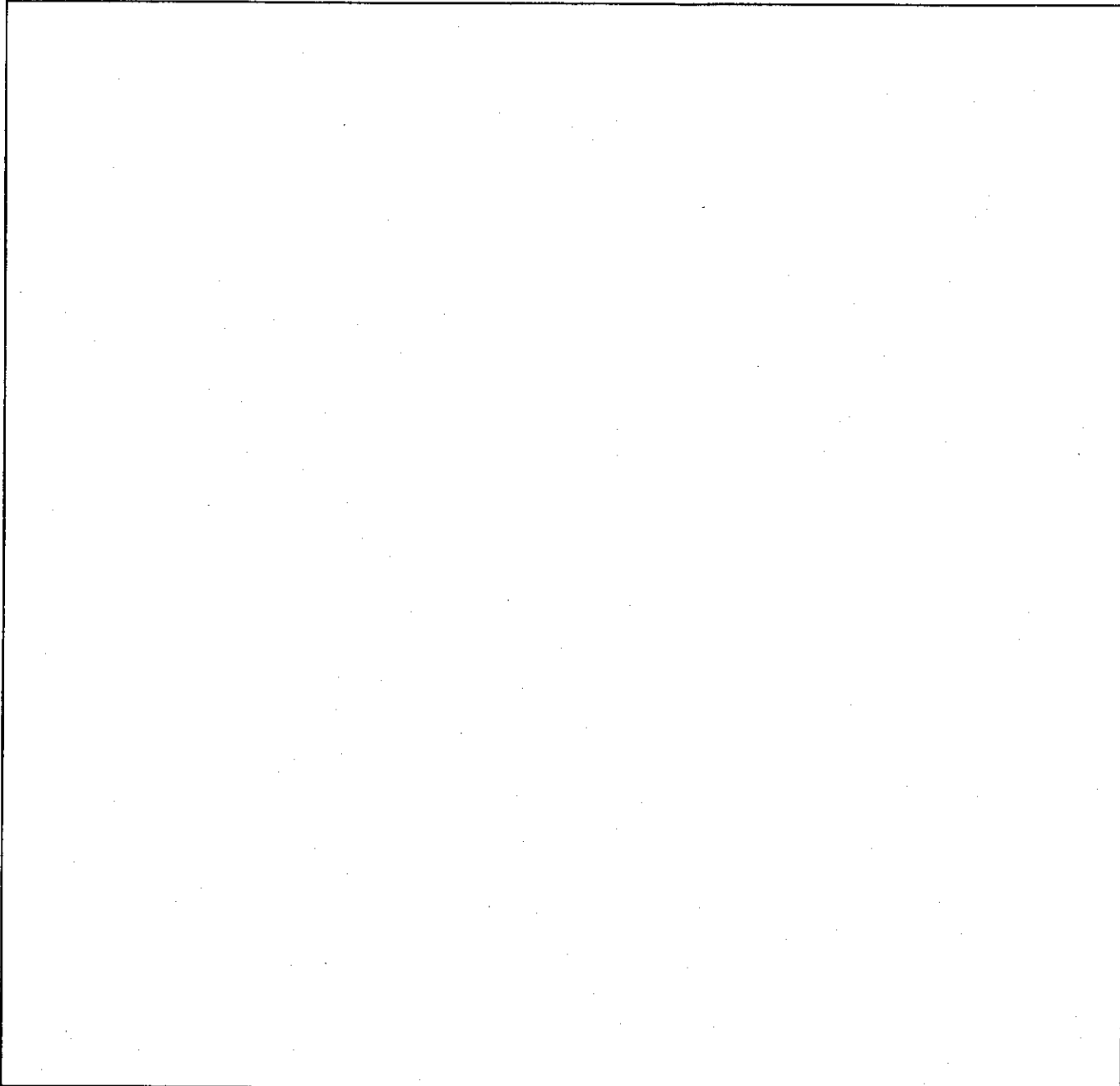
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**Approvals:**

Department Head(s)	<input type="text" value="Barbara K Stanley"/>	Date	<input type="text" value="10/23/07"/>
Dean(s)/Director(s)	<input type="text" value="BOK"/>	Date	<input type="text" value="10/24/07"/>
College Executive Committee	<input type="text" value="BOK"/>	Date	<input type="text" value="10/24/07"/>
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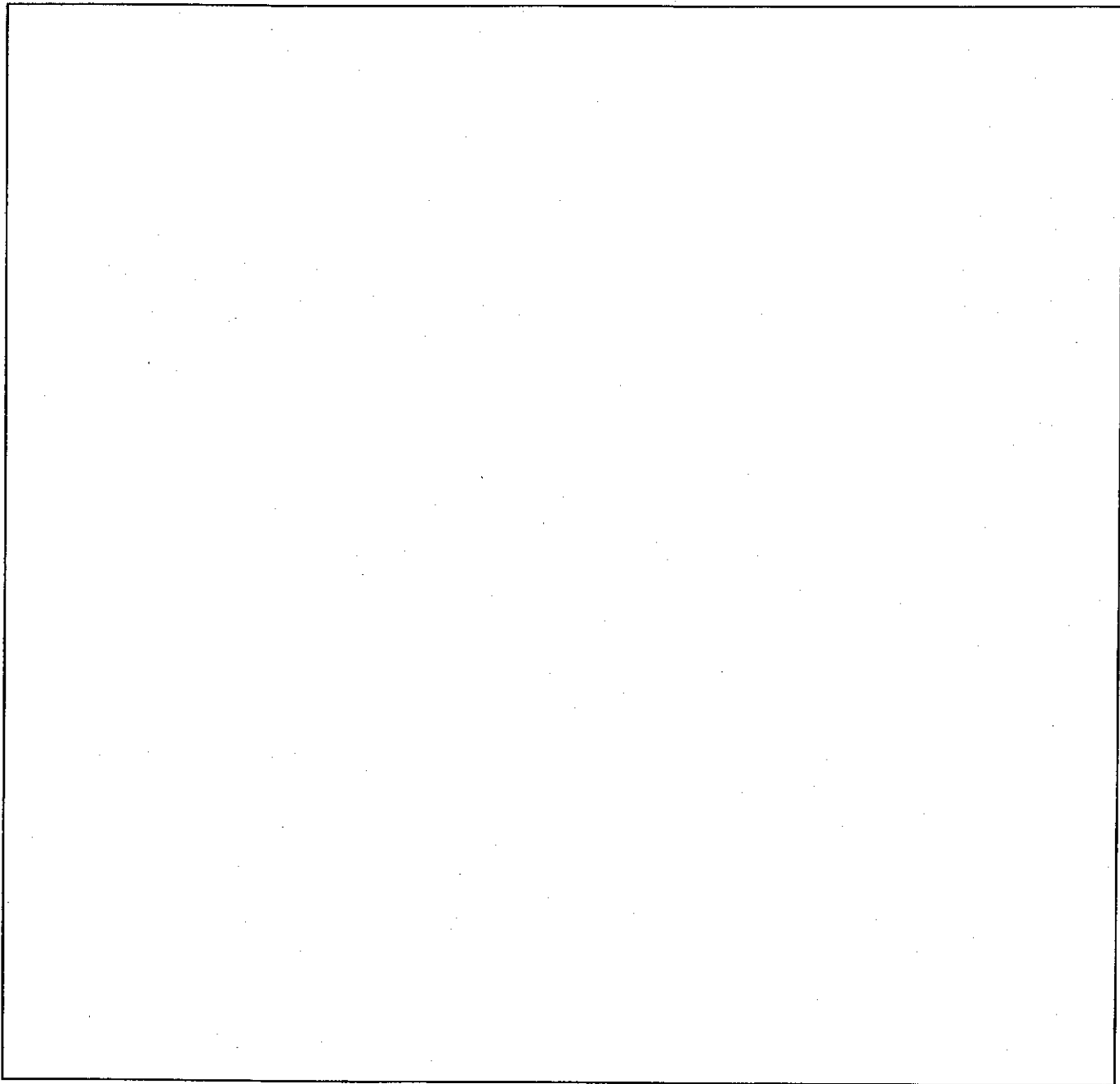
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Approvals are to be noted on the back

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Approvals:

Department Head(s)	<input type="text" value="Barbara Stanley"/>	Date	<input type="text" value="10/23/07"/>
Dean(s)/Director(s)	<input type="text" value="BOK"/>	Date	<input type="text" value="10/24/07"/>
College Executive Committee	<input type="text" value="BOK"/>	Date	<input type="text" value="10/24/07"/>
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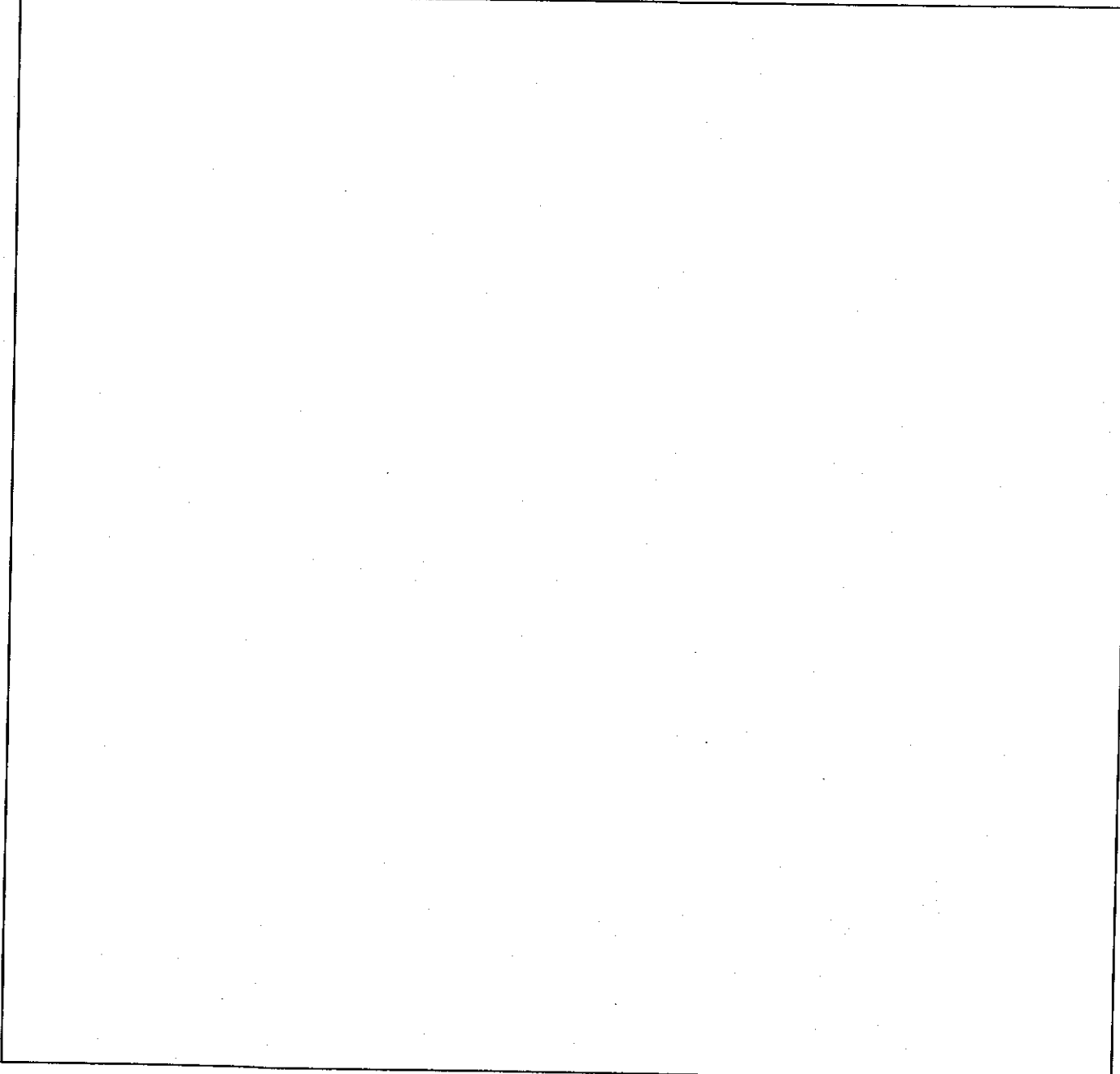
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322



**Approvals:**

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Dean(s)/Director(s)	<input type="text" value="B. O'K."/>	Date	<input type="text" value="10/24/07"/>
College Executive Committee	<input type="text" value="B. O'K."/>	Date	<input type="text" value="10/24/07"/>
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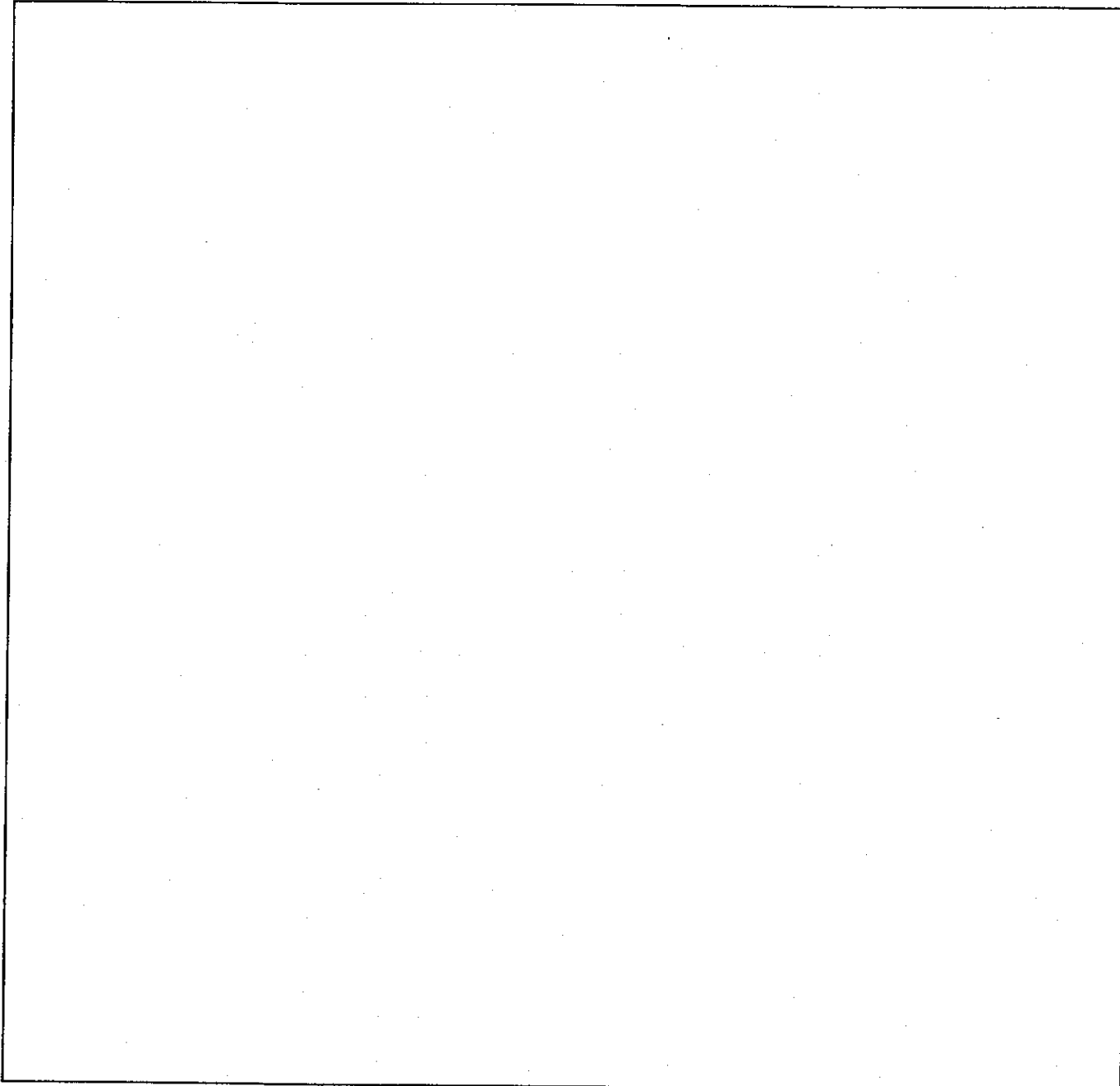
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Approvals are to be noted on the back.

324



Approvals:

Department Head(s)	<input type="text" value="Barbara K Stanley"/>	Date	<input type="text" value="10/23/07"/>
Dean(s)/Director(s)	<input type="text" value="JOK"/>	Date	<input type="text" value="10/24/07"/>
College Executive Committee	<input type="text" value="JOK"/>	Date	<input type="text" value="10/24/07"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

====For the following items, type an 'X' and complete only those items being revised.====

Revised Course Prefix and Number:   
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

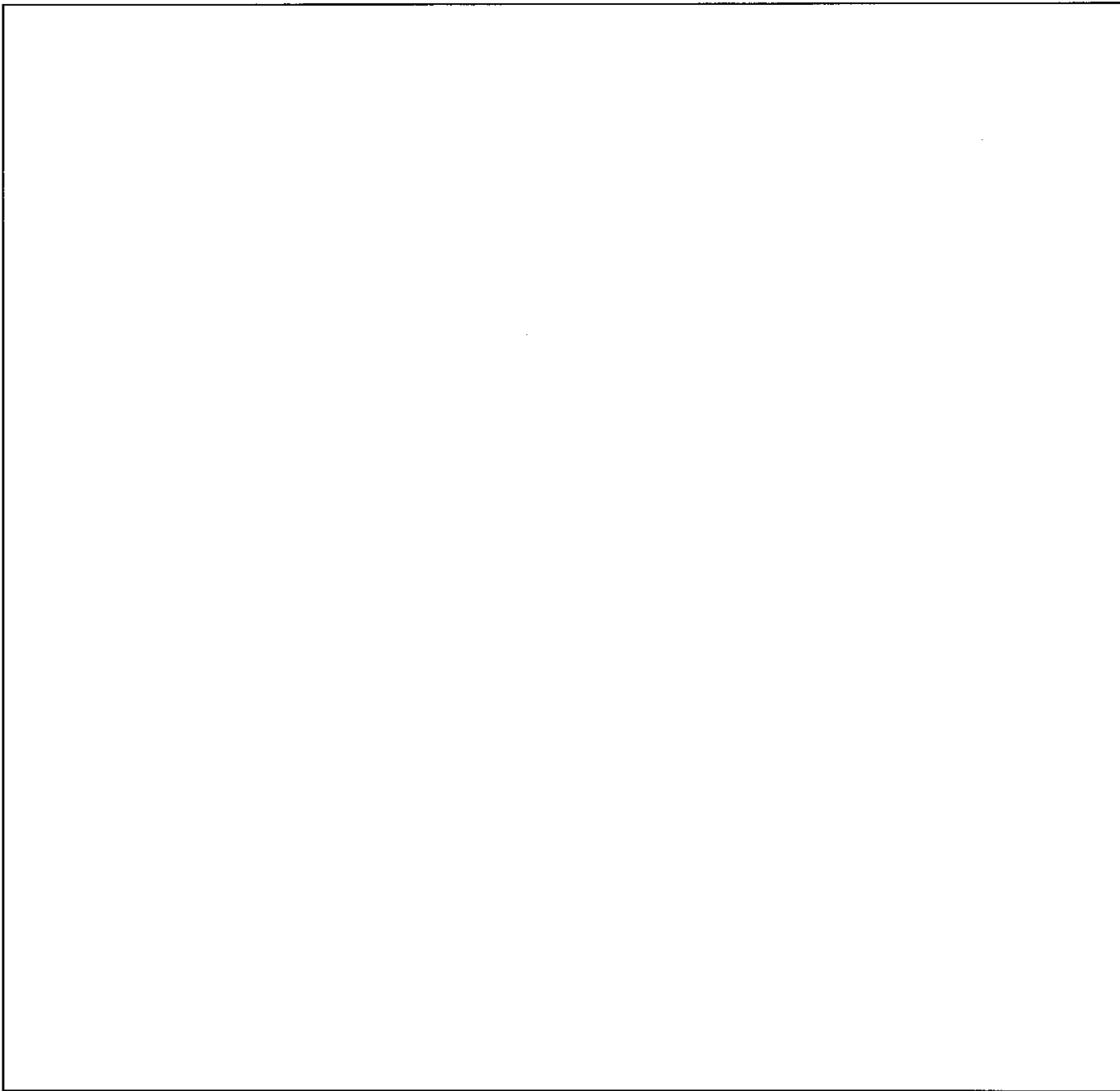
**Revised Course Description & Justification**

The revised prefix ASLS identifies the discipline, American Sign Language Interpreting. The Deaf and Hard of Hearing Education major has moved from the Department of Special Education and Communication Disorders and would like course names and prefixes to reflect the degree and academic disciplines of students' course work.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

326



Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

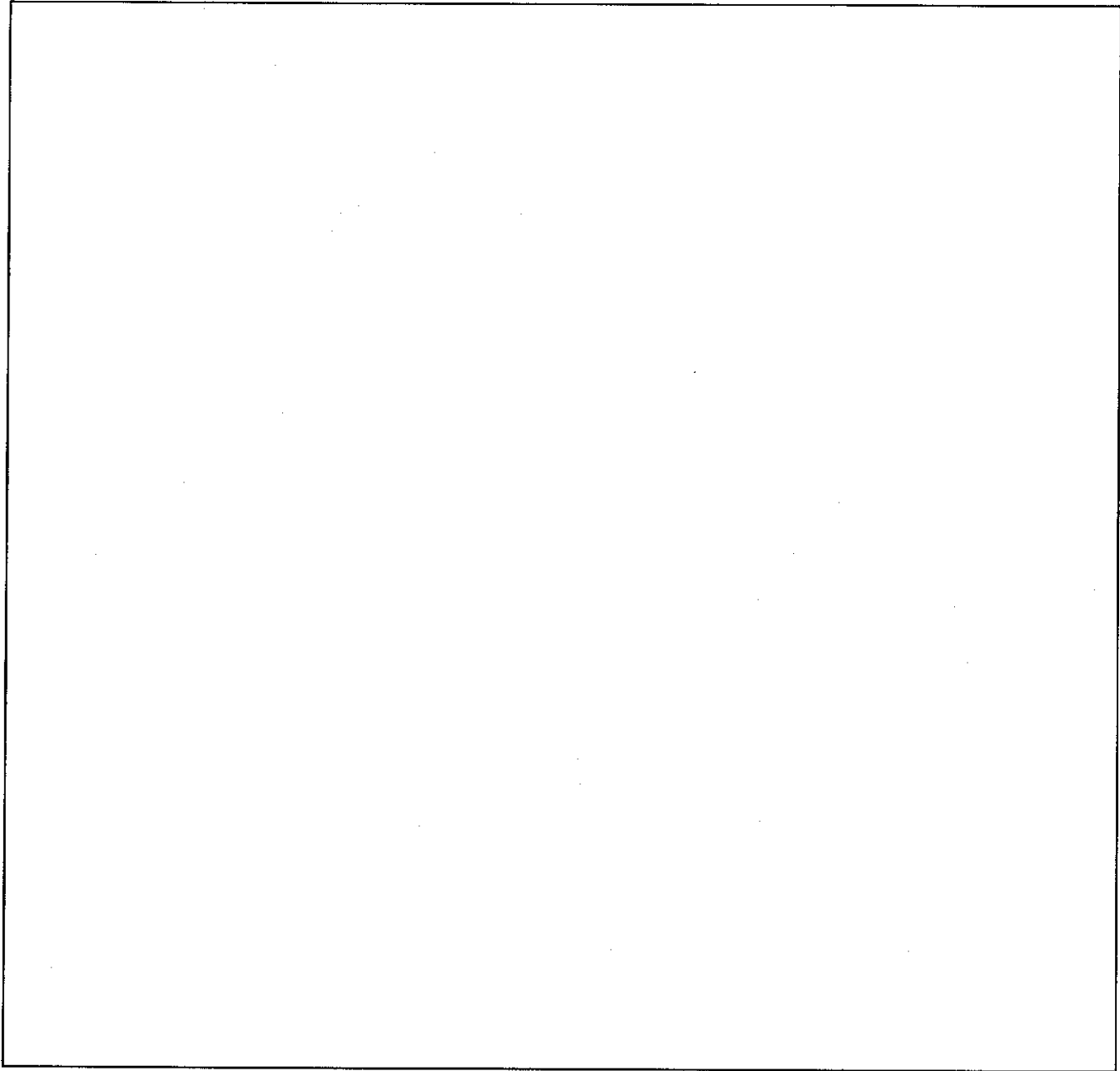
Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

## Revised Course Description & Justification

Prerequisite: ASLS 2110  
The revised prefix ASLS identifies the discipline, American Sign Language Interpreting. The Deaf and Hard of Hearing Education major and the American Sign Language Interpreting major have moved from the Department of Special Education and Communication Disorders and would like course names and prefixes to reflect the degrees and academic disciplines of students' course work.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.



Approvals:

Department Head(s)	<input type="text" value="Barker K Stanley"/>	Date	<input type="text" value="10/23/07"/>
Dean(s)/Director(s)	<input type="text" value="B. Col"/>	Date	<input type="text" value="10/24/07"/>
College Executive Committee	<input type="text" value="B. Col"/>	Date	<input type="text" value="10/24/07"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

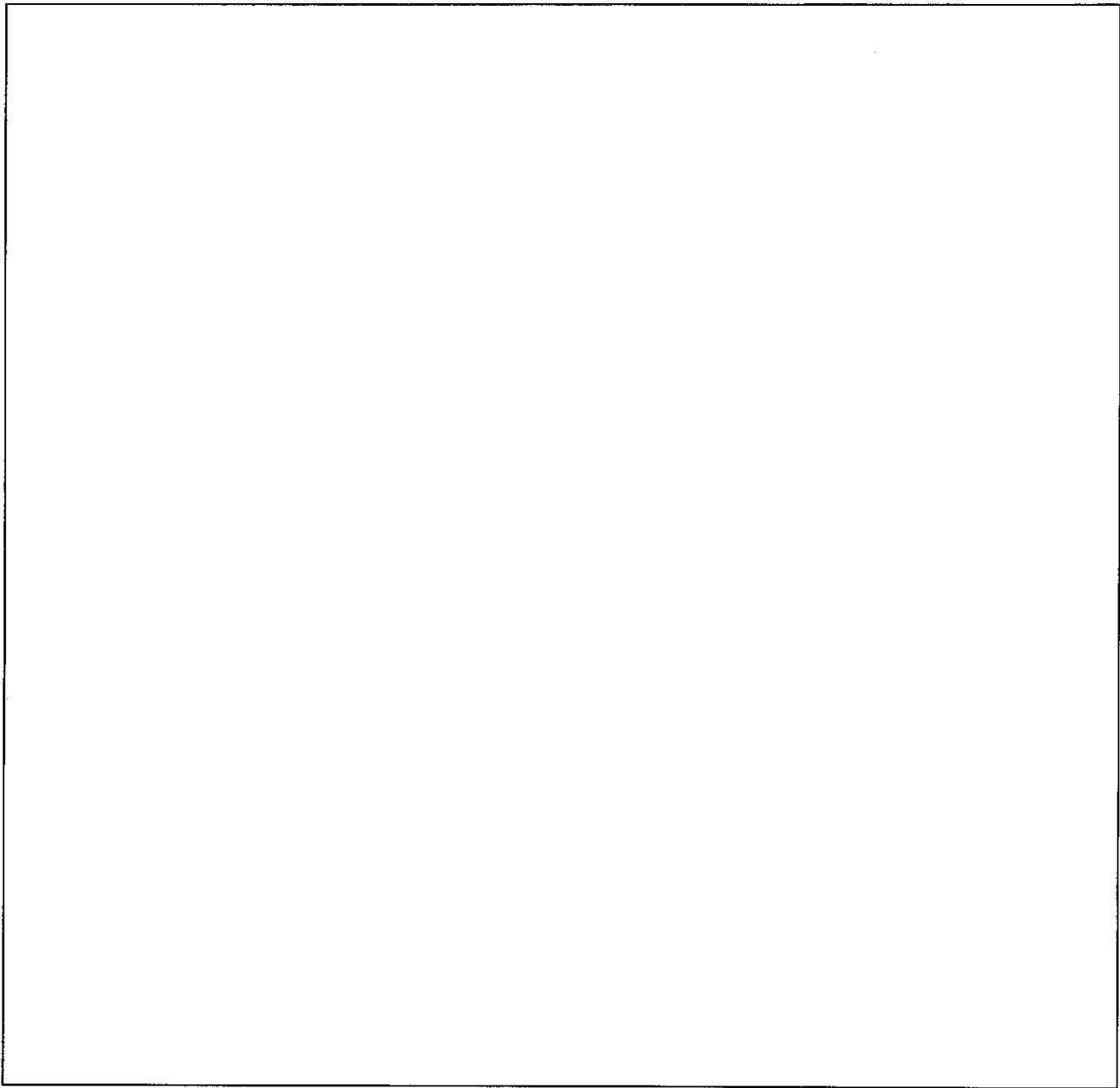
Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

Revised Course Description & Justification

Prerequisite: DEAF 3130 or permission of instructor  
The revised prefix ASLS identifies the discipline, American Sign Language Interpreting. The American Sign Language Interpreting major has moved from the Department of Special Education and Communication Disorders and would like course names and prefixes to reflect the degrees and academic disciplines of students' course work.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.



Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date



# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

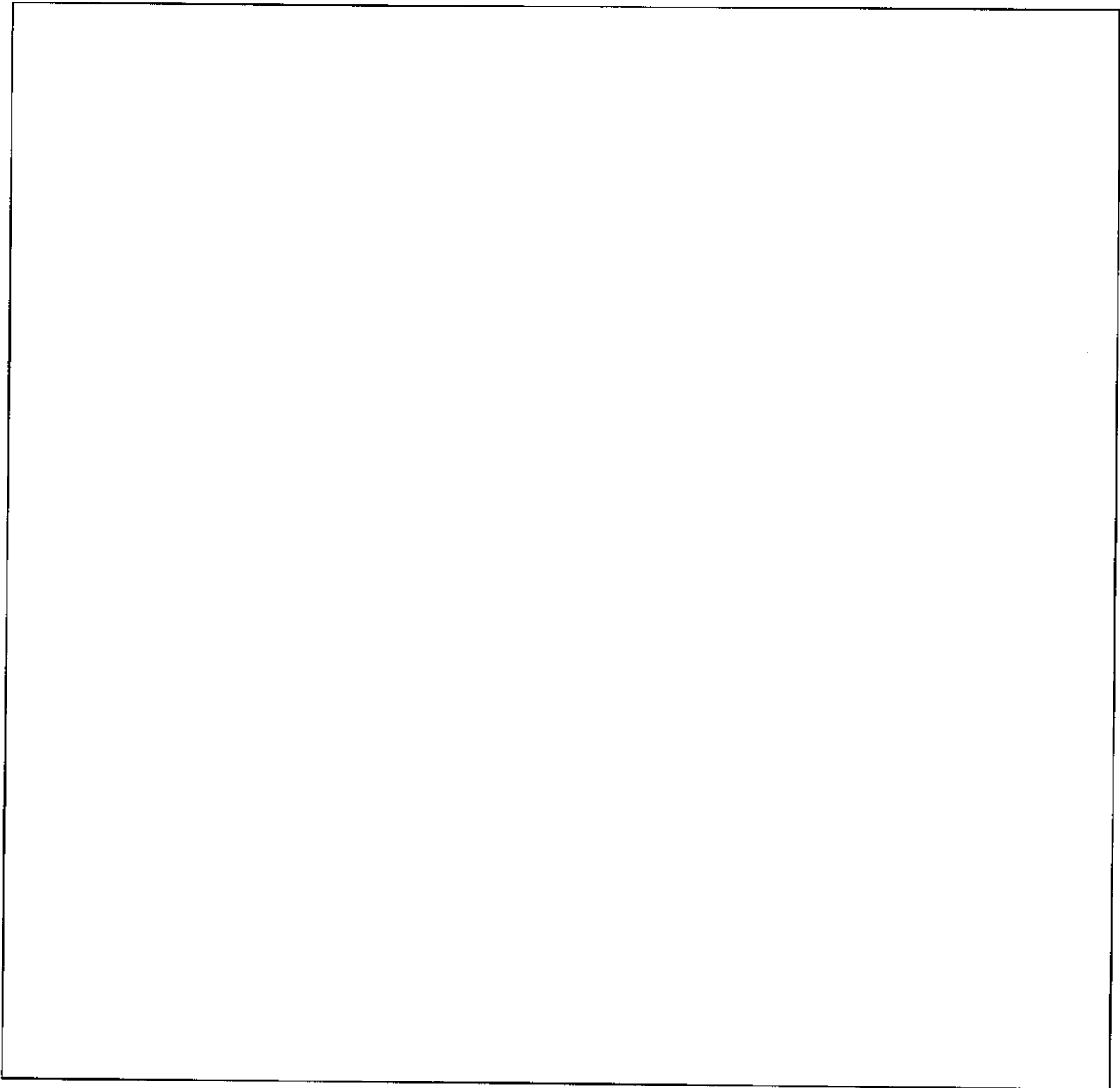
Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

Revised Course Description & Justification

Prerequisite: ASLS 2120 or permission of instructor  
The revised prefix ASLS identifies the discipline, American Sign Language Interpreting. The American Sign Language Interpreting major has moved from the Department of Special Education and Communication Disorders and would like course names and prefixes to reflect the degrees and academic disciplines of students' course work.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.



Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

### Revised Course Description & Justification

Prerequisite: ASLS 3170 or permission of instructor  
The revised prefix ASLS identifies the discipline, American Sign Language Interpreting. The American Sign Language Interpreting major has moved from the Department of Special Education and Communication Disorders and would like course names and prefixes to reflect the degrees and academic disciplines of students' course work.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.



**Approvals:**

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

====For the following items, type an 'X' and complete only those items being revised.====

Revised Course Prefix and Number:   
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

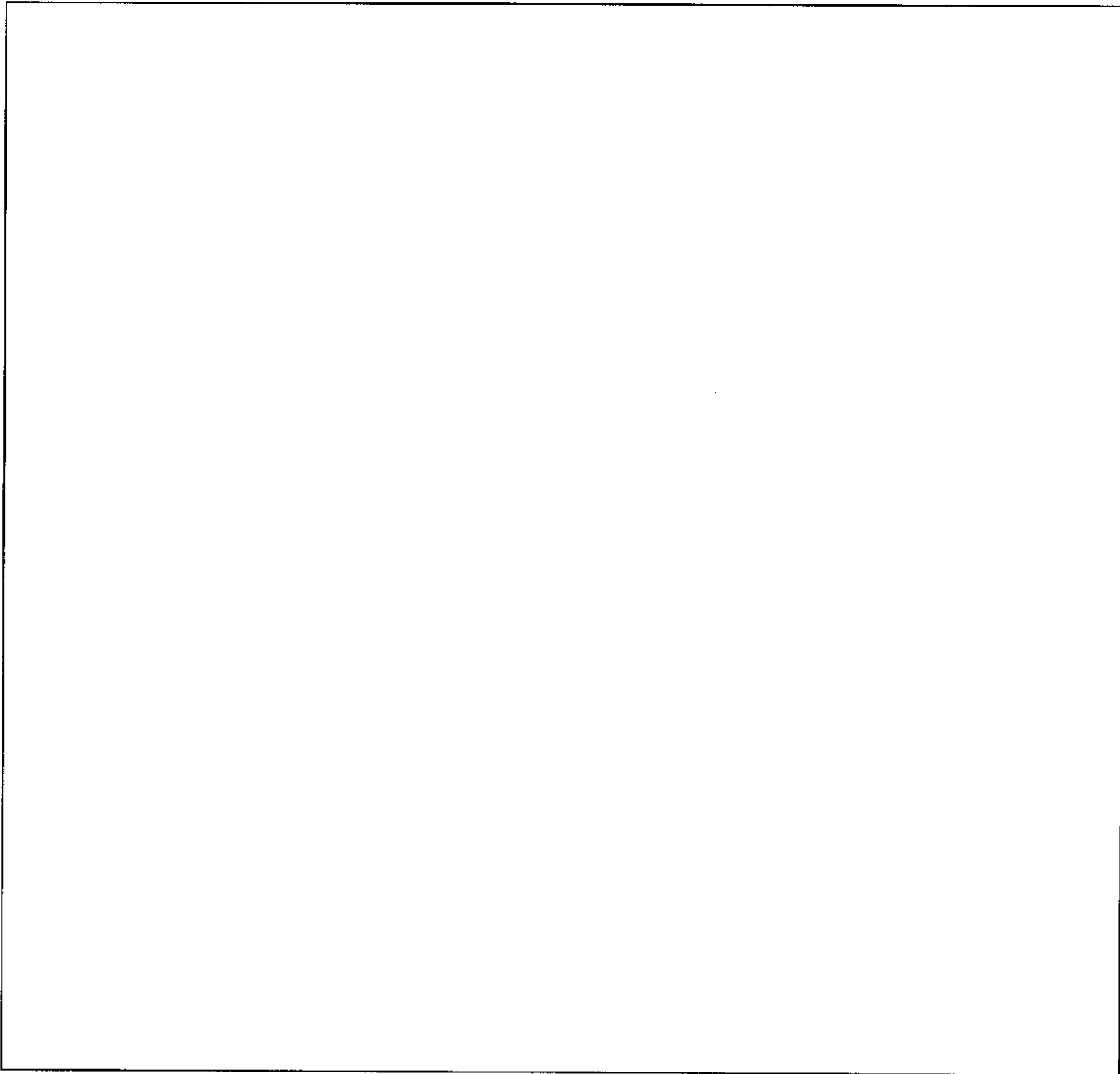
Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

**Revised Course Description & Justification**

The revised prefix DEAF identifies the discipline, Deaf Education. The Deaf and Hard of Hearing Education major has moved from the Department of Special Education and Communication Disorders and would like course names and prefixes to reflect the degree and academic disciplines of students' course work.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.



Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

Revised Course Description & Justification

The revised prefix DEAF identifies the discipline, Deaf Education. The Deaf and Hard of Hearing Education major has moved from the Department of Special Education and Communication Disorders and would like course names and prefixes to reflect the degree and academic disciplines of students' course work.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.



**Approvals:**

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date



# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

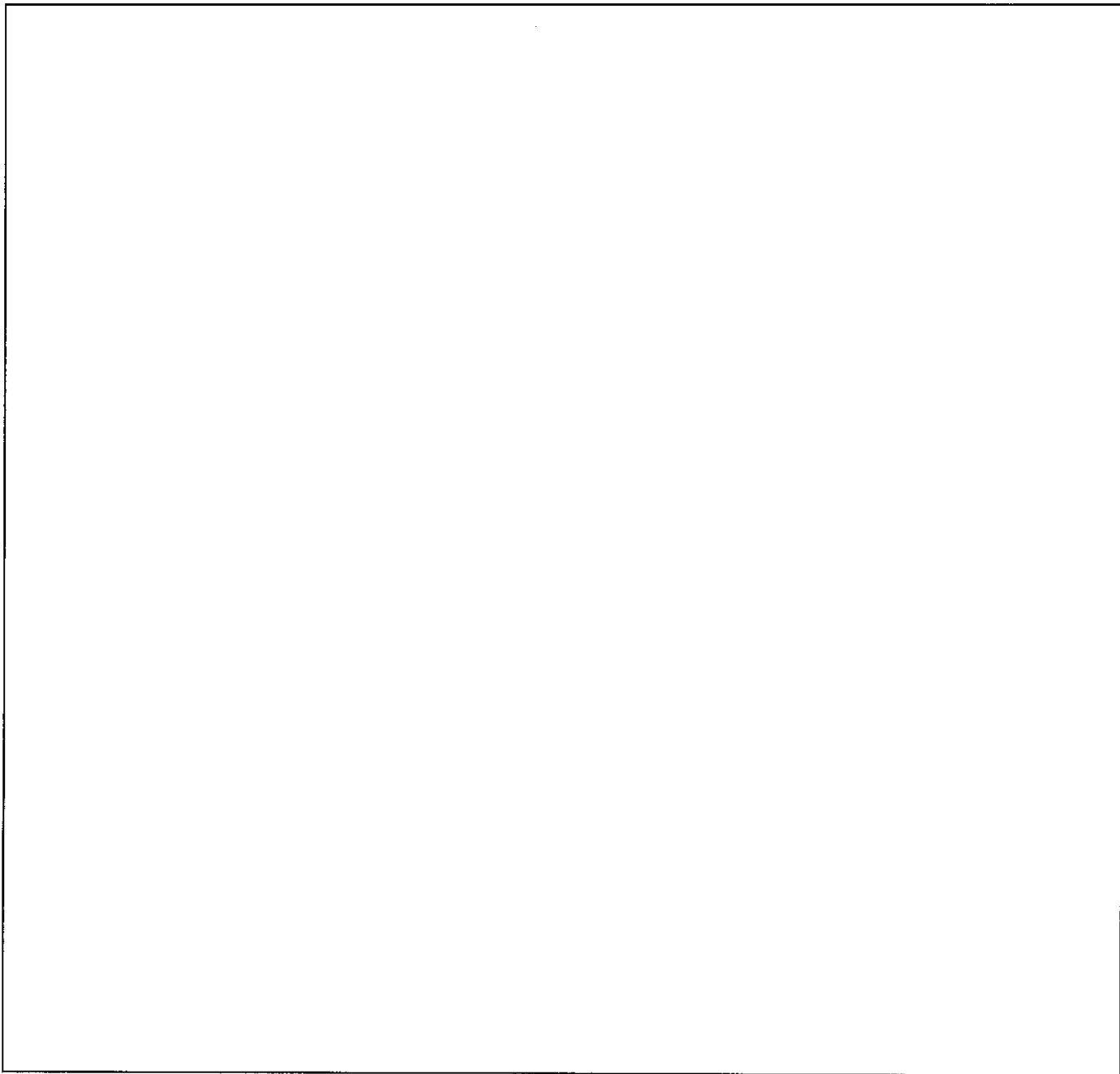
Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

### Revised Course Description & Justification

The revised prefix DEAF identifies the discipline, Deaf Education. The Deaf and Hard of Hearing Education major has moved from the Department of Special Education and Communication Disorders and would like course names and prefixes to reflect the degree and academic disciplines of students' course work.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.



**Approvals:**

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====For the following items, type an 'X' and complete only those items being revised.=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

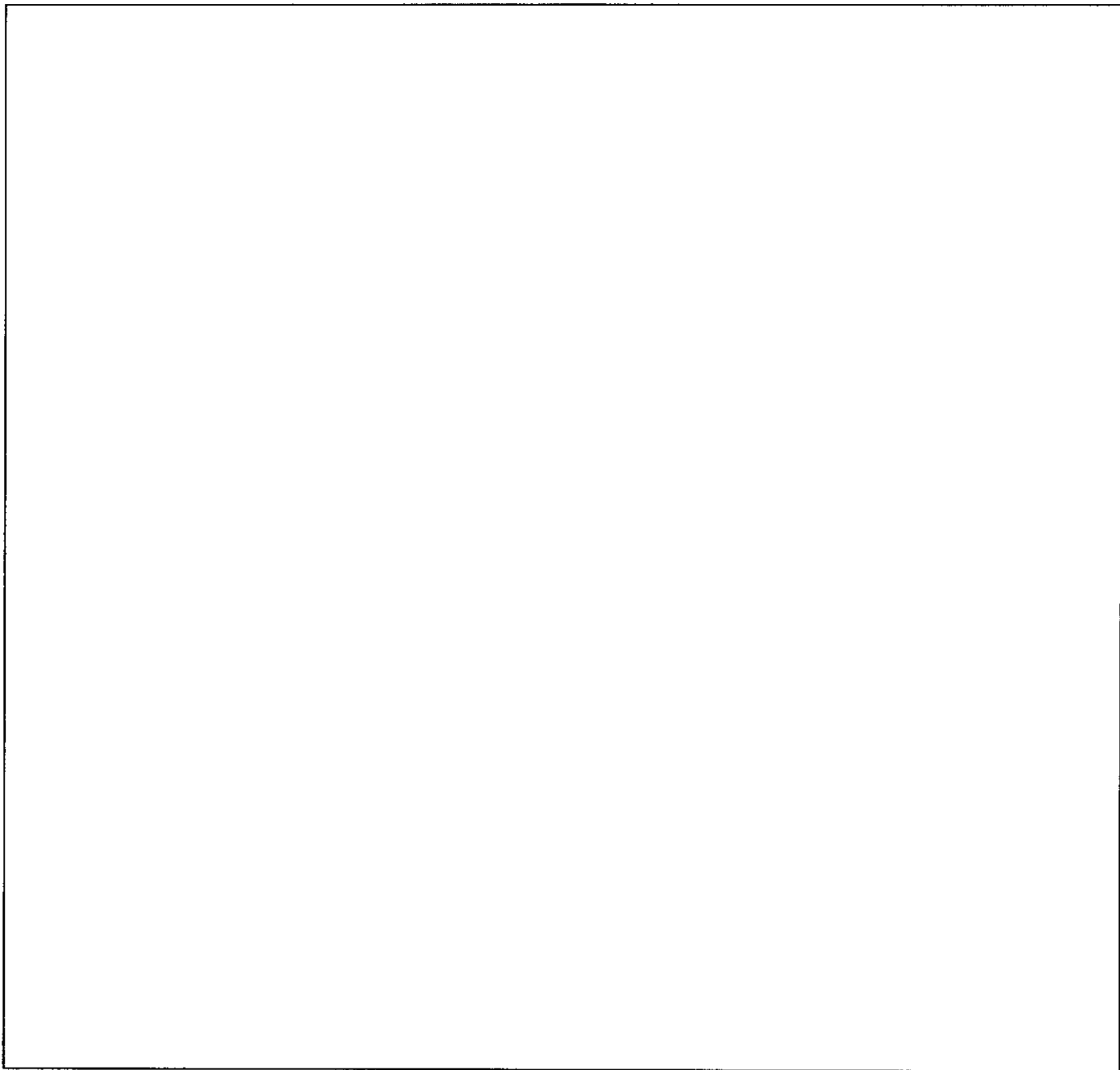
### Revised Course Description & Justification

The revised prefix DEAF identifies the discipline, Deaf Education. The Deaf and Hard of Hearing Education major has moved from the Department of Special Education and Communication Disorders and would like course names and prefixes to reflect the degree and academic disciplines of students' course work.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

342



Approvals:

Department Head(s)	<input type="text" value="Barbara K Stanley"/>	Date	<input type="text" value="10/23/07"/>
Dean(s)/Director(s)	<input type="text" value="BOA"/>	Date	<input type="text" value="10/24/07"/>
College Executive Committee	<input type="text" value="BOA"/>	Date	<input type="text" value="10/24/07"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

# Request for Curriculum Change

Indicate area of change (by typing an 'X'): D1

Core Curriculum (Area A,B,C,D,E,F):

Senior Curriculum

Graduate Program

Other

Current Catalog page number

Effective Date for Curriculum change  (month)

(year)

Degree & Program Name  (e.g., BFA, Art)

**Present Requirements or Present Outcomes & Assessments**  
(Include the latter only if changes are to be made)

Major Course Requirements ...  
ACED 2400, ACED 4550, ACED 4810  
PSYC 3800, SOCI 4200, MGNT 3250  
MKTG 3050, ACED 3400, ACED 3700  
ACED 4300, ACED 4310  
Guided Electives – Upper Division  
Supporting Courses  
Completion of approved technical college program which is one calendar year or longer in length.  
Combined with Area F for a total of 36 hours credit for technical program.

**Proposed Requirements or Proposed Outcomes & Assessments**  
(Show changes in BOLD)

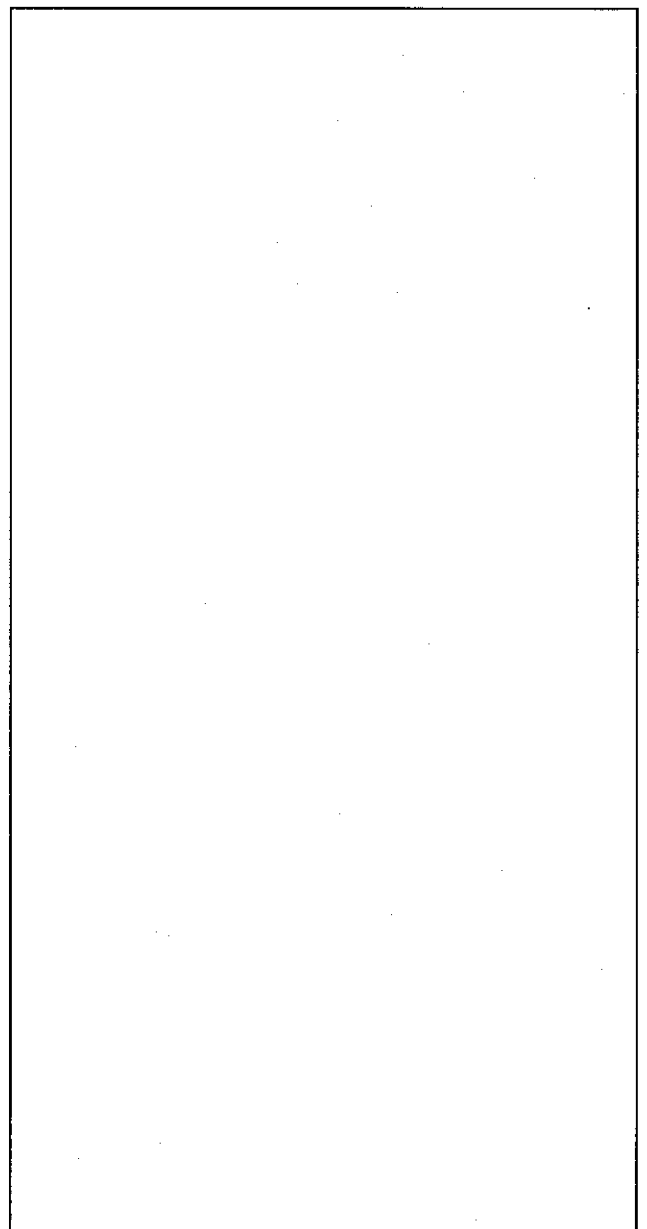
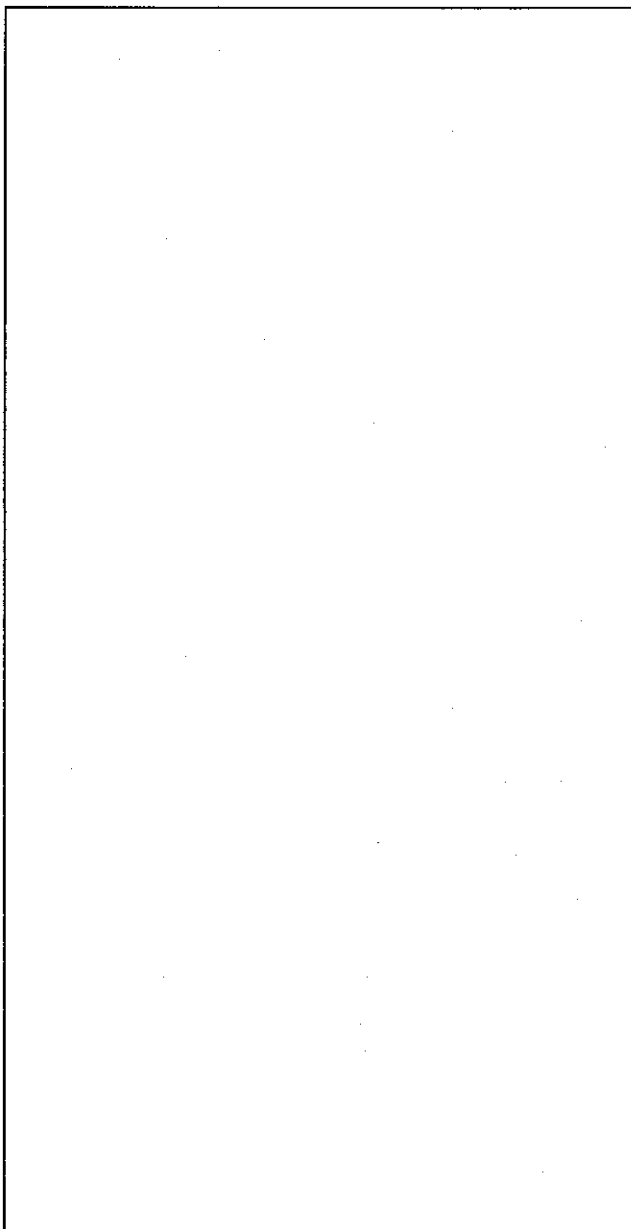
Major Course Requirements ...  
ACED 2400, ACED 4550, ACED 4810  
**ACED 4050, ACED 4820,**  
PSYC 3800 **OR** MGNT 3250  
MKTG 3050, ACED 3400, ACED 3700  
ACED 4300, ACED 4310  
Guided Electives – Upper Division  
Supporting Courses  
Completion of approved technical college program which is one calendar year or longer in length. Combined with Area F for a total of 36 hours credit for technical program.

continue on the back if necessary

**Justification**

The request to add ACED 4050 (Office Management) and designate PSYC 3800 and MGNT 3250 as options are based on: 1) Students report a need for a specific course that will develop their skills in supervision, personnel conflict resolution, and workplace ethics and productivity. ACED 4050 is such a course; and 2) Much of the content in PSYC 3800 is also in MGNT 3250. This redundancy is revealed by a syllabi comparative analysis and student feedback. Giving students an option of either course satisfies the content requirement; and The request to replace the SOCI 4200 (Organizations and Work) with ACED 4820 (Project Management for Technical Professionals) is based on: 1) SOCI 4200 has evolved as a course exclusively for Sociology majors as expressed by faculty teaching this course; and 2) The BAS Technical Studies majors have expressed a need for a course that prepares them to manage multiple, on-going workplace projects. ACED 4820 focuses on the development of strategic and operational planning, mission and vision statements, performance objectives, and performance assessment techniques.  
The aforementioned changes to the BAS-Technical Studies Program will strengthen the competencies needed by our majors to better succeed after completion and graduation from the program.

continue on the back if necessary



Approvals are to be noted on the back.

**Approvals:**

Department Head(s)	<i>Ronald L. Mack</i>	Date	10/18/07
Dean(s)/Director(s)	<i>B. Col</i>	Date	10/24/07
College Executive Committee	<i>B. Col</i>	Date	10/24/07
Graduate Executive Committee		Date	
Academic Committee		Date	

# Request for Curriculum Change

Indicate area of change (by typing an 'X'): D1

- Core Curriculum (Area A,B,C,D,E,F):
- Senior Curriculum
- Graduate Program
- Other

Current Catalog page number

Effective Date for Curriculum change    
(month) (year)

Degree & Program Name    
(e.g., BFA, Art)

**Present Requirements or Present Outcomes & Assessments**  
(Include the latter only if changes are to be made)

Requirements for the M.Ed. Degree with a Major in Adult and Career Education. (Training and Development Option)

Core Courses .....6 hours  
 RSCH 7100.....3 hours  
 PSYC 7040 .....3 hours

Area of Concentration  
 ACED 7030, ACED 7620, ACED 7500.....9 hours  
 ACED 7680, ACED 7150 .....6 hours  
 ACED 7100 .....3 hours  
 ACED 7640 .....3 hours  
 Guided Electives .....9 hours

Total Hours Required for the Degree .... 36 semester hours

**Proposed Requirements or Proposed Outcomes & Assessments**  
(Show changes in BOLD>)

Requirements for the M.Ed. Degree with a Major in Adult and Career Education (**Workforce Education & Development Option**)

COE Core Courses .....6 hours  
 RSCH 7100 .....3 hours  
 PSYC 7010 .....3 hours  
**Or**  
 PSYC 7040.....3 hours

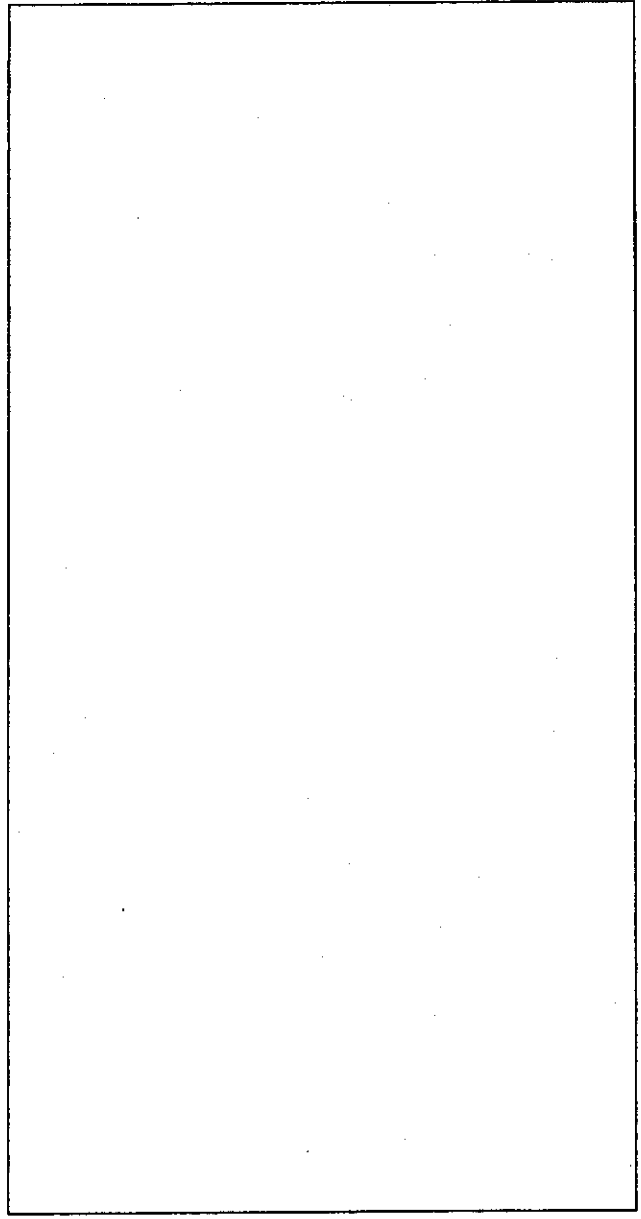
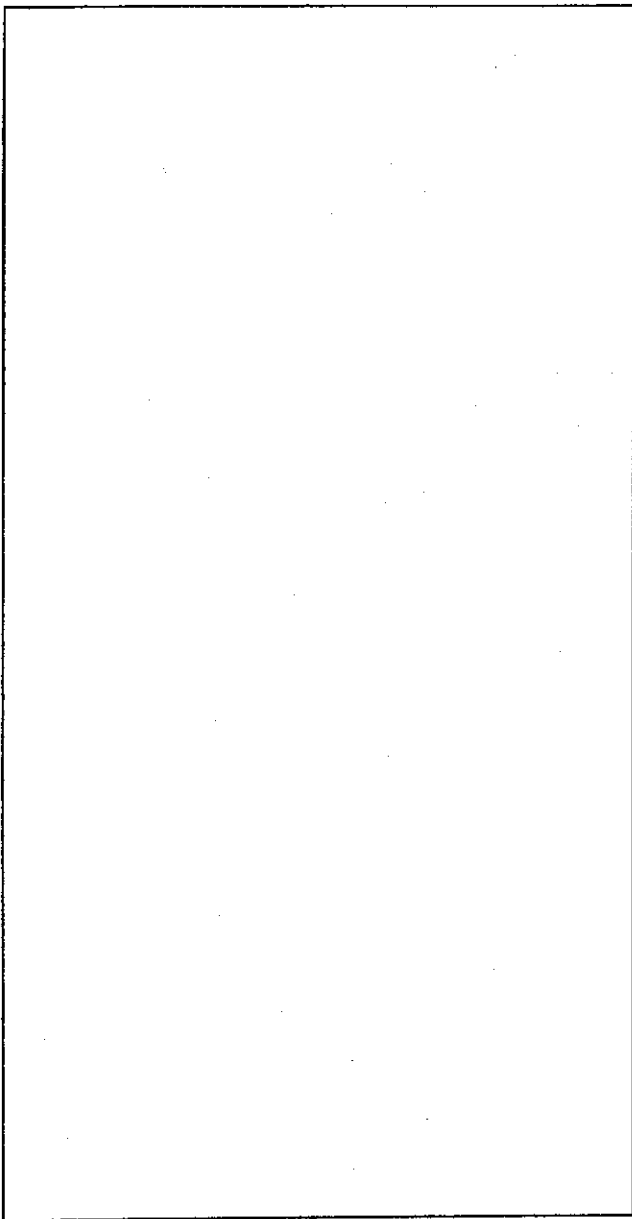
**Degree Core Courses ..... 15 hours**  
**ACED 7640, ACED 7620, ACED 7900, ACED 7530, ACED 7510**  
 Area of Concentration  
**ACED 7020, ACED 7120, ACED 7100, ACED 7150 .....12 hours**  
 Guided Electives .....3 hours  
 Total Hours Required for the Degree .... 36 semester hours

continue on the back if necessary

### Justification

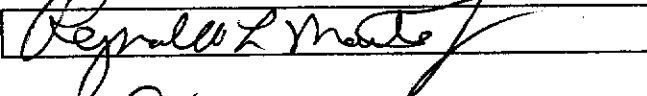

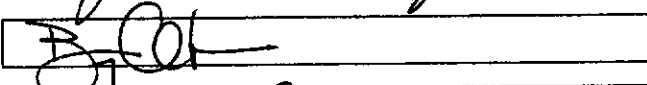

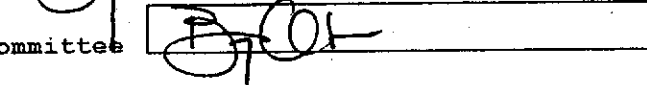
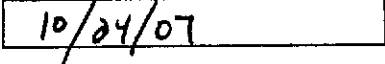



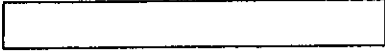
This modification is based on stakeholder and student needs assessment research data, recommendations from the ACED Advisory Committee and adding an option in Business Education and Information Technology. The need for a set of "Degree Core" courses is valuable to provide all ACED Masters students regardless of concentration a common advanced knowledge base in our field. The "Area of Concentration" courses provide advanced knowledge and competencies that reflect the current state of the field. Moreover, the courses reflect the topics and areas of study identified as most needed by members of the profession, employers, and former and current students. The title of "Workforce Education and Development" is more appropriate to the changes that have occurred in the profession.

continue on the back if necessary



Approvals are to be noted on the back.

Approvals:

Department Head(s)		Date	
Dean(s)/Director(s)		Date	
College Executive Committee		Date	
Graduate Executive Committee		Date	
Academic Committee		Date	



# Request for Curriculum Change

Indicate area of change (by typing an 'X'): D1

\_\_\_ Core Curriculum (Area A,B,C,D,E,F):

\_\_\_ Senior Curriculum

Graduate Program

\_\_\_ Other

Current Catalog page number

62-63

Effective Date for Curriculum change

August

(month)

2008

(year)

Degree & Program Name

(e.g., BFA, Art)

MED

Adult and Career Education

### Present Requirements or Present Outcomes & Assessments

(Include the latter only if changes are to be made)

Requirements for the M.Ed. Degree with a Major in Adult and Career Education. (Technical, Trade and Industrial Education Option)

Core Courses .....6 hours  
RSCH 7100.....3 hours  
PSYC 7040 .....3 hours

Area of Concentration

ACED 7030, ACED 7620, ACED 7500.....9 hours

ACED 7680, ACED 7150, ACED 7530 ... 9 hours

ACED 7640 .....3 hours

Guided Electives .....9 hours

Total Hours Required for the Degree .... 36 semester hours

### Proposed Requirements or Proposed Outcomes & Assessments

(Show changes in BOLD>)

Requirements for the M.Ed. Degree with a Major in Adult and Career Education (**Career and Technical Education Option**)

COE Core Courses .....6 hours  
RSCH 7100 .....3 hours  
PSYC 7010 .....**3 hours**

Or

PSYC 7040.....3 hours

**Degree Core Courses ..... 15 hours**

**ACED 7640, ACED 7620, ACED 7900, ACED 7530, ACED 7510**

Area of Concentration

**ACED 7020, ACED 7120, ACED 7030, ACED 7500 .....12 hours**

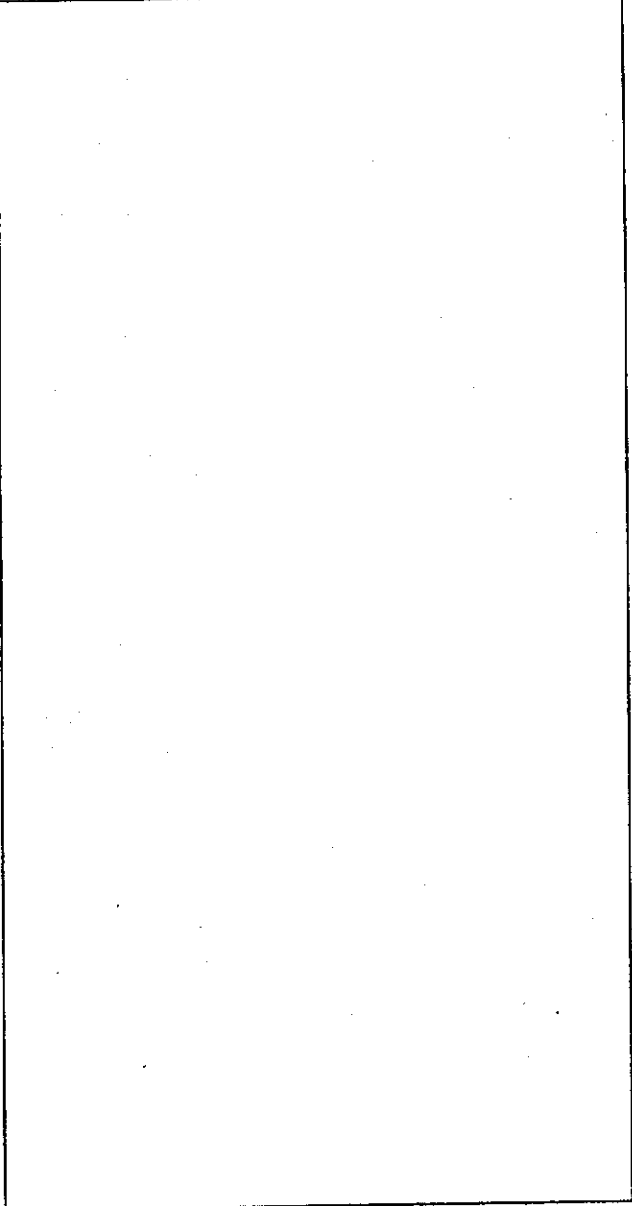
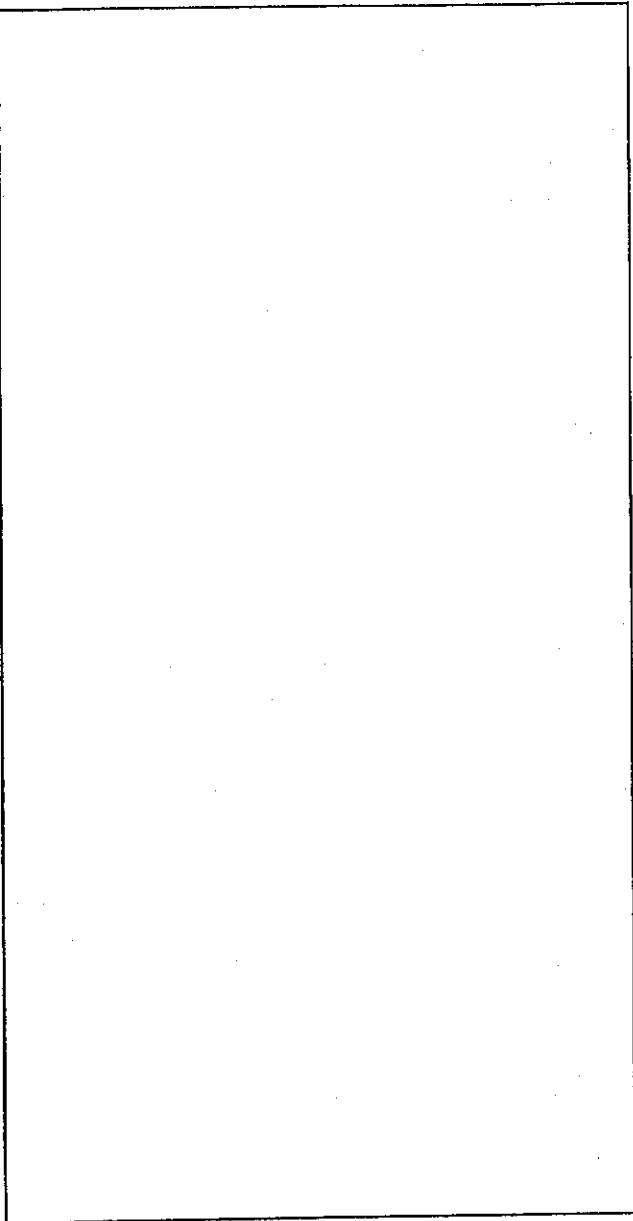
Guided Electives .....3 hours

Total Hours Required for the Degree .... 36 semester hours

continue on the back if necessary

### Justification:

This modification is based on stakeholder and student needs assessment research data, recommendations from the ACED Advisory Committee and adding an option in Business Education and Information Technology. The need for a set of "Degree Core" courses is valuable to provide all ACED Masters students regardless of concentration a common advanced knowledge base in our field. The "Area of Concentration" courses provide advanced knowledge and competencies that reflect the current state of the field. Moreover, the courses reflect the topics and areas of study identified as most needed by members of the profession, employers, and former and current students. The title of "Career and Technical Education" is more appropriate to the changes that have occurred in the profession.



Approvals are to be noted on the back.

Approvals:

Department Head(s)	<i>Royale L. Moutrey</i>	Date	10/01/07
Dean(s)/Director(s)	<i>[Signature]</i>	Date	10/24/07
College Executive Committee	<i>[Signature]</i>	Date	10/24/07
Graduate Executive Committee		Date	
Academic Committee		Date	

Valdosta State University  
**Request for Curriculum Change**

Indicate area of change (by typing an 'X'): D1

Core Curriculum (Area A,B,C,D,E,F):

Senior Curriculum

Graduate Program

Other

Current Catalog page number 62-63

Effective Date for Curriculum change August

(month)

2008

(year)

Degree & Program Name

(e.g., BFA, Art)

MED

Adult and Career Education

**Present Requirements or  
 Present Outcomes & Assessments**

(Include the latter only if changes are to be made)

**Proposed Requirements or  
 Proposed Outcomes & Assessments**

(Show changes in BOLD)

Requirements for the M.Ed. Degree with a Major  
 in Adult and Career Education (**Business  
 Education & Information Technology Option**)

COE Core Courses .....6 hours

RSCH 7100 .....3 hours

PSYC 7010 .....3 hours

Or

PSYC 7040.....3 hours

Degree Core Courses ..... 15 hours

**ACED 7640, ACED 7620, ACED 7900, ACED  
 7530, ACED 7510**

Area of Concentration

**ACED 7220, ACED 7230, ACED 7420, ACED  
 7810, ACED 7820.....15 hours**

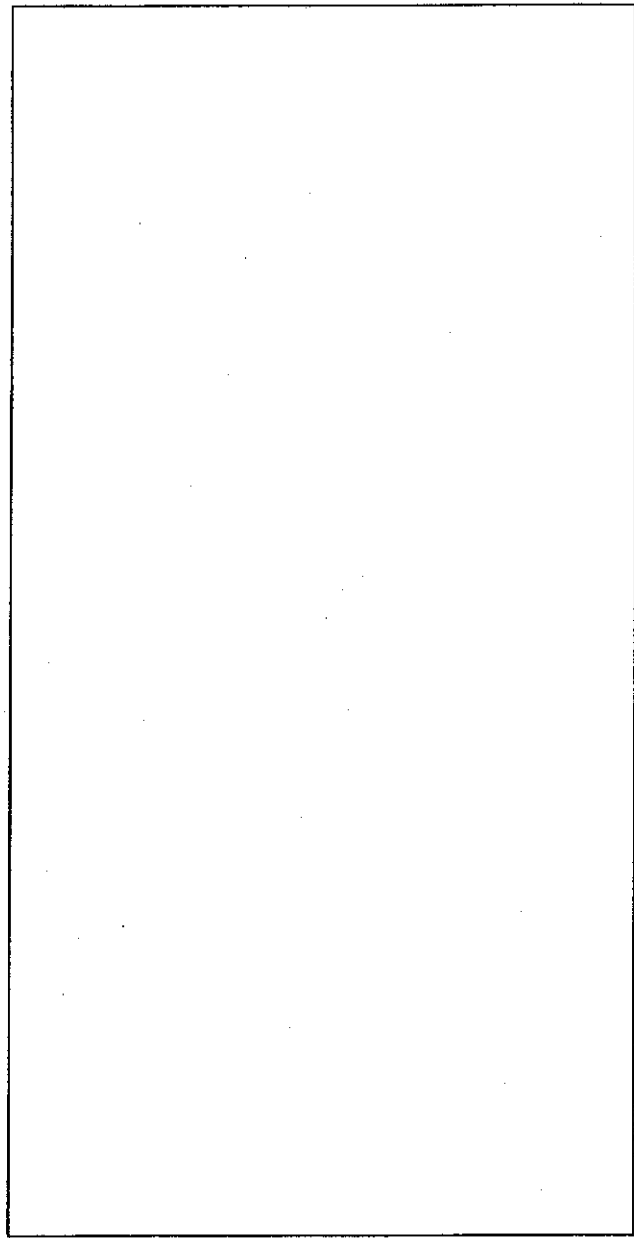
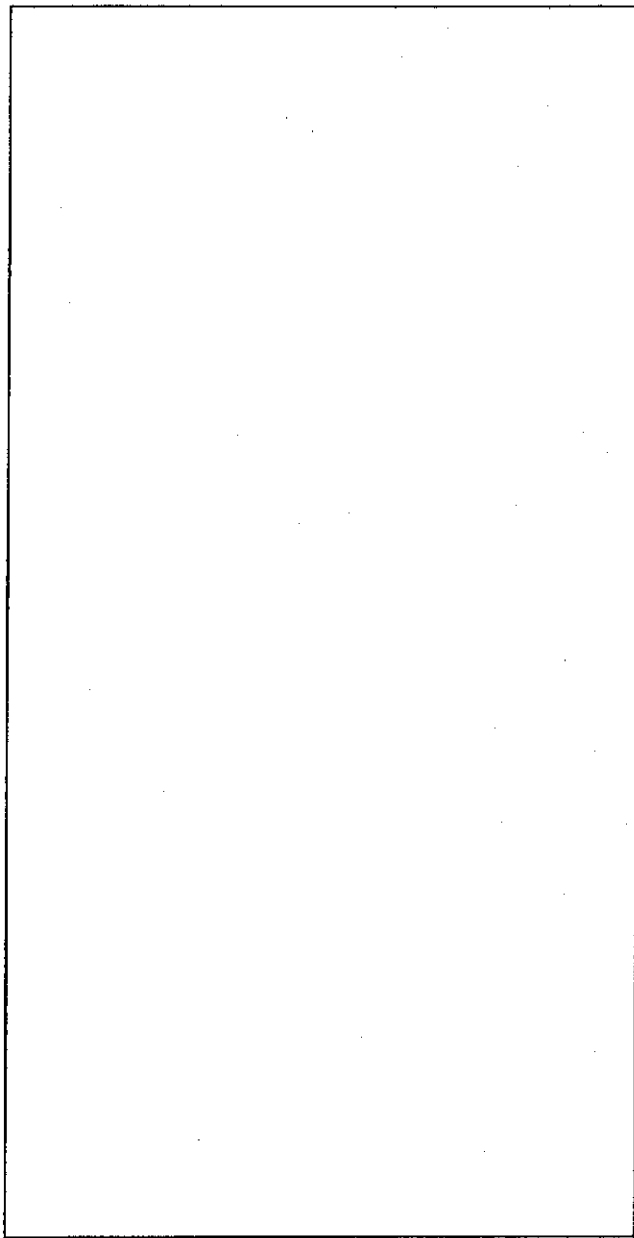
Total Hours Required for the Degree .... 36  
 semester hours

continue on the back if necessary

**Justification**

This modification is to establish the Business Education & Information Technology Option part of the Adult and Career Education Degree. Our intent is to deactivate the Masters of Education in Business Education as a separate degree program. The enrollments in the MS in Business Education have not been strong over the past few years and thus its viability as a separate degree is questionable. This modification will provide the option for graduate work in business education and also provide the courses that will lead to the earning of the impending Computer Programming Endorsement for Business Education teachers as recommended by the Georgia Department of Education. The ACED Advisory Committee and faculty believe this modification will attract more students to this option, and a unified degree in ACED will be a more marketable and viable degree.

continue on the back if necessary



Approvals are to be noted on the back.

Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

**Revised Course Description & Justification**

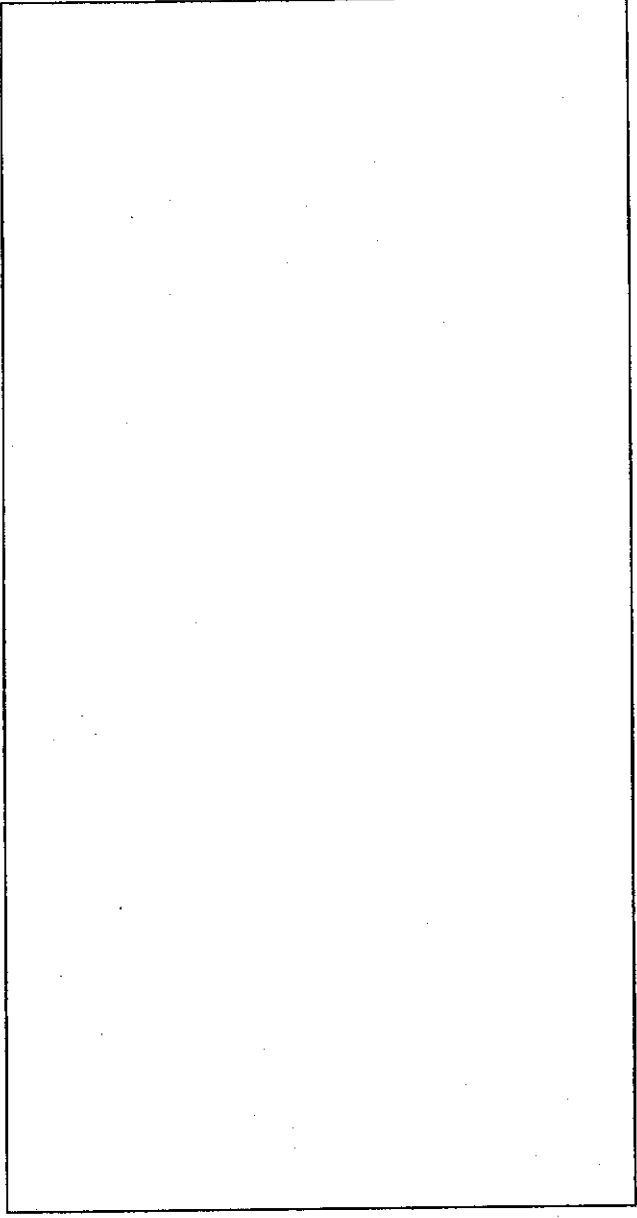
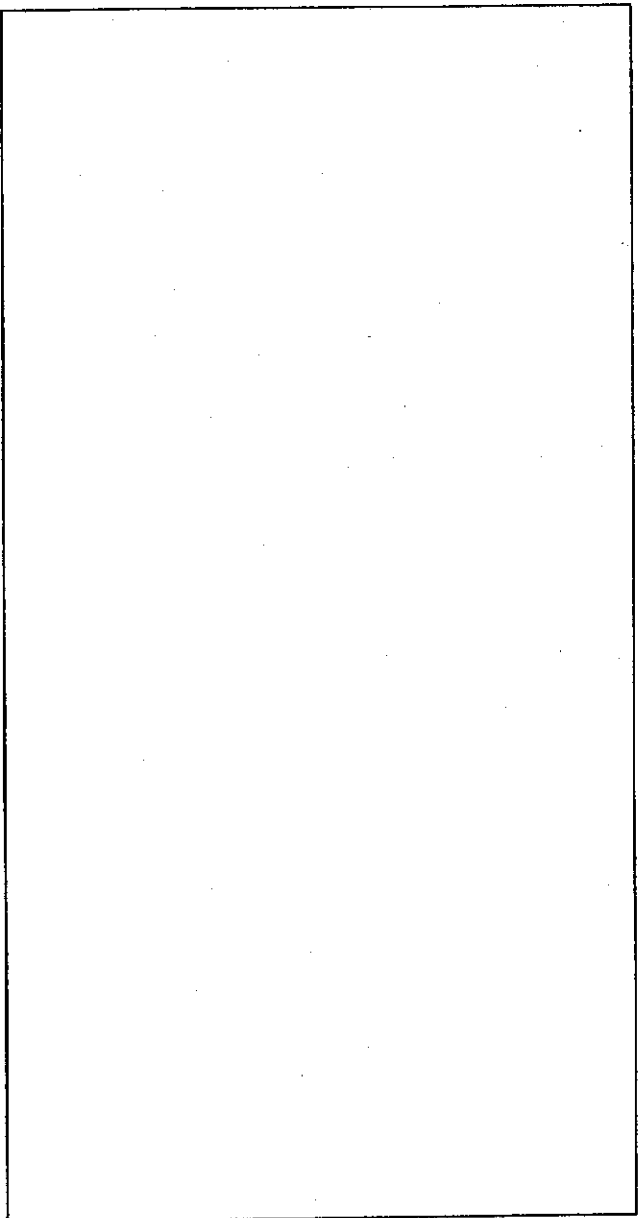
**Course Description:**

Development and understanding of program evaluation for the purpose of the improvement of the **adult and career education setting**. Emphasis placed on alternative approaches, models, and practical guidelines for implementation.

**Justification:**

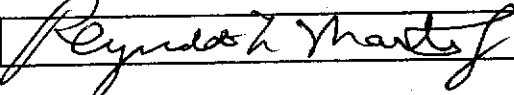
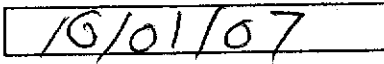
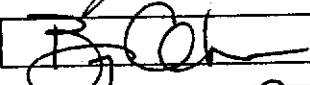
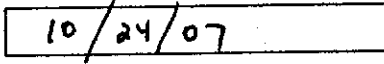
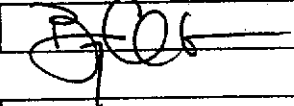
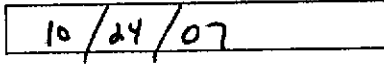




This course is being revised to include the current adult and career education issues in workforce and business education settings. Students who take this course come from a variety of backgrounds and professional interests, ranging from school teachers to post-secondary instructors and industry trainers. This course revision will allow students to learn how to effectively perform their professional duties at a level commensurate with their positions and instructional settings.

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Approvals are to be noted on the back.

Approvals:

Department Head(s)		Date	
Dean(s)/Director(s)		Date	
College Executive Committee		Date	
Graduate Executive Committee		Date	
Academic Committee		Date	

# Request for A Revised Course

Valdosta State University

Date of Submission: 10/1/07

Department Initiating Request: Adult and Career Education

Faculty Member Requesting Revision: Mary Willis

Current Course Prefix and Number: ACED 7990 Current Credit Hours: 3

Current Course Title: Evaluation and Analysis of Research in Business Education

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Once every year

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====For the following items, type an 'X' and complete only those items being revised.=====

Revised Course Prefix and Number: \_\_\_\_\_  
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title: Analysis of Research in Adult and Career Education

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:  
\_\_\_\_\_

Revised Total Contact Hours: \_\_\_\_\_

Revised Lecture Hours: \_\_\_\_\_  Revised Lab Hours: \_\_\_\_\_  Revised Credit Hours: \_\_\_\_\_

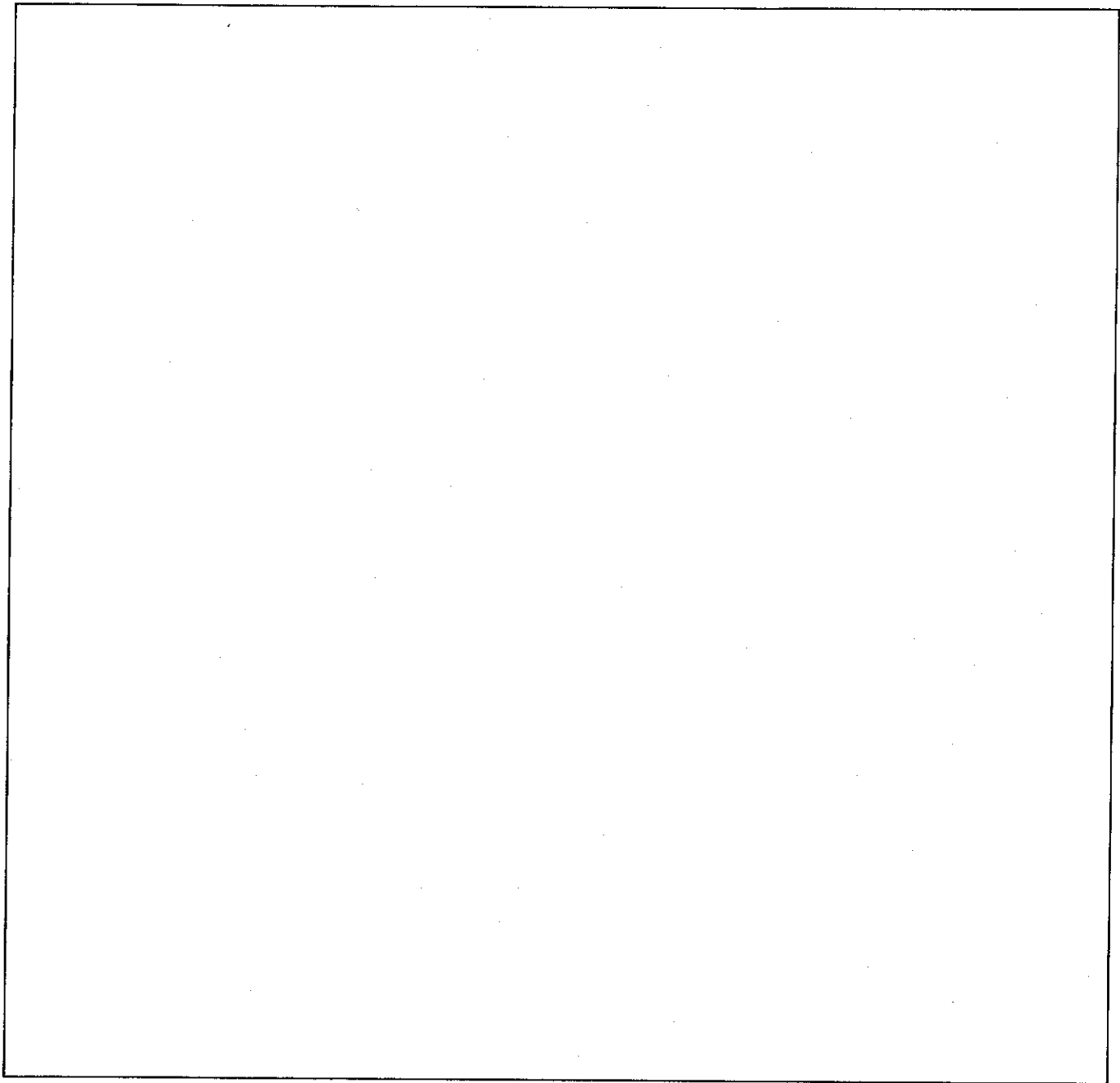
Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

Revised Course Description:  
Develop and enhance students' ability to analyze **and construct** relevant research in **Adult and Career Education**. Emphasis placed on the **analysis of** research methodology, research findings, implementation, and implications for **Adult and Career Education**.

Justification:  
This course is being revised to include the three areas of concentration in the modified Adult and Career Education Masters degree rather than exclusively focusing upon Business Education in the title and course description. The words changing in the title and description are where the current has "Business Education" the new proposes "Adult and Career Education." A broader research analysis class as a core degree course for all ACED masters students is needed to ensure the research rigor of the degree program.

Revised Course Description & Justification



Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date



# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====For the following items, type an 'X' and complete only those items being revised.=====

Revised Course Prefix and Number:   
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

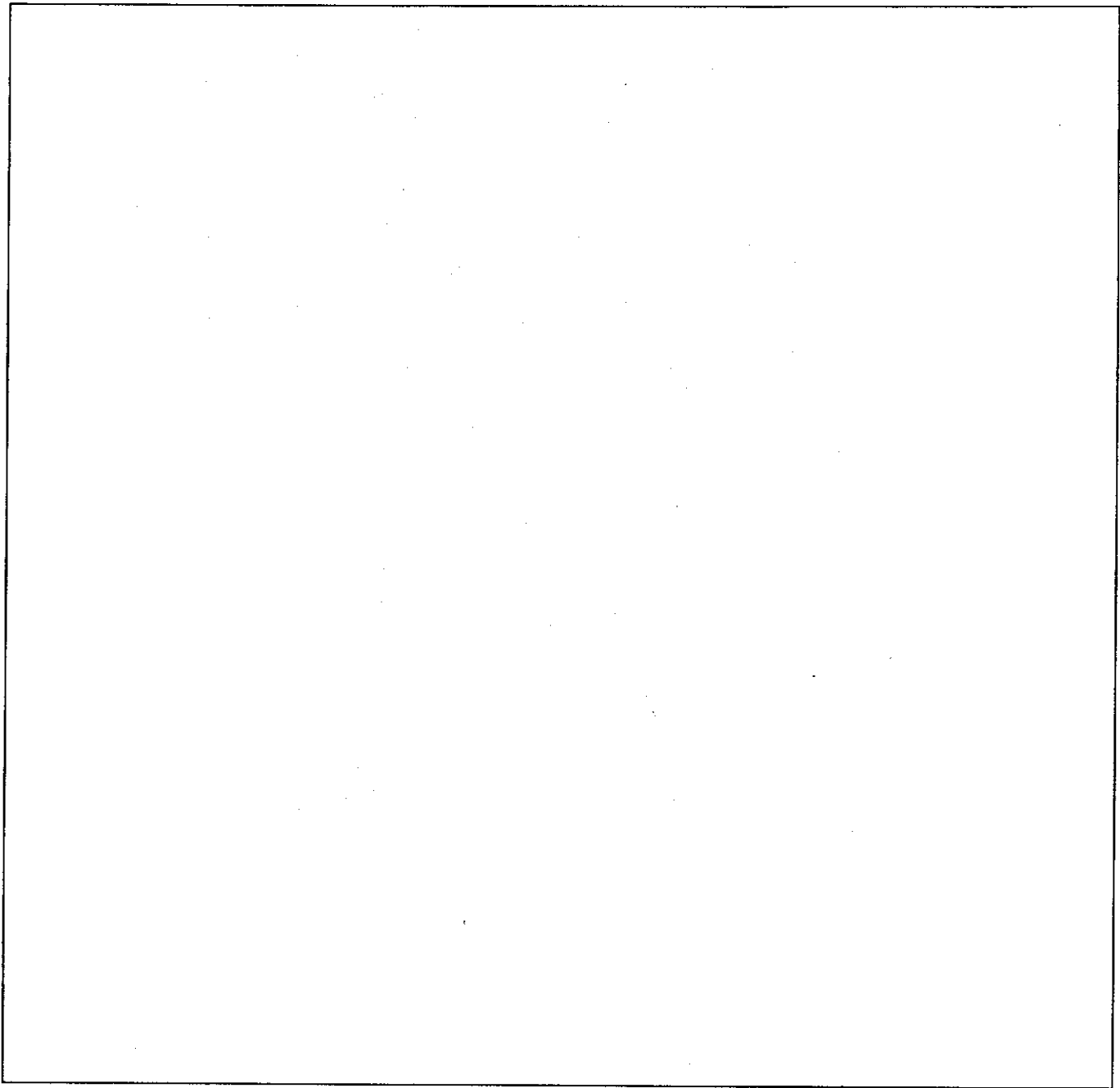
Revised Course Description & Justification

Revised Course Description:

"Supervision and mentoring of personnel, supervisory techniques, and methods of leadership for leaders in education and industry."

Justification:

Placing the words "supervision and mentoring" at the beginning of the course description is needed to properly reflect the nature of this graduate level course. The formal mentoring programs for new instructional and training personnel in the public schools, post-secondary institutions and in the private sector have become widespread. This course revision will provide the learning of needed competencies that are becoming a necessity for advanced ACED graduate students.



Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

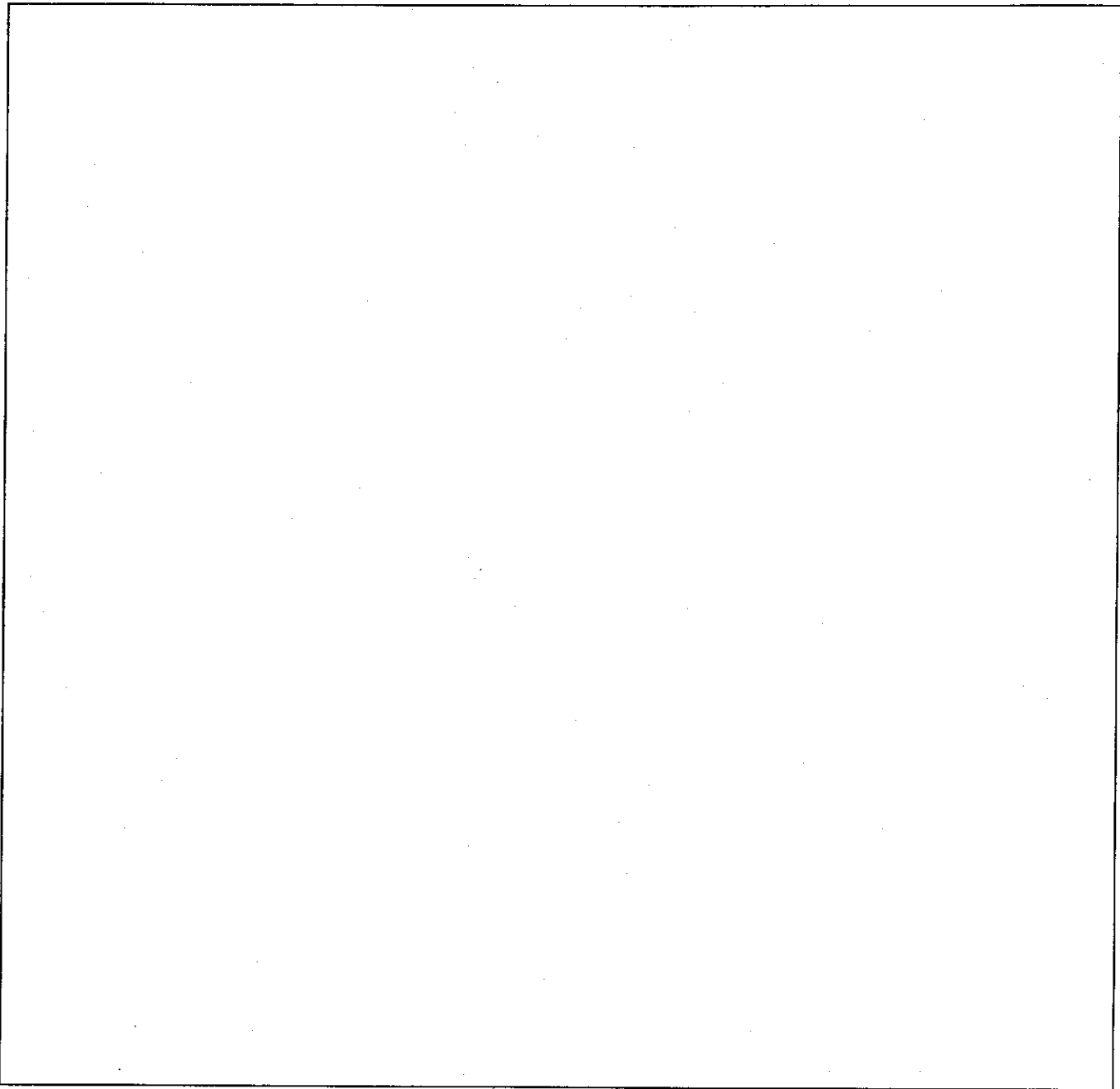
Revised Lecture Hours:  Revised Lab Hours:  Revised Credit Hours:

## Revised Course Description & Justification

Revised Course Number:  
Changing the course number from an 8000 to a 7000 level is more appropriate for a Masters level course

Revised Course Description:  
"Focus on communication theory. Study of the proper use of APA writing style, effective electronic, organizational, and multicultural communications and presentation techniques in adult and career education environments."

Justification:  
The modification to the study of more current styles and forms of communications in the Adult and Career Education environments are needed by graduate students who work in secondary, post-secondary and private industry sectors.



Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# Request for A Revised Course

Valdosta State University

Date of Submission: 10/1/07

Department Initiating Request: Adult and Career Education

Faculty Member Requesting Revision: J. D. Thomerson

Current Course Prefix and Number: ACED 7220 Current Credit Hours: 3

Current Course Title: Improvement of Instruction in Computer Technology

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Once every two years

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====For the following items, type an 'X' and complete only those items being revised.=====

Revised Course Prefix and Number: \_\_\_\_\_  
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title: \_\_\_\_\_

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:  
\_\_\_\_\_

Revised Total Contact Hours: \_\_\_\_\_

Revised Lecture Hours: \_\_\_\_\_  Revised Lab Hours: \_\_\_\_\_  Revised Credit Hours: \_\_\_\_\_

## Revised Course Description & Justification

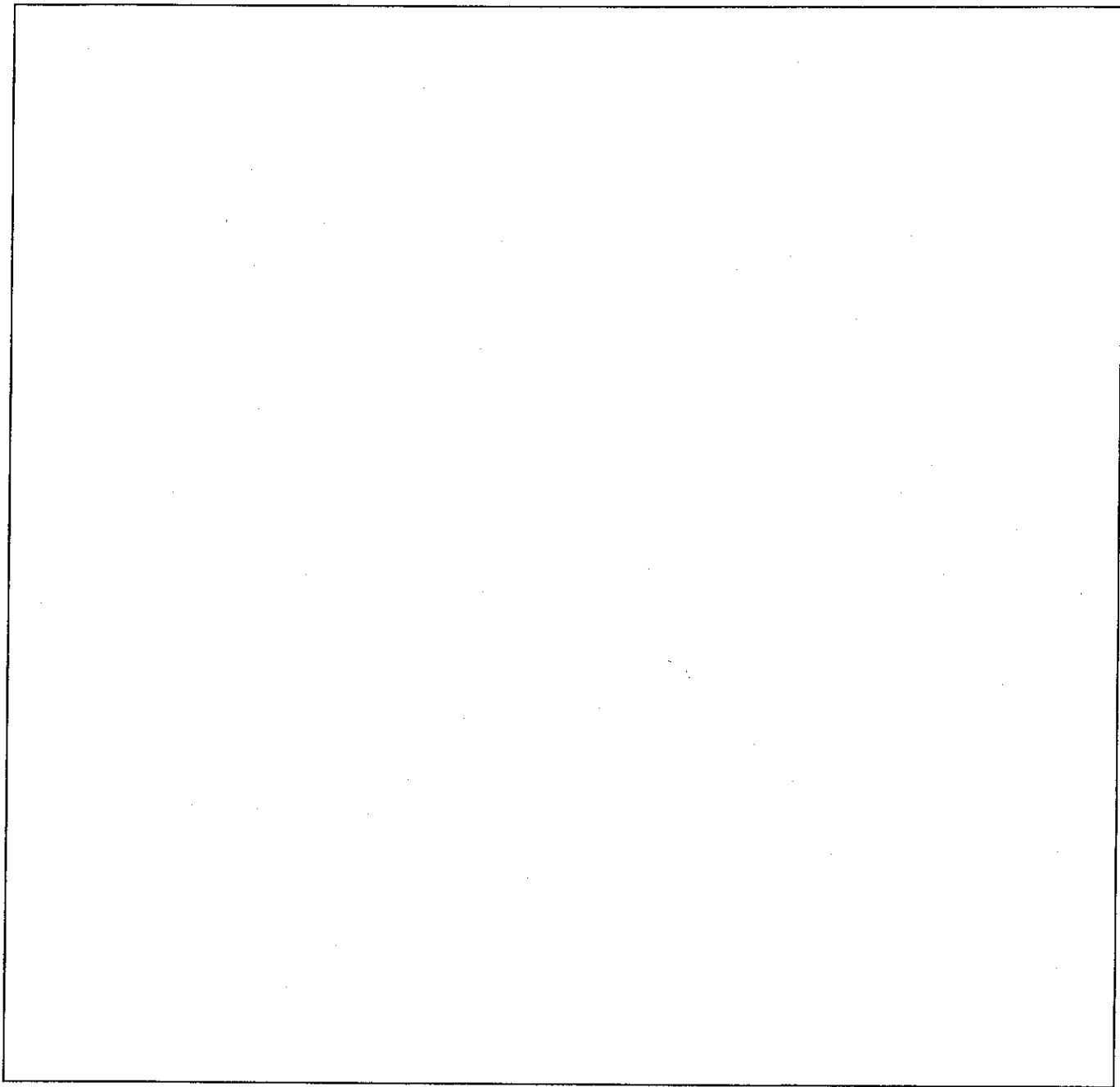
Revised Course Description:  
An analysis of methods, strategies, and problems associated with teaching **advanced** computer technology courses. Also included are the selection, acquisition, **and use** of state-of-the-art hardware and software and the design and maintenance of a technology lab in an educational setting.

Justification:  
This course description is being revised to include the term "advanced" before computer technology courses in the first line to more accurately communicate the level of study in the course. Also, the words "and use" is added to the second sentence of the course description to emphasis that students will be learning material in a hands-on manner.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

360



Approvals:

Department Head(s)	<input type="text" value="Reynolds J. Moody"/>	Date	<input type="text" value="10/01/07"/>
Dean(s)/Director(s)	<input type="text" value="B. O'Connell"/>	Date	<input type="text" value="10/24/07"/>
College Executive Committee	<input type="text" value="B. O'Connell"/>	Date	<input type="text" value="10/24/07"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====For the following items, type an 'X' and complete only those items being revised.=====

Revised Course Prefix and Number:   
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

## Revised Course Description & Justification

### Course Description:

Strategies for teaching **basic** business subjects, **economics**, and accounting. Emphasis is placed on examining the use of computers in the teaching/learning process; motivation techniques; evaluation tools; **gathering of resources**; and application of research to the instructional process.

### Justification:

This course is being revised to include an emphasis on Economics, as well as Basic Business Subjects and Accounting. The Professional Standards Commission has stated that secondary teachers with a business education certificate are deemed highly qualified to teach economics at the secondary level, so our advanced students should be prepared to teach economics. In addition, recent changes to the high school graduation requirements in Georgia mean that students will have less room in their schedules for electives such as those taught by business education teachers. Some of these teachers may end up teaching Economics, a required course, rather than lose their position at the school.

[Empty box for justification text]

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

Approvals:

Department Head(s)	<input type="text" value="Renee T. Masley"/>	Date	<input type="text" value="10/01/07"/>
Dean(s)/Director(s)	<input type="text" value="J. C. ..."/>	Date	<input type="text" value="10/24/07"/>
College Executive Committee	<input type="text" value="J. C. ..."/>	Date	<input type="text" value="10/24/07"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>



# Request for A New Course

Valdosta State University

Date of Submission: September 20, 2007  
Department Initiating Request: Adult & Career Education  
Faculty Member Requesting: Dr. Vesta R. Whisler  
Proposed New Course Prefix & Number: ACED 7420  
Proposed New Course Title: Creating and Delivering Online Instruction

Proposed New Course Title Abbreviation: Create/Deliver Online Instr  
(for Student Transcript)  
Limited to 30 characters and spaces:

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Once per year

Indicate (by typing an 'X') if Course will be: X Requirement for Major \_\_\_ Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

Total Contact Hours: 3 Lecture Hours: 3 Lab Hours: 0 Credit Hours: 3

## Proposed Course Description

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Exploring procedures, best practices, and learning theories related to using the Internet as a method of delivering instruction. Practice in the preparation of materials and assignments that utilize the Internet to foster interactive learning environments in face-to-face, blended, and online courses.

---

Justification (continue on back if necessary)

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With the current and anticipated growth of on-line learning in Business Education and Information Technology, this course will provide the knowledge and skills needed by graduate students to effectively provide instruction through this instructional delivery medium.

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NOTE: ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.

Approvals:  
Department Head(s)

*Reynold / Madg.*

Date 10/6/07

Dean(s)/Director(s)

*[Signature]*

Date 10/24/07

College Executive Committee

*[Signature]*

Date 10/24/07

Graduate Executive Committee

Date

Academic Committee

Date

# ACED 7420 – Creating and Delivering Online Instruction (3 Credits)

\*\*\*\*\*

Valdosta State University -- College of Education -- Department of Adult and Career Education  
Conceptual Framework: Guiding Principles for Graduate Programs

1. Graduates of this program are committed to students and their learning.
2. Graduates know the subjects they teach and how to teach those subjects to students.
3. Graduates are responsible for managing and monitoring student learning.
4. Graduates think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

## *Developing Professionals through Standards-Based Practices*

\*\*\*\*\*

### **COURSE DESCRIPTION**

An exploration of procedures, best practices, and learning theories related to using the Internet as a method of delivering instruction. Practice in the preparation of materials and assignments that utilize the Internet to foster interactive learning environments in face-to-face, blended, and online courses.

### **COURSE OBJECTIVES**

Numbers in parentheses following each objective refer to the College of Education Conceptual Framework Guiding Principles (above)

Upon completion of this course, the student will be able to:

- CO 1. Experience an orientation process that can help students and teachers familiarize themselves with an online learning platform and support services. (1, 2, 3, 4)
- CO 2. Study and reflect on institutional, system, and Board of Regent's policies and procedures related to online delivery of instruction. (2, 4)
- CO 3. Examine the growth of K-12 online learning at the state and national level. (2)
- CO 4. Cultivate an understanding of online learning theory. (2, 4)
- CO 5. Through self-analysis and readings, recognize teaching styles that will or will not result in effective student learning when moved to the online environment. (1, 4)
- CO 6. Perceive the role of the faculty member using various degrees of online delivery (face-to-face, blended, or totally online). (2, 4)
- CO 7. Engage in activities involving the transformation of existing course materials to an online delivery platform. (2, 3, 4)
- CO 8. Examine ways to contribute personal experience and perspectives in order to foster practical application and critical thinking in an online environment. (1, 3, 4)

- CO 9. Use software tools and various media to present content and explain complex concepts. (1, 2, 3, 4)
- CO 10. Investigate virtual library and other resources available to students online. (1, 2, 3, 5)
- CO 11. Develop the ability to foster online learning communities through discussion boards, live chats, and groups. (1, 2, 3, 4, 5)
- CO 12. Practice writing effective discussion questions to foster interaction and learning. (1, 2, 3, 4, 5)
- CO 13. Practice evaluating discussion board activity with a threaded discussion board rubric. (1, 2, 3, 4, 5)
- CO 14. Examine online alternative assessment methods. (1, 2, 3, 4)
- CO 15. Use online tools to communicate feedback in a clear and concise manner. (1, 2, 3, 4, 5)
- CO 16. Discuss methods for preventing cheating and plagiarism online. (1, 2, 3, 4)

**TEXTBOOK AND/OR REQUIRED READINGS**

Various readings and links to online resources

**COURSE REQUIREMENTS**

- 1. Orientation (CO 1)
- 2. Online Readings (CO 1-16)
- 3. Discussions (CO 7, 8, 9, 11, 15, 16)
- 4. Collaborative Rubric Project (CO 12, 13)
- 5. Self-Analysis Project (CO 5, 9)
- 6. Individual Presentations (7, 8, 9)
- 7. Final Reflective Paper (CO 1-16)

**COURSE EVALUATION**

The following grading structure for this course has been accepted by the ACED Department:

Orientation Activities	= 100 points
Online Discussions/Assignments	= 300 points
Collaborative Rubric Project	= 100 points
Self-Analysis Project	= 100 points
Individual Presentations	= 100 points
Final Reflective Paper	= <u>300 points</u>

1000 points

**Final Grading Scale**

895-1000 = A      795-894 = B      695-794 = C      595-694 = D    below 595 = F.

368

## **PARTICIPATION/ATTENDANCE POLICY**

Only students who participate in required discussions, projects, and other assignments during the appropriate sessions *by the deadlines set forth in the schedule* will earn points for those tasks.

## **PLAGIARISM**

Plagiarism detection software or websites may be used during the evaluation of students' work. The full text of VSU's plagiarism policy is available in the Student Handbook and also in the College of Education Dean's Office, EC Room 227.

The following penalties will be enforced:

- First Offense:** The student will earn a "0" on the assignment, test, project, etc.
- Second Offense:** The student will earn the letter grade of "F" for the course and further action involving referral of the matter (with documentation) to the appropriate university officials within the administrative structure will be taken.

## **SPECIAL NEEDS STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students not registered with the Special Services Program must contact the Access Office for Students with Disabilities located in Room 1115, Nevins Hall. The phone number is 245-2498.

## **FACULTY CONTACT INFORMATION**

**Name:**

**Phone:**

**Office:**

**Email:**

**Web site:**

**Office Hrs:**

**ACED 7420 Creating and Delivering Online Instruction**  
***Tentative Assignment Schedule***

Session	Dates	Topics	Activities	Possible	Earned
1		CO 1 Orientation	Navigate the course interface	100	
2		CO 2 Policies & Procedures	Readings, Discussions	20	
3		CO 3 Growth of K-12 Online Learning	Readings, Discussions	20	
4		CO 4 Online Learning Theory	Readings, Discussions	20	
5		CO 5 & 6 Self-Analysis – Teaching Styles & Faculty Roles	Readings, Discussions, Self-Analysis Project	20 100	
6		CO 7 Moving Existing Materials Online	Share documents in the Discussion Board	30	
7		CO 8 Maintaining a Personal Connection	Share lectures in the Discussion Board	30	
8		CO 9 Software and Media	Readings, Discussions, Individual Presentations	20 100	
9		CO 10 Virtual Library	Exploration, Discussions	20	
10		CO 11 Discussion Boards, Live Chats, Groups	Exploration, Discussions	20	
11		CO 12 Writing Discussion Questions	Facilitate Discussions	40	
12		CO 13 Threaded Discussion Rubric	Group Rubric Project	100	
13		CO 14 Alternative Assessments	Readings, Discussions	20	
14		CO 15 Online Feedback	Practice Discussions	20	
15		CO 16 Cheating & Plagiarism	Readings, Discussions	20	
		Final Reflective Paper		300	

**Your professor reserves the right to change this schedule as necessary.  
 You will be notified of any changes to the schedule  
 during class meetings or via electronic communication.**

# Request for A New Course

Valdosta State University

Date of Submission: October 1, 2007

Department Initiating Request: Adult and Career Education

Faculty Member Requesting: Marcella (Cindy) Prater

Proposed New Course Prefix & Number: ACED 7810

Proposed New Course Title: Computer Programming for Educators

Proposed New Course Title Abbreviation (for Student Transcript)  
Comp Prog for Educators

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Every other Fall

Indicate (by typing an 'X') if Course will be: X Requirement for Major    Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

Total Contact Hours: 03 Lecture Hours: 03 Lab Hours: Credit Hours: 03

## Proposed Course Description

Programming in a high-level language, including algorithm design, data types and classes, basic control structures, file processing, arrays, and object-oriented programming. Students will be required to prepare algorithms and write programs to solve problems, test, and debug the programs. An overview of computer environments, hardware and software components, machine level programming, and information systems will also be covered. This course is an introductory course in computer programming, and is one of two courses which may be used for the Computer Science endorsement.

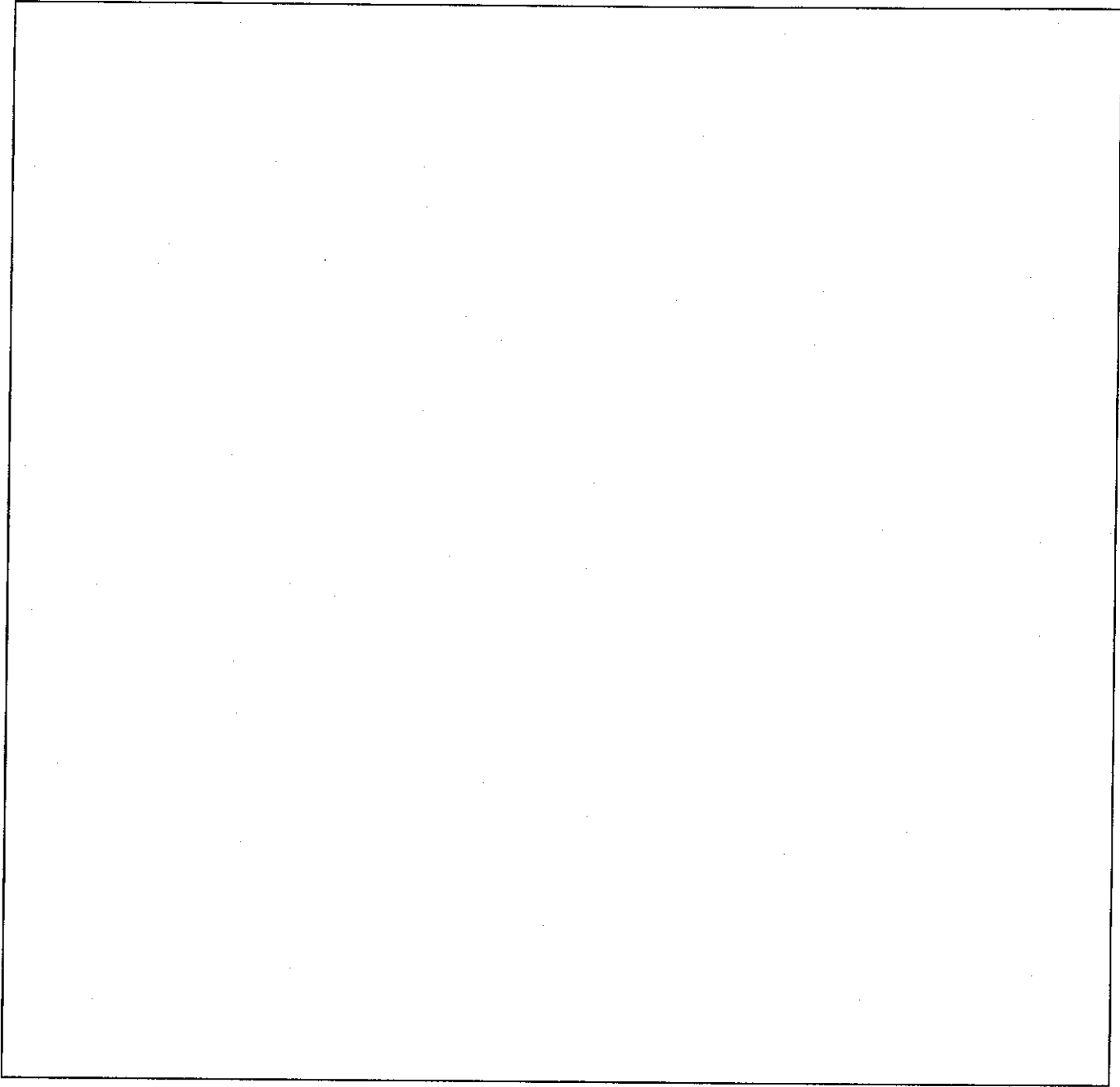


**Justification (continue on back if necessary)**

The Professional Standards Commission is in the process of approving an endorsement in Computer Science. ACED 7420 would be one of two courses which our department would submit for approval to meet that endorsement.

In addition, the Georgia Department of Education has approved three career pathways for Career/Technology students at the secondary level. One of these career pathways is Computing, and would consist of three courses titled Computing in the Modern World, Beginning Programming, and Intermediate Programming. Completion of ACED 7420, along with a methods course, would enable Masters' students with an emphasis in business education to teach these three courses.

**NOTE: ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS. Attached.**



Approvals:

Department Head(s)

*Reginald T. Mandy*

Date

10/25/07

Dean(s)/Director(s)

*[Signature]*

Date

10/24/07

College Executive Committee

*[Signature]*

Date

10/24/07

Graduate Executive Committee

Date

Academic Committee

Date

**ACED 7810**  
**COMPUTER PROGRAMMING FOR EDUCATORS**  
**3 Semester Hours**

\*\*\*\*\*

**College of Education**  
**Valdosta State University**  
**Department of Adult and Career Education**  
**Conceptual Framework: Guiding Principles**  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

**Dispositions Principle:** Productive dispositions positively affect learners, professional growth, and the learning environment.

**Equity Principle:** All learners deserve high expectations and support.

**Process Principle:** Learning is a life-long process of development and growth.

**Ownership Principle:** Professionals are committed to, and assume responsibility for, the future of their disciplines.

**Support Principle:** Successful engagement in the process of learning requires collaboration among multiple partners.

**Impact Principle:** Effective practice yields evidence of learning.

**Technology Principle:** Technology facilitates teaching, learning, community building, and resource acquisition.

**Standards Principle:** Evidence-based standards systematically guide professional preparation and development.

## REQUIRED TEXTBOOKS

tba

## COURSE DESCRIPTION

This course is an introductory course in computer science and computer programming, and is one of two courses which may be used for the Computer Science endorsement. This course will cover programming in a high-level language, including algorithm design, data types and classes, basic control structures, file processing, arrays, and object-oriented programming. Students will be required to prepare algorithms and write programs to solve problems and test and debug the programs. An overview of computer environments, hardware and software components, machine level programming, and information systems will also be covered.

## COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.

### COURSE OBJECTIVES (CO):

Upon completion of this course, the student will be able to:

1. Demonstrate knowledge of and skill regarding the syntax and semantics of a high level programming language, its control structures, and its basic data representations.
2. Demonstrate knowledge of and skill regarding common data abstraction mechanisms.
3. Demonstrate knowledge of and skill regarding program correctness issues and practices.
4. Design, implement, and test programs of sufficient complexity to demonstrate knowledge and skills regarding the high-level language, its control structures, and basic data representations.
5. Effectively use a variety of computing environments (e.g., single-and multi-user systems and multiple operating systems).
6. Describe the operation of a computer system—CPU & instruction cycle, peripherals, operating system, network components, and application—indicating their purposes and interactions among them.
7. Describe how data items are represented at the machine level.
8. Identify and provide usage examples of the various data structures and files provided by a programming language.
9. Describe elements (people, hardware, software, etc.) and their interactions within information systems (database systems, the Web, etc.).

## COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

1. Each student will be required to plan, write code, test, and debug various programs during the term. (1, 2, 3, 4, 8)
2. Each student will be required to complete various assignments to aid in learning coding practices and procedures (1, 2, 3, 4, 8)
3. Students will perform at least one task in an operating system other than Windows, comparing and contrasting the features of the operating system, the environment of the operating system, and the application software to Windows.(5)
4. Each student will complete tasks involving the maintenance and upgrading of a computer. (6)
5. Each student will design a computer system, identifying the specific hardware, software, and network components needed for the system. (6)
6. Each student will write a message in ASCII code. (7)
7. Each student will design an information system for a given task/function. (9)
8. Each student will join in class discussions regarding primitive data representations and techniques for minimizing its impact. (7)

## COURSE EVALUATION

Programming assignments: 50%  
Design of a computer system and an information system: 20%  
Exams (midterm, final): 30%

### Grading Scale:

90 - 100 = A	70 - 79 = C	Below 60 = F
80 - 89 = B	60 - 69 = D	

Final Exam: tba

## ATTENDANCE POLICY

Absences, for whatever reason (excused OR unexcused), will be handled according to school policy as set forth in the Valdosta State University catalog.

## PLAGIARISM AND CHEATING

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced:

**FIRST OFFENSE:** The student will earn a "0" on the assignment, test, project, etc.  
**SECOND OFFENSE:** The student will earn the letter grade of "F" for the course.  
**THIRD OFFENSE:** The student will earn the letter grade of "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate university officials within the administrative structure will be taken. (Please see page 39 of the VSU Student Handbook.)

## SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students not registered with the Special Services Program must contact the Access Office for Students with Disabilities located in Room 1115, Nevins Hall. The phone number is 245-2498.

## GENERAL POLICIES

1. Students are required to have access to the Internet, Instant Messaging, and E-Mail.
2. All work is to be submitted on time unless arrangements have been made with the professor prior to the assignment's due date. Homework must be turned in by the beginning of the class on the day which it is due. Late assignments will carry a penalty of 50 percent deduction. Work will be accepted for grading no later than one class meeting after the due date. Homework will not be accepted after that time and a grade of zero will be posted.
3. There will be no makeup for examinations unless a student has made prior arrangements with the professor before said exam. Do not assume you will be allowed to make up an exam. If a student misses an examination and permission has not been granted for a makeup exam by the professor, the grade for that student's missed examination will be zero. It is a student's responsibility to contact the professor regarding homework and permission to make up an exam.

## INSTRUCTOR

# Request for A New Course

Valdosta State University

Date of Submission: October 1, 2007  
Department Initiating Request: Adult & Career Education  
Faculty Member Requesting: Iris Ellis  
Proposed New Course Prefix & Number: ACED 7820

Proposed New Course Title: Diverse Learners in Adult and Career Education

Proposed New Course Title Abbreviation: Div Learners in ACED  
(for Student Transcript)  
Limited to 30 characters and spaces:

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Once per year

Indicate (by typing an 'X') if Course will be:  Requirement for Major  Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

Total Contact Hours: 3 Lecture Hours: 3 Lab Hours: 0 Credit Hours: 3

## Proposed Course Description

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Identifying and meeting the learning needs of diverse students through differentiated instructional strategies, processes, products and assessments. Emphasis on enhancing the knowledge, skills, and dispositions needed to design and deliver diverse instruction in Adult and Career Education settings

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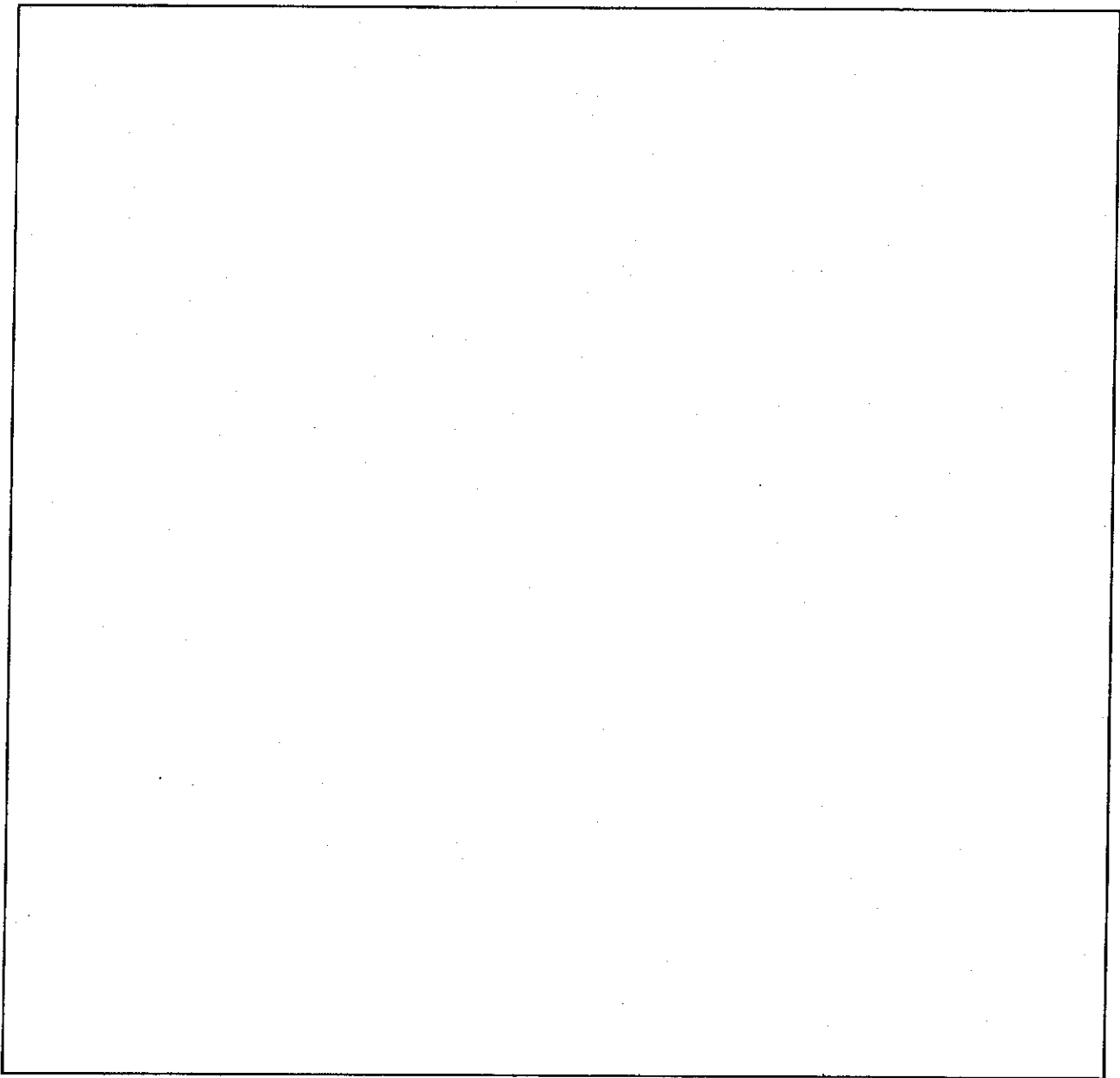
Justification (continue on back if necessary)

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This course will provide the competencies needed by ACED graduate students to effectively work with a growing diverse student population in both the secondary and post-secondary settings. Feedback from former and current graduate students indicates a strong desire and need for this course.

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NOTE: ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS



Approvals:

Department Head(s)

*Reynold L. Mastrop*

Date

10/6/07

Dean(s)/Director(s)

*J. Col*

Date

10/24/07

College Executive Committee

*J. Col*

Date

10/24/07

Graduate Executive Committee

Date

Academic Committee

Date



**ACED 7820**  
**DIVERSE LEARNERS IN ADULT AND CAREER EDUCATION**  
**3 Semester Hours**

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**College of Education**  
**Valdosta State University**  
**Department of Adult and Career Education**  
**Conceptual Framework: Guiding Principles**  
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

**Dispositions Principle:** Productive dispositions positively affect learners, professional growth, and the learning environment.

**Equity Principle:** All learners deserve high expectations and support.

**Process Principle:** Learning is a life-long process of development and growth.

**Ownership Principle:** Professionals are committed to, and assume responsibility for, the future of their disciplines.

**Support Principle:** Successful engagement in the process of learning requires collaboration among multiple partners.

**Impact Principle:** Effective practice yields evidence of learning.

**Technology Principle:** Technology facilitates teaching, learning, community building, and resource acquisition.

**Standards Principle:** Evidence-based standards systematically guide professional preparation and development.

## REQUIRED TEXTBOOKS

### COURSE DESCRIPTION

A study of how to identify the learning needs of diverse students and how to differentiate instructional content, processes, products, and assessments in order to meet these needs. Emphasis on enhancing the knowledge, skills, and dispositions to design and deliver diverse instructional strategies in Adult and Career Education classrooms.

### COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

### COURSE OBJECTIVES (CO): The student will:

- CO 1. Review the professional, legal, and ethical considerations in teaching children and communicating with parents and colleagues. (I, II)
- CO 2. Relate theories of learning to identifying needs of individual students and to planning appropriate differentiated instruction. (I, II, III, IV)
- CO 3. Analyze data about community, school, classroom, and individual students to identify individual student needs. (II, III, IV, V)
- CO 4. Investigate factors for students from diverse backgrounds that impact student learning. (II, III)
- CO 5. Examine appropriate strategies to differentiate planning, instruction, and assessment to meet needs of individual students. (I, II, III, IV, V)
- CO 6. Develop strategies for both teachers and students to monitor learning, behavior, and motivation of individual students (I, II, III, IV, V)

## COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

This course is evaluated with performance assessments. It is important that you view each assignment as an opportunity for you to demonstrate evidence that you understand important pedagogical knowledge as outlined by the Conceptual Framework Standards. You should demonstrate insight and depth of understanding and go well beyond a superficial "participation" assignment. You should also view each assignment as a potential artifact for inclusion in your electronic portfolio.

1. Understanding Student Diversity (CO 1, 2, 3, 4) 30 pt: Candidates will complete assignments addressing the following topics.
  - Knowing Students (10 pt): Investigate a variety of instruments for assessing learning profiles (including Gardner's Multiple intelligences, Learning styles, Color styles)
  - Diversity Research and Presentation (20 pt): Individuals summarize three research articles related to a diversity issue (10 pt). Groups present an interactive presentation to the rest of the class related to the diversity issues (10 pt).
2. Identifying Student Readiness and Needs (CO 1, 2, 3, 4, 5, 6) 30 pt: Candidates will complete assignments addressing the following topics.
  - Comparison of Learning Theories (10 pt): Compare and contrast behaviorist, humanist, and constructivist camps of learning theories together with their implications for planning instruction for diverse students.
  - School Report Card (10 pt): Analyze report card data from Georgia Department of Education to identify instructional priorities under NCLB mandates for a given school with focus on achievement gap.
  - Analyze Student Work (10 pt): Analyze examples of individual student work samples.
3. Planning differentiated instruction (CO 5, 6) 45 pt: Candidates will provide examples of methods for differentiating instruction for whole-class, small-group, and individual groupings at different levels of Bloom's Taxonomy. Planned instruction will include:
  - Differentiation by Learning Contracts (6 pt)
  - Differentiation Based on Readiness (8 pt)
  - Differentiation Based on Interest (6 pt)
  - Differentiation Based on Learning Profile (6 pt)
  - Preassessment (diagnosis) (6 pt)
  - Formative assessment (6 pt)
  - Differentiated Assessment (7 pt)
4. Reading, Discussion and Participation (CO 1, 2, 3, 4, 5, 6) 30 pt:
  - Candidates will read assigned text and be prepared to present the information to the class.
  - Candidates will read articles related to issues such as a) Attendance and engagement, b) Socioeconomic factors, c) Gender, d) Ethnicity and cultural background, e) Special needs, f) Ethical and legal factors. Then they will share their findings with other students to articulate the rationale for implementing differentiated instruction.
  - Candidates will demonstrate their understanding through participation in classroom discussion and/or on-line discussion board. Focus is on insight rather than quantity.
5. Final (15 pt). A final assignment will be assigned. The format will be determined based on participation, needs, and interests of candidates in the class. Date: ??.

## EVALUATION

<u>Course Assignments</u>		<u>Field Experience</u>	
Understanding Student Diversity	30	Log	10
Identifying Student Readiness and Needs	30	Journal Observations	15
Planning Differentiated Instruction	45	Journal Analysis	15
Discussion & Participation	30	Journal Reflections	10
Final	15		

### Grading Scale

A = 180-200 pt (90-100 %)

B = 160-179 pt (80-89 %)

C = 140-159 pt (70-79 %)

D = 120-139 pt (60-69 %)

F = 119 pt or below (59 % or below)

## POLICY STATEMENT ON PLAGIARISM AND CHEATING

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

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**THIRD OFFENSE:** The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

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Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

## INSTRUCTOR

Mrs. Iris Ellis

Office: Room 211, Education Center, VSU

Adult and Career Education Department

Valdosta State University

1500 N. Patterson St, GA 31698

Phone: Work: 229-333-5928 (main office)

229-333-5514 (personal office)

Home: 229-333-0215

Email: icellis@valdosta.edu

# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

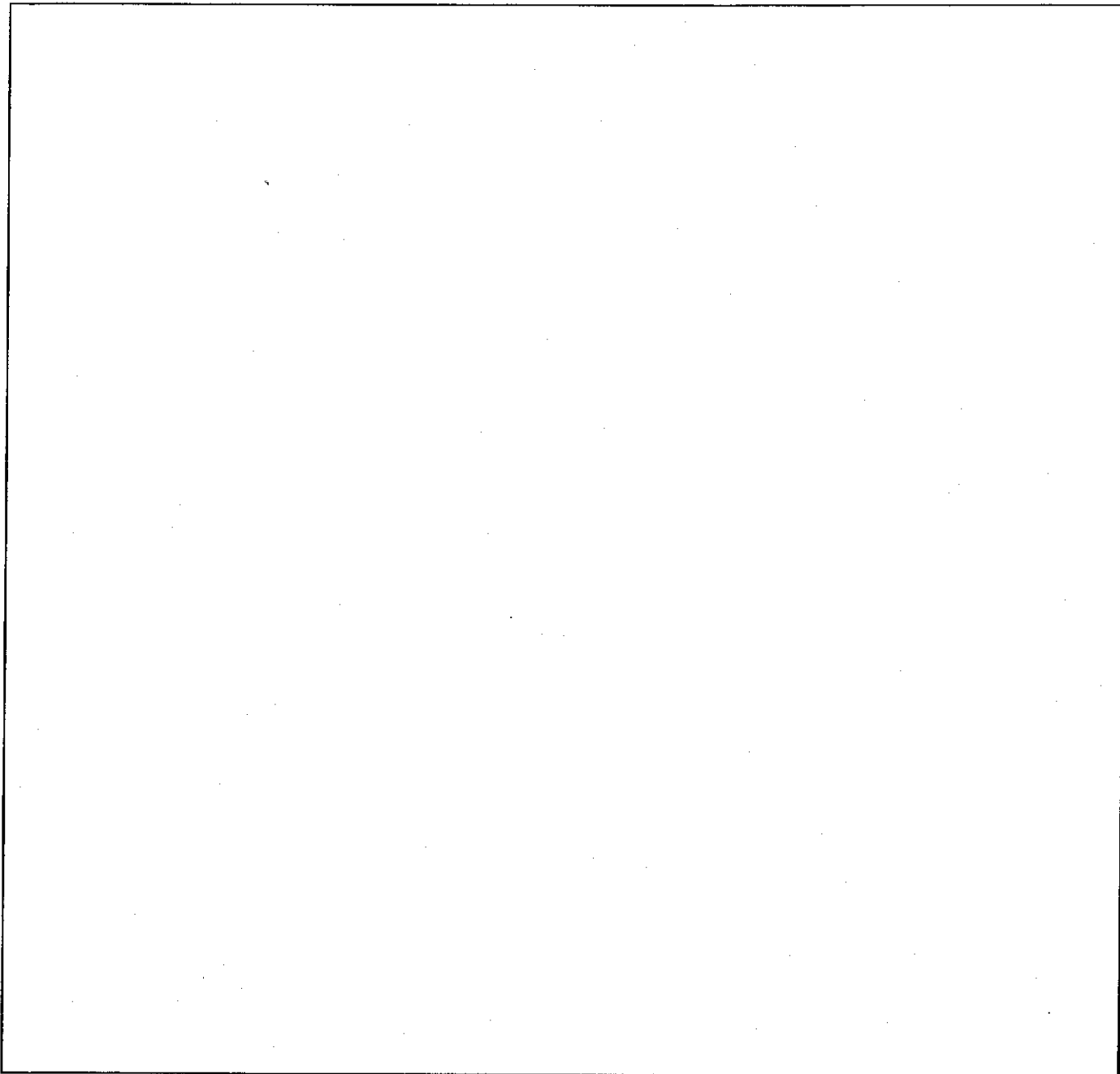
Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

Revised Course Description & Justification

Revised Course Description:  
"In depth inquiry into the background, purposes, philosophies, policies and principles of adult and career education. Students will study the impact of federal and state legislation."  
Justification:  
The addition of the words "in depth" at the beginning of the course description is needed to properly reflect the nature of this graduate level course. The addition of the words "adult and" prior to "career education" will better communicate the congruency of this course with the modified masters degree and the program.



Approvals:

Department Head(s)

*Reynolds L. Madsen*

Date

10/01/07

Dean(s)/Director(s)

*[Signature]*

Date

10/24/07

College Executive Committee

*[Signature]*

Date

10/24/07

Graduate Executive Committee

Date

Academic Committee

Date

# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:   
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

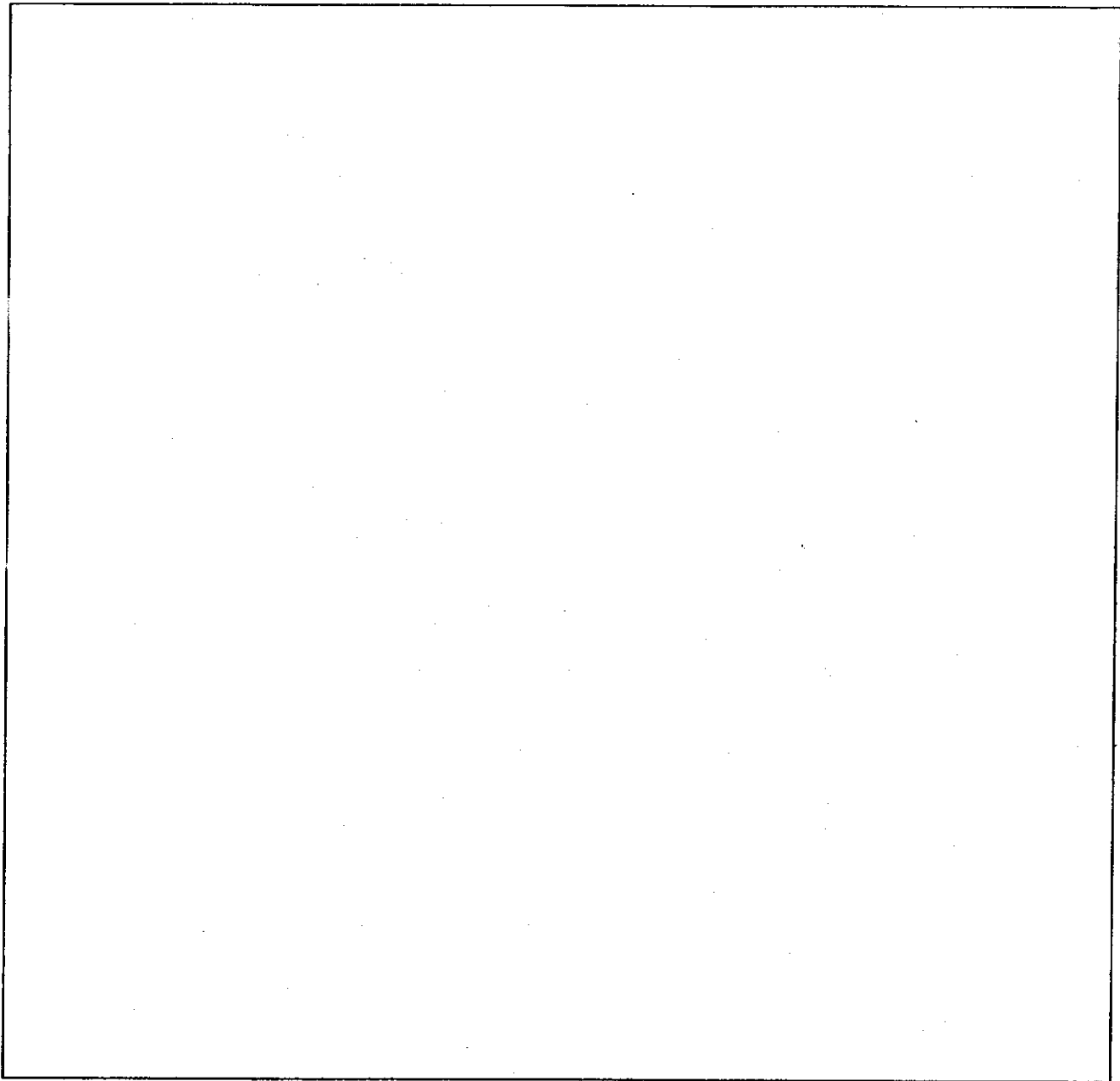
## X Revised Course Description & Justification

### Course Description:

Introduction to **Workforce Education and Development**. Emphasis on models of program design, needs assessment, costs, and benefits to the sponsoring corporation or agency; and methods of enhancing human performance in the workplace.

### Justification:

This course is being revised to reflect structural and directional changes in the ACED Masters program as well as changes in the field. The changes in the title and course description will now more accurately reflect changes of which graduate students should be knowledgeable in this area of concentration.



Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date



# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====For the following items, type an 'X' and complete only those items being revised.=====

Revised Course Prefix and Number:   
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

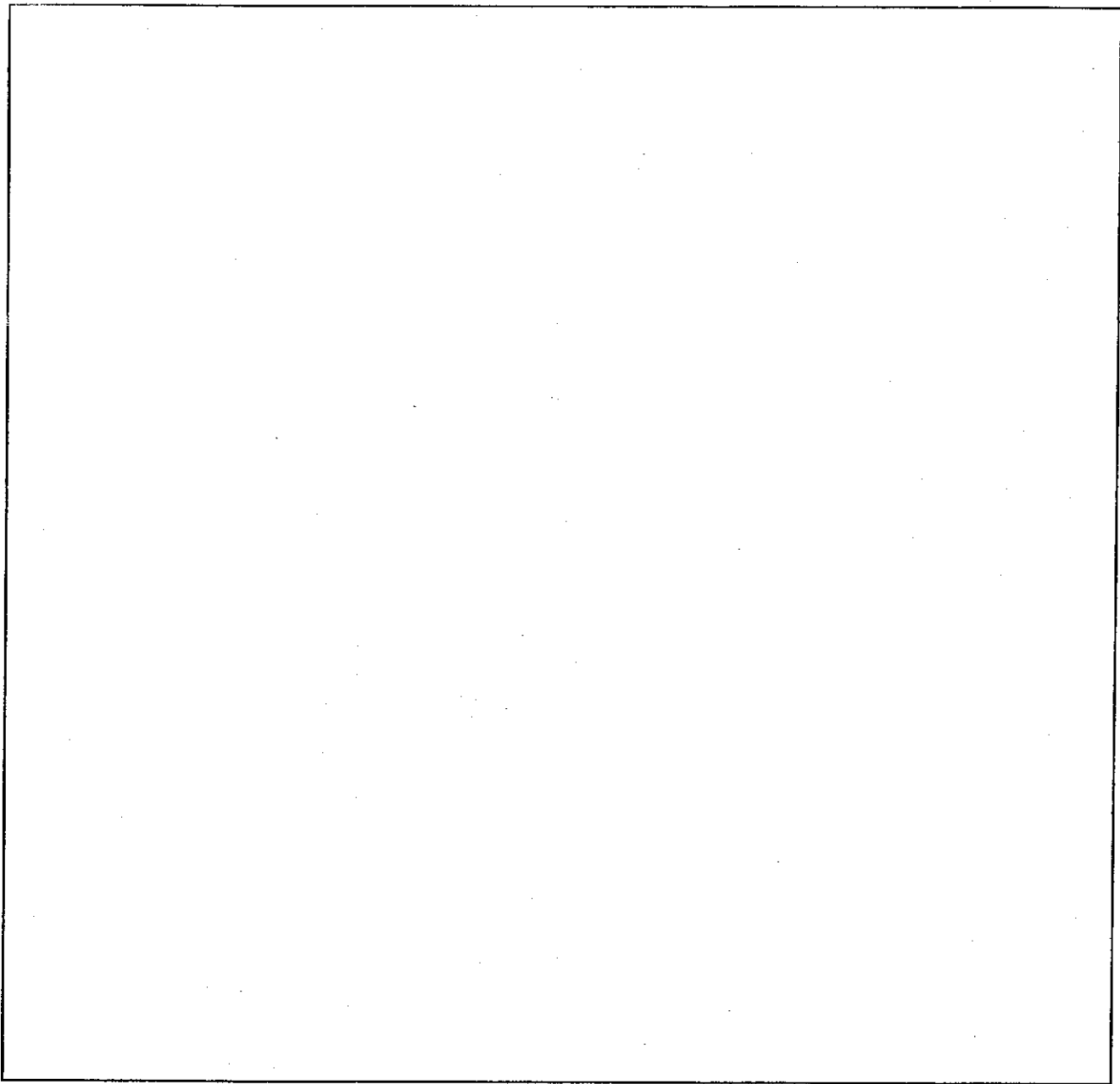
### Revised Course Description & Justification

The revised course title more accurately reflects the course description.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

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Approvals:

Department Head(s)	<input type="text" value="Reynold L. Mastof"/>	Date	<input type="text" value="10/01/07"/>
Dean(s)/Director(s)	<input type="text" value="B. Ok"/>	Date	<input type="text" value="10/24/07"/>
College Executive Committee	<input type="text" value="B. Ok"/>	Date	<input type="text" value="10/24/07"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

# Request for A New Course

Valdosta State University

**Date of Submission:** September 13, 2007

**Department Initiating Request:** Adult and Career Education

**Faculty Member Requesting:** Charles E. Backes

**Proposed New Course Prefix & Number:** ACED 7710

See Course Designation Abbreviations in the Catalog for approved prefixes.

**Proposed New Course Title:** Managing the Classroom and Laboratory Learning Environment

**Proposed New Course Title Abbreviation (for Student Transcript)**

Limited to 30 characters and spaces: MANAGING CLASS LAB LRN ENVIRON

**Semester/Term/Year to be effective:** Fall 2008

**Estimate Frequency of Course Offering:** Once per year

**Indicate (by typing an 'X') if Course will be:** \_\_\_ Requirement for Major    X Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

**Total Contact Hours:**    **Lecture Hours:** 3    **Lab Hours:** 0    **Credit Hours:** 3

### Proposed Course Description

Prerequisite: Completion of appropriate curriculum and methods courses or permission of the instructor.

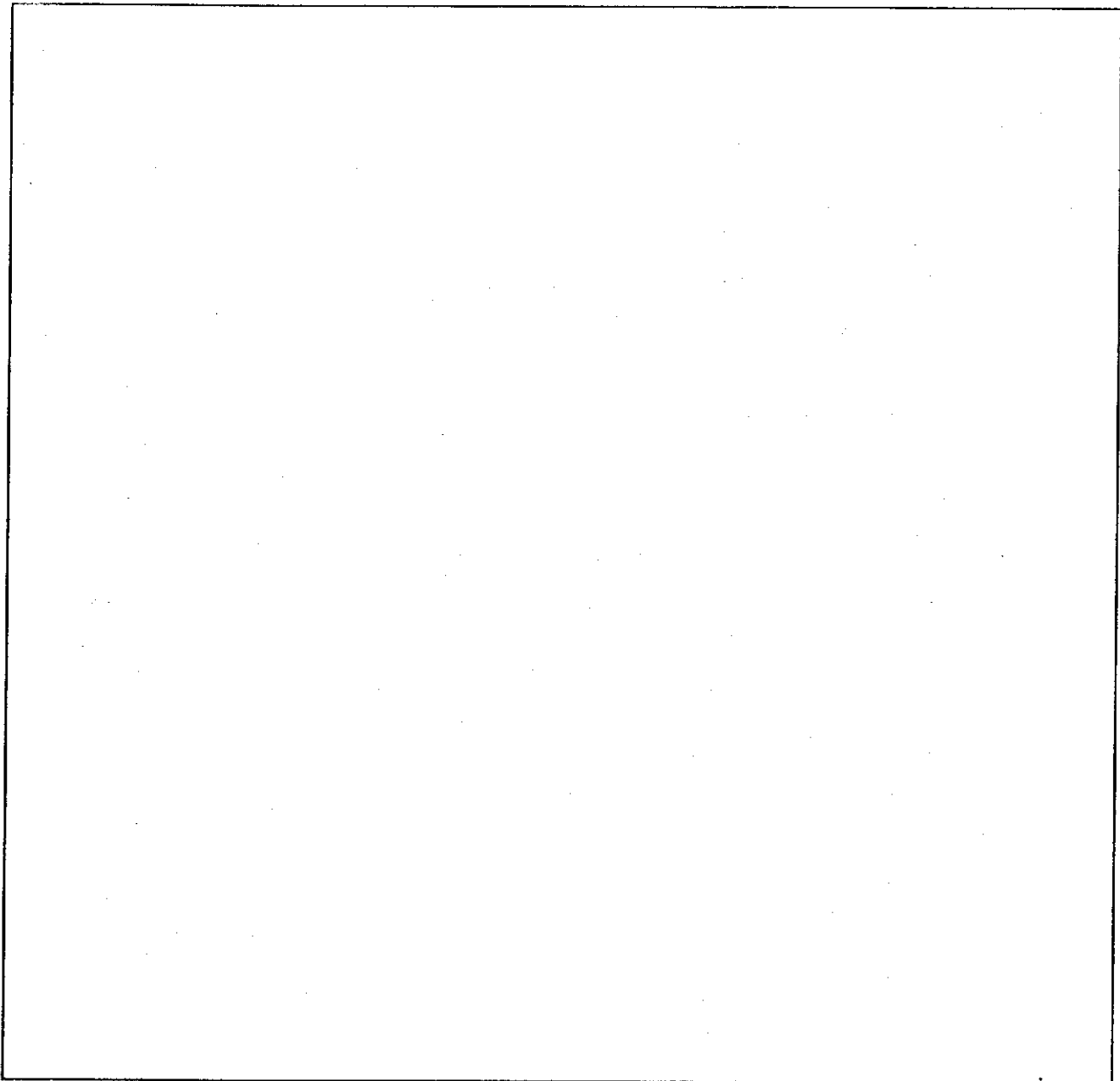
Principles and strategies for managing the secondary classroom and laboratory learning environment. Emphasis is placed on establishing an effective learning environment through positive teacher, student, and peer relationships, along with techniques for minimizing and responding to disruptive student behavior.

### Justification (continue on back if necessary)

This course covers the critical issues of classroom and laboratory management and provides information that will benefit secondary classroom teachers who teach primarily in a career, technical, and agricultural (CTAE) program.

This course has been offered since the Fall 2002 semester as a "special topics" course under the ACED 7900 course number. Enrollment has been consistently strong and instructor course ratings have been highly favorable of the course value.

**NOTE: ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.**



Approvals:

Department Head(s)	<input type="text" value="Reynolds L. Mackey"/>	Date	<input type="text" value="10/01/07"/>
Dean(s)/Director(s)	<input type="text" value="B. Coe"/>	Date	<input type="text" value="10/24/07"/>
College Executive Committee	<input type="text" value="B. Coe"/>	Date	<input type="text" value="10/24/07"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

**ACED 7710**  
**Managing the Classroom and Laboratory Learning Environment**  
**3 Semester Hours**

\*\*\*\*\*

**College of Education**  
**Valdosta State University**  
**Department of Adult and Career Education**  
**Conceptual Framework: Guiding Principles**  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

**Dispositions Principle:** Productive dispositions positively affect learners, professional growth, and the learning environment.

**Equity Principle:** All learners deserve high expectations and support.

**Process Principle:** Learning is a life-long process of development and growth.

**Ownership Principle:** Professionals are committed to, and assume responsibility for, the future of their disciplines.

**Support Principle:** Successful engagement in the process of learning requires collaboration among multiple partners.

**Impact Principle:** Effective practice yields evidence of learning.

**Technology Principle:** Technology facilitates teaching, learning, community building, and resource acquisition.

**Standards Principle:** Evidence-based standards systematically guide professional preparation and development.

*Positively Impacting Learning Through Evidenced-Based Practices*

## REQUIRED TEXTBOOK

Jones, V.F. & Jones, L.S (2007). Comprehensive Classroom Management-Eighth Edition. Allyn and Bacon: Boston.

## COURSE DESCRIPTION

Prerequisite: Completion of appropriate curriculum and methods courses or permission of the instructor.

Principles and strategies for managing the secondary classroom and laboratory learning environment. Emphasis is placed on establishing an effective learning environment through positive teacher, student, and peer relationships, along with techniques for minimizing and responding to disruptive student behavior.

## COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

## COURSE OBJECTIVES (CO):

*Upon completion of this course, the student will be able to:*

- CO 1. explain basic psychological needs of students and how these needs affect student achievement and behavior in the classroom and laboratory. (II)
- CO 2. explain traits that lead to positive relationships between students and between students and the instructor. (III)
- CO 3. describe and utilize various motivational strategies to improve student participation in the learning process. (III)
- CO 4. develop a classroom management plan that contains appropriate rules and procedures for use in his or her classroom and laboratory. (III)
- CO 5. demonstrate the ability to work with parents and administrators to improve student behavior and performance in the classroom and laboratory. (III)
- CO 6. respond appropriately to discipline problems in the classroom and laboratory. (III)

- CO 7. develop individual change plans for disruptive students. (V)
- CO 8. explain procedures for dealing with violent or potentially violent behavior in the school or at a school-sponsored activity. (III)
- CO 9. analyze factors associated with a "student-centered/teacher-controlled" classroom and compare these factors with other classroom approaches. (III)

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

- 1. Philosophy on Classroom Management Statements Assignment: Students will respond to questions related to their philosophy on classroom management. (CO 1, 2, and 9)
- 2. Group Discussion Summary Activity: Students will chair and work with group members to direct and summarize a weekly discussion related to course topics using the course discussion forum. (CO 1-9)
- 3. Weekly Assignments: Students will complete assignments as detailed on the course schedule, including regular participation in the course discussion forum. (CO 1-9)

*Note: All written assignments will be submitted to the instructor using LiveText, except as otherwise directed on the course schedule. All assignments must be submitted by the assigned due date/time. Late submissions will be penalized by 33.33% for each day that it is submitted late, unless previous arrangements are made with the instructor.*

COURSE EVALUATION

Philosophy on CM Statements-----	10 points
Group Discussion Summary-----	15 points
Weekly Assignments/Participation in discussion forum (15 points per week X 5 weeks)-----	75 points
Total-----	100 points

GRADING SCALE

- 90-100 = A
- 80-89 = B
- 70-79 = C
- 60-69 = D
- 0-59 = F

ATTENDANCE POLICY

This class is primarily a web-delivered course. All students are expected to participate in all on-line discussions and class activities. Students are required to have ready access to the internet

and to monitor the website frequently each week (at least three times a week) throughout the course. In addition, all students are required to attend the initial class meeting in Valdosta, unless prior permission to be excused is granted. The meeting for the Fall 2007 semester will take place on September 15. Any student in violation of these policies is subject to being dropped from the course or may be given a grade of "F".

### POLICY STATEMENT ON PLAGIARISM AND CHEATING

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:

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**SECOND OFFENSE:** The student will earn the letter grade "F" for the course.

**THIRD OFFENSE:** The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

### SPECIAL NEEDS STATEMENT

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Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

### INSTRUCTOR

Charles E. Backes, Ph..D.

Department of Adult and Career Education

Office Phone: 229-333-7152

E-mail Address: [cbackes@valdosta.edu](mailto:cbackes@valdosta.edu)

Office hours: Monday and Tuesday: 9:00 a.m.—11:45 a.m.

Thursday: 9:00 a.m.—11:45 a.m. and 1:00 p.m.—3:00 p.m.

Other times by appointment

Note: Travel responsibilities may interfere with these published hours.





Justification

Middle Grades majors must select two academic areas for teaching concentrations. There are currently four concentration areas. In response to requests from public school system administrators and the alignment with standards for a reading concentration listed by Professional Standards Commission of Georgia, the International Reading Association, and National Council for Teachers of English, a fifth concentration is being proposed, reading. This concentration is designed to prepare candidates to teach students in a reading class and across the curriculum and be able to add reading to their teaching certification. Two new classes have been developed and will be added to two existing classes, READ 4550 Reading in the Content Areas and MGED 3210 Literature for Middle Grades Education, for the 12 hour concentration in reading and to meet specified standards.

Approvals:

Department Head	<u>Brian K Stanley</u>	Date	<u>10/23/07</u>
Dean (s)/Director(s)	<u>JFC</u>	Date	<u>10/24/07</u>
College Executive Committee	<u>JFC</u>	Date	<u>10/24/07</u>
Graduate Executive Committee	_____	Date	_____
Academic Committee	_____	Date	_____

# Request for A New Course

Valdosta State University

**Date of Submission:** September 30, 2007

**Department Initiating Request:** Middle, Secondary, Reading, and Deaf Education

**Faculty Member Requesting:** Dr. Sheryl Dasinger

**Proposed New Course Prefix & Number:** READ 4570

See Course Designation Abbreviations in the Catalog for approved prefixes.

**Proposed New Course Title:** Integrating Reading Assessment and Instruction in the Classroom

**Proposed New Course Title Abbreviation (for Student Transcript)**

Limited to 30 characters and spaces: RDG ASSESSMENT & INSTRUCTION

**Semester/Term/Year to be effective:** Fall 2008

**Estimate Frequency of Course Offering:** Once a year

**Indicate (by typing an 'X') if Course will be:**  Requirement for Major  Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

**Total Contact Hours:**      **Lecture Hours:** 3      **Lab Hours:**      **Credit Hours:** 3

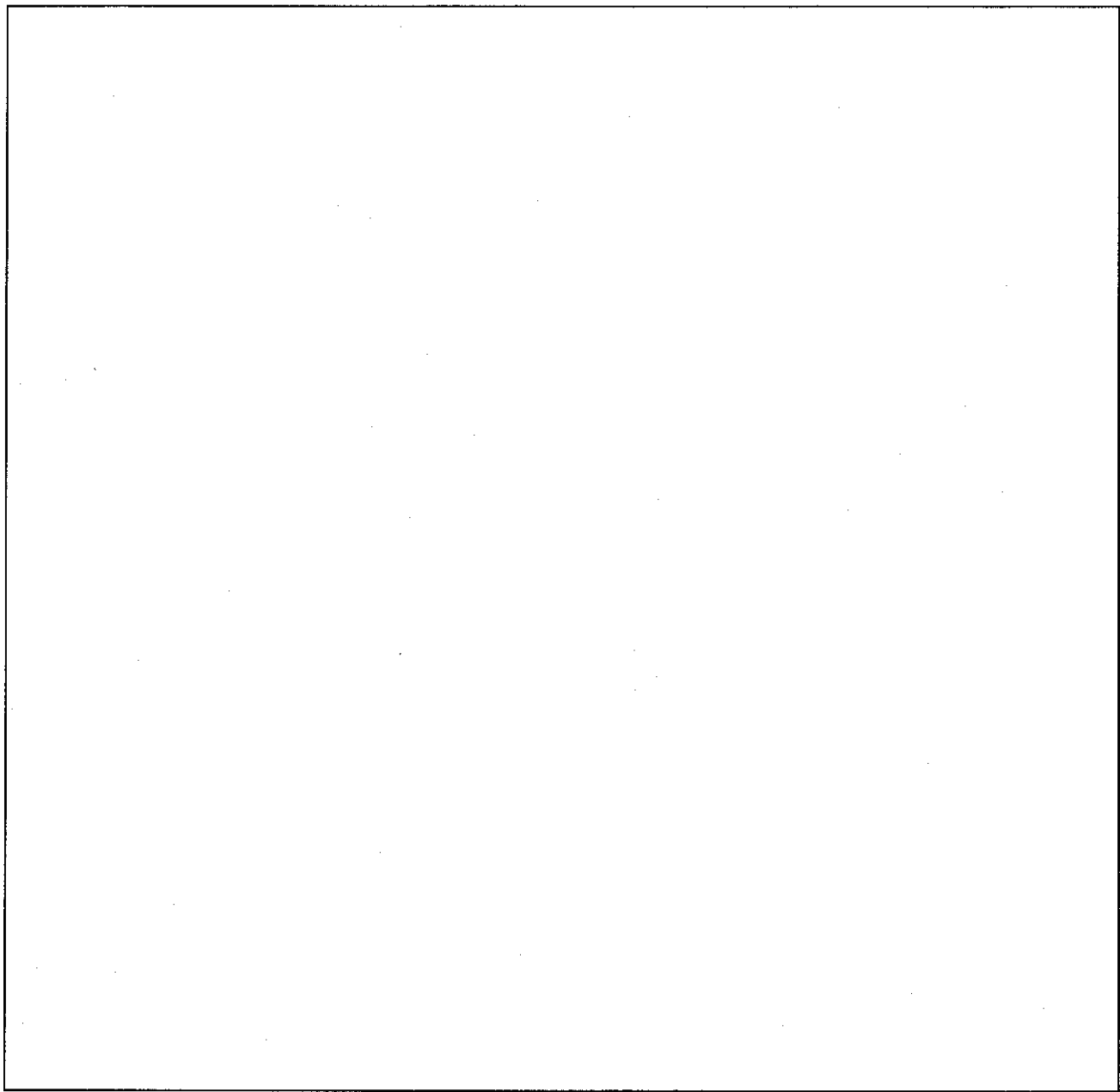
### Proposed Course Description

Planning and management of classroom literacy events based on assessment information. Emphasis includes an examination of ways to recording, analyzing, and using assessment information in daily classroom instruction and differentiating instruction to meet the needs of students from varying cultural, psychological, and linguistic background.

### Justification (continue on back if necessary)

Middle Grades majors must select two academic areas for teaching concentrations. There are currently four concentration areas. In response to requests from public school system administrators and the alignment with standards for a reading concentration listed by Professional Standards Commission of Georgia, the International Reading Association, and National Council for Teachers of English, a fifth concentration is being proposed, reading. This concentration is designed to prepare candidates to teach students in a reading class, teach reading skills across the curriculum, and add reading to their teaching certification. Two new classes have been developed and will be added to two existing classes for the 12 hour concentration in reading.

**NOTE:** ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.



Approvals:

Department Head(s)	<input type="text" value="Barbara K. Stanley"/>	Date	<input type="text" value="10/23/07"/>
Dean(s)/Director(s)	<input type="text" value="J. Cochran"/>	Date	<input type="text" value="10/24/07"/>
College Executive Committee	<input type="text" value="J. Cochran"/>	Date	<input type="text" value="10/24/07"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

VALDOSTA STATE UNIVERSITY  
COLLEGE OF EDUCATION  
DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION  
READ 4570  
Integrating Assessment and Instruction in the Reading Classroom  
3 SEMESTER HOURS

REQUIRED TEXTBOOK

McCormack, R. & Paratore, J.R. (2007). *Classroom literacy assessment: Making sense of what students know and do*. New York, NY: Guilford Press.

COURSE DESCRIPTION

Candidates will plan and manage classroom literacy events based on assessment information. Emphases include an examination of ways of recording, analyzing, and using assessment information in daily classroom instruction and differentiating instruction to meet the needs of students from varying cultural, psychological, and linguistic backgrounds.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK PRINCIPLES

**Conceptual Framework: Guiding Principles**

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

The Dispositions Principle: Productive dispositions positively affect learners, professional growth and the learning environment.

The Equity Principle: All learners deserve high expectations and support

The Process Principle: Learning is a life-long process of development and growth.

The Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

The Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

The Impact Principle: Effective practice yields evidence of learning.

The Technology Principle: Technology facilitates teaching, learning, community- building and resource acquisition.

The Standards Principle: Evidence based standards systematically guide professional preparation and development.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

### COURSE OBJECTIVES (CO):

Candidates will

1. examine ways of recording, analyzing, and using assessment information in daily classroom instruction (CFS I, II, VI).
2. discuss issues related to meeting individual needs, including critical analysis of traditional ability grouping and tracking and alternative methods of organizing instruction in the classroom (CFS I, II, VI)
3. work in groups to complete graphic organizers related to course content and develop ways to modify the organizers to differentiate instruction based upon student needs (CFS I, II, III, V).
4. demonstrate proficiency in administering and interpreting criterion referenced instruments, informal assessments, and curriculum-based assessments to gather literacy performance data. (CFS IV).
5. plan a focused unit of study and select and use teaching techniques and materials designed to help a student make maximum progress in the following areas,(CFS I, II, III, V).
6. implement classroom instruction in light of assessment information (CFS I, II, III, IV, V).
7. use formative evaluation to reflect on the effectiveness of day-to-day teaching (CFS I, II, III, IV, V).
8. use summative evaluation to reflect on the effectiveness of the unit (CFS I, II, III, IV, V).

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

**1. Participating in Class Assignments and Discussions (CO 1,2,3) :** Each class session during the semester is considered vital to understandings key concepts addressed in this course. (30 points)

- Candidates are expected to have carefully thought about the assigned readings for the class and to actively participate in the discussions. To that end, some readings will require written reflections or graphic organizers.
- Participants are also expected to bring work related to their teaching assignments when necessary to allow for in-class reflection and dialogue.
- In the case of absence, the candidate is responsible for negotiating with the instructor appropriate ways to document understanding of the material addressed during the missed session.

**2. Assessment and Instruction Project (CO 4,5,6,7,8)** candidates will administer a variety of assessments and link the results to instruction. We will work on this project during course time and it will be implemented over the course of the semester. A timeline will be provided to candidates with details about each component of the project. Focus topics include (1) Reading strategies for narrative text; (2) Reading strategies for expository text; (3) writing processes and products (4) Word study.

This project is worth 100 points broken down into four major components:

- **Setting the Stage:** Each project will begin with the candidate choosing a topic or unit for instruction and explaining why he or she has chosen to focus on this particular topic or unit. Candidates will also provide background information on the school and class where they will conduct the project. (10 points)
- **Gathering pre-assessment data:** Each candidate will then gather some initial assessment data regarding the literacy abilities of his or her students based upon their chosen focus. Candidates will include a description of the assessment(s) chosen, what was learned, and reflections on how this information might be used to inform instruction. Candidates will include copies of assessments for five students demonstrating a range of ability levels and backgrounds (30 points).
- **Instruction and Reflection:** Candidates will create a 6 – 8 day unit based upon analysis of the assessment data. Instruction should be designed to best meet the needs of the students with respect to literacy. The unit should include multiple pieces of text, multiple forms of assessment, and a variety of organizational plans. The unit lesson plans should also demonstrate the candidate's ability to differentiate instruction. Candidates are to keep a daily journal while implementing instruction noting what worked and what didn't, what was changed and why, and questions or concerns that come up during the implementation. Candidates turn in lesson plans and reflective journal. (30 points)
- **Post assessment and Reflection:** Candidates will gather some post assessment data regarding the literacy abilities of his or her students based upon their chosen focus. They

will reflect improvements or lack of improvements in student literacy behaviors. (30 points)

**COURSE EVALUATION (Instruments and Methods)**

1. Anecdotal notes and review of classroom assignments (2pts each)  
(CO 1,2,3) 30 points
2. Assessment and Instruction Project (CO 4,5,6,7,8)  
Each component of the assessment and instruction Project will be evaluated using a rubric developed by the course instructor. Proficiency in administering assessments, will be documented by a review of the assessments in the portfolio. Lesson plans will be evaluated using a rubric developed by the course instructor and given to the students at the time the assignment is made.

Setting the Stage	10 points
Pre-assessment data	30 points
Instruction and reflection	30 points
Post assessment and reflection	30 points
<b>Total:</b>	<b>130 points</b>

**Final Grading Scale**

- A 93-100%
- B 85-92%
- C 75-84%
- D 65-74%
- F 64% and below

**ATTENDANCE POLICY**

Students are expected to attend all classes. Students who miss more than 3 classes may be subject to a failing grade.

**INSTRUCTOR**

Sheryl Dasinger, Ph.D.  
Office Number: 249-2654 E-mail Address: [sbdasing@valdosta.edu](mailto:sbdasing@valdosta.edu)

**SPECIAL NEEDS STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.



Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

## References

- Alliance for Excellent Education. (2006) *Reading Next*. Washington, DC: Author. Retrieved [www.all4ed.org/publications/ReadingNext/](http://www.all4ed.org/publications/ReadingNext/)
- Arter, J. & McTighe, J. (2001). *Scoring rubrics in the classroom: Using performance criteria for assessing and improving student performance*. Thousand Oaks, CA: Corwin Press.
- Atwell, N. (1998). *In the middle: New understandings about writing, reading, and learning*. Portsmouth, NH: Heinemann.
- Calkins, L. M. (1986). *The art of teaching writing*. Portsmouth, NH: Heinemann.
- Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (1996). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. Upper Saddle River, NJ: Prentice-Hall, Inc.
- Farr, R. (1992). Putting it all together: Solving the reading assessment puzzle. *The Reading Teacher*, 46, 26-37.
- Ganske, K. (2000). *Word journeys: Assessment-guided phonics, spelling and vocabulary instruction*. New York, NY: The Guilford Press.
- Graves, D. H. (1983). *Writing: Teachers & children at work*. Portsmouth, NH: Heinemann.
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- Guthrie, J.T., Van Meter, P., Mitchell, A., & Reed, C.T. (1994). Performance assessments in reading and language arts. *The Reading Teacher*, 48, 266-271.
- Harvey, S. (1998). *Nonfiction matters: Reading, writing and research in grades 3-8*. Portland: Stenhouse Publishers.
- Nagy, W. E. (1988). *Teaching vocabulary to improve reading comprehension*. Newark, DE: International Reading Association.
- McKeown, M. G., Beck, I. L., & Worthy, M. J. (1993) Grappling with Text Ideas: Questioning the Author. *Reading Teacher* 46(7): 560-66.
- Palincsar, A. S., & Herrenkohl, L. R. (2002). Designing Collaborative Learning Contexts. *Theory into Practice* 41(1): 26-32.
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- Schreengostm, M. (2001). *Writing whizardry: 60 mini-lessons to teach elaboration and writer's craft*. Gainesville: Maupin House.
- Snow, C. E., & Biancarosa, G. (2003). *Adolescent Literacy and the Achievement Gap: What Do We Know and Where Do We Go from Here?* New York: Carnegie Corporation of New York. Cambridge, MA: Harvard University Press.
- Stephens, E.C. & Brown, J.E. (2000). *A handbook of content literacy strategies: 75 practical reading and writing ideas*. Norwood, MA: Christopher Gordon.
- Tovani, C. (2000). *I read it, but I don't get it. Comprehension strategies for adolescent readers*. Portland, ME: Stenhouse.
- Trabasso, T., & Bouchard, E. (2002). Teaching Readers How to Comprehend Text Strategically. In C. Block and M. Pressley, eds., *Comprehension Instruction: Research-Based Best Practices*, pp. 176–200. New York: Guilford Press.

# Request for A New Course

Valdosta State University

**Date of Submission:** September 30, 2007

**Department Initiating Request:** Middle, Secondary, Reading, and Deaf Education

**Faculty Member Requesting:** Dr. Ann Marie Smith

**Proposed New Course Prefix & Number:** READ 4560

See Course Designation Abbreviations in the Catalog for approved prefixes.

**Proposed New Course Title:** Reading Theory and Current Issues

**Proposed New Course Title Abbreviation (for Student Transcript)**

Limited to 30 characters and spaces: RDG THEORY & CURRENT ISSUES

**Semester/Term/Year to be effective:** Fall 2008

**Estimate Frequency of Course Offering:** Once a year

**Indicate (by typing an 'X') if Course will be:**  Requirement for Major  Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

**Total Contact Hours:**    **Lecture Hours:** 3    **Lab Hours:** 0    **Credit Hours:** 3

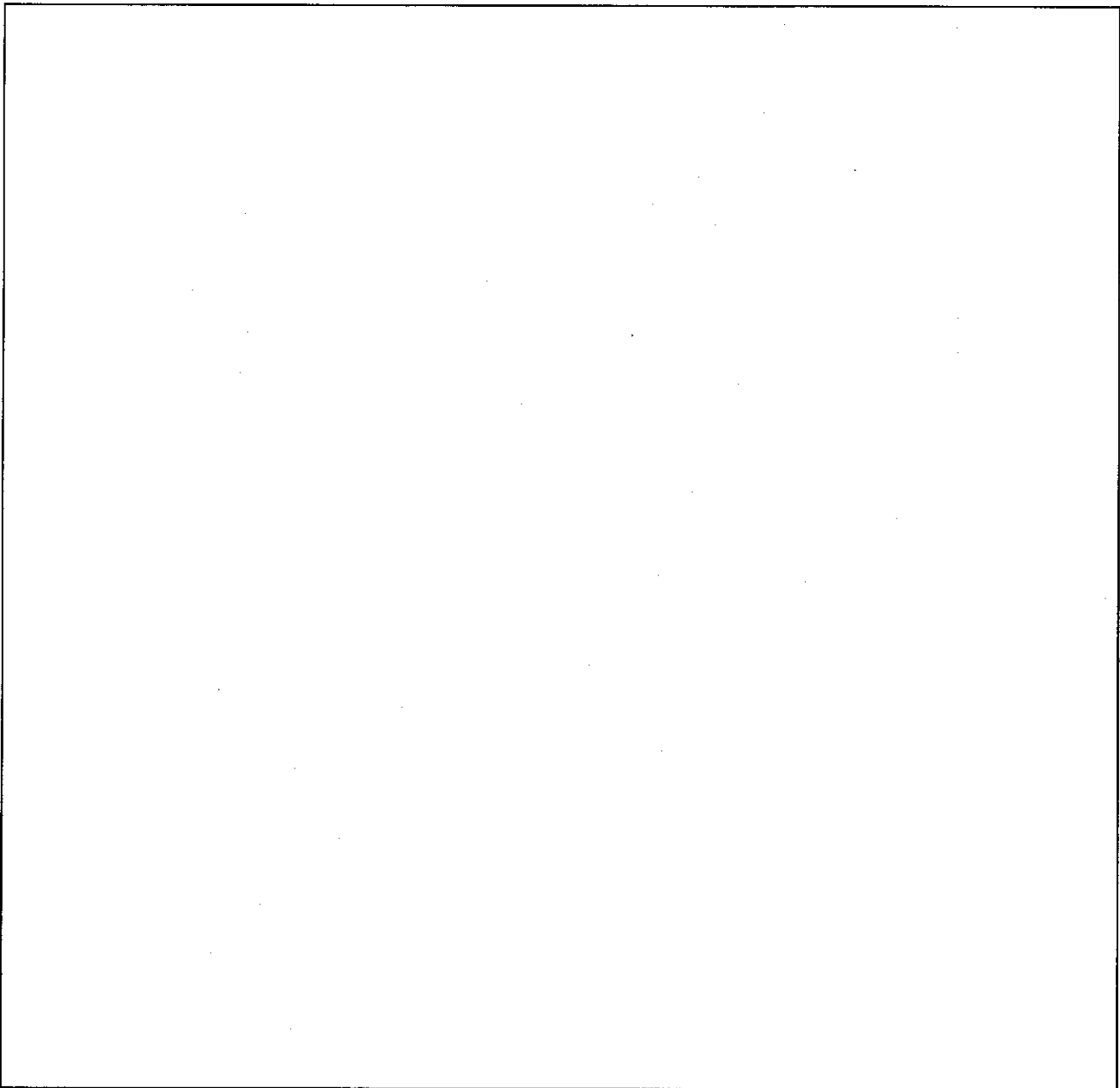
### Proposed Course Description

Review of the major research, theories and current issues in reading. Reading research findings will be applied to classroom instruction.

### Justification (continue on back if necessary)

Middle Grades majors must select two academic areas for teaching concentrations. There are currently four concentration areas. In response to requests from public school system administrators and the alignment with standards for a reading concentration listed by Professional Standards Commission of Georgia, the International Reading Association, and National Council for Teachers of English, a fifth concentration is being proposed, reading. This concentration is designed to prepare candidates to teach students in a reading class, teach reading skills across the curriculum, and add reading to their teaching certification. Two new classes have been developed and will be added to two existing classes for the 12 hour concentration in reading.

**NOTE: ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.**



**Approvals:**

Department Head(s)	<input type="text" value="Barbara K. Stanley"/>	Date	<input type="text" value="10/1/07"/>
Dean(s)/Director(s)	<input type="text" value="B. O. H."/>	Date	<input type="text" value="10/24/07"/>
College Executive Committee	<input type="text" value="B. O. H."/>	Date	<input type="text" value="10/24/07"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

**READ 4560  
READING THEORY AND CURRENT ISSUES  
THREE SEMESTER HOURS  
Fall 2008**

**College of Education  
Valdosta State University  
Department of Middle, Secondary, Reading, and Deaf Education**

**Conceptual Framework: Guiding Principles  
(adapted from the Georgia Systemic Teacher Education Program Accomplished  
Teacher Framework)**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

## COURSE INFORMATION

### Required Textbooks

Farstrup, A. E., & Samuels, S. J. (Eds.). (2002). *What research has to say about reading instruction* (3<sup>rd</sup> ed.). Newark, DE: International Reading Association.

Journal articles TBA

### Course Description

A review of the major research, theories and current issues in reading. Reading research findings will be applied to classroom instruction.

## COE CONCEPTUAL FRAMEWORK: STANDARDS

### Standards Addressed in this course:

- I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) that are appropriate for their certification levels.
- II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.
- III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

## **COURSE OBJECTIVES (CO)**

### **Objectives:**

The student will:

1. demonstrate understanding of the major theories of learning as they relate to the reading process (I)
2. demonstrate knowledge of local, state, national, and international organizations in the field of literacy (I, VI)
3. develop knowledge of literacy by reading professional journals and other publications in the field, and reflect on teaching to improve instruction (I, VI)
4. demonstrate an understanding of reading research in a variety of areas including emergent literacy, early intervention programs, literature-based instruction, and integrated literacy instruction (I, II, IV, V)
5. apply research findings to classroom instruction (II, III, V)
6. communicate research in reading to members of the educational community (VI)
7. demonstrate an understanding of cultural, linguistic, and ethnic diversity and how diversity influences literacy development (I, III)
8. demonstrate an understanding of issues related to assessment and standards, including the alignment of standards, instructional activities, and assessment (I, II, IV, V)

### **Course Activities/Assignments/Requirements**

1. Students will complete assigned readings and participate in whole-class discussions, small-group discussions, and interactive lectures on the topics listed on the schedule of topics. (CO 1-8)
2. Students will lead a class discussion of selected chapters in *What Research Has to Say About Reading Instruction*, and describe one activity or reading strategy they could use with students, based on the theories or research presented in the chapter. (CO 1-8)
3. Students will write journal or short response papers evaluating the strengths and weaknesses of each assigned article on theory and research. (CO 1-8)



4. Students will design a unit or class assignment incorporating strategies for the teaching of reading according to the theories and research addressed in this class. Students must show how theories and trends inform their unit design. (CO 1-8)

5. Students will observe two classes in which reading strategies are taught. Students will take field notes on the strategies and the students' response to those strategies. Students will evaluate the strengths and weaknesses of these reading strategies. (CO 1-4, 6)

### **Course Evaluation and Grading Scale**

1. Students will complete two announced examinations over material in the textbooks, handouts, and notes. The examinations will contain all essay questions. Each exam will be worth 20% of the total grade.

2. When students lead the class discussion on chapters on *Reading Research Work*, their performance will be evaluated with a rubric created by the instructor. The rubric will contain sections on the quality of questions generated, the mastery of the content presented, and the student's ability to involve participants in the discussion of the research. The rubric will be distributed to students when the assignment is announced. This assignment will be worth 10% of the grade. (CO 1-6)

3. The response papers on assigned journal articles will be evaluated using a rubric created by the instructor. The rubric will contain sections for the evaluation of the comprehension and application of the ideas. The rubric will be distributed to students when the assignment is announced. This assignment will be worth 10% of the grade. (CO 1-9)

4. The unit incorporating strategies for teaching reading will be evaluated using a rubric created by the instructor. This paper will be worth 20% of the grade. (CO 1-9)

5. Students will write a short paper describing the reading strategies they observed. They will evaluate the strengths and weaknesses of these strategies. This paper will be worth 20% of the grade. (CO 1-9).

### **Final Grading Scale**

A	93-100%
B	85-92
C	75-84%
D	65-74%
F	64% and below



Justification

Currently two tracks are approved for candidates seeking alternative routes to teacher certification, an Alternative Certification Track and 5<sup>th</sup> Year Certification Track. Due to recommendation from the Board of Regents EPAAC recommendation dated 4/27/07, the 5<sup>th</sup> year Certification Track should be renamed to MAT in Middle Grades and Secondary Education because it is an initial teacher education program with completion resulting in the a master's degree.

Board of Regents of the University System of Georgia  
Educator Preparation Academic Advisory Committee (EPAAC)  
MAT Committee Report

Approved by EPAAC 4/7/07

Five members of the MAT Committee<sup>1</sup> met on March 7, 2007: Hugh Ruppensburg, University of Georgia; Kent Layton, University of West Georgia; Ronnie Sheppard, Georgia Southern University; and Dorothy Zinsmeister and Jan Kettlewell, University System Office. The Committee drafted recommendations, sent them to EPAAC for feedback and to the Professional Standards Commission (PSC) to verify accuracy with state policies, and modified them accordingly. The Committee now submits this final report to EPAAC.

**Recommendations:** The MAT Committee recommends inclusion of two new principles and accompanying actions into the *Regents' Principles and Actions for the Preparation of Teachers for the Schools*.

1. *Principle: Within the University System of Georgia, the Master of Arts in Teaching (MAT) Degree will be a program that leads to initial teacher certification (Because program completion results in a master's degree, certification will be awarded by the PSC at level 5).*

**Actions:**

- Institutions currently offering master's degree programs that lead to initial teacher certification, other than the MAT, will seek administrative approval from the University System Vice Chancellor for Programs and Planning to rename them.
- Institutions currently offering MAT degree programs that do not lead to initial teacher certification may redesign them and seek appropriate approvals in accordance with Principle 2, below.
- All new MAT degree program proposals that are approved by the University System Vice Chancellor for Programs and Planning will lead to initial teacher certification at level 5.

Approvals:

Department Head Barbara Stanley Date 9/30/07  
Dean (s)/Director(s) [Signature] Date 10-24-07  
College Executive Committee [Signature] Date 10-24-07  
Graduate Executive Committee \_\_\_\_\_ Date \_\_\_\_\_  
Academic Committee \_\_\_\_\_ Date \_\_\_\_\_

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**MEMORANDUM**

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**TO:** TEACHER EDUCATION COUNCIL MEMBERS  
DEWAR COLLEGE OF EDUCATION EXECUTIVE COMMITTEE  
GRADUATE EXECUTIVE COMMITTEE  
ACADEMIC COMMITTEE

**FROM:** BARBARA STANLEY, HEAD, MIDDLE, SECONDARY, READING, & DEAF EDUCATION  
KARLA HULL, HEAD, EARLY CHILDHOOD AND SPECIAL EDUCATION

**SUBJECT:** CHANGE OF NAME OF MAJOR FOR ED.S. IN EARLY CHILDHOOD EDUCATION, MIDDLE GRADES EDUCATION, AND SECONDARY EDUCATION

**DATE:** 10/1/2007

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The purpose of this memo is to request that the names of the Ed.S. degrees in Early Childhood Education, Middle Grades Education, and Secondary Education all be changed to an Ed.S. degree in Teaching and Learning. There are no proposed changes to coursework or requirements of the programs. Admission to the program and advising will be the responsibility of the Department of Middle, Secondary, Reading, and Deaf Education. We currently offer Ed.S. programs in Early Childhood Education, Middle Grades Education, and Secondary Education. However, the programs offered and approved for each of these majors reflect a single program; that is, students in all of the programs take the same courses. We would like to change the name of the major to better reflect the program students are completing.

Thank you for your consideration of this request.

Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

Valdosta State University  
**Request for Curriculum Change**

Indicate area of change (by typing an 'X'):

\_\_\_\_\_ Core Curriculum (Area A, B, C, D, E, F)

\_\_\_\_\_ Senior Curriculum

X \_\_\_\_\_ Graduate Program

\_\_\_\_\_ Other: \_\_\_\_\_ Current Catalog page number \_\_\_\_\_

Effective Date for Curriculum Change January 2008  
Month Year

Degree & Program Name (e.g., BFA, Art) M.Ed. in Accomplished Teaching

Present Requirements or Present Outcomes & Assessment (Include latter only if changes are to be made):

Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):

**Proposed Admission Requirements:**  
Cumulative undergraduate GPA of 2.5 on all undergraduate courses taken  
Clear and renewable teaching certificate  
Georgia passing scores on GACE or PRAXIS II content examinations.

Justification

This program is part of a collaborative degree offered through the franchise model developed by the University System of Georgia. The three collaborating institutions (VSU, Georgia Southern, and Columbus State) identified these criteria for admission so that consistency across institutions could be achieved.

Approvals:

Department Head	<u>Barbara K. Steing</u>	Date	<u>10/2/07</u>
Dean (s)/Director(s)	<u>[Signature]</u>	Date	<u>10/2/07</u>
College Executive Committee	<u>[Signature]</u>	Date	<u>10/24/07</u>
Graduate Executive Committee	_____	Date	_____
Academic Committee	_____	Date	_____

**Valdosta State University**  
**Request for Curriculum Change**

Indicate area of change (by typing an 'X'):

\_\_\_\_\_ Core Curriculum (Area A, B, C, D, E, F)

\_\_\_\_\_ Senior Curriculum

**X** \_\_\_\_\_ Graduate Program

\_\_\_\_\_ Other: \_\_\_\_\_ Current Catalog page number p. 84-87 M.Ed. \_\_\_\_\_

Effective Date for Curriculum Change January 2008 \_\_\_\_\_  
Month Year

Degree & Program Name (e.g., BFA, Art) M. Ed. Degree with a major in Middle Grades Math and Science

Present Requirements or Present Outcomes & Assessment (Include latter only if changes are to be made):

Add additional M.Ed Track in Middle Grades with on-line collaborative with North Georgia College and State University.

Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):

Admission Requirements:  
Cumulative undergraduate GPA of 2.5 on all undergraduate courses taken  
Clear and renewable teaching certificate  
Georgia passing scores on GACE or PRAXIS II content examinations

	Course	Hours	Institution
Core	MGMS 7200 Conceptualizing Middle Level Learning & Diversity In Context	3	NGCSU
	MGMS 7240 Instructional Leadership & Assessment	3	NGCSU
	MGMS 7300 Collaboration & Professionalism	3	NGCSU
	MGMS 7100 Research Methodology	3	VSU
	MGMS 7000 Professional Development Seminar	3	VSU
Content	MATH 5180 Mathematics for Middle School Teachers	3	VSU
	MATH 5190 Algebra and Geometry for Teachers	3	VSU
	MATH 6161 Mathematical Reasoning	3	VSU
	MGMS 7400 Physical Science for Middle Grades	3	NGCSU
	MGMS 7401 Chemistry, Earth Science, & Astronomy for Middle Grades	3	NGCSU
	MGMS 7402 Life Science & Natural History for Middle Grades	3	NGCSU
Capstone	MGMS 7650 Teaching Practicum	3	VSU



Justification

This new track of the current master's degree program is an on-line collaborative degree program with North Georgia College and State University. The collaboration to develop this innovative delivery is supported by the Board of Regents of the University System of Georgia to ensure that middle level teachers in the state have access to a high-quality on-line graduate degree with concentrations in math and science.

The need for Highly Qualified Teachers in mathematics and science at the middle grades and high school levels is almost legendary. Mathematics and science teaching fields consistently have been listed as high needs teaching fields eligible for HOPE grants. Teachers certified at the T-4 level will be eligible for this program, thus allowing for currently certified middle grades teachers to add math and science teaching fields and allowing for non-middle school certified teachers to add middle grades math and science teaching fields to their certificates.

With the support and guidance of the Georgia Board of Regents, collaborating universities have worked to use existing resources to design a M.Ed. degree track focusing on mathematics and sciences with the aim of providing additional course work to increase teachers' knowledge in those areas. Initially, each institution will provide six classes toward the degree program with potential candidates having the opportunity to complete the degree within four semesters.

Approvals:

Department Head	<u>Brian K. Stanley</u>	Date	<u>10/22/07</u>
Dean (s)/Director(s)	<u>[Signature]</u>	Date	<u>10/24/07</u>
College Executive Committee	<u>[Signature]</u>	Date	<u>10/24/07</u>
Graduate Executive Committee	_____	Date	_____
Academic Committee	_____	Date	_____

# Request for A New Course

## Valdosta State University

**Date of Submission:** September 30, 2007

**Department Initiating Request:** Middle, Secondary, Reading, and Deaf Education

**Faculty Member Requesting:** Dr. Barbara Stanley VSU/ Susan Ferrell NGCSU

**Proposed New Course Prefix & Number:** MGMS 7200

See Course Designation Abbreviations in the Catalog for approved prefixes.

**Proposed New Course Title:** Conceptualizing Middle Level Learning & Diversity in Context

**Proposed New Course Title Abbreviation (for Student Transcript)**

Limited to 30 characters and spaces: Mid Level Learn & Diversity

**Semester/Term/Year to be effective:** Summer 2008

**Estimate Frequency of Course Offering:** Once a year

**Indicate (by typing an 'X') if Course will be:** \_\_\_ Requirement for Major     Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

**Total Contact Hours:**    **Lecture Hours:** 3    **Lab Hours:** 0    **Credit Hours:** 3

### Proposed Course Description

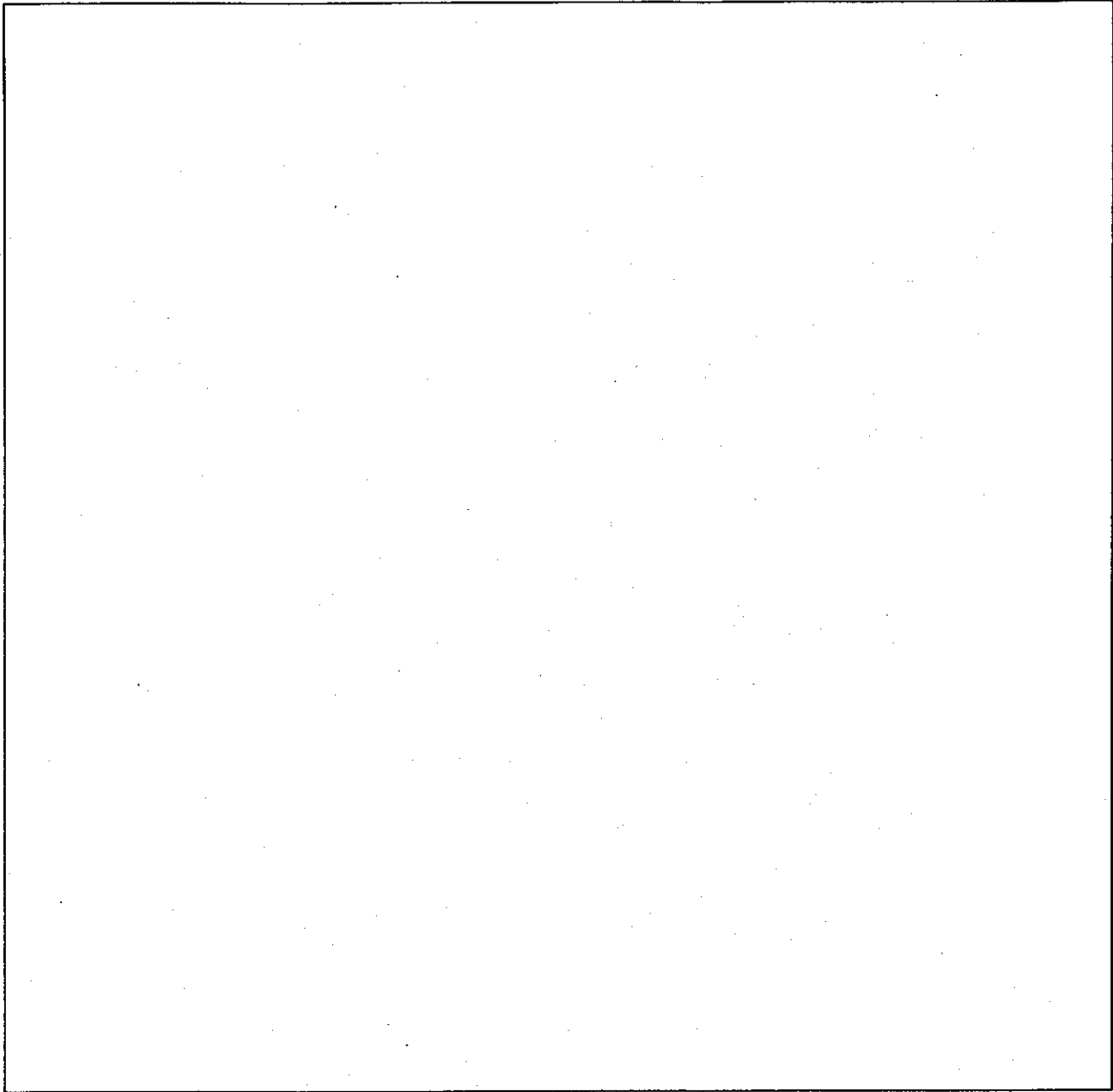
#### COURSE DESCRIPTION

Examination of concepts, principles, theories, and research that supports the tenets of the middle school philosophy as well as current trends in middle level education. Focus will be on the unique nature and development of the middle level learner. Candidates will analyze their own practice, investigate the impact of media on young adolescent developmental issues and generate research-based professional resources.

### Justification (continue on back if necessary)

This course is one of the required courses in the proposed new M.Ed. on-line franchise program Middle Grades Math & Science, developed jointly with North Georgia College and State University. The prefix, MGMS, will be used for courses in the franchise program and will be used by both universities. This specific course, MGMS 7200, will be taught by faculty members at North Georgia College and State University.

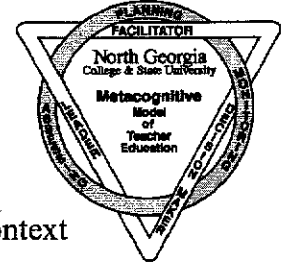
**NOTE:** ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.



Approvals:

Department Head(s)	<input type="text" value="Barbara Stealy"/>	Date	<input type="text" value="10/1/07"/>
Dean(s)/Director(s)	<input type="text" value="B. O."/>	Date	<input type="text" value="10-24-07"/>
College Executive Committee	<input type="text" value="B. O."/>	Date	<input type="text" value="10-24-07"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

**NORTH GEORGIA COLLEGE & STATE UNIVERSITY**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF TEACHER EDUCATION**



**Course Number:** MGMS 7200  
**Credit:** 3 Semester Hours  
**Course Title:** Conceptualizing Middle Level Learning & Diversity in Context  
**Semester:** Spring 2008  
**Time & Location:** Online  
**Instructor:** Ms. Susan Ferrell  
**Office:** Dunlap 210C  
**Phone:** (706) 864-1866  
**E-Mail:** [stferrell@ngcsu.edu](mailto:stferrell@ngcsu.edu)  
**Office Hours:** TBA

**Required Course Resources:**

- ✚ Internet access
- ✚ Membership: National Middle School Association
- ✚ A variety of readings will be required throughout the course

**Prerequisite:** Admission to Teacher Education, Middle Grades Online M.Ed Program

**Course Description (see catalog)**

This course examines the concepts, principles, theories, and research that supports the tenets of the middle school philosophy as well as current trends in middle level education. A primary focus of this course will be the unique nature and development of the middle level learner. Candidates in this course will analyze their own practice, investigate the impact of media on young adolescent developmental issues, and generate research-based professional resources.

**Purpose of Course**

Middle schools presently hold a unique position in the public school arena. Middle level candidates must understand the structure and organization of the authentic middle school as well as the trends and challenges inherent to public education. Knowledge of the unique developmental characteristics of the middle level learner is vital for effective **decision-making** and middle level instruction. Masters level candidates share their deeper understanding of the related research, theory, and methodology that support both the middle school concept and adolescent development. Middle level candidates in this course are expected to become both advocates for students and **leaders** in the field of middle level education.

## Targeted Standards & Course Objectives

### National Middle School Association Standards

1. Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to young adolescent development, and they apply that knowledge in their practice.
2. Middle level masters candidates understand and analyze the major concepts, principles, theories, and research underlying the philosophical foundations and organizational components of highly effective middle level schools, and they apply that knowledge in their practice.

Course Objectives	CF Roles	CF- Competencies	Standards NMSA
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#### Knowledge

1. The middle level masters candidate demonstrates an understanding of the research that underpins adolescent development. Based on scholarly literature, they discriminate among the best practices that promote the positive development of early adolescence.	F L	Individual Differences Professional Leadership Research/Evaluation	1.K1 1.K3 1.K4 1.K5 2.K4
2. The middle level masters candidate demonstrates an understanding of how health and sexuality issues impact the lives of adolescents as well as the implications of media portrayal of adolescents.	F L	Individual Differences Professional Leadership	1.K2 1.K7
3. The middle level masters candidate demonstrates an understanding of the research that underpins the philosophical/historical foundations of developmentally responsive middle level schools. Based on scholarly literature, they discriminate among the best school organizational practices including teaming and flexible use of instructional time.	L	Ethical Perspectives Professional Leadership Research/Evaluation	1.K6 2.K1 2.K2

#### Performance

4. The middle level masters candidate works to share their expanding knowledge of early adolescent development and philosophical/historical foundations within a community wider than their own classroom.	D, L	Research/Evaluation Professional Leadership Communication/ Interpersonal Skills	1.P6
5. The middle level masters candidate participates in activities to restructure programs and policies that create more responsive schools.	F, L	Individual Differences Ethical Perspectives	1.P2 2.P3
6. The middle level masters candidate analyzes their professional practice in light of current research and trends to determine the match/mismatch between their own school/classroom organization, the philosophical foundations of middle level education, National Middle School Association position, and the nature and needs of young adolescents.	D, L	Communication/ Interpersonal Skills Professional Leadership	1.P6 2.P1 2.P5

#### Dispositions

The middle level masters candidate is positive and enthusiastic about all young adolescent students.	F	Individual Differences	1.D1
Believe that their role includes helping all young adolescents develop to their full potentials.	F	Individual Differences	1.D7
The middle level masters candidate believes in the philosophical foundations that support developmentally responsive, socially equitable programs for all young adolescents.	F, L	Individual Differences, Professional Leadership	2.D1
The middle level masters candidate is committed to the application of middle level philosophical foundations in their practice.	L	Professional Leadership	2.D2

## Course Projects, Outcomes, Methods of Instruction and Evaluation

Course Objective	Project	Instructional Strategies Used	Integration of Technology	Assessment Approach
1 3 4	Candidates will develop a webpage, I-Movie, or professional presentation about an assigned topic related to middle school philosophy/historical foundations. This project should include, but is not limited to: <ul style="list-style-type: none"> <li>✦ Clear connections to scholarly literature <ul style="list-style-type: none"> <li>○ Organizational practices</li> <li>○ Adolescent development</li> <li>○ Use of instructional time</li> </ul> </li> <li>✦ Identification of related best practices that promote the positive development of early adolescence</li> <li>✦ Photos or video examples from their own classroom practice</li> <li>✦ Ability to share information with a wider community of educators</li> </ul>	Research	PowerPoint, I-Movie, or web editor with digital photos of students & schools to augment theoretical information presented	Project assessed via LiveText checklist/rubric  Prospect for presentation or dissemination of information.
2 5	Candidate will complete a case study analyzing how health and sexuality issues impact the lives of adolescents as well as the media portrayal of adolescent behaviors. Students will then work collaboratively to investigate related district programs/policies and suggest changes that would create more responsive schools.	Case study	Electronic Discussion on WebCT (Vista)  Word Processing	LiveText Rubric
6	Candidate will complete an analysis of their professional practice in light of current research and trends to determine the match/mismatch between their own school/classroom organization, the philosophical foundations of middle level education, National Middle School Association position, and the nature and needs of young adolescents.	Scavenger Hunt utilizing library and online resources  Video analysis	Use of online databases	Self-Assessment Against Standards  Peer feedback using the GAPSS observation form

Other	All students will be judged throughout the course on expectations that include (but are not limited to); active engagement, professionalism, and the course specific dispositions.	Assessed through analysis of course expectations/assignments
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### Course Evaluation and Grading

The final grades will be determined by the following point system:

Project 1:	Professional Presentation = 40
Project 2:	Case Study = 20
Project 3:	Self-Analysis = 25
Other:	Engagement & Professionalism = 15
<b>Total = 100</b>	

<b>Grading Scale:</b>	A = 100 – 90
	B = 89 – 80
	C = 79 - 70
	D = 69 – 60
	F = 59 and below

**Course Topics/Schedule (tentative)**

Session 1	Course Overview & Introduction	
Session 2	Adolescent Development	
Session 3	Family Structures & Culture	
Session 4	Adolescent Health & Safety	
Session 5	Teens and the Media	- Case Study
Session 6	Middle Level Philosophy/Historical Considerations	
Session 7	The Middle Level Environment	
Session 8	What Works in Middle School	- begin Scavenger Hunt
Session 9	The Ideal Middle School Meets Reality	- Presentation Topics
Session 10	Instructional Time	
Session 11	Best Practices	
Session 12	Developmentally Responsive Instruction	- draft of presentation due
Session 13	Addressing Diverse Student Needs	
Session 14	The Ideal Teacher and ME	
Session 15	Reflection on Learning	

**General Expectations**

Engagement & Professionalism:

Each student is expected to function as a positive, active member of the learning environment. All postings and assignments should be presented in a professional manner (tone and style). It is the student's responsibility to keep the instructor informed of any extenuating circumstances, which prevent the student from accessing the course website(s) or completing assignments. Any student who does not post responses and assignments in a timely manner is in danger of being withdrawn from the course and given a grade of "WF".

Students in this class are expected to communicate and exemplify the following dispositions in their coursework as well as their actions:

- ✦ The middle level masters candidate is positive and enthusiastic about all young adolescent students.
- ✦ The middle level masters candidate believes that their role includes helping all young adolescents develop to their full potentials.
- ✦ The middle level masters candidate believes in the philosophical foundations that support developmentally responsive, socially equitable programs for all young adolescents.

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- ✦ The middle level masters candidate is committed to the application of middle level philosophical foundations in their practice.

### Academic Integrity Policy:

All students are expected to conduct themselves according to the integrity code, "On my honor, I will not lie, cheat, steal, plagiarize, evade the truth or tolerate those who do."

### Accommodation for Students with Disabilities:

North Georgia College and State University (NGCSU) is committed to the full inclusion of individuals with disabilities and to the principle of individual rights and responsibilities. To that end, the policies and procedures of NGCSU reasonably ensure that a person with disability is not, on the basis of that disability, denied full and equal access to and the enjoyment of academic programs and co-curricular activities or otherwise is subjected to discrimination in such programs and activities.

The policies for access by individuals with disabilities at NGCSU are designed to ensure full compliance with all pertinent federal and state legislation, specifically to include Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990.

To receive disability accommodations, the student should contact the Coordinator of Disability Resources, Office of Academic Support Programs, Room 122 Barnes Hall. Approval of reasonable accommodations will be made on a case-by-case basis.

### Class evaluations:

Class evaluations at NGCSU are now conducted on-line through Banner. Evaluation of the class is considered a component of the course and students will not be permitted to access their course grade until the evaluation has been completed. The evaluations will be accessible beginning one week prior to Final Exam week. Specific instructions will be made available when the surveys are activated.

### Electronic Monitoring:

Electronic monitoring may be used during this class to check assignments for authenticity.



# Request for A New Course

Valdosta State University

**Date of Submission:** September 30, 2007

**Department Initiating Request:** Middle, Secondary, Reading, and Deaf Education

**Faculty Member Requesting:** Dr. Barbara Stanley VSU/ Robert Rogan NGCSU

**Proposed New Course Prefix & Number:** MGMS 7240

See Course Designation Abbreviations in the Catalog for approved prefixes.

**Proposed New Course Title:** Instructional Leadership & Assessment

**Proposed New Course Title Abbreviation (for Student Transcript)**

Limited to 30 characters and spaces: Instruct Leadership & Assess.

**Semester/Term/Year to be effective:** Summer 2008

**Estimate Frequency of Course Offering:** Once a year

**Indicate (by typing an 'X') if Course will be:** \_\_\_ Requirement for Major     Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

**Total Contact Hours:**    **Lecture Hours:** 3    **Lab Hours:** 0    **Credit Hours:** 3

## Proposed Course Description

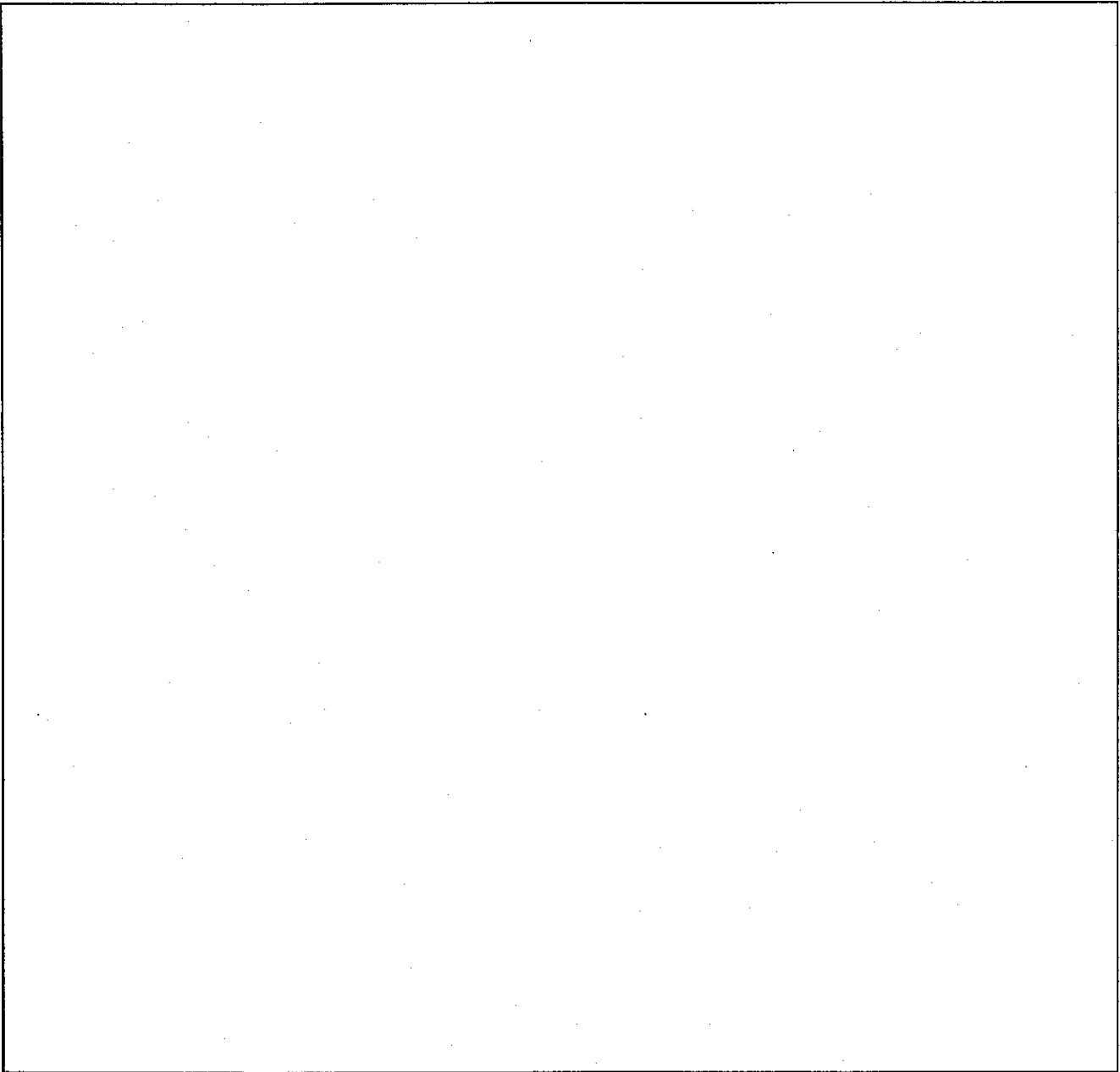
### COURSE DESCRIPTION

To provide experienced teachers with advanced knowledge and skill in the areas of curriculum, instruction, and assessment. Multiple approaches to assessment will be emphasized as related to programmatic/content issues, learner outcomes, and teaching performance. Focus will be the advancement of best practices utilizing data to help make decisions about curriculum, instruction, and assessment within a content-based classroom

## Justification (continue on back if necessary)

This course is one of the required courses in the proposed new M.Ed. on-line franchise program Middle Grades Math & Science, developed jointly with North Georgia College and State University. The prefix, MGMS, will be used for courses in the franchise program and will be used by both universities. This specific course, MGMS 7240, will be taught by faculty members at North Georgia College and State University.

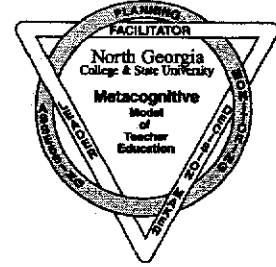
**NOTE:** ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.



Approvals:

Department Head(s)	<input type="text" value="Barker Stanley"/>	Date	<input type="text" value="10/1/07"/>
Dean(s)/Director(s)	<input type="text" value="B. O. G."/>	Date	<input type="text" value="10/24/07"/>
College Executive Committee	<input type="text" value="B. O. G."/>	Date	<input type="text" value="10/24/07"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

**NORTH GEORGIA COLLEGE & STATE UNIVERSITY**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF TEACHER EDUCATION**



**Course Number:** MGMS 7240  
**Credit:** 3 Semester Hours  
**Course Title:** Instructional Leadership & Assessment  
**Semester:** Spring 2008  
**Time & Location:** Online  
**Instructor:** Dr. Robert Rogan  
**Office:** Dunlap 210B  
**Phone:** (706) 867-2969  
**E-Mail:** [rprogan@ngcsu.edu](mailto:rprogan@ngcsu.edu)  
**Office Hours:** TBA

**Required Course Resources:**

- ✚ Internet access
- ✚ Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. ASCD: Alexandria, VA
- ✚ Arter, J., & McTighe, J. (2001). *Scoring rubrics in the classroom: Using performance criteria for assessing and improving student performance*. Thousand Oaks: Corwin Press, Inc.
- ✚ Mertler, C. A. (2007). *Interpreting standardized test scores: Strategies for data-driven instructional decision making*. Thousand Oaks: Sage Publications.
- ✚ A variety of additional readings will be required throughout the course

**Prerequisite:** Admission to Teacher Education, Middle Grades Online M.Ed Program

**Course Description (see catalog)**

This course is designed to provide experienced teachers advanced knowledge and skill in the areas of curriculum, instruction, and assessment. Multiple approaches to assessment will be emphasized as they relate to programmatic/content issues, learner outcomes, and teaching performance. A primary focus of this course will be the advancement of best practices utilizing data to help make decisions about curriculum, instruction, and assessment within a content-based classroom.

**Purpose of Course**

Masters level candidates must become knowledgeable of the standards that guide instruction as well as the assessment systems and curricular design generally employed in the local schools. Identification of a comprehensive framework is essential for effective **decision-making** and **facilitation** of an equitable and caring learning environment. Middle level candidates in this course are expected to become developers as well as **leaders** of curriculum, assessment, and instruction. Masters level candidates share their deeper understanding of the related research that supports a variety of effective instructional strategies.

## Targeted Standards & Course Objectives

### National Middle School Association Standards

3. Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to middle level curriculum and assessment, and they apply that knowledge in the practice.
4. Middle level masters candidates understand and analyze the major concepts, principles, theories, standards, and research related to their teaching field(s), and they apply that knowledge in their practice.
5. Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to effective middle level instruction and assessment, and they apply a variety of effective strategies to meet the varying abilities, interests, and learning styles of all young adolescents.

Course Objectives	CF Roles	CF- Competencies	Standards NMSA
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#### Knowledge

1. The middle level masters candidate will identify research related to their content curriculum and assessment (formal, informal, self, and performance) that informs their practice and suggests adjustments to future instruction.	F, D, L	Planning Subject Matter Knowledge Research & Evaluation	3.K2 3.K5 3.K10 3.K11 5.K1 5.K9
2. The middle level masters candidate will analyze content-based instruction and assessments for opportunities to develop integrative, relevant, interdisciplinary curriculum and articulate their theoretical bases.	F, D	Subject Matter Knowledge Assessment	3.K1 3.K3 4.K2 5.K2

#### Performance

3. The middle level masters candidate will provide leadership in using and sharing the research base of middle level curriculum and assessment. They will select instructional strategies and resources that are motivating, challenging, culturally sensitive, and developmentally responsive.	D, L	Professional Leadership Communication/ Interpersonal Skills Ethical Perspectives	3.P1 3.P7 4.P2 5.P1
4. The middle level masters candidate will articulate local, state and national curriculum/assessment systems and use these to inform their teaching. They will plan methods to communicate this information with all stakeholders.	F, D, L	Communication & Interpersonal Skills Assessment	4.P1 4.P2 5.P8
5. The middle level masters candidate will analyze their own classroom to determine if it is an equitable, caring, productive learning environments and determine if their assessment strategies identify students' strengths and promote their growth rather than deny them access to learning.	L	Reflection/Metacognition Ethical Perspectives	4.P1 5.P5

#### Dispositions

Value the importance of ongoing curriculum development, implementation, and assessment.	F	Planning	3.D2
Are committed to implementing an interdisciplinary curriculum that is challenging, relevant, integrative, and exploratory.	F, D	Planning Decision Making	3.D5 4.D2
Value the need for a repertoire of teaching, learning, and assessment strategies that are appropriate for reaching all young adolescents.	F	Individual Differences	5.D1
Appreciate the importance of teaching, learning, and assessment strategies that are current, knowledge-based, and supported by research and successful practice.	D, L	Assessment Professional Leadership	5.D7

## Course Projects, Outcomes, Methods of Instruction and Evaluation

Course Objective	Project	Instructional Strategies Used	Integration of Technology	Assessment Approach
1 3	Candidates will research and share trends and practices in their content-related curriculum and assessment practices. They will identify best practices in instruction and assessment that are motivating, challenging, culturally sensitive, and developmentally responsive. This should include but is not limited to: <ul style="list-style-type: none"> <li>✦ Differentiated Instruction</li> <li>✦ Effective Assessment</li> <li>✦ Interdisciplinary Connections</li> <li>✦ Motivation &amp; Engagement</li> </ul>	Research  Web Post	Use of online databases  RSS Feeds  Electronic Discussion on WebCT (Vista) or Wiki site  Word Processing	LiveText rubric
2 4	Candidates will align/analyze their local, state and national content curriculum. Candidates will: <ul style="list-style-type: none"> <li>✦ Create a personal curriculum</li> <li>✦ Identify opportunities to <ul style="list-style-type: none"> <li>○ provide real-life examples/experiences</li> <li>○ make interdisciplinary connections</li> </ul> </li> <li>✦ Write a research-based justification for their curriculum</li> <li>✦ Develop a plan to communicate this information to stakeholders.</li> </ul>	Research  Webquest	Webquest  Standards related websites  Inspiration Web	LiveText rubric
5	Candidate will analyze their own classroom to determine if it is an equitable, caring, productive learning environment and determine if their assessment strategies identify students' strengths and promote their growth rather than deny them access to learning. Candidates will create a photo essay providing evidence of their findings and plan for the future.	Research  Comparison/Contrast	Digital Photos  I-Movie PowerPoint  Word Processing  Charts/Graphs	Self-Assessment Against Standards  LiveText rubric
Other	All students will be judged throughout the course on expectations that include (but are not limited to); active engagement, professionalism, and the course specific dispositions.			Assessed through analysis of course expectations/assignments

### Course Evaluation and Grading

The final grades will be determined by the following point system:

Project 1:	Research Post = 30
Project 2:	Curriculum Alignment = 35
Project 3:	Photo Essay = 20
Other	Engagement & professionalism = 15
	<b>Total = 100</b>

<b>Grading Scale:</b>	A = 100 – 90
	B = 89 – 80
	C = 79 - 70
	D = 69 – 60
	F = 59 and below

**Course Topics/Schedule (tentative)**

Session 1	Course Overview & Introduction	
Session 2	Trends and Practice in Curriculum	- Begin Research - Marzano, Chapt. 1
Session 3	Backwards Design & Curriculum Integration	
Session 4	Aligning Curriculum (Horizontal & Vertical)	- Begin WebQuest
Session 5	Opportunity to Learn	- Marzano, Chapt. 2-4
Session 6	Trends and Practices in Assessment	- Research Post 1 Due
Session 7	Standardized Tests & Reporting Systems	- Merter, assigned chapt.
Session 8	Formative/Summative Strategies & Grading	- Arter & McTighe
Session 9	Fair & Equitable Assessments	
Session 10	Trends and Practices in Instruction	- Research Post 2 Due - Marzano, Chapt. 5
Session 11	Differentiated Instruction	- WebQuest Due - Marzano, Chapt. 9
Session 12	Evidence-Based Best Practices	- Marzano, Chapt. 10
Session 13	Motivation & Engagement	- Marzano, Chapt. 8
Session 14	Fair & Equitable Learning Environments	- Research Post 3 Due
Session 15	Reflection on Learning	- Photo Essay Due

**General Expectations**

Engagement & Professionalism:

Each student is expected to function as a positive, active member of the learning environment. All postings and assignments should be presented in a professional manner (tone and style). It is the student's responsibility to keep the instructor informed of any extenuating circumstances, which prevent the student from accessing the course website(s) or completing assignments. Any student who does not post responses and assignments in a timely manner is in danger of being withdrawn from the course and given a grade of "WF".

Students in this class are expected to communicate and exemplify the following dispositions in their coursework as well as their actions:

- ✦ Value the importance of ongoing curriculum development, implementation, and assessment.
- ✦ Are committed to implementing an interdisciplinary curriculum that is challenging, relevant, integrative, and exploratory.
- ✦ Value the need for a repertoire of teaching, learning, and assessment strategies that are appropriate for reaching all young adolescents.
- ✦ Appreciate the importance of teaching, learning, and assessment strategies that are current, knowledge-based, and supported by research and successful practice.

#### Academic Integrity Policy:

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#### Class evaluations:

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#### Electronic Monitoring:

Electronic monitoring may be used during this class to check assignments for authenticity.

# Request for A New Course

## Valdosta State University

**Date of Submission:** September 30, 2007

**Department Initiating Request:** Middle, Secondary, Reading, and Deaf Education

**Faculty Member Requesting:** Dr. Barbara Stanley VSU/ Susan Ferrell NGCSU

**Proposed New Course Prefix & Number:** MGMS 7300

See Course Designation Abbreviations in the Catalog for approved prefixes.

**Proposed New Course Title:** Instructional Leadership & Assessment

**Proposed New Course Title Abbreviation (for Student Transcript)**

Limited to 30 characters and spaces: Instruct Leadership & Assess.

**Semester/Term/Year to be effective:** Summer 2008

**Estimate Frequency of Course Offering:** Once a year

**Indicate (by typing an 'X') if Course will be:** \_\_\_ Requirement for Major       Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

**Total Contact Hours:**    **Lecture Hours:** 3    **Lab Hours:** 0    **Credit Hours:** 3

### Proposed Course Description

#### COURSE DESCRIPTION

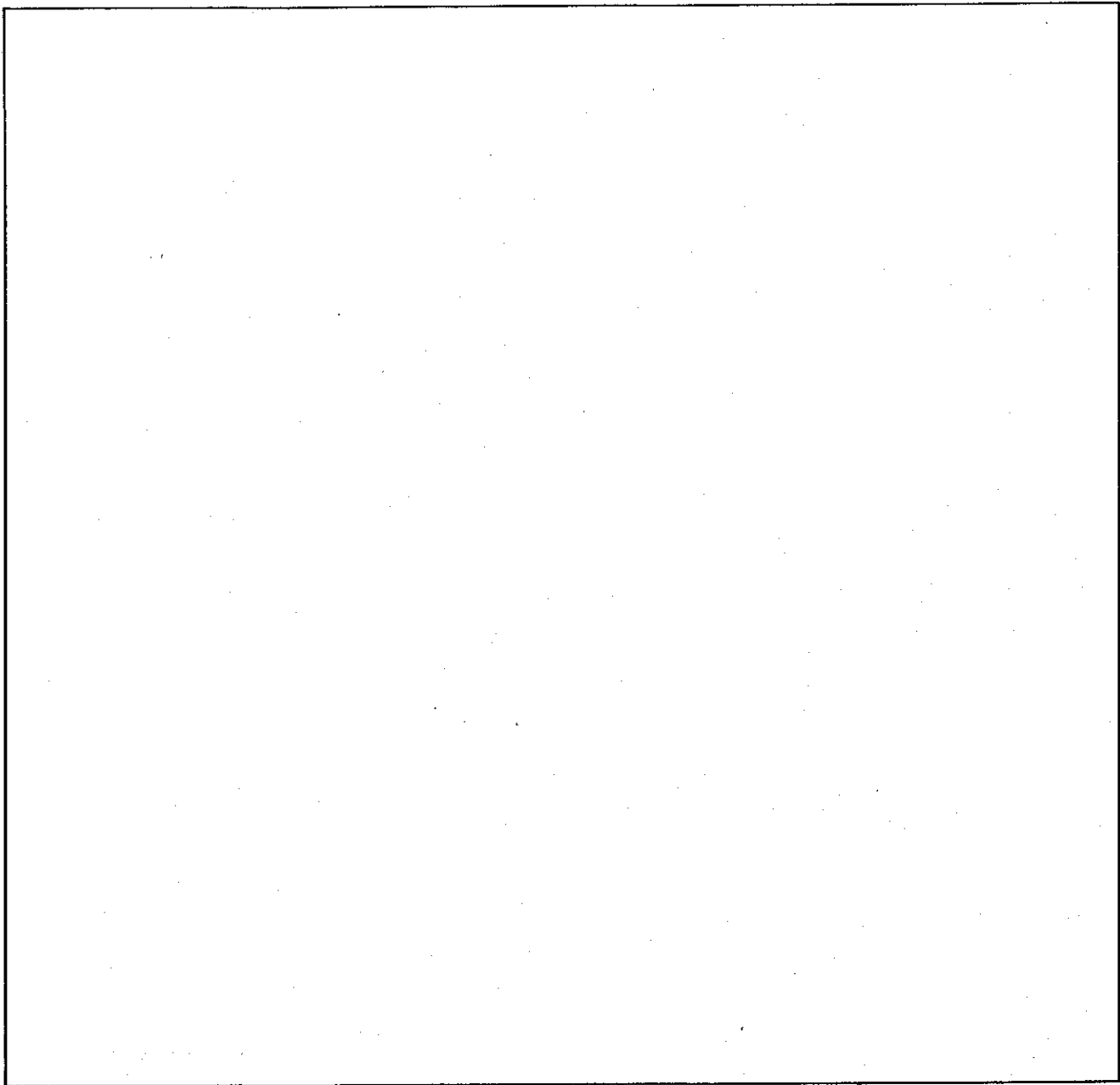
To provide experienced teachers with advanced knowledge and skill in the areas of curriculum, instruction, and assessment. Multiple approaches to assessment will be emphasized as related to programmatic/content issues, learner outcomes, and teaching performance. Focus will be the advancement of best practices utilizing data to help make decisions about curriculum, instruction, and assessment within a content-based classroom

### Justification (continue on back if necessary)

This course is one of the required courses in the proposed new M.Ed. on-line franchise program Middle Grades Math & Science, developed jointly with North Georgia College and State University. The prefix, MGMS, will be used for courses in the franchise program and will be used by both universities. This specific course, MGMS 7300, will be taught by faculty members at North Georgia College and State University.

**NOTE:** ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.

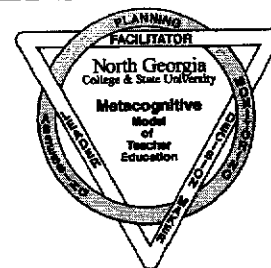




Approvals:

Department Head(s)	<input type="text" value="Barbara Stanley"/>	Date	<input type="text" value="10/1/07"/>
Dean(s)/Director(s)	<input type="text" value="B. Col"/>	Date	<input type="text" value="10/24/07"/>
College Executive Committee	<input type="text" value="B. Col"/>	Date	<input type="text" value="10/24/07"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

**NORTH GEORGIA COLLEGE & STATE UNIVERSITY**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF TEACHER EDUCATION**



**Course Number:** MGMS 7300  
**Credit:** 3 Semester Hours  
**Course Title:** Collaboration & Professionalism  
**Semester:** Fall 2008  
**Time & Location:** Online  
**Instructor:** Ms. Susan Ferrell & Ms. Barbara Dixon

Office	Dunlap 210C	Dunlap 212D	<b>Office Hours:</b>
Phone	(706) 864- 1866	(706) 864-1600	TBA
E-Mail	<a href="mailto:stferrell@ngcsu.edu">stferrell@ngcsu.edu</a>	<a href="mailto:bdixon@ngcsu.edu">bdixon@ngcsu.edu</a>	

**Required Course Resources:**

- ✦ Internet access
- ✦ Payne, R. K., DeVol, P. E., & Smith, T. D. (2006) *Bridges out of poverty: Strategies for professionals and communities*. Aha! Process, Inc. Highlands, Texas
- ✦ Gazda, G.M., Ashbury, F.R. Balzer, F.J. Childers, W.C. & Walters, R.P. (2005). *Human Relations Development: A Manual for Educators*. Boston: Allyn & Bacon.
- ✦ A variety of additional readings will be required throughout the course

**Prerequisite:** Admission to Teacher Education, Middle Grades Online M.Ed Program

**Course Description (see catalog)**

This course attempts to foster collaborative skills among teachers, and between teacher and student, community, parents and support professionals. Application to the graduate students' work-site will be emphasized.

**Purpose of Course**

As a leader in the educational community, the master teacher must work effectively with other professionals, supervise paraprofessionals, and assume a true **leadership** role in the school building and/or school district. Such a leader must also, by necessity, be a lifelong learner and be able to make professional presentations to contribute to the growth of other professionals.

For a teacher to be a master **facilitator** of learning or a **decision-maker** with other professionals and parents, the teacher must keep abreast of current research in the field. The teacher would then utilize the **metacognitive** process in collaborating, adjusting the collaboration, and evaluating the results in implementing selected research-based techniques.

At the conclusion of this course, the student will have knowledge and skills in collaboration, supervision, and leadership. The student will, as a lifelong learner, be able to work effectively with parents, co-teachers, pupils, administrators, counselors, and agencies. With this ability, grounded in wisdom of practice, the teacher will be better able to act as an effective **leader** in the educational community.

## Targeted Standards & Course Objectives

### National Middle School Association Standards

- Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they provide leadership in helping all stakeholders offer high quality learning opportunities for all young adolescents.
- Middle level masters candidates understand and analyze the major concepts, principles, theories, and research related to their professional roles in middle level education, and they apply that knowledge in their practice.

Course Objectives	CF Roles	CF- Competencies	Standards NMSA
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#### Knowledge

1. The middle level masters candidate demonstrates a comprehensive understanding and analyze of the major concepts, principles, theories, and research related to working collaboratively with all stakeholders.	F, L	Individual Differences Professional Leadership Research/Evaluation	6.K1 6.K5 6.K7 6.K8 7.K1
2. The middle level masters candidate seeks the knowledge necessary to practice research/data based decision making.	F, D, L	Individual Differences Planning & Decision Making Professional Leadership Research/Evaluation	7.K2 7.K9
3. The middle level masters candidate demonstrates an in-depth knowledge of available support services to assist families facing challenges.	F, L	Individual Differences Professional Leadership Research/Evaluation	6.K3 6.K6 7.K4

#### Performance

4. The middle level masters candidate engages in and initiates activities that help parents and community members understand the nature of young adolescents and the implications for parenting, teaching and learning.	D, L	Research/Evaluation Professional Leadership Communication/ Interpersonal Skills	6.P1 6.P5 6.P7
5. The middle level masters candidate recognizes their influence on adolescents as well as other teachers. They model teaming/collaborative theories and processes, uphold high professional standards, model appropriate behaviors, and mentor perspective or practicing teachers.	D, L	Communication/ Interpersonal Skills Professional Leadership	7.P1 7.P2
6. The middle level masters candidate understands the interrelationships and interdependencies among various professionals that serve young adolescents (e.g., school counselors, social service workers, home-school coordinators) and serve as advisors, advocates and mentors of young adolescents.	D, L	Communication/ Interpersonal Skills Professional Leadership	6.P2 7.P4 7.P6

#### Dispositions

Value and appreciate all young adolescents regardless of family circumstances, community environment, health, and economic conditions.	F, L	Individual Differences Professional Leadership Ethical Perspectives	6.D5
Accept the responsibility of working with and informing family and community members about student welfare and learning.	F, L	Individual Differences Professional Leadership Ethical Perspectives	6.D8
Believe that their professional responsibilities extend beyond the classroom and school (e.g., advisory committees, parent-teacher organizations).	F, L	Individual Differences Professional Leadership Ethical Perspectives	7.D3
Believe in maintaining high standards of ethical behavior and professional competence.	L	Individual Differences Professional Leadership	7.D4

Course Objectives	Projects	Instructional Strategies Used	Integration of Technology	Assessment Approach
3 4	<p><b>Agency Report Project:</b> Candidate will research and develop a presentation on community agency. Your presentation should include the following: history of the agency, purpose, client base, funding sources, staffing patterns, method of access for clients, strengths, weaknesses, opportunities, and threats. This project can either be a PowerPoint or MovieMaker. This project should include, but is not limited to:</p> <ul style="list-style-type: none"> <li>✦ Clear connections to scholarly literature <ul style="list-style-type: none"> <li>○ Organizational practices</li> <li>○ Adolescent development</li> <li>○ Use of instructional time</li> </ul> </li> <li>✦ Identification of related best practices that promote the positive development of early adolescence</li> <li>✦ Ability to share information with a wider community of educators</li> </ul>	Research	PowerPoint, MoveieMaker, I-Movie, or web editor to augment theoretical information presented	Project assessed via LiveText checklist/rubric
1 2	<p><b>Collaboration Report:</b> Candidate will design and implement a plan for collaborating with other professionals in the school setting. Be specific as to what you will do – i.e. meet with the health teacher and plan an inclusion class specifying the exact of each teacher, topics to be taught, and typical modifications to be made. A reflection of the project and its outcomes will be submitted upon completion of the plan.</p>	Research	Word Processing	LiveText Rubric
5	<p><b>Self-Assessment:</b> Candidate will complete a 360 degree analysis of their professional practice. They will seek feedback from students, administrators, and other teachers to determine how well they model collaboration, high professional standards, and appropriate behaviors. This information will be analyzed to determine the match/mismatch between the candidate's perception of themselves as well as the professional standards set forth by the State of Georgia.</p>	GAPSS Standards	Word Processing  Internet resources	Self-Assessment Against GAPSS Standards- 360 degree feedback of instruction and professional behavior using items based on the GAPSS observation form.
6	<p><b>Moral Dilemmas:</b> Candidates will write a dilemma (short-story or vignette with a moral quandary) with the goal of increasing the current level of knowledge and empathy among students. The dilemma should be age appropriate in terms of content, interest, and cognitive level for the students with whom you currently work. Then, create a lesson showing how you will use this dilemma with students. Detail your lesson and be sure to include the following information:</p> <ul style="list-style-type: none"> <li>✦ Description of target classroom, students, grade level, and any other relevant information;</li> <li>✦ Goals and objectives, including state standards;</li> <li>✦ Grouping of students;</li> <li>✦ Materials;</li> <li>✦ Procedures</li> <li>✦ Assessment: formal or informal;</li> <li>✦ Rationale for your choices;</li> <li>✦ School-based available resources; and</li> <li>✦ Legal issues, i.e. reporting of abuse</li> </ul>	Case study	Word Processing  Video, digital photos...	LiveText Rubric

Other	All students will be judged throughout the course on expectations that include (but are not limited to); active engagement, professionalism, and the course specific dispositions.	Assessed through analysis of course expectations/assignments
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### Course Evaluation and Grading

The final grades will be determined by the following point system:

<b>Project 1:</b>	<b>Agency Report = 30</b>	<b>Grading Scale:</b>	A = 100 – 90
<b>Project 2:</b>	<b>Collaboration Report = 20</b>		B = 89 – 80
<b>Project 3:</b>	<b>Self-Assessment = 15</b>		C = 79 - 70
<b>Project 4:</b>	<b>Moral Dilemma = 20</b>		D = 69 – 60
<b>Other:</b>	<b>Engagement &amp; Professionalism = 15</b>		F = 59 and below
	<b>Total = 100</b>		

### Course Topics/Schedule (tentative)

Session 1	Course Overview & Introduction	
Session 2	Communication, Part I – (1) Reading #1 (2) Reading #2	–Chapter 7 (Payne et al.); - Chpts. 1 & 2 (Gazda et al.)
Session 3	Identify beliefs and attitudes	– Chpts. 3 &4 (Gazda et al.)
Session 4	Appreciating the Beliefs & Attitudes of Others	– Chpts. 5 & 6 (Gazda et al.) <u>Self-Assessment Project Due</u>
Session 5	Enabling and Supporting Families – (1) Reading #1 (2) Reading #2	- Chpts. 5 & 6 (Gazda et al.); - Chpts. 8-12 (Payne et al.)
Session 6	Enabling and Supporting Families, Part II	– Chpts. 7, 8, & 9 (Gazda et al.) <u>Moral Dilemma Due</u>
Session 7	At-Risk Students: Who are They?	– Chpts. 10-13 (Gazda et al.)
Session 8	Cultural Linguistic Diversity	– Chpts. 14 & 15 (Gazda et al.)
Session 9	Role of Team; Collaborative Classrooms	– Chpts. 16 & 17 (Gazda et al.)
Session 10	Communication, Part II	– Chpts. 18-19 (Gazda et al.) <u>Collaboration Project Due</u>
Session 11	Children with Disabilities	– Chpts. 20 & 21 (Gazda et al.)
Session 12	Power and Empowerment – (1) Reading #1 (2) Reading #2	- Chpts. 22 & 23 (Gazda et al.); - Chpts. 13-Epilogue (Payne et al.)
Session 13	Families – Chpts. 24 (Gazda et al.)	
Session 14	School-Based Resources	<u>Agency Report Project Due</u>
Session 15	Reflection on Collaboration and Professionalism	

## **General Expectations**

### Engagement & Professionalism:

Each student is expected to function as a positive, active member of the learning environment. All postings and assignments should be presented in a professional manner (tone and style). It is the student's responsibility to keep the instructor informed of any extenuating circumstances, which prevent the student from accessing the course website(s) or completing assignments. Any student who does not post responses and assignments in a timely manner is in danger of being withdrawn from the course and given a grade of "WF".

Students in this class are expected to communicate and exemplify the following dispositions in their coursework as well as their actions:

- ✦ Value and appreciate all young adolescents regardless of family circumstances, community environment, health, and economic conditions.
- ✦ Accept the responsibility of working with and informing family and community members about student welfare and learning.
- ✦ Believe that their professional responsibilities extend beyond the classroom and school (e.g., advisory committees, parent-teacher organizations).
- ✦ Believe in maintaining high standards of ethical behavior and professional competence.

### Academic Integrity Policy:

All students are expected to conduct themselves according to the integrity code, "On my honor, I will not lie, cheat, steal, plagiarize, evade the truth or tolerate those who do."

### Accommodation for Students with Disabilities:

North Georgia College and State University (NGCSU) is committed to the full inclusion of individuals with disabilities and to the principle of individual rights and responsibilities. To that end, the policies and procedures of NGCSU reasonably ensure that a person with disability is not, on the basis of that disability, denied full and equal access to and the enjoyment of academic programs and co-curricular activities or otherwise is subjected to discrimination in such programs and activities.

The policies for access by individuals with disabilities at NGCSU are designed to ensure full compliance with all pertinent federal and state legislation, specifically to include Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990.

To receive disability accommodations, the student should contact the Coordinator of Disability Resources, Office of Academic Support Programs, Room 122 Barnes Hall. Approval of reasonable accommodations will be made on a case-by-case basis.

### Class evaluations:

Class evaluations at NGCSU are now conducted on-line through Banner. Evaluation of the class is considered a component of the course and students will not be permitted to access their course grade until the evaluation has been completed. The evaluations will be accessible beginning one week prior to Final Exam week. Specific instructions will be made available when the surveys are activated.

### Electronic Monitoring:

Electronic monitoring may be used during this class to check assignments for authenticity.

# Request for A New Course

Valdosta State University

**Date of Submission:** September 30, 2007

**Department Initiating Request:** Middle, Secondary, Reading, and Deaf Education

**Faculty Member Requesting:** Dr. Barbara Stanley VSU/ David Moore NGCSU

**Proposed New Course Prefix & Number:** MGMS 7400

See Course Designation Abbreviations in the Catalog for approved prefixes.

**Proposed New Course Title:** Physical Science for Middle Grades

**Proposed New Course Title Abbreviation (for Student Transcript)**

Limited to 30 characters and spaces: Physical Science for MG

**Semester/Term/Year to be effective:** Summer 2008

**Estimate Frequency of Course Offering:** Once a year

**Indicate (by typing an 'X') if Course will be:**  Requirement for Major  Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

**Total Contact Hours:**    **Lecture Hours:** 3    **Lab Hours:** 0    **Credit Hours:** 3

### Proposed Course Description

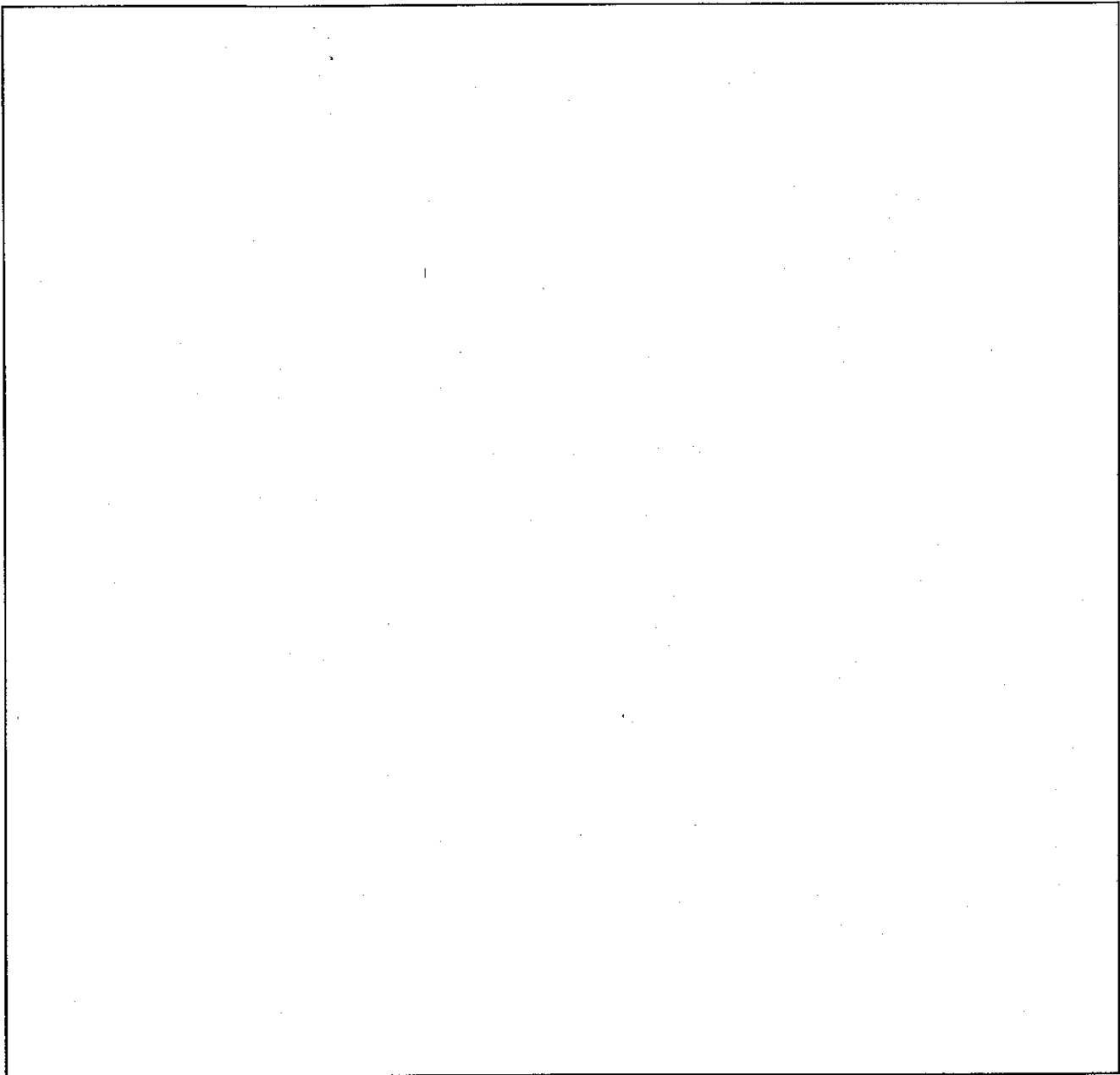
#### COURSE DESCRIPTION

An integrated math and physics course with special emphasis on conceptual physics. The assigned work will include the laws of physics, theories and problem solving including a review of the basic math required to be a successful problem solver.

### Justification (continue on back if necessary)

This course is one of the required courses in the proposed new M.Ed. on-line franchise program Middle Grades Math & Science, developed jointly with North Georgia College and State University. The prefix, MGMS, will be used for courses in the franchise program and will be used by both universities. This specific course, MGMS 7400, will be taught by faculty members at North Georgia College and State University.

**NOTE:** ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.



Approvals:

Department Head(s)	<input type="text" value="Barbara Stanley"/>	Date	<input type="text" value="10/1/07"/>
Dean(s)/Director(s)	<input type="text" value="B. O. H."/>	Date	<input type="text" value="10/24/07"/>
College Executive Committee	<input type="text" value="B. O. H."/>	Date	<input type="text" value="10/24/07"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>



# NORTH GEORGIA COLLEGE & STATE UNIVERSITY

MGMS 7400

Physical Science for Middle Grades

On-Line Coursework: Valdosta State University and North Georgia College & State University  
MED in Science Education

Instructors (NGCSU):

Dr. David Moore and Ms. Brittany Cantrell

Phone: 706-867-3247

E-mail: [demoore@ngcsu.edu](mailto:demoore@ngcsu.edu)

## Required Textbook:

The Physical Universe (12<sup>th</sup> Edition), Konrad Krauskopf and Arthur Beiser, McGraw-Hill Higher Education, ISBN #139780073312750

## Supporting Materials:

Scientific Calculator (must have exponential, scientific notation, log and trig functions) Many students use the TI-30XA scientific calculator (~\$15) and others use other TI scientific calculators.

## Course Description:

An integrated math and physics course with special emphasis on conceptual physics. The assigned work will include the laws of physics, theories and problem solving. The textbook will provide a review of the basic math required to be a successful problem solver. The following topics will be covered in this course:

The scientific method & The SI System

How scientists study nature....Why science is successful

A survey of the universe (stars, planets and deep space)

The Copernican System & Kepler's Laws

Universal Gravitation

The tides

Motion (distance, time, speed, velocity, acceleration & vectors)

Acceleration due to gravity, free fall, and air resistance

Mass & Weight, Force & Motion

Newton's Laws of Motion

Circular Motion

Momentum

Einstein's Special & General Theories of Relativity

Energy & Work

Power as the rate at which work is done

The Nature of Heat Energy & Energy Transformations

Density, Pressure, Buoyancy

Electricity & Magnetism

Waves and the Electromagnetic Spectrum

Light, Sound and Optics

The Nucleus, Radioactivity and Particle Physics

Fission & Fusion

## Fission & Fusion

### **Course Objectives:**

- (1) Provide Master Teaching candidates with the content necessary to present physics and physical science topics in the Middle Grades and High School.
- (2) Apply the content through on-line lab explorations and simulations.
- (3) Integrate math concepts with real-world physics problems. Students will be given problems to solve that are modeled in the textbook.
- (4) Analyze the Georgia and National Science Education Standards related to physics and physical science. The standards will be aligned with the textbook content.
- (5) Promote a critical thinking environment on-line for students to share their understanding of physics in a discussion forum.

### **Course Activities, Assignments & Requirements:**

- (1) Read the chapters for understanding.
- (2) Complete written homework assignments (problems, short answers & essays).
- (3) Complete on-line quizzes.
- (4) Complete on-line tests and final exam.
- (5) Prepare a Trackstar portfolio of lab ideas for the appropriate grade level.
- (6) Produce a Power Point presentation on a physics topic.

### **Course Evaluation:**

Your grade in this course will depend on a number of factors. All work must be submitted in a timely manner by the deadlines. Late work will be severely penalized. The points for each area of evaluation are listed below. Quality work will be rewarded.

Homework & Problem Solving	200 points
Quizzes (10 @ 10 points)	100 points
Tests (2 @ 100 points)	200 points
Trackstar Pages & Lab Links	200 points
Power-Point Presentation	100 points
Final Exam	200 points

The final exam is comprehensive and must be completed in the time allowed.

Science Literacy and the Georgia Performance Standards (links):

Project 2061: <http://www.project2061.org/>

Georgia Performance Standards in Science: <http://www.georgiastandards.org/science.aspx>

The National Science Education Standards:

<http://www.nap.edu/readingroom/books/nse/html/overview.html#content>

NSTA: <http://www.nsta.org/>

The Georgia Performance Standards (Physical Science & Physics Co-Requisite Content):

8<sup>th</sup> Grade Physical Science:

Major Concepts/Skills	Concepts/Skills to Maintain
Nature of matter	Records investigations clearly and accurately
Atomic Theory/Periodicity	Uses scientific tools
Conceptual Acid/Base—Phase changes	Interprets graphs, tables, and charts
Law of Conservation of Matter	Writes clearly
Law of Conservation of Energy	Uses proper units
Conceptual Laws of Motion and Forces	Organizes data into graphs, tables, and charts
Conceptual Energy Transformation	Uses models
Wave properties	Asks quality questions
Electrical/Magnetic forces	Uses technology
	Uses safety techniques
	Analyzes scientific data via calculations and inference
	Recognizes the importance of explaining data with precision and accuracy

HS Physical Science:

Major Concepts/ Skills:	Concepts/Skills to Maintain:
Classifications of Matter	Characteristics of Science
Atomic Theory/Configuration	Records investigations clearly and accurately
Periodicity	Uses scientific tools
Bonding/Nomenclature	Interprets graphs, tables, and charts
Chemical Reactions	Writes clearly
Law of Conservation of Matter	Uses proper units
Solutions	Organizes data into graphs, tables, charts
Acid/Base Chemistry	Uses models
Phase Changes	Asks quality questions
Laws of Motion and Force	Uses technology
Energy Transformation	Uses safety techniques
Electrical/Magnetic Forces	Analyzes data via calculations and inference
Wave Properties	Recognizes the importance of explaining data with precision and accuracy

HS Physics:

**Major Concepts/ Skills:**

Kinematics  
Energy and its transformations  
Electricity  
Magnetism  
Wave properties

**Concepts/Skills to Maintain:**

Characteristics of Science  
Records investigations clearly and accurately  
Uses scientific tools  
Interprets graphs, tables, and charts  
Writes clearly  
Uses proper units  
Organizes data into graphs, tables, and charts  
Analyzes scientific data via calculations and inference  
Recognizes the importance of explaining data with precision and accuracy  
Uses models  
Asks quality questions  
Uses technology  
Uses safety techniques

# Request for A New Course

Valdosta State University

**Date of Submission:** September 30, 2007

**Department Initiating Request:** Middle, Secondary, Reading, and Deaf Education

**Faculty Member Requesting:** Dr. Barbara Stanley VSU/ David Moore NGCSU

**Proposed New Course Prefix & Number:** MGMS 7401

See Course Designation Abbreviations in the Catalog for approved prefixes.

**Proposed New Course Title:** Chemistry, Earth Science and Astronomy for Middle Grades

**Proposed New Course Title Abbreviation (for Student Transcript)**

Limited to 30 characters and spaces: Chem, Earth Sci & Astr for MG

**Semester/Term/Year to be effective:** Summer 2008

**Estimate Frequency of Course Offering:** Once a year

**Indicate (by typing an 'X') if Course will be:** \_\_\_ Requirement for Major     Elective Course

\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

**Total Contact Hours:**    **Lecture Hours:** 3    **Lab Hours:** 0    **Credit Hours:** 3

### Proposed Course Description

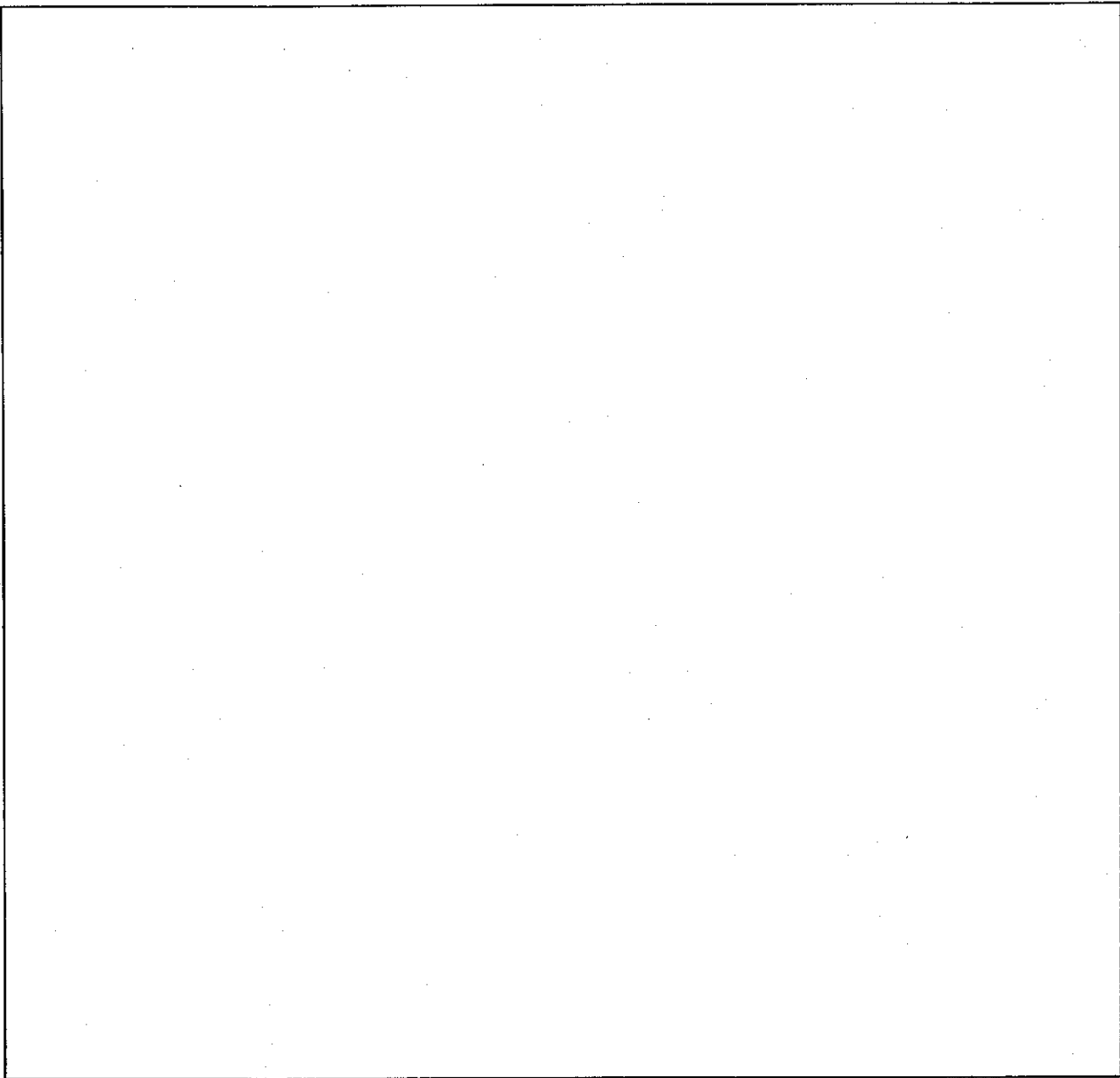
**COURSE DESCRIPTION**  
An integrated math and science course with special emphasis on an understanding of chemical processes related to earth science and astronomy including a study of physical chemistry, earth processes and the chemical evolution of the universe.

### Justification (continue on back if necessary)

This course is one of the required courses in the proposed new M.Ed. on-line franchise program Middle Grades Math & Science, developed jointly with North Georgia College and State University. The prefix, MGMS, will be used for courses in the franchise program and will be used by both universities. This specific course, MGMS 7401, will be taught by faculty members at North Georgia College and State University.

**NOTE:** ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.

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Approvals:

Department Head(s)	<input type="text" value="Barbara Stanley"/>	Date	<input type="text" value="10/11/07"/>
Dean(s)/Director(s)	<input type="text" value="B. G. B."/>	Date	<input type="text" value="10/24/07"/>
College Executive Committee	<input type="text" value="B. G. B."/>	Date	<input type="text" value="10/24/07"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

# NORTH GEORGIA COLLEGE & STATE UNIVERSITY

MGMS 7401

Chemistry, Earth Science & Astronomy for Middle Grades

On-Line Coursework: Valdosta State University and North Georgia College & State University  
MED in Science Education

Instructors (NGCSU):

Dr. David Moore and Ms. Brittany Cantrell

Phone: 706-867-3247

E-mail: [demoore@ngcsu.edu](mailto:demoore@ngcsu.edu)

**Required Textbook:**

The Physical Universe (12<sup>th</sup> Edition), Konrad Krauskopf and Arthur Beiser, McGraw-Hill Higher Education, ISBN #139780073312750

**Supporting Materials:**

Scientific Calculator (must have exponential, scientific notation, log and trig functions) Many students use the TI-30XA scientific calculator (~\$15) and others use other TI scientific calculators.

**Course Description:**

An integrated math and science course with special emphasis on an understanding of chemical processes related to earth science and astronomy. The assigned work will include a study of physical chemistry, earth processes and the chemical evolution of the universe. The textbook will provide a review of the basic math required to be a successful problem solver. The following topics will be covered in this course:

The atom and atomic structure  
The Periodic Table  
Chemical Bonds  
Solutions, Acids and Bases  
Water Chemistry  
Chemical Reactions, Oxidation and Reduction  
Atmosphere & Hydrosphere  
Weather & Climate  
The Rock Cycle, Rocks and Minerals  
Erosion, Volcanism, and Plate Tectonics  
Earth History & the Geologic Record  
The Solar System  
Stars, Stellar Processes and Galaxy Formation  
The evolution of the Universe  
Recent planetary and astronomical discoveries

**Course Objectives:**

- (1) Provide Master Teaching candidates with the content necessary to present chemistry, earth science and astronomy topics in the Middle Grades and High School.
- (2) Apply the content through on-line lab explorations and simulations.
- (3) Integrate math concepts with real-world problems. Students will be given problems to solve that are modeled in the textbook.
- (4) Analyze the Georgia and National Science Education Standards related to chemistry, earth science and astronomy. The standards will be aligned with the textbook content.
- (5) Promote a critical thinking environment on-line for students to share their understanding of selected topics in a discussion forum.

**Course Activities, Assignments & Requirements:**

- (1) Read the chapters for understanding.
- (2) Complete written homework assignments (problems, short answers & essays).
- (3) Complete on-line quizzes.
- (4) Complete on-line tests and final exam.
- (5) Prepare a Trackstar portfolio of lab ideas for the appropriate grade level.
- (6) Produce a Power Point presentation on an earth science or astronomy topic.

**Course Evaluation:**

Your grade in this course will depend on a number of factors. All work must be submitted in a timely manner by the deadlines. Late work will be severely penalized. The points for each area of evaluation are listed below. Quality work will be rewarded.

Homework & Problem Solving	200 points
Quizzes (10 @ 10 points)	100 points
Tests (2 @ 100 points)	200 points
Trackstar Pages & Lab Links	200 points
Power-Point Presentation	100 points
Final Exam	200 points

The final exam is comprehensive and must be completed in the time allowed.

Science Literacy and the Georgia Performance Standards (links):

Project 2061: <http://www.project2061.org/>

Georgia Performance Standards in Science: <http://www.georgiastandards.org/science.aspx>

The National Science Education Standards:

<http://www.nap.edu/readingroom/books/nses/html/overview.html#content>

NSTA: <http://www.nsta.org/>



The Georgia Performance Standards (Earth Science, Physical Science & Chemistry Co-Requisite Content):

6<sup>th</sup> Grade Earth Science

Major Concepts/Skills	Concepts/Skills to Maintain
Meteorology: Impact of weather and climate on the Earth	Characteristics of Science
Oceanography	Records investigations clearly and accurately
Earth Materials: Composition and structure of the Earth	Uses scientific tools
Earth in Space	Interprets graphs, tables, and charts
Interactions: Human impact on the Earth	Writes clearly
Energy Sources	Uses proper units
	Organizes data into graphs, tables, and charts
	Analyzes scientific data via calculations and inference
	Recognizes the importance of explaining data with precision and accuracy
	Uses models
	Asks quality questions
	Uses technology
	Uses safety techniques

8<sup>th</sup> Grade Physical Science

Major Concepts/Skills	Concepts/Skills to Maintain
Nature of matter	Concepts/Skills to Maintain:
Atomic Theory/Periodicity	Records investigations clearly and accurately
Conceptual Acid/Base—Phase changes	Uses scientific tools
Law of Conservation of Matter	Interprets graphs, tables, and charts
Law of Conservation of Energy	Writes clearly
Conceptual Laws of Motion and Forces	Uses proper units
Conceptual Energy Transformation	Organizes data into graphs, tables, and charts
Wave properties	Uses models
Electrical/Magnetic forces	Asks quality questions
	Uses technology
	Uses safety techniques
	Analyzes scientific data via calculations and inference
	Recognizes the importance of explaining data with precision and accuracy

HS Physical Science

<b>Major Concepts/ Skills:</b>	<b>Concepts/Skills to Maintain:</b>
Classifications of Matter	Characteristics of Science
Atomic Theory/Configuration	Records investigations clearly and accurately
Periodicity	Uses scientific tools
Bonding/Nomenclature	Interprets graphs, tables, and charts
Chemical Reactions	Writes clearly
Law of Conservation of Matter	Uses proper units
Solutions	Organizes data into graphs, tables, charts
Acid/Base Chemistry	Uses models
Phase Changes	Asks quality questions
Laws of Motion and Force	Uses technology
Energy Transformation	Uses safety techniques
Electrical/Magnetic Forces	Analyzes data via calculations and inference
Wave Properties	Recognizes the importance of explaining data with precision and accuracy

**HS Earth Science:**

<b>Major Concepts/Skills:</b>	<b>Concepts/Skills to Maintain:</b>
Earth origin, composition, and structure	Characteristics of Science
Plate tectonics and the rock cycle	Records investigations clearly and accurately
Landscape evolution	Uses scientific tools
Geologic hazards	Interprets graphs, tables, and charts
Sedimentary environments	Writes clearly
Geologic time and correlation	Uses proper units
Earth and life history	Organizes data into graphs, tables, and charts
Life-environment relationships	Analyzes scientific data via calculations and inference
Hydrologic cycle	Uses models
Insolation and global heat distribution	Asks quality questions
Weather and climate	Uses technology
Matter/energy cycles	Uses safety techniques
Mineral and fossil fuel resources	Recognizes the importance of explaining data with precision and accuracy

**HS Chemistry:**

<b>Major Concepts/ Skills:</b>	<b>Concepts/Skills to Maintain:</b>
Classifications of Matter	Characteristics of Science
Atomic Theory/Configuration	Records investigations clearly and accurately
Periodicity	Uses scientific tools
Bonding/Nomenclature	Interprets graphs, tables, and charts
Chemical Reactions	Writes clearly
Law of Conservation of Matter	Uses proper units
Empirical/Molecular Formulas	Organizes data into graphs, tables, and charts
Stoichiometry	Uses models
Kinetic Molecular Theory/Phase Changes	Asks quality questions
Gas Laws	Uses technology
Solutions/Concentrations	Uses safety techniques
Acid/Base Chemistry	Analyzes scientific data via calculations and inferences
	Recognizes the importance of explaining data with precision and accuracy

# Request for A New Course

## Valdosta State University

**Date of Submission:** September 30, 2007

**Department Initiating Request:** Middle, Secondary, Reading, and Deaf Education

**Faculty Member Requesting:** Dr. Barbara Stanley VSU/ David Moore NGCSU

**Proposed New Course Prefix & Number:** MGMS 7402

See Course Designation Abbreviations in the Catalog for approved prefixes.

**Proposed New Course Title:** Life Science & Natural History for Middle Grades

**Proposed New Course Title Abbreviation (for Student Transcript)**

Limited to 30 characters and spaces: Life Sci & Nat Hist for MG

**Semester/Term/Year to be effective:** Summer 2008

**Estimate Frequency of Course Offering:** Once a year

**Indicate (by typing an 'X') if Course will be:** \_\_\_ Requirement for Major     Elective Course  
\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change form.

**Total Contact Hours:**    **Lecture Hours:** 3    **Lab Hours:** 0    **Credit Hours:** 3

### Proposed Course Description

#### COURSE DESCRIPTION

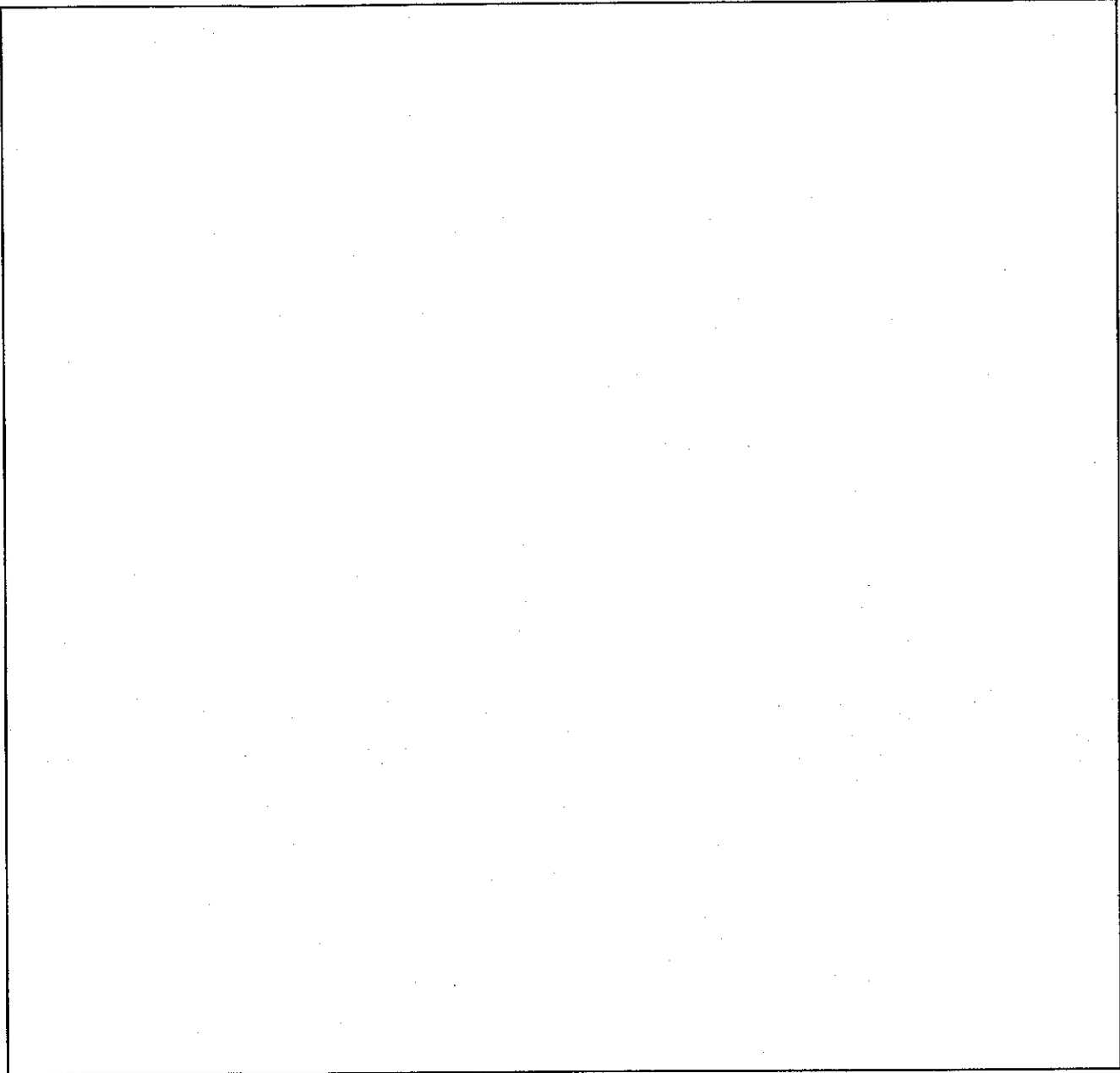
A life science course with special emphasis on ecology, biomes, classification, phylogenetic trees, evolution and natural selection including a study of the biosphere, biochemistry, genetics and evolutionary processes.

### Justification (continue on back if necessary)

This course is one of the required courses in the proposed new M.Ed. on-line franchise program Middle Grades Math & Science, developed jointly with North Georgia College and State University. The prefix, MGMS, will be used for courses in the franchise program and will be used by both universities. This specific course, MGMS 7402, will be taught by faculty members at North Georgia College and State University.

**NOTE:** ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.

454



Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# NORTH GEORGIA COLLEGE & STATE UNIVERSITY

MGMS 7402

Life Science & Natural History for Middle Grades

On-Line Coursework: Valdosta State University and North Georgia College & State University  
MED in Science Education

Instructors (NGCSU):

Dr. David Moore and Ms. Brittany Cantrell

Phone: 706-867-3247

E-mail: [demoore@ngcsu.edu](mailto:demoore@ngcsu.edu)

**Required Textbook:**

Essentials of The Living World (2<sup>nd</sup> Edition), George B. Johnson, McGraw-Hill Higher Education,  
ISBN #139780073309354

**Supplemental Textbook:**

The Physical Universe (12<sup>th</sup> Edition), Konrad Krauskopf and Arthur Beiser, McGraw-Hill Higher Education,  
ISBN #139780073312750

**Supporting Materials:**

Scientific Calculator (must have exponential, scientific notation, log and trig functions) Many students use the TI-30XA scientific calculator (~\$15) and others use other TI scientific calculators.

**Course Description:**

A life science course with special emphasis on ecology, biomes, classification, phylogenetic trees, evolution and natural selection. The assigned work will include a study of the biosphere, biochemistry, genetics and evolutionary processes. The textbook will provide a review of the basic biological principles and concepts. The following topics will be covered in this course:

The science of biology  
Evolution and ecology  
The chemistry of life  
Energy and energy transfer  
Food webs and food chains  
The continuity of life  
Foundations of genetics  
The new biology  
The evolution and diversity of life  
The living environment  
Ecosystems  
Animal life  
Plant life  
Endangered species & extinction

**Course Objectives:**

- (1) Provide Master Teaching candidates with the content necessary to present life science topics in the Middle Grades and High School.
- (2) Apply the content through on-line lab explorations and simulations.
- (3) Develop an understanding of life processes and environmental principles related to ecosystems, energy flow in living systems, the evolution of life and diversity.
- (4) Analyze the Georgia and National Science Education Standards related to life science. The standards will be aligned with the textbook content.
- (5) Promote a critical thinking environment on-line for students to share their understanding of selected topics in a discussion forum.

**Course Activities, Assignments & Requirements:**

- (1) Read the chapters for understanding.
- (2) Complete written homework assignments (problems, short answers & essays).
- (3) Complete on-line quizzes.
- (4) Complete on-line tests and final exam.
- (5) Prepare a Trackstar portfolio of lab ideas for the appropriate grade level.
- (6) Produce a Power Point presentation on an earth science or astronomy topic.

**Course Evaluation:**

Your grade in this course will depend on a number of factors. All work must be submitted in a timely manner by the deadlines. Late work will be severely penalized. The points for each area of evaluation are listed below. Quality work will be rewarded.

Homework & Problem Solving	200 points
Quizzes (10 @ 10 points)	100 points
Tests (2 @ 100 points)	200 points
Trackstar Pages & Lab Links	200 points
Power-Point Presentation	100 points
Final Exam	200 points

The final exam is comprehensive and must be completed in the time allowed.

Science Literacy and the Georgia Performance Standards (links):

Project 2061: <http://www.project2061.org/>

Georgia Performance Standards in Science: <http://www.georgiastandards.org/science.aspx>

The National Science Education Standards:

<http://www.nap.edu/readingroom/books/nses/html/overview.html#content>

NSTA: <http://www.nsta.org/>

The Georgia Performance Standards (Earth Science, Physical Science & Chemistry Co-Requisite Content):

7<sup>th</sup> Grade life Science:

<b>Major Concepts/ Skills:</b>	<b>Concepts/Skills to Maintain:</b>
Diversity of living organisms	Characteristics of Science
Dichotomous key/classify (6 Kingdoms)	Records investigations clearly and accurately
Structure and function of cells	Uses hypotheses
Tissues, organs, and organ systems	Uses technology
Purpose of major human body organ systems	Uses safety techniques
Heredity, genes, and successive generations	Uses scientific tools
Ecosystems	Writes clearly
Cycling of matter and energy	Organizes data into graphs/tables/charts
Biological evolution	Interprets graphs/tables/charts
Natural selection and fossil record	Asks quality questions
	Analyzes/organizes scientific data via calculations and inference
	Recognizes the importance of explaining data with precision and accuracy

HS Biology:

<b>Major Concepts/ Skills:</b>	<b>Concepts/Skills to Maintain:</b>
Classification to the Six Kingdom level	Characteristics of Science
Matter-Energy Relationships	Records investigations clearly and accurately
Cellular Function and Structure	Uses scientific tools
DNA/RNA	Interprets graphs, tables, and charts
Homeostasis	Writes clearly
Plant/Animal Characteristics	Uses proper units
Genes and Successive Generations	Organizes data into graphs, tables, and charts
Heredity	Analyzes scientific data via calculations and inference
Ecosystems	Uses models
Biological Evolution	Asks quality questions
	Uses technology
	Uses safety techniques
	Recognizes the importance of explaining data with precision and accuracy

# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====For the following items, type an 'X' and complete only those items being revised.=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

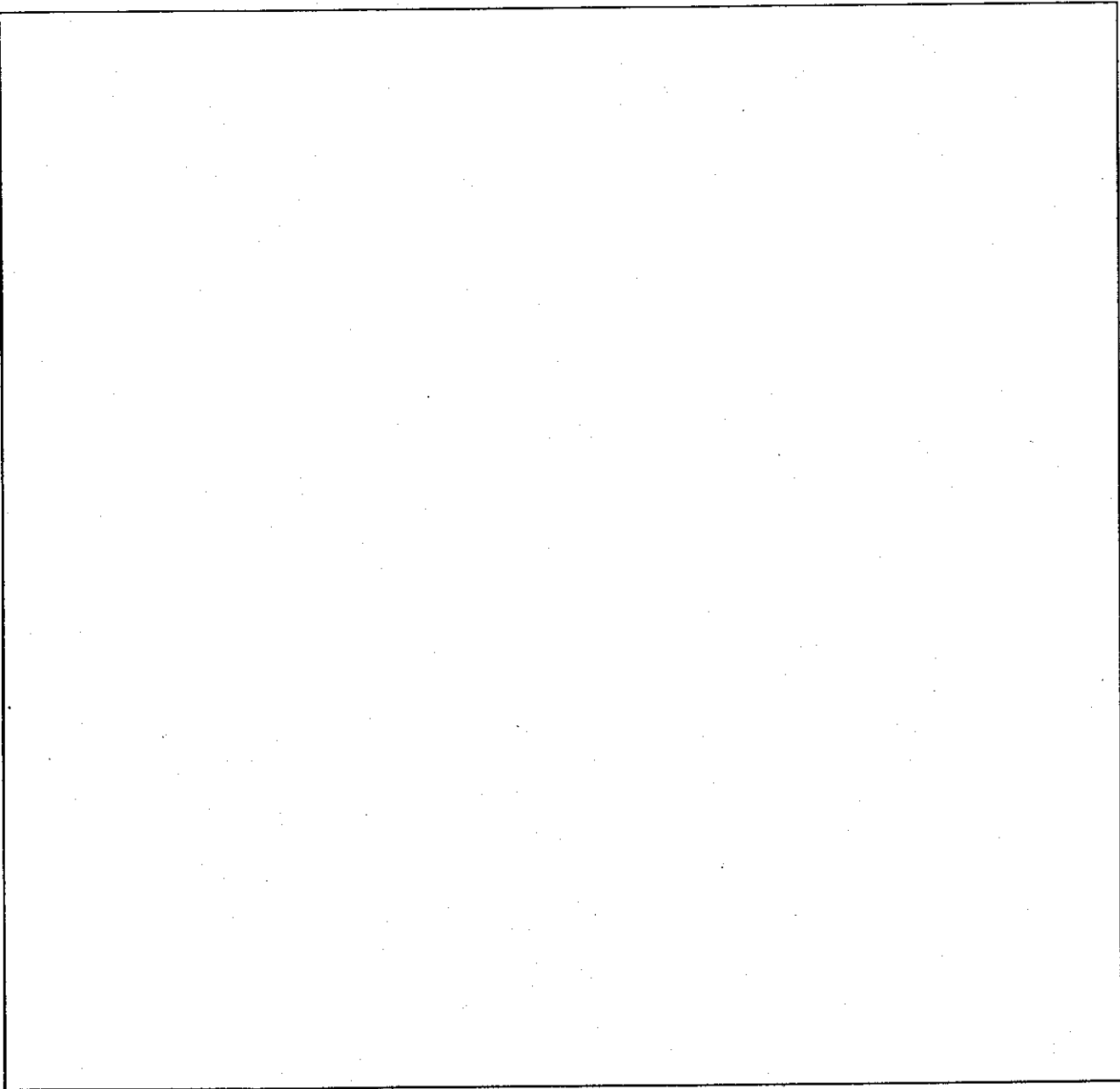
Revised Course Description & Justification

This course is one of the required courses in the proposed new M.Ed. on-line franchise program Middle Grades Math & Science, developed jointly with North Georgia College and State University. The prefix, MGMS, will be used for courses in the franchise program and will be used by both universities. This specific course, MGMS 7000, will be taught on line by faculty members at Valdosta State University.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.





Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

===== For the following items, type an 'X' and complete only those items being revised.=====

Revised Course Prefix and Number:   
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

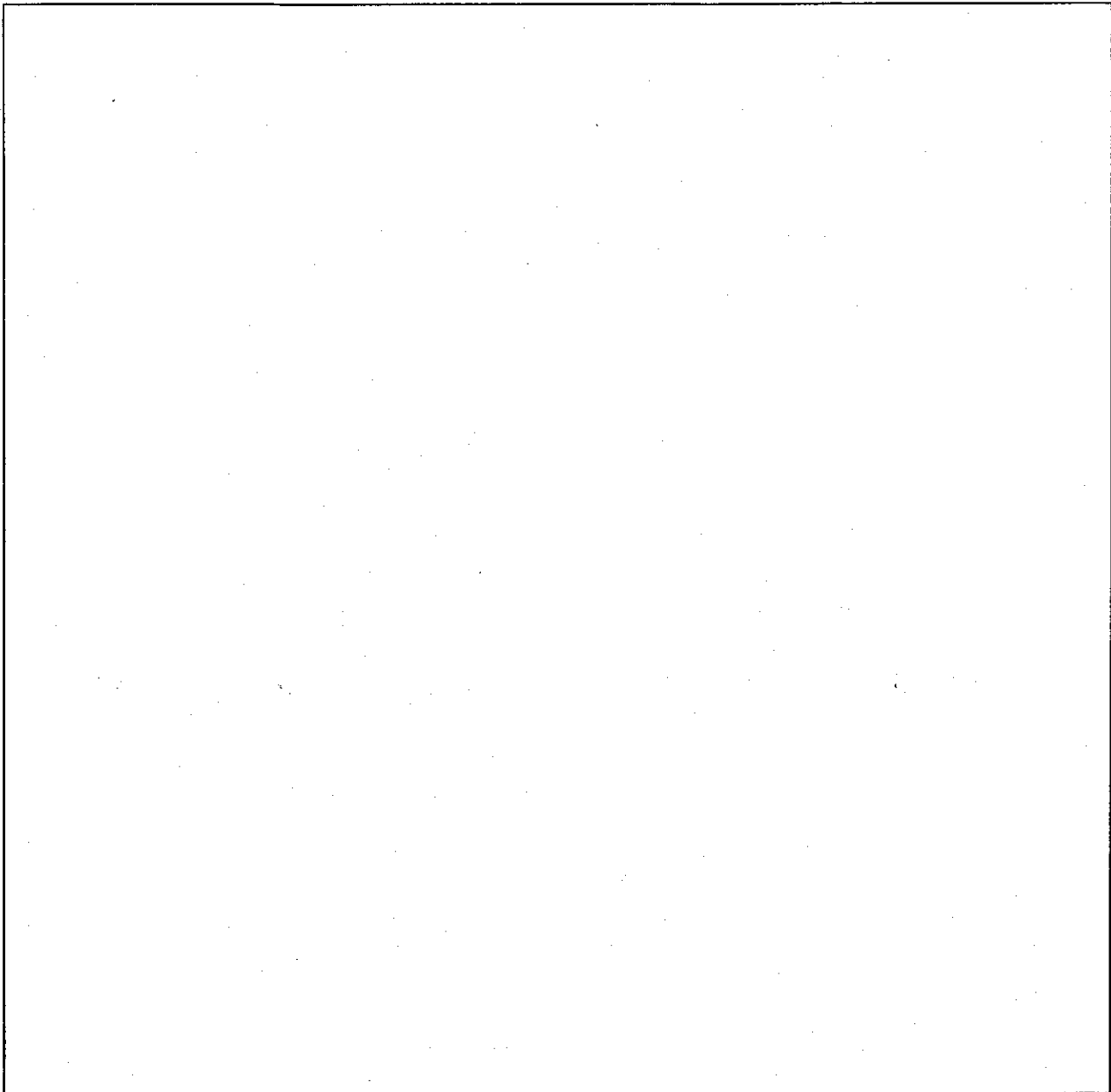
Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

Revised Course Description & Justification

This course is one of the required courses in the proposed new M.Ed. on-line franchise program Middle Grades Math & Science, developed jointly with North Georgia College and State University. The prefix, MGMS, will be used for courses in the franchise program and will be used by both universities. This specific course, MGMS 7100, will be taught on-line by faculty members at Valdosta State University.

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Approvals:

Department Head(s)	<input type="text" value="Barbara Sterling"/>	Date	<input type="text" value="10/1/07"/>
Dean(s)/Director(s)	<input type="text" value="J. O'Connell"/>	Date	<input type="text" value="10-24-07"/>
College Executive Committee	<input type="text" value="J. O'Connell"/>	Date	<input type="text" value="10-24-07"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

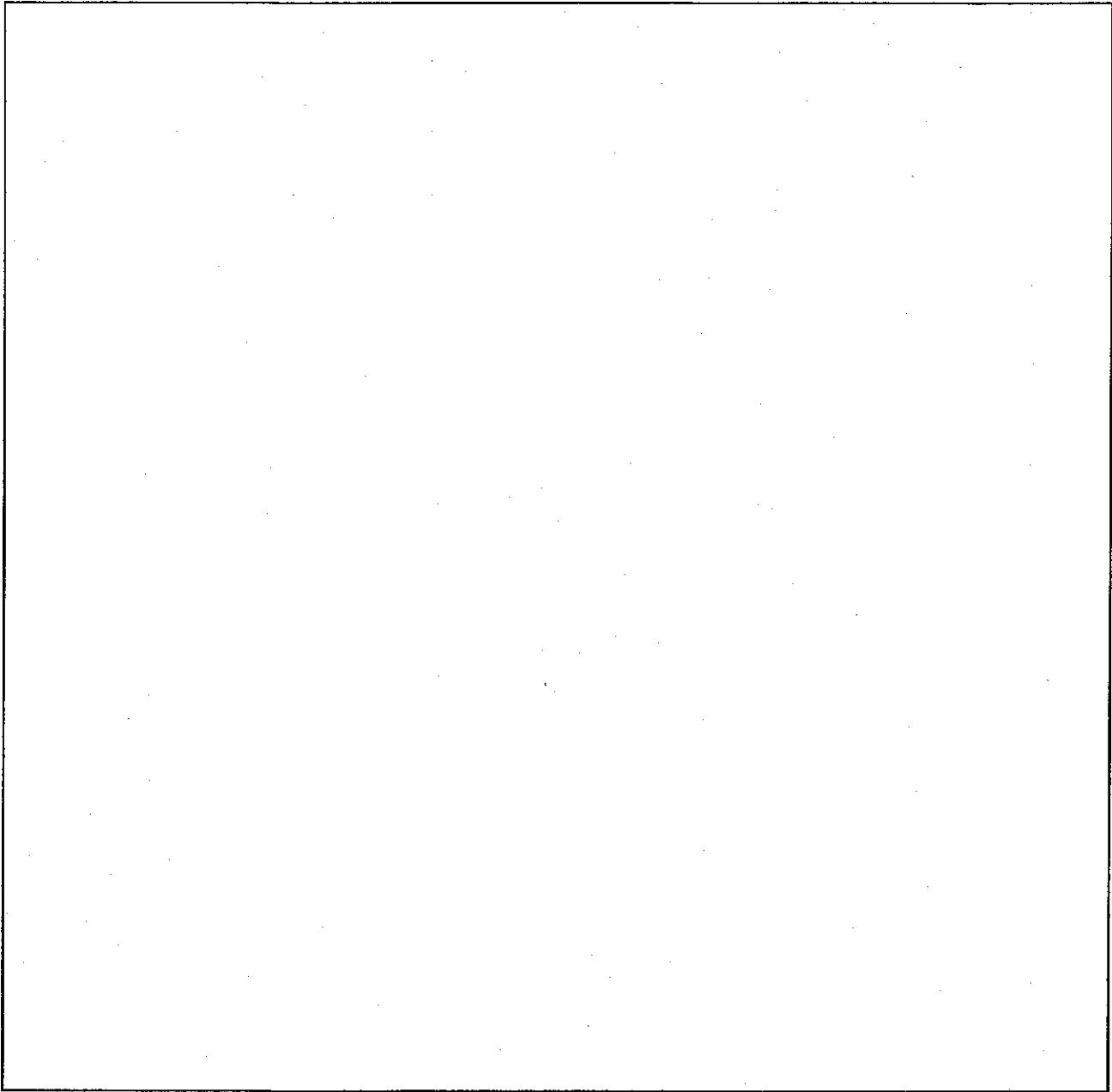
Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

### Revised Course Description & Justification

This course is one of the required courses in the proposed new M.Ed. on-line franchise program Middle Grades Math & Science, developed jointly with North Georgia College and State University. The prefix, MGMS, will be used for courses in the franchise program and will be used by both universities. This specific course, MGMS 7100, will be taught on-line by faculty members at Valdosta State University.



Approvals:

Department Head(s)	<input type="text" value="Barbara Stanley"/>	Date	<input type="text" value="10/1/07"/>
Dean(s)/Director(s)	<input type="text" value="J. O. G."/>	Date	<input type="text" value="10-24-07"/>
College Executive Committee	<input type="text" value="J. O. G."/>	Date	<input type="text" value="10-24-07"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====For the following items, type an 'X' and complete only those items being revised.=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

Revised Course Description & Justification

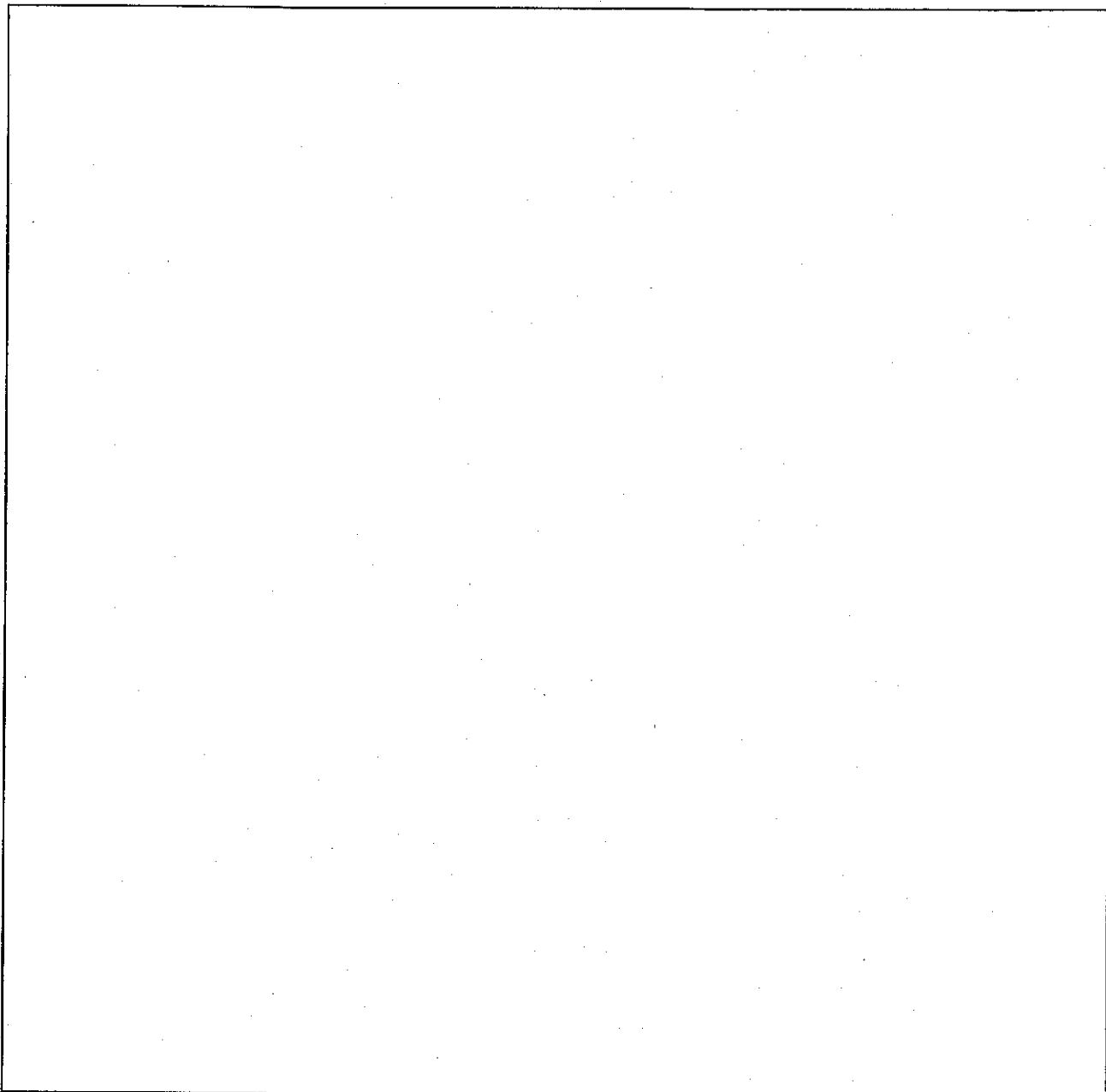
Course description is the same except for the addition of 100% on-line instruction.

This course is one of the required courses in the proposed new M.Ed. on-line franchise program Middle Grades Math & Science, developed jointly with North Georgia College and State University. The prefix, MGMS, will be used for courses in the franchise program and will be used by both universities. This specific course, MATH 5190, will be taught on-line by faculty members at Valdosta State University.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

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Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

## Revised Course Description & Justification

Course description is the same except for the addition of 100% on-line instruction.

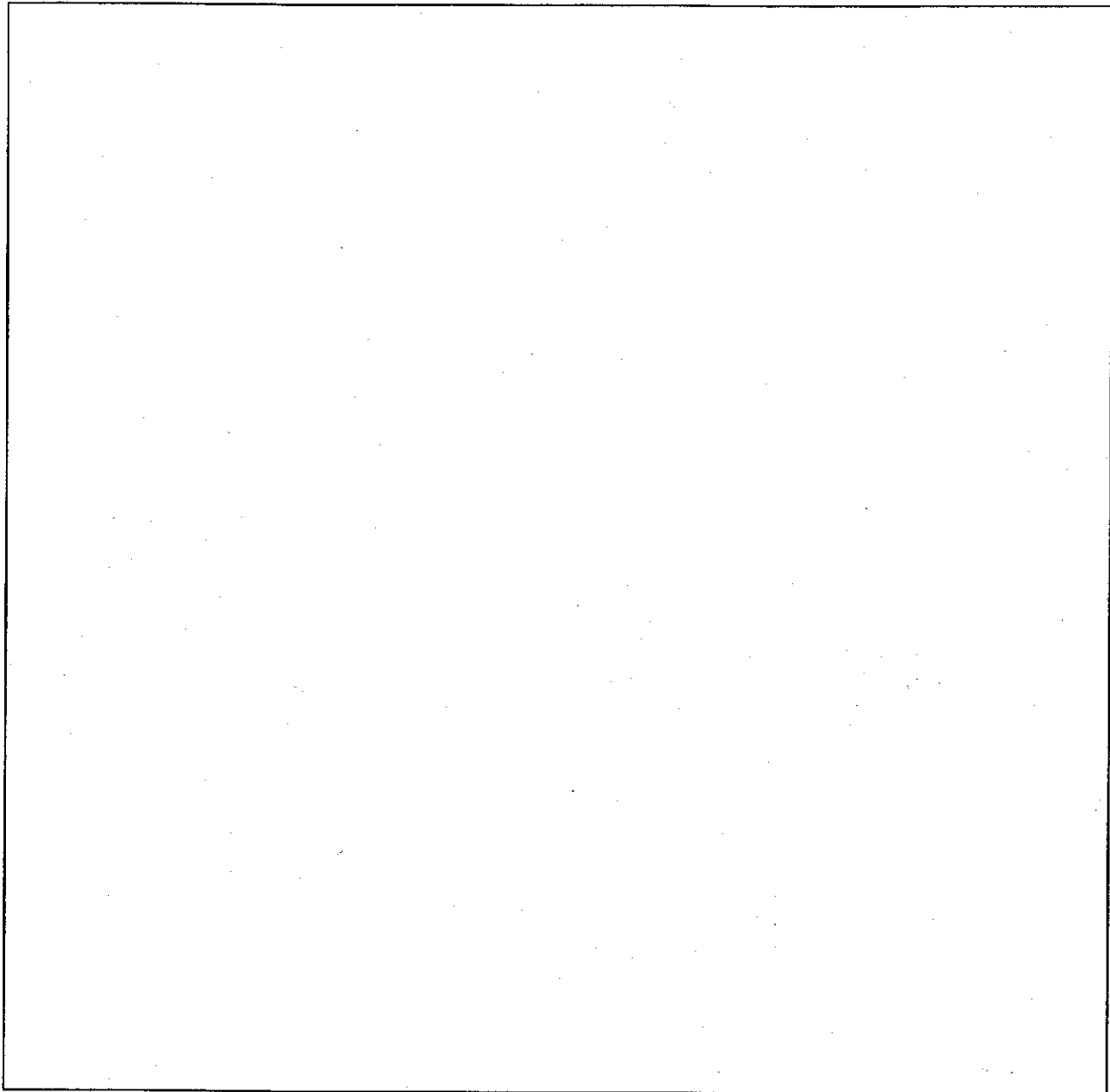
This course is one of the required courses in the proposed new M.Ed. on-line franchise program Middle Grades Math & Science, developed jointly with North Georgia College and State University. The prefix, MGMS, will be used for courses in the franchise program and will be used by both universities. This specific course, MATH 5180, will be taught on-line by faculty members at Valdosta State University.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

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Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====For the following items, type an 'X' and complete only those items being revised.=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

Revised Course Description & Justification

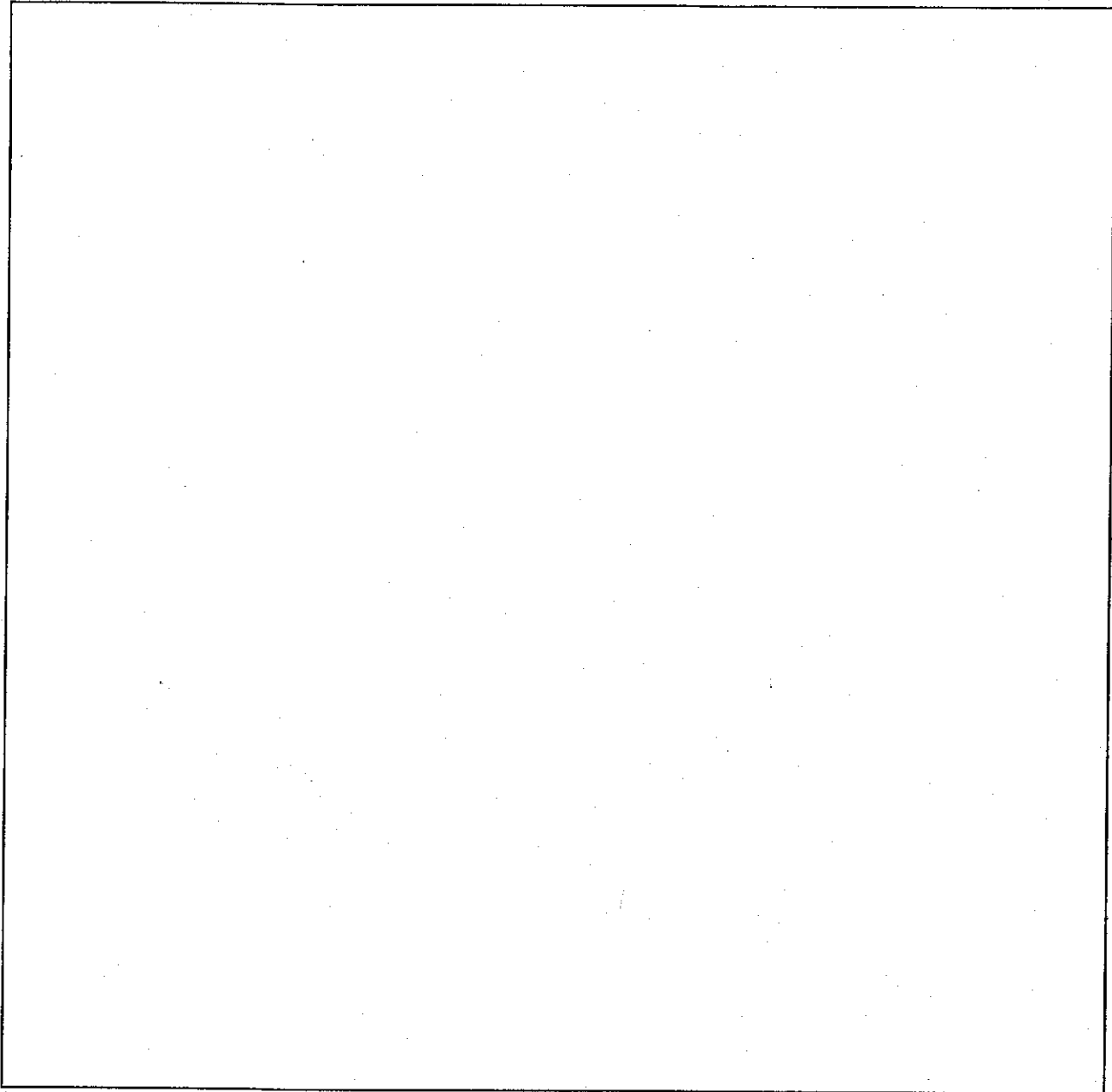
Course description is the same except for the addition of 100% on-line instruction.

This course is one of the required courses in the proposed new M.Ed. on-line franchise program Middle Grades Math & Science, developed jointly with North Georgia College and State University. The prefix, MGMS, will be used for courses in the franchise program and will be used by both universities. This specific course, MATH 6161, will be taught on-line by faculty members at Valdosta State University.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

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Approvals:

Department Head(s)	<input type="text" value="Barbara Steady"/>	Date	<input type="text" value="10/1/07"/>
Dean(s)/Director(s)	<input type="text" value="J. O. G."/>	Date	<input type="text" value="10-24-07"/>
College Executive Committee	<input type="text" value="J. O. G."/>	Date	<input type="text" value="10-24-07"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

Valdosta State University  
**Request for Curriculum Change**

Indicate area of change (by typing an 'X'):

Core Curriculum (Area A, B, C, D, E, F)

Senior Curriculum

Graduate Program

Other: \_\_\_\_\_ Current Catalog page number \_\_\_\_\_

Effective Date for Curriculum Change July 2008  
Month Year

Degree & Program Name (e.g., BFA, Art) BS, Sports Medicine/Athletic Training

Present Requirements or Present Outcomes & Assessment (Include latter only if changes are to be made):

Currently in the 2007-2008 Undergraduate Catalog, Area "F" courses are simply listed.

Proposed Requirements or Proposed Outcomes & Assessments (Show changes in **BOLD**):

Our program would like to propose that a statement be included under the Area "F" courses in the catalog pertaining to our program that reads as follows: **All courses in Area F must be completed with a grade of "C" or better.**

Justification

Because Area "F" courses are specifically related to our program courses (i.e. BIOL 2651/2652) our program would like to propose that a statement be included under the Area "F" courses in the catalog pertaining to our program that reads as follows: **All courses in Area F must be completed with a grade of "C" or better.**

Approvals:

Department Head *M. [Signature]*

Date 10-22-07

Dean (s)/Director(s) *[Signature]*

Date 10/24/07

College Executive Committee *[Signature]*

Date 10/24/07

Graduate Executive Committee \_\_\_\_\_

Date \_\_\_\_\_

Academic Committee \_\_\_\_\_

Date \_\_\_\_\_



**Memorandum**

**To:** Dr. Sharon Gravett  
Assistant Vice President for Academic Affairs

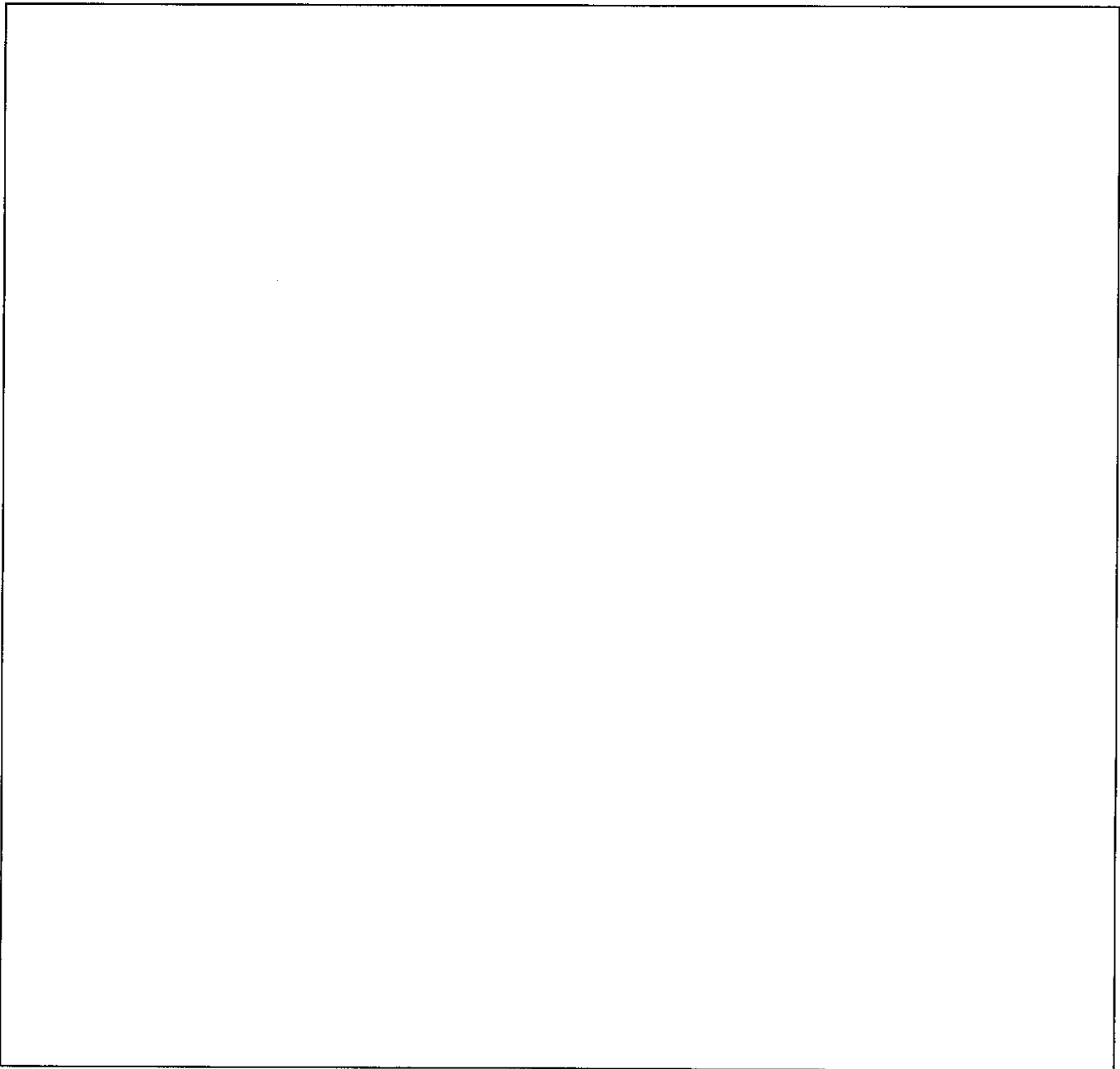
**From:** *MG*  
Mike Griffin, Department Head  
Department of Kinesiology &  
Physical Education

**Date:** October 4, 2007

**Re:** Course Deactivation

Dr. Gravett,

Since the KSPE 3910 Principles and Methods of Adapted Physical Education course is no longer taught within any program in our department, we are requesting the course to be deactivated. Thank you for your consideration.



Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# Request for a Revised Course

Valdosta State University

Date of Submission: 10/1/07

Department Initiating Request: KSPE

Faculty Member Requesting Revision: Dr. Sonya Sanderson

Current Course Prefix and Number: KSPE 1010 Current Credit Hours: 1

Current Course Title: Physical Fitness

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Every Semester

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:  Revised Lab Hours:  Revised Credit Hours:

Revised Course Description & Justification

Exercise sessions in the Fitness Center designed to improve the components of physical fitness for exercise science benefits. Assessment, interpretation and discussion of physical fitness and selected health related components are included.



We do not use the term Exercise Science Center anymore. We use Fitness Center.

Continue with Justification on the back if necessary.  
the back.

Approvals are to be noted on

Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# Request for A Revised Course

Valdosta State University

Date of Submission: 10/1/07

Department Initiating Request: Physical Fitness

Faculty Member Requesting Revision: Dr. Sonya Sanderson

Current Course Prefix and Number: KSPE 1270 Current Credit Hours: 1

Current Course Title: Volleyball

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Spring and Summer

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====For the following items, type an 'X' and complete only those items being revised.=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:  Revised Lab Hours:  Revised Credit Hours:

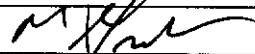
## Revised Course Description & Justification

A beginning course designed to teach the fundamental skills, strategies, and team concepts of volleyball. Attention will be given to the mastery of skill development, rules, game etiquette, and historical information.

This description better reflects the content of the course.

Approvals:


Department Head(s)



Date

10-22-07

Dean(s)/Director(s)



Date

10-24-07

College Executive Committee



Date

10-24-07

Graduate Executive Committee

Date

Academic Committee

Date

# Request for a Revised Course

Valdosta State University

Date of Submission: 10/1/07

Department Initiating Request: Kinesiology and Physical Education

Faculty Member Requesting Revision: Dr. Sonya Sanderson

Current Course Prefix and Number: KSPE 2010 Current Credit Hours: 3

Current Course Title: Fitness and Team Activities

Type an 'X' for all that apply: Revised Title Revised Course Number Other Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Fall Only

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number: (See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours: Revised Lab Hours: Revised Credit Hours:

Revised Course Description & Justification

**Prerequisite: KSPE 2999.** Instructional techniques of soccer, speedball, volleyball, Frisbee, tumbling, health-related fitness, and elementary school physical education activities.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

To be consistent with all other Major ONLY courses, we need to change all Restricted to Health and Physical Education majors only phrases to "Prerequisite: KSPE 2999."

Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# Request for A Revised Course

Valdosta State University

Date of Submission: 10/1/07

Department Initiating Request: Kinesiology and Physical Education

Faculty Member Requesting Revision: Dr. Sonya Sanderson

Current Course Prefix and Number: KSPE 2020 Current Credit Hours: 3

Current Course Title: Lifetime Activities

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Spring Semester Only

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number: \_\_\_\_\_  
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title: \_\_\_\_\_

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:  
\_\_\_\_\_

Revised Total Contact Hours: \_\_\_\_\_

Revised Lecture Hours: \_\_\_\_\_  Revised Lab Hours: \_\_\_\_\_  Revised Credit Hours: \_\_\_\_\_

Revised Course Description & Justification

**Prerequisite:** KSPE 2999 Instructional techniques of golf, tennis, pickelball, orienteering, adventure education, rhythms, swimming, and badminton.

To be consistent with all other Major Only courses, we need to change all Restricted to Health and Physical Education Majors only to "Prerequisite: KSPE 2999"

Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# Request for a Revised Course

Valdosta State University

Date of Submission: 10/1/07

Department Initiating Request: KSPE

Faculty Member Requesting Revision: Dr. Sonya Sanderson

Current Course Prefix and Number: KSPE 2101 Current Credit Hours: 3

Current Course Title: Foundations and Technology in Health and Physical Education

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Fall only

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number: KSPE 3101  
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:  Revised Lab Hours:  Revised Credit Hours:

Revised Course Description & Justification


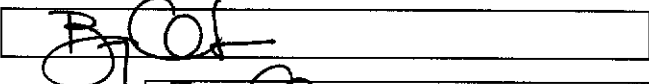

**Prerequisite: KSPE 2999.** Information relative to the history, principles, important leaders, and philosophical bases of health and physical education. Introduction to the applications of technology usage in health and physical education disciplines, including LiveText software, web research, e-mail, and portfolio creation.



To be consistent with all other MAJOR ONLY courses, we need to change all Restricted to Health and Physical Education majors only to "Prerequisite: KSPE 2999."

Program faculty decided that the 2101 course needed to be a higher level course number due to all materials that are covered within the course and the fact that only admitted students can now take the course.

Approvals:

Department Head(s)		Date	<input type="text" value="10-22-07"/>
Dean(s)/Director(s)		Date	<input type="text" value="10-24-07"/>
College Executive Committee		Date	<input type="text" value="10-24-07"/>
Graduate Executive Committee	<input type="text"/>	Date	<input type="text"/>
Academic Committee	<input type="text"/>	Date	<input type="text"/>

# Request for A Revised Course

Valdosta State University

Date of Submission: 10/1/07

Department Initiating Request: Kinesiology and Physical Education

Faculty Member Requesting Revision: Dr. Sonya Sanderson

Current Course Prefix and Number: KSPE 3420 Current Credit Hours: 3

Current Course Title: Exercise Physiology

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Spring Only

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:  Revised Lab Hours:  Revised Credit Hours:

Revised Course Description & Justification

**Prerequisites: Grade of "C" or higher in BIOL 2651. Exercise physiology majors must have met program entry requirements. Health and Physical education majors - Prerequisite: KPSE 2999. Sports medicine majors may be allowed to take the course with the approval of the program coordinator and instructor.** An understanding of how the body, from a functional standpoint, responds, adjusts, and adapts to exercise. Topics include bioenergetics, neuromuscular concepts, cardiorespiratory considerations, physical training, and environmental concerns involving physical activity, athletic performance, and health related fitness.

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

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We need to be consistent with the "Prerequisite KSPE 2999" among all major courses for health and physical education students are concerned.

Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# Request for A Revised Course

Valdosta State University

Date of Submission: 10/1/07

Department Initiating Request: KSPE

Faculty Member Requesting Revision: Dr. Sonya Sanderson

Current Course Prefix and Number: KSPE 3450 Current Credit Hours: 3

Current Course Title: Comprehensive Health Education

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Fall Only

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

====For the following items, type an 'X' and complete only those items being revised.====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:  Revised Lab Hours:  Revised Credit Hours:

Revised Course Description & Justification

**Prerequisite: KSPE 2999.** Investigation of the major models and health content areas applicable to the delivery of health education in the public school setting. Information pertaining to elementary, middle, and secondary level students. Topics such as health-related historical developments, health screening protocols, control of communicable diseases, preventive health services, consumer health, alcohol, drugs, cigarette and tobacco use, cancer, cardiovascular disease prevention, physical activity and physical fitness, and others are discussed.

We need to be consistent with the "Prerequisite KSPE 2999" among all major courses for health and physical education students instead of ending the description with the phrase for health and physical education majors only. The Prerequisite KSPE 2999 is sufficient.

There are also some topics that are no longer covered in the KSPE 3450 class, which are now covered in the KSPE 3301 course. These changes need to be reflected in the catalog.

Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# Request for a Revised Course

Valdosta State University

Date of Submission: 10/01/07

Department Initiating Request: Kinesiology and Physical Education

Faculty Member Requesting Revision: Dr. Sonva Sanderson

Current Course Prefix and Number: KSPE 3911 Current Credit Hours: 3

Current Course Title: Diversity in Sport and Physical Education

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Each Fall

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:  Revised Lab Hours:  Revised Credit Hours:

Revised Course Description & Justification

**Prerequisite:** KSPE 2999 Introduction to physical education and sport for exceptional children and diverse populations. Overview of litigation and the passage of various federal laws pertaining to human diversity in physical education and sport, including diverse cultures, physical differences, communication diversity, behavior differences, sensory diversity, and family diversity. Field experiences in the public schools are required.

Field experience in the public schools is required needed to be added to this course.

The socio/psyc of sport has been removed from this course and is now being taught in 4220 Management of Physical Education Program Course. So, revision of the catalog needs to take place to correctly represent the 3911 course.

Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# Request for A Revised Course

Valdosta State University

Date of Submission: 10/1/07

Department Initiating Request: KSPE

Faculty Member Requesting Revision: Dr. Sonya Sanderson

Current Course Prefix and Number: KSPE 4220 Current Credit Hours: 3

Current Course Title: Management of Physical Education Programs

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Fall Only

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number: \_\_\_\_\_  
(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title: \_\_\_\_\_

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:  
\_\_\_\_\_

Revised Total Contact Hours: \_\_\_\_\_

Revised Lecture Hours: \_\_\_\_\_  Revised Lab Hours: \_\_\_\_\_  Revised Credit Hours: \_\_\_\_\_

## Revised Course Description & Justification

**Prerequisite: KSPE 2999.** A study of administrative theory and principles as they relate to the process of planning, organizing, supervision, personnel, budget, facility design, risk management, and other issues that are related to operating physical education and sports programs in educational and community settings. Studies of psychological and sociological forces affecting participants or physical activity and the developmental approach to instruction including diverse cultures, race, ethnicity, sexual identity, religious diversity and socio-economics in sports.



The socio/psych requirement that was taught in KSPE 3911 is now being taught in KSPE 4220, so this description needs to be changed.

Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# Request for A Revised Course

Valdosta State University

Date of Submission: 10/01/07

Department Initiating Request: Kinesiology and Physical Education

Faculty Member Requesting Revision: Dr. Sonva Sanderson

Current Course Prefix and Number: KSPE 4710 Current Credit Hours: 3

Current Course Title: Middle Grades and Secondary Education Methods and Content

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Spring Only

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

-----For the following items, type an 'X' and complete only those items being revised.-----

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:  Revised Lab Hours:  Revised Credit Hours:

Revised Course Description & Justification

**Prerequisite: KSPE 2999.** This is a check-point course, and check-point requirements must be met. Designed to provide the student with information related to instruction in physical education methodologies and content for middle grade and secondary public school students. Field experiences in public schools are required.

To be consistent with wording with other method courses that require field experiences (KSPE 3700 and 3911).

Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date

# Request for A Revised Course

Valdosta State University

Date of Submission:

Department Initiating Request:

Faculty Member Requesting Revision:

Current Course Prefix and Number:  Current Credit Hours:

Current Course Title:

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective:

Estimate Frequency of Course Offering:

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====For the following items, type an 'X' and complete only those items being revised.=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:   Revised Lab Hours:   Revised Credit Hours:

Revised Course Description & Justification

**Prerequisite: Completion of all requirements to student teach as listed in the university's undergraduate catalog. Co-requisite: KSPE 4800.**

Continue with Justification on the back if necessary.

Approvals are to be noted on the back.

495

Students must meet all requirements before student teaching.

Approvals:

Department Head(s)

*M. [Signature]*

Date

10-22-07

Dean(s)/Director(s)

*[Signature]*

Date

10-24-07

College Executive Committee

*[Signature]*

Date

10-24-07

Graduate Executive Committee

Date

Academic Committee

Date

# Request for A Revised Course

Valdosta State University

Date of Submission: 10/1/07

Department Initiating Request: KSPE

Faculty Member Requesting Revision: Dr. Sonya Sanderson

Current Course Prefix and Number: KSPE 4800 Current Credit Hours: 2

Current Course Title: Professional Practice Seminar

Type an 'X' for all that apply:  Revised Title  Revised Course Number  Other  
 Revised Credit Hours  Revised Course Description

Semester/Term/Year to be effective: Fall 2008

Estimate Frequency of Course Offering: Fall and Spring

Indicate (by typing an 'X') if Revised Course will be  Requirement for Major  Elective Course

=====**For the following items, type an 'X' and complete only those items being revised.**=====

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for Student Transcript) Limited to 30 characters and spaces:

Revised Total Contact Hours:

Revised Lecture Hours:  Revised Lab Hours:  Revised Credit Hours:

Revised Course Description & Justification

**Prerequisites: Completion of all requirements to student teach as listed in the university's undergraduate catalog. Co-requisite: KSPE 4790.** Reflection of educational practices and refinement of concepts emanating from student teaching experience. Presentations of electronic portfolios along with other related materials, including an exit exam, are required.

To be consistent with wording with KSPE 4790

Approvals:

Department Head(s)  Date

Dean(s)/Director(s)  Date

College Executive Committee  Date

Graduate Executive Committee  Date

Academic Committee  Date