Memorandum

To: General Faculty

Date: January 28, 2008

Regarding: Agenda, Faculty Senate Meeting, February 1st, 2008 at 3.00 pm at the Technology-enhanced Learning Center, 1-303.

The agenda for the, February 1st Faculty Senate Meeting will be as follows:

1. Call to Order

2. Roll Call

3. Approval of the minutes of the December 7th, 2007 meeting (**See Addendum I**)

4. Committee Reports

Committee I: Undergraduate Academic Programs (Chair, Diane Fulkerson)

Action Items: (See Addendum II)

A) College of Arts and Sciences

1) Department of English and Philosophy

a) ENGL 4238
Request: Add
Action: Approved

b) ENGL 4286
Request: Add
Action: Approved

c) B.A. in Philosophy: Religion Track
Request: Modify
Action: Approved

d) PHIL 3220
Request: Add
Action: Approved

e) PHIL 3240
Request: Delete
Action: Approved

2) Department of Mass Communications and Theatre Arts

a) B.A. Degree with a Major in Theatre
Request: Modify Theatre Major Electives
Action: Approved

b) BA Degree with a Major in Theatre
Request: Modify Major Requirements
Action: Approved

c) Minor in Theatre
Request: Modify Minor Requirements
Action: Approved

d) THEA 1112
Request: Add
Action: Approved

e) THEA 2111
Request: Add
Action: Approved

f) THEA 2100
Request: Add
Action: Approved

g) THEA 2112
Request: Add
Action: Approved

h) THEA 3112
Request: Add
Action: Approved

Information Items:

A) College of Arts and Sciences
1) Department of English and Philosophy
a) ENGL 2130
Request: course modify
Action: Approved

b) ENGL 3400
Request: Modify
Action: Approved

2) Department of Mass Communications and Theatre Arts
   a) THEA 1111
      Request: Modify Description
      Action: Approved

   b) THEA 2111
      Request: Modify Description
      Action: Approved

   c) THEA 2214
      Request: Course Modify
      Action: Approved

   d) THEA 2290
      Request: Course Modify
      Action: Approved

   e) THEA 3111
      Request: Modify Description
      Action: Approved

   f) THEA 3214
      Request: Course Modify
      Action: Approved

   g) THEA 3290
      Request: Course Modify
      Action: Approved

   h) THEA 3357
      Request: Course Modify
      Action: Approved

   i) THEA 3392
      Request: Course Modify
      Action: Approved

   j) THEA 3394
      Request: Course Modify
      Action: Approved

   k) THEA 4111
      Request: Course Modify
      Action: Approved

   l) THEA 4415
      Request: Course Modify
      Action: Approved

m) THEA 4457
Request: Course Modify
Action: Approved

Committee VI: General University Matters

Information Item:

A) Campus Safety Survey

Committee VII: Institutional Studies and Planning

Action Item:

A) Ratify Strategic Planning Process (**See Addendum III**)

Committee IX: Graduate Studies (Chair, Skip Clark)

(See Addendum IV)

Action Items:

A) College of Arts and Sciences

1) Department of Music
   a) MUSC 5240
   Request: Add
   Action: Approved

2) Department of Nursing
   a) MSN in Nursing Education
   Request: Modify
   Action: Approved

   b) MSN in Health Systems Leadership Leader/Manager
   Request: Modify
   Action: Approved

   c) MSN Health Systems Leadership Clinical Nurse Leader
   Request: Modify
   Action: Approved

   d) NURS 6402
   Request: Delete
   Action: Approved

   e) NURS 6403
   Request: Add
   Action: Approved

f) NURS 6404
Request: Add
Action: Approved

g) NURS 6500
Request: Add
Action: Approved

3) Psychology Department
a) PSYC 6085
Request: Add
Action: Approved

B) College of Education

1) Educational Leadership and Professional Studies
a) Leadership Certification PL-6 or PL-7
Request: Add
Action: Approved

b) Educational Specialist Program in Educational Leadership
Request: Add
Action: Approved

c) Masters Program in Educational Leadership
Request: Add
Action: Approved

d) Teacher Leader Endorsement
Request: Add
Action: Approved

e) EDLE 6313
Request: Add
Action: Approved

f) EDLE 6323
Request: Add
Action: Approved

g) EDLE 6325
Request: Add
Action: Approved

h) EDLE 6327
Request: Add
Action: Approved

i) EDLE 6329
Request: Add
Action: Approved

j) EDLE 6330
Request: Add
Action: Approved

k) EDLE 6331
Request: Add
Action: Approved

l) EDLE 6332
Request: Add
Action: Approved

m) EDLE 6341
Request: Add
Action: Approved

n) EDLE 6342
Request: Add
Action: Approved

o) EDRS 6303
Request: Add
Action: Approved

p) EDLE 8301
Request: Add
Action: Approved

q) EDLE 8302
Request: Add
Action: Approved

r) EDLE 8303
Request: Add
Action: Approved

s) EDLE 8329
Request: Add
Action: Approved

2) Physical Education and Recreation
   a) SPMG 6001
   Request: Add
   Action: Approved

b) SPMG 6110
Request: Add
Action: Approved

c) SPMG 6102
Request: Add
Action: Approved

C) Richards College of Business

1) Management
   a) M.Ed. in Business Education (option)
   Request: Modify
   Action: Approved

   b) M.Ed. in Business Education (Non-Certification)
   Request: Modify
   Action: Approved

   c) Ed.S. Business Education
   Request: Modify
   Action: Approved

Information Items:

The following minutes were approved by COGS and may be viewed at http://www.westga.edu/~cogs/minutes/

- October 16, 2007 approved November 14, 2007
- November 14, 2007 approved December 12, 2007

5. Old Business

6. New Business

7. Announcements

8. Adjournment

Addendum I

Addendum 1

University of West Georgia
Faculty Senate Minutes
Dec. 7, 2007

Date: Jan. 19, 2008

Call to Order: The meeting was convened in room 312 of the Humanities Building. Chair pro-tem Randy Hendricks called the meeting to order at: 3:03 p.m.

Roll Call: Abbott, Bray, Elman, Fulkerson, Gunnels, Harkins, Hendricks, Holland, Huff, Kirk, Lloyd, Mayer, McCord, Moffeit, Murphy, Packard, Ramanathan, Smith, Talpade (for Webb).

Not in Attendance: Aanstoos, Best, Chibbaro, Gaytan, MacKinnon, Mowling, Pencoe, Snipes, Thomas-Fair

Minutes: The minutes of the November 2, 2007, meeting of the Faculty Senate were approved.

Committee I: Undergraduate Academic Program: Chair - Diane Fulkerson

Action Items:

A) College of Arts and Sciences:
   1) Dept. of English – Modification to the Minor in Creative Writing and the addition of a course. Hynes asked if ENGL 2060 was to be for gen ed credit. That question will be sent to the Gen Ed subcommittee. Crafton noted that this required course "may be taken" in Area B. Motion made: Approved.
   2) Dept. of History – Addition of two American religion courses. Motion made: Approved.
   3) Dept. of Foreign Languages – Addition of a BA in Foreign Languages, German track, French track, or Spanish track and the deletion of a BA Degree with a Major in French, German, or Spanish. Motion made: Approved.
   4) Dept. of Nursing – Modification of the BSN in Nursing (prep course for professional license). Motion made: Approved.
   5) Dept. of Political Science – Modification of the BA and BS in Political Science. Motion made: Approved.

B) Richards College of Business
   1) Dept. of Economics – Modification of the BS in Economics with a Secondary Education Certification program. Motion made: Approved.

Information Items:

A) College of Arts and Sciences:
   1) Depart. of English – Modification of four courses presented.
   2) Dept. of Music – Modification of sixty-one courses presented.

Committee II: Academic Policy and Procedures: Chair – Kathy Moffeit

Action Item:

A) Moffeit addressed the change in wording of the UWG class attendance policy in that there would be more pre-planning by students possible; for students, at the outset, to work with their professors. Hynes asked about accommodations for student grievances. Much discussion ensued. It was noted that some sanctioned university-supported activities (sports, debate team, etc.) take more time away from classes than most others. Some sports in particular (baseball and softball) play over forty games per semester! Absences are very difficult for science courses with labs, theater arts, etc.

Motion made to adjourn the Faculty Senate meeting and reconvene as a Committee of the Whole: Approved.

Re-wording of the second sentence of the Class Attendance Policy to read "…student should be accommodated…" "as the professor deems reasonable." This new wording allows students to make a grade appeal. Still, they must consult with their instructors as quickly as possible. Motion made to accept the new policy statement with rewording: Approved.

Rise and Report to the Faculty Senate. Motion made: Approved.

Faculty Senate reconvened. Motion made on the revised Class Attendance Policy: Approved

Information Items:

A) Starting in Fall, 2008, Drop/Add will be three days. After some discussion, it was decided to send this back to the committee.
B) Adoption of a mandatory online course evaluation process. After some discussion, it was decided to send this back to the committee.

Committee III: Faculty and Administrative Staff Personnel: Chair – Chris Huff

Action Item:

A) Revisions to the Faculty Handbook, sect. 107.01 (Oversight and Administration of Alternative Dispute Resolution Program). The Committee will meet at least once a semester and elect a chair (who may be re-elected for one subsequent term) to serve a two-year term. Requests for Mediation may be made by any member of the University Community.

Committee IV: Learning Resources: Chair – Aran MacKinnon (not present)

A) Information items only were noted and will be discussed at a future Faculty Senate meeting.

Committee VII: Institutional Studies and Planning: Chair – Michael Crafton for Julie Chibbaro (not present)

Information Item:

A) Update on Institutional Studies and Planning. Crafton noted that version #9 is now posted online; this will be brought back to the Faculty Senate in January for a vote.

Committee IX: Graduate Studies: Chair: Dan Williams for Charles Clark (not present)

Action Items:

A) College of Arts and Sciences:
   1) Dept. of History – Addition of two courses. Motion made: Approved.
   2) Dept. of Sociology and Criminology – In response to the new graduate program in Criminology/Sociology, deletion of five courses and the addition of twenty-eight courses. Assurances were made in terms of no budgetary implication. Motion made: Approved.

B) College of Education:
   1) Counseling and Supervision – addition of an Ed.D. program was addressed by Brent Snow, along with budgetary and strategic cost considerations. The department anticipates six doctoral students per year needing two senior faculty positions. Discussion ensued on the benefits of this program on our "robust tier" level within the USG system (to get to the Carnegie classification, we must have three doctoral programs.) and as part of maintaining our (research) position. Motion made: Approved.

Old Business (none)

Announcements

1) Randy Hendricks announced that the Ad Hoc Rules Committee meets Monday, December 10, 2007.

2) Dr. Hynes thanked the Faculty Senate on the important discussions held over the course of the semester and noted how these highlighted shared governance here at UWG.

Adjournment: Motion was made and seconded by the departure of the members of the Faculty Senate at 4:22 p.m.

Respectfully submitted by Ron Reigner, Executive Secretary

Addendum II

Course or Program Addition, Deletion or Modification Request

Department: English **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix	Course	Title	Hours: Lecture/Lab/Total
			3 / 0 / 3

Action
☑ Course ☐ Program

☐ Modify ☑ Add ☐ Delete
- ☐ Credit
- ☐ Number
- ☐ Title
- ☐ Description
- ☐ Other

Credit
☑ Undergraduate
☐ Graduate
☐ Other*
*Variable credit must be explained

Frequency
☑ Every Term
☐ Yearly
☐ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
Engl	4238	Methods for Teaching Secondary English	3 / 1 / 4

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This compulsory course, taught by English Department faculty, unites theory and practice to produce sound pedagogical strategies for the teaching of English. In it, teachers-in-training will learn refined instructional strategies and deepen their understanding of the foundation from which such approaches develop. As a result, they will begin to fashion teaching selves through recursive discussion, concentrated research, analytical writing, repreated field observation, and practical implimentation.

Prerequisite(s) Engl 1101, 1102, and 2300.

Present or Projected Enrollment: 20 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall / 2008 (Term/Year)

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Jane Hill 10/30/07
Department Chair Date

Department Chair (if cross listed) Date

Dean of College 11/9/07 Date

Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Deane Faulkenson 11/15/07
Chair, Undergraduate Academic Programs Committee Date

Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

ENGL 4238: Methods for Teaching Secondary English
Prototypical Syllabus

Finding the Corners and Turning the Corner: Methods for Teaching Secondary English

"Every truth has four corners: as a teacher I give you one corner, and it is for you to find the other three."
--Confucius

Course Objectives:

- Students will increase their ability to formulate and state goals for the teaching of English in accordance with standards set down in their respective professional environments.
- Students will learn to promote rigorously analytical and critical thinking in the classroom environment within frameworks that may define their respective professional environments.
- Students will gain knowledge of specific pedagogical tools used in the teaching of English.
- Students will practice creating curriculum units and micro-lessons within those units.
- Students will write reflectively about their readings, class discussion, and field experiences.
- Students will conduct concerted, scholarly research in the field and apply their findings to a primary text of their choosing as they, in a major capstone assignment, critically read it, argue for its teaching in a particular classroom environment, and generate a plan of action for its instruction.
- Students will study various assessment models and learn to apply them to student writing.
- Students will regularly observe and practice in the field.
- Students will move towards fashioning teaching selves ready to enact specific ethics of care in the English classroom.

Course Description:

This course, taught by English Department faculty, is compulsory for English Education students. It unites theory and practice to produce sound pedagogical strategies for the teaching of English (Language Arts). In it, teachers-in-training will learn refined instructional strategies and deepen their understanding of the foundations from which such approaches develop. As a result, students will begin to fashion teaching selves through recursive discussion, concentrated research, analytical writing, repeated field observation, and practical implementation.

Required Texts:

- ***Why we Teach:***

The English Teacher's Companion, Third Edition: A Complete Guide to Classroom, Curriculum, and the Profession. Jim Burke. 2007.

Speak. Laurie Halse-Anderson. 2001.

Beyond Standards: Excellence in the High School English Classroom. Carol Jago. 2001.

- ***How we Teach (an electronic course pack will be developed using select chapters/excerpts from the following texts):***

Critical Encounters in High School English: Teaching Literary Theory to Adolescents. Deborah Appleman. 2000.

Voice Lessons: Classroom Activities to Teach Diction, Detail, Imagery, Syntax, and Tone. Nancy Dean. 2000.

Papers, Papers, Papers: An English Teacher's Survival Guide. Carol Jago. 2005.

TEACHER EDUCATION HANDBOOK - UWG COLLEGE OF EDUCATION

Major Assignments:

Reading and Field Journal:

Each student will write two to three pages per week about his/her experiences in the field and the assigned readings. The writing is reflective in nature.

Field Work:

Students will be sent into the field to observe and practice teaching twice per week. In class, students will engage in "Outfield/Infield" discussions that focus on their ongoing field experiences.

Unit Plan:

Students will create a specific and detailed unit plan for a class primary text. They will also create micro-lessons within this unit plan to evidence their understanding of emphasizing specific skill sets.

Final Project:

The tripartite Final Project requires students to choose a primary text and perform a critical reading of it in Part One. In Part Two, students will offer up a clear argument for teaching the text that outlines its pedagogical import in a particular classroom setting. Thirdly, teachers-in-training will create a practical lesson plan that incorporates the critical reading and pedagogical position. Essentially, then, the ten to twelve page project requires that students **theorize** about the text, **argue** for its implementation in a specific learning environment, and put forth a detailed **plan** of action. A proposal (text choice, rationale, and working bibliography) for the Final Project is due around mid-semester.

Final Portfolio:

Students will compile their work in this and other pertinent classes into a final portfolio to be turned in at the end of the semester. They will be asked to write a brief introduction to that portfolio that evidences synthesis between class study and field observation. Such an assignment works as both a self and programmatic assessment tool.

Weekly Syllabus:

Weeks One through Three

- ✓ Classwork:

Why We Teach (essays and discussion from Jago and Burke)

- ✓ Homework:

Read and annotate
Begin journal
Various practice exercises and personal teaching inventory work (what matters; why it matters to us)

Weeks Four and Five

- ✓ Classwork:

How We Teach: Literacy and Literature; Models for Writing (essays and discussion from Appleton and Jago)
Outfield/Infield: Discuss Ongoing Field Work

- ✓ Homework:

Read and annotate
Continued journal writing (turn in first five weeks' entries for comments/assessment)
Begin reading *Speak* for weeks Eight and Nine

Weeks Six and Seven

- ✓ Classwork:

How We Teach: Says/Does, Concrete/Abstract, What/How and Why; Critical Departures (essays and discussion from Appleton, Dean, and Jago)
Outfield/Infield: Discuss Ongoing Field Work

- ✓ Homework:

Read and annotate
Continued journal writing
Finish *Speak* for weeks Eight and Nine

Weeks Eight and Nine

- ✓ Classwork:

How We Teach: Text, Context, and Subtext (essays and discussion from Appleton, Dean, and Jago)
Speak, by Laurie Halse-Anderson (discussion)
Various collaborative practice exercises and in-class presentation of those exercises, all related to *Speak*

- ✓ Homework:

Read and annotate
Turn in Unit Plan for *Speak*
Continued journal writing

Week Ten

- ✓ Classwork:

Library day
Project Work: one-one-one conferences and proposals for Final Project

- ✓ Homework:

Continue journal writing
Turn in proposal for Final Project

Weeks Eleven and Twelve

✓ Classwork:

How we Teach: The Level of the Line—Grammar Convention; Testing (essays and discussion from Burke, Dean, and Jago)
Teaching Grammar (models and micros)

✓ Homework:

Read and annotate
Continue journal writing
Grammar convention micros

Week Thirteen

✓ Classwork:

How we Teach: Assessing Student Work—"Grammar Counts, but How Much?" (hierarchies of need, rubrics, standards, etc.) (essays and discussion from Burke, Dean, and Jago, and some brief supplemental readings from the text *Grammar Alive!*)

✓ Homework:

Read and annotate
Continued journal writing
"Grading the Grader" work
Research, plan, and write Final Project

Week Fourteen

✓ Classwork:

Project Work: one-on-one conferences and research
Outfield/Infield: Discuss Field Work
Self-assessment and the representative Final Portfolio

✓ Homework:

Finish journal writing
Compile Portfolios
Research, plan, and write Final Project

Week Fifteen

✓ Classwork:

Project Work: Peer Review
Self-assessment and the representative Final Portfolio

✓ Homework:

Journals Due
Work on Final Projects
Compile Portfolios
Research, plan, and write Final Project

Week Sixteen

✓ Classwork:

Self-assessment and the representative Final Portfolio
Turning the Corner: Your Teaching Self

Course Evaluations

- ✓ Homework:

Final Projects Due

Final Portfolios Due

Course or Program Addition, Deletion or Modification Request

Department: English **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix	Course	Title	Hours: Lecture/Lab/Total
			3 / 0 / 3

Action
☑ Course ☐ Program

☐ Modify ☑ Add ☐ Delete
- ☐ Credit
- ☐ Number
- ☐ Title
- ☐ Description
- ☐ Other

Credit
- ☑ Undergraduate
- ☐ Graduate
- ☐ Other*

*Variable credit must be explained

Frequency
- ☑ Every Term
- ☐ Yearly
- ☐ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
Engl	4286	Teaching Internship	9 / 0 / 9

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course involves teaching one semester in the public schools at the secondary level in English under the supervision of an experienced, qualified English teacher. Seminars in English secondary education are scheduled as an integral part of the student teaching experience and will provide students with numerous and varied opportunities to plan, deliver, evaluate, and revise secondary English educational strategies. Such a learning environment, based on developing best practices and sound pedagogical modeling in the field, serve as part of an ongoing and comprehensive portfolio assessment process.

Prerequisite(s) Engl 1101, 1102, and 2300; Admission to the TEP and application for internship.

Present or Projected Enrollment: 20 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall /2008 (Term/Year)

Grading System: ☐ Letter Grade ☑ Pass/Fail ☐ Other

Approval:

Jane Hill 10/30/07
Department Chair Date

Department Chair (if cross listed) Date

11/9/07
Dean of College Date

Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Diane Fulkerson 11/15/07
Chair, Undergraduate Academic Programs Committee Date

Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

ENGL 4286: Teaching Internship

Prerequisites: Admission to Teacher Education Program; application for field experience required prior to enrollment.

Course Description:
The course involves teaching one semester in the public schools at the secondary level in English under the supervision of an experienced, qualified English teacher. Seminars in English secondary education are scheduled as an integral part of the student teaching experience and will provide students with numerous and varied opportunities to plan, deliver, evaluate, and revise secondary English educational strategies. Such a learning environment, based on developing best practices and sound pedagogical modeling in the field, serve as part of an ongoing and comprehensive portfolio assessment process.

Course Objectives/Learning Outcomes:

- Students will deploy pedagogical practices under the tutelage of a professional in the field.
- Students will become familiar with and discuss negotiation within existing frameworks in particular professional environments.
- Students' field experiences will build toward major synthesis between their college coursework and internship experience.
- Students will, in weekly practica, discuss issues in the field with classmates and guiding professor and will write reflectively and analytically about their ongoing internships.
- Students will share "best practice" scenarios from their internship experiences and engage in case study work to find solutions for encountered issues.
- Students will practice self and peer assessment during weekly seminars.
- Students will compile work from weekly seminars and other courses in portfolios that work as both self and programmatic assessment tools.
- Students will, after having completed most mandatory coursework, begin fashioning teaching selves ready to enter the public school system upon graduation.

TEACHER EDUCATION HAND BOOK - UWG COLLEGE OF EDUCATION

Course or Program Addition, Deletion or Modification Request

Department: English and Philosophy (Rel. Track) **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Action	Credit	Frequency
☐ Course ☑ Program	☐ Undergraduate	☐ Every Term
☑ Modify ☐ Add ☐ Delete	☐ Graduate	☐ Yearly
☐ Credit	☐ Other*	☑ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

See attached for full explanation as well as separate forms for particular course modification, addition, and deletion.

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: Fall /2008
Term/Year
*For a new course, one full term must pass between approval and effective date.

Grading System: ☐ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Jane Hill 10/30/07
Department Chair Date Department Chair (if cross listed) Date

11/9/07
Dean of College Date Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Diane Jukkinson 1/22/08
Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Mark A. Tietjen, Ph.D.
English and Philosophy

Changes to Religion Courses and Program

I propose a modification of the present curriculum for the philosophy major, religion track. The two primary changes include the combining of two courses into one, and the addition of a course called Christian Thought. My intention is to reduce redundancy in the curriculum and add more breadth to the coverage of religion. The effect of these changes will result in an approach to religion in four distinct ways, per the four courses available: comparative, literary, theological, and philosophical.

The most significant modification to the curriculum is the addition of Christian Thought. Offering this course has the following strengths. 1) It meets the needs, interests, and desires of several religion track majors, some of whom plan to do graduate work in religious studies or at a seminary. 2) It plays to my scholarly strengths and theological training. While theology would be the focus of the course, it would not be taught as a course would be taught in a seminary, where the truth of a religion or its theology is assumed. The emphasis will instead be placed on the historical trajectory of Christian thought and the relevant formative texts. 3) This course would also serve the wider student body and, in turn, benefit the Philosophy Program by attracting possible majors or minors who would not have otherwise taken a philosophy course.

One might object to the particular focus of the Christian Thought course. While there are many West Georgia students who have interest in the study of Christianity, there are others who do not. Ideally, the addition to our program of a comparative scholar would meet wider interests and needs of the students. For now, one possible solution that would not force religion track students to take this course would be to allow Asian Philosophy—a course already in the catalog—as an alternative.

Although I propose the addition of Christian Thought, there is not a net gain in the number of courses in the curriculum, because I also propose the melding of Introduction to Religion and World Religions into one course: Introduction to World Religions. To accomplish this, the course title and description for Introduction to Religion will be modified, and World Religions will be deleted.

A potential objection to this proposal might involve concern over the loss of the more generic Introduction to Religion course. However, as I have investigated various universities' approaches to religion curricula I have found that some have done away with such a course altogether, while others teach it as a comparative religion course, which is what I propose. Thus, in effect, the curriculum does not lose an introductory course, but makes more precise its subject matter—the world religions themselves.

University of West Georgia
B.A. in Philosophy: Religion Track
2008 forward

_____ U.S. / GA Constitution ___ U.S. / GA History ___
(Last) (First) (Middle) Regents' Test _____ Transfer? yes / no

CORE CURRICULUM	HRS	GR	TERM	TRNS/ SUB	MAJOR AND PROFESSIONAL CERTIFICATION	HRS	GR	TERM	TRNS/ SUB
A. Essential Skills	**9**				**F. Program Related Courses**	**18**			
1. ENGL 1101	3				1. PHIL 2100 (Intro. to Philosophy)	3			
2. ENGL 1102	3				2. PHIL 2110 (Critical Thinking)	3			
3. MATH 1101, 1111, or 1113	3				3. PHIL 2120 (Intro. to Ethics)	3			
					4. PIHL 2130 (Intro. to World Religions)	3			
B. Institutional Priorities	**5**				5. Foreign Language through 2002	3-6			
1. Elective:	3 or 4								
2. Elective:	1 or 2				**Upper Division Courses in Philosophy**	**33**			
					1. PHIL 3100 (Ancient / Medieval Phil.)	3			
C. Humanities/Arts	**6**				2. PHIL 3110 (Modern Philosophy)	3			
1. Elective:	3				3. PHIL 3205 (Religious Texts)	3			
2. Elective:	3				4. PHIL 3220 (Christian Thought)*	3			
					5. PHIL 4230 (Phil. of Religion)	3			
D. Science, Math, Technology	**10**				6. PHIL 4300 (Senior Seminar)	3			
1. Lab Science	4				**An additional five (5) courses**, with a minimum of one (1) course from each of the areas A, B, and C				
2. Elective: Non-Lab	3				A. • American Phil • Symbolic Logic • Analytic Phil • Hist/ Phil of Science	3			
3. Elective: Non-Lab	3				B. • Existentialism • Phenomenology • Friendship & Love • Phil & Lit. • Hermeneutics	3			
					C. • Professional Ethics • Political Phil. • Philosophy of Law • Feminist Phil.	3			
E. Social Sciences	**12**				PHIL	3			
1. HIST 1111 or 1112	3				PHIL	3			
2. HIST 2111 or 2112	3								
3. POLS 1101	3				*PHIL 3170 Asian Philosophy may be substituted for PHIL 3220				
4. Elective:	3								
WAC Courses:									
1._____ **(PHIL 3/4xxx)**					**Total Core**	**60**			
2._____ **(ANY 3/4xxx)**					**Total Major**	**33**			
Hours Transferred: _____					**Total Minor and/Electives (see reverse)**	**27**			
Date Evaluated :_____					**TOTAL PROGRAM**	**120**			

Minor and/or General Electives: 27 hours. A minimum of 6 hours must be in 3XXX courses or above.					
COURSE NUMBER / NAME	**GR**	**TERM**	**TRNS/SUB**	**3/4XXX HRS**	**HRS**
			TOTAL	**6***	**33**

***The total number of 3/4XXX hours may exceed 6, but may not be fewer than 6.**

Notes:

- For graduation, 120 hours of academic work are required.
- PHIL 2100 is a prerequisite for 3/4XXX Philosophy courses, except PHIL 4120 and PHIL 4160.
- Philosophy majors are not required to declare a minor.
- **Students are required to take at least two 3000/4000 level WAC courses (courses approved as Writing Across the Curriculum courses and marked in the semester bulletin with a "W") for a total of 6 hours. At least 3 hours must be in the major. ENGL 1101 and 1102 (or the equivalent) are prerequisites to all "W" courses.**
- There is no requirement for physical education in the College of Arts and Sciences. **Physical Education classes do not count as electives for students within the College of Arts and Sciences, including philosophy majors.**
- FORL through 2002 (any language) is required for all B.A. degrees in Arts and Sciences.
- No student may graduate with fewer than 33 upper-division hours in the major as outlined above.
- **No student may graduate with fewer than 39 hours in courses numbered 3000 or higher.**
- No more than two (2) variable-credit or independent-study courses may be counted toward the major in philosophy.

Course or Program Addition, Deletion or Modification Request

Department: English and Philosophy **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Action	Credit	Frequency
☑ Course ☐ Program	☑ Undergraduate	☐ Every Term
☐ Modify ☑ Add ☐ Delete	☐ Graduate	☑ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
Phil	3220	Christian Thought	3 / 0 / 3

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

See attached.

Prerequisite(s) None.

Present or Projected Enrollment: 30 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall / 2008 (Term/Year)

Grading System: ☐ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Jane Hill 10/30/07
Department Chair Date Department Chair (if cross listed) Date

11/9/07
Dean of College Date Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

1/22/08
Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

new course

PHIL 3220 Christian Thought

Course Description

New catalog description: This course examines the development of Christian thought from the New Testament to present day (e.g. feminist and liberation theologies). A sample of thinkers to be considered includes Augustine, Aquinas, Luther, Calvin, Schleiermacher, Barth, and Bultmann.

Learning Outcomes

1. To demonstrate, on tests and in writings assignments, as well as in class discussion, a general understanding of the historical development of Christian thought, e.g. the formation of teachings such as the Incarnation and Trinity
2. To analyze, on tests and in writings assignments, as well as in class discussion, contemporary Christian thought as represented by various denominations today in light of its historical context
3. To appraise, on tests and in writings assignments, as well as in class discussion, the relationship between Christianity and philosophy
4. Through focused research, to investigate and explain critically and proficiently a particular theme in Christian thought

Course Texts

1. Alister McGrath, *Christian Theology: An Introduction*, 4th edn. (Blackwell, 2006).
2. Alister McGrath, *The Christian Theology Reader*, 3rd edn. (Blackwell, 2006).

Grading Policy

Quizzes	15%
Exams (3)	60% (20% each)
Research paper	25%

1. Quizzes

Seven pop quizzes will be given through the course of the semester. These function as a way to check that students are reading and comprehending assigned readings. The two lowest grades will be dropped (including zeros from quizzes given the day a student is absent), and thus each quiz will comprise one-fifth of the total quiz grade. Students who miss quizzes due to an absence may *not* make up the quiz, but will instead be given a take home assignment based on the reading for that day. Those assignments are due the following class period,

and thus it is the student's responsibility to contact the professor to find out what the assignment is. Quiz questions will not be repeated for tardy students.

2. Exams

Three non-cumulative exams will be given over previously covered material. The format will be short answer and essay.

3. Research Paper

Students are to write a 5-7 page research paper on a defined theme in Christian thought. For instance, a student may write a comparative essay on the Incarnation as understood by St. Augustine in the 4th century and Liberation Theology in the 20th. Students must employ a minimum of five sources (not including primary texts), and may earn extra credit by composing an annotated bibliography in advance (this is highly encouraged!). Topics and theses are to be approved by professor.

Brief Schedule

Weeks 1-2: Introduction to the study of Christian thought, and the relation of Christianity to philosophical thinking
Weeks 3-5: Theology: The Doctrine of God
Weeks 6-8: Christology: The Person of Christ
Weeks 9-10: Soteriology: Salvation
Weeks 11-13: Anthropology: Human Nature—Sin and Grace
Weeks 14-15: Ecclesiology: The Church
Week 16: Christianity and Other Religions

Course or Program Addition, Deletion or Modification Request

Department: English and Philosophy **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix Phil **Course** 3240 **Title** World Religions **Hours: Lecture/Lab/Total** 3 / 0 / 3

Action
☑ Course ☐ Program

☐ Modify ☐ Add ☑ Delete
☐ Credit
☐ Number
☐ Title
☐ Description
☐ Other

Credit
☑ Undergraduate
☐ Graduate
☐ Other*
*Variable credit must be explained

Frequency
☑ Every Term
☐ Yearly
☐ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

See attached.

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: Fall / 2008
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: ☐ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair 10/30/07 Date | Department Chair (if cross listed) Date

Dean of College 11/9/07 Date | Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee 1/22/08 Date | Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Rationale for the deletion of PHIL 3240 World Religions

As it stands the course offerings in religion within the philosophy program are redundant in their coverage of comparative religion. Because a very limited number of courses are available it is best to streamline the offerings and at the same time meet the interests of a large number of students in the religion track, Christian Theology. Thus, while 3240 is being deleted, comparative religion will still be covered in 2130 (currently Introduction to Religion), whose new title will be Introduction to World Religions.

Two more points are worth mentioning. First, I was hired because of my expertise in both Christian theology and philosophy. Thus, the program modifications reflect these strengths the best. Second, PHIL 3240 is currently taught as a survey/introductory course, and so its being switched to a 2000 level course represents no serious change in the coverage of comparative religion in the program.

For greater explanation of the rationale behind the proposed deletion vis a vis the program as a whole see the attachment to the program change form.

Course or Program Addition, Deletion or Modification Request

Department: Theatre **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Action	Credit	Frequency
☐ Course ☑ Program	☑ Undergraduate	☑ Every Term
☑ Modify ☐ Add ☐ Delete	☐ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☑ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Modify Theatre Major Electives. Please see attached materials.

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall / 2008
Term/Year

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair — Date 1-28-08 — Department Chair (if cross listed) — Date

Dean of College — Date 1-28-08 — Dean of College (if cross listed) — Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee — Date 1/29/08 — Chair, Committee on Graduate Studies — Date

Vice President for Academic Affairs Date

Revised 1/09/02

MODIFICATIONS & ADDITIONS B.A. DEGREE WITH A MAJOR IN THEATRE RATIONALE
For Fall 2008

Changes made:

- **Add one credit Performance and Production courses (THEA 1112, 2112, 3112)**
  These courses are practicum courses that allow theatre majors and minors to learn the practical end of production positions (actor, designer, crew person, carpenter, stitcher, etc.). Currently, majors are required only to take one hour of each level of Performance and Production. To keep with current trends in Theatre Degree Programs, and to stay within the standards of the National Association of Schools of Theatre (the accreditation agency for Theatre Programs), we are adding three extra credit hours to the required hours theatre majors need in Performance and Production courses. Therefore, theatre majors will be required to take THEA 1111 or 2111 or 3111 each fall semester and THEA 1112 or 2112 or 3112 in each spring semester. This will assist us in training them for skill positions that are hirable in the professional theatre. It will also give us the opportunity to train them in areas not covered in the old system (ushering, marketing, management).
- **Add THEA 2100: Play Analysis**
  This is an intermediate course for theatre majors to assist in upper division performance and design courses. This course is standard for many NAST accredited theatre programs and will allow student to utilize the analytical skills learned in THEA 2100 in other 2000 level (THEA 2214 & 2291) and upper division courses (THEA 3214, 3290, 3357, 3392, 3394/4700, 4412, 4415, 4457).

  The ability to effectively analyze theatrical texts is essential to scholars and practitioners alike. In this class, students will gain the ability to dissect a script into its basic components and analyze the relationship between those components to better understand structure, style, theme and other essential elements of theatre. Students will also survey representative historical genres and styles of theatrical texts, gaining awareness of the broad patterns and categories of plays as well as discussing the application of these concepts in a production setting. A deeper understanding of the construction of a theatrical text will provide students with the ability to make more informed, more complex choices in their work as actors, directors, designers, and playwrights.
  This course will also provide students preparing for upper level work in theatre courses with an introduction to theatre-specific research techniques and resources as well as various methods of contemporary critical analysis. The exploration of these critical analysis tools will broaden students' interpretations of theatrical texts, encouraging creative and topical applications of these ideas in writing and performance.
  In order to achieve these goals, this course will focus on a limited number of plays for students to read, allowing ample time for in-depth analysis.

This will also allow students to discover that plays may be analyzed from multiple perspectives, yielding multiple interpretations. Students will explore these multiple perspectives by researching and producing a final project that connects their newfound play analysis skills to a practical, production concept.

- **Change course description to THEA 2290 and move from Area F to Major Requirement**

  The skills that are currently taught in Stagecraft will be moved to the P & P sequence in light of the addition of three additional credit hours to the sequence. This will allow us to reconfigure THEA 2290: Stagecraft to allow us to teach Computer Assisted Design as well as manual drafting skills to our students. Having this course focus on drafting allows our curriculum to include an extremely important element of Stagecraft that is currently missing. It will also allow students to know how to put designs on paper before they take upper division design courses giving them valuable time in these courses to focus on the elements of design.

- **Create emphases for design and performance students (THEA 3392: Acting II OR THEA 3290: Costume Design; THEA 4412: Acting III OR THEA 3214: Scenography; THEA 4485: Special Topics or THEA 4486: Internship)**

  It is important to the Bachelor of Arts in Theatre degree to be broad based and all-encompassing for each student. Yet, there is also an importance to give students as much focus on areas of theatre in which they show skill and enthusiasm. The theatre faculty, therefore, has devised a solution that allows design students to focus on design, yet take performance courses and performance students to focus on performance while taking design courses. Because the performance courses in question focus on classical acting (THEA 3392) and auditioning (THEA 4412, they are not necessary for the theatre design student to take. It is important for the theatre design student to focus on developing and honing her or his design skills. Theatre design students will continue to be required to take THEA 2291: Acting I. Currently, theatre majors wanting to focus on acting or directing are required to take all design courses. It is important that they learn the elements of design, but it is just as important that they are able to focus on the performance courses offered as well. With this plan in place, performance students will continue to take THEA 2214: Concepts in Theatre Design and THEA 2290: Stagecraft, thus attaining the skills and knowledge in the area of design that are needed for the performance emphasis.

- **Add THEA 3214, 3290, 3392, 4412, 4485, 4486 to Electives for Theatre**

  The theatre faculty hopes that there may be students who would like to take the courses in performance or design that they will not need for the informal tracks. For these students, we add the courses to the electives option.

- **Modify Credit Hours needed for Major Requirements section from 33 hours to 36** hours. This is needed for accreditation from the National Association of Schools of Theatre. By moving THEA 4485: Special Topics or THEA 4486: Internship to the Major Requirements, students will be required to take one of these two important courses.

- **Add ENGL 3200: Creative Writing: Screenwriting and ENGL 4106: Studies in Genre: Drama to Electives for Theatre**

  Because these particular courses reflect the discipline of theatre, and because many of our students' interests lie in both film and teaching, we think it important to include them in our choice of electives.

- **Modify electives outside the major and minor requirement (see proposed changes for Area F, Major Requirements and Minor page)**

  This is a bit of housecleaning to make the elective and minor requirement for Theatre Majors clear.

- **Modify Minor Requirement to reflect curriculum changes (replacing THEA 2290: Stagecraft with THEA 2100: Script Analysis)**

  By adding THEA 2100: Play Analysis, we are creating a much needed course for both Theatre majors and minors. THEA 2100 is a course that is basic to all disciplines in theatre and that will be used in more theatre courses because of its focus on breaking down a script. In addition, because we are modifying the THEA 2290: Stagecraft course to be more oriented to learning the skills of drafting, the THEA 2100: Play Analysis course will be more valuable to the Theatre minor.

Course or Program Addition, Deletion or Modification Request

Department: Theatre **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Action	Credit	Frequency
☐ Course ☑ Program	☑ Undergraduate	☑ Every Term
☑ Modify ☐ Add ☐ Delete	☐ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☑ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Changes in Theatre Major Requirements to create an emphasis for student actors and designers. Please see attached materials.

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: Fall / 2008
Term/Year

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair — Date 1-28-08 — Department Chair (if cross listed) — Date

Dean of College — Date 1-28-08 — Dean of College (if cross listed) — Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee — Date 1/29/08 — Chair, Committee on Graduate Studies — Date

Vice President for Academic Affairs Date

Revised 1/09/02

Proposed changes for Fall 2008

All changes are in bold and italics.

B.A. DEGREE WITH A MAJOR IN THEATRE

(This section should appear first rather than last)

Requirements/Restrictions Specific to this Major and Assessment:

1. Must have a minimum cumulative 2.5 GPA in fifteen hours of core curriculum course work to declare a major in Theatre.
2. In addition to the required course work and expectations, all theatre majors will be required to participate in an exit interview presenting a performance audition and/or portfolio presentation.
3. All Theatre majors are required to follow the guidelines of the Theatre Program Policy Handbook, which is published annually by the Theatre Program.

CORE AREA F – 18 hours

____THEA 1100 Theatre Appreciation OR

____XIDS 2100 Interdisciplinary Arts & Ideas (3)

____FOREIGN LANGUAGE 2001-2002 (6)

____ ***THEA 2100 Play Analysis*** ***(3)***

____THEA 2291 Acting I (3)

____1000 – or – 2000 Level Course MUST BE ART OR MUSIC (3)

Major Requirements (36hours)

THEA 1000 Theatre Laboratory (0)

THEA 1111 & 1112 Performance & Production ***(2)***

THEA 2111 & 2112 Performance & Production ***(2)***

THEA 2214 Concepts in Theatre Design (3)

THEA 2290 Stagecraft ***(3)***

THEA 3111 & 3112 Performance & Production ***(2)***

THEA 3357 Theatre History I (3)

THEA 3392 Acting II or THEA 3290 Costume Design ***(3)***

THEA 3394 Directing (3)

THEA 4111 Performance & Production Capstone (3)

THEA 4412 Acting III or THEA 3214 Scenography ***(3)***

THEA 4415 Playwriting (3)

THEA 4457 Theatre History II	(3)
THEA 4485 Special Topics or THEA 4486 Internship	***(3)***
Electives for Theatre (3 hrs.)	
THEA 3214 Scenography	***(3)***
THEA 3290Costume Design	***(3)***
THEA 3392 Acting II	***(3)***
THEA 4412 Acting III	***(3)***
THEA 4485 Special Topics in Theatre	***(3-6)***
THEA 4486 Internship	***(3-6)***
ENGL 3200 (Screenwriting only)	***(3)***
ENGL 4106 (Genres in Drama only)	***(3)***
ENGL 4188 Shakespeare only	***(3)***
Free Elective(s) and Minor (21hrs)	*(21)*
A Minor of 15-18 hours is required.	
Ten hours must be in courses numbered 3000 or above	
	120 Total

REQUIREMENT FOR A MINOR IN THEATRE – 18 HOURS

All Theatre minors are required to follow guidelines of the Theatre Program Policy Handbook as published annually by the Theatre Program.

_____ ***THEA 1111 or 1112 or 2111 or 2112 or 3111 or 3112 Production & Performance (3)***

_____THEA 2100 Script Analysis (3)

_____ THEA 2291 Acting I (3)

_____ THEA 3357 Theatre History I or THEA 4457 Theatre History II (3)

Upper Level Electives (6)
Must be 3000-4000 level THEA courses. Choose two.

Course or Program Addition, Deletion or Modification Request

Department: Theatre **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Action	Credit	Frequency
☐ Course ☑ Program	☐ Undergraduate	☑ Every Term
☑ Modify ☐ Add ☐ Delete	☐ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Modify Requirements for the Minor by replacing THEA 2290: Stagecraft with THEA 2100: Play Analysis. Please see attached materials.

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: Fall /2008
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: ☐ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair Date 1-28-08 Department Chair (if cross listed) Date

Dean of College Date 1-28-08 Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Wayne Jackson 1/29/08
Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

THEA 4457 Theatre History II	(3)
THEA 4485 Special Topics or THEA 4486 Internship	***(3)***
Electives for Theatre (3 hrs.)	
THEA 3214 Scenography	***(3)***
THEA 3290Costume Design	***(3)***
THEA 3392 Acting II	***(3)***
THEA 4412 Acting III	***(3)***
THEA 4485 Special Topics in Theatre	***(3-6)***
THEA 4486 Internship	***(3-6)***
ENGL 3200 (Screenwriting only)	***(3)***
ENGL 4106 (Genres in Drama only)	***(3)***
ENGL 4188 Shakespeare only	***(3)***
Free Elective(s) and Minor (21hrs)	*(21)*
A Minor of 15-18 hours is required.	
Ten hours must be in courses numbered 3000 or above	
	120 Total

REQUIREMENT FOR A MINOR IN THEATRE – 18 HOURS

All Theatre minors are required to follow guidelines of the Theatre Program Policy Handbook as published annually by the Theatre Program.

_____ ***THEA 1111 or 1112 or 2111 or 2112 or 3111 or 3112 Production & Performance (3)***

_____THEA 2100 Script Analysis (3)

_____ THEA 2291 Acting I (3)

_____ THEA 3357 Theatre History I or THEA 4457 Theatre History II (3)

Upper Level Electives (6)
Must be 3000-4000 level THEA courses. Choose two.

Course or Program Addition, Deletion or Modification Request

Department: Theatre **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Action
☑ Course ☐ Program

☐ Modify ☑ Add ☐ Delete
- ☐ Credit
- ☐ Number
- ☐ Title
- ☐ Description
- ☐ Other

Credit
☑ Undergraduate
☐ Graduate
☐ Other*
*Variable credit must be explained

Frequency
☐ Every Term
☑ Yearly
☐ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

THEA 1112 Performance & Production 0 / 2 / 1

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Introductory study of practical aspects of theatre production.

Prerequisite(s) THEA 1111

Present or Projected Enrollment: 20 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall / 2008 (Term/Year)

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair — Date: 1-28-08 — Department Chair (if cross listed) — Date

Dean of College — Date: 1-28-08 — Dean of College (if cross listed) — Date

Chair of TEAC (if teacher prep. **program**) — Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee — Date: 1/29/08 — Chair, Committee on Graduate Studies — Date

Vice President for Academic Affairs — Date

SYLLABUS

THEA 1111 & 1112 Performance and Production

FALL SEMESTER, 2007

Class Meeting Time and Place:

9-9:50 Mondays in the Townsend Center Scene Shop and the Martha Munro Lighting Lab

TCPA Scene Shop Phone # 678-839-4708 ROOM 202C Martha Munro 678-839-4702

REQUIRED TEXTS:

THE BACKSTAGE HANDBOOK, Paul Carter, Broadway Press, 3rd Ed.

West Georgia Theatre Company Handbook – A PDF file is available at the Theatre Company website, http://www.westga.edu/~theatre/, and you can also find a file link in your MyUWG website.

REQUIRED MATERIALS:

Each student must purchase the following for the successful completion of this course:

1. A 25' or 30' Tape Measure (may be purchased at any hardware store in town or through me for a cost of $12.00)
2. Safety Glasses or goggles. (May be purchased in the bookstore)
3. Ear plugs or muffs.

It is further *suggested* that each student purchase the following:

1. Leather Work Gloves
2. Back Support Brace
3. A Crescent Wrench

All materials will be checked and are due no later than the date shown on the course outline!

COURSE LEARNING OUTCOMES:

This course will give the student an introduction to various elements of theatrical production. This course is a prerequisite for THEA 2111/2 and THEA 3111/2. The course is open to all students, but is mainly geared to the Theatre major, as it introduces the student to technical production work. This course will enhance the student's communication and critical thinking skills as team projects and on-time completion of assignments are a vital part of working in the theatre. Likewise, the student will develop practical skills and techniques by working on realized productions for the Theatre Company's season. Essentially, upon the successful completion of this course, the student will be able to:

1. Identify, understand and be able to operate the basic scene shop tools and equipment.

2. Apply the basic techniques involved in scenery construction, some scenic painting, and stage lighting, rigging and backstage organization according to the individual student's lab assignment.

3. Exhibit and understand theatre safety policies and procedures.

4. Serve on an assigned crew (either running or construction) for at least one Theatre Company production during this semester.

5. Gain an understanding of theatrical stage rigging and counterweight systems.

STUDENT EVALUATION

Students of THEA 1111 will be required to work sixty (60) hours in either the scene or costume shop, depending on assignment.

Students of THEA 1112 will be required to serve on a running/production crew for a show this semester. This crew assignment will be one of the following:

• Set/Deck Running Crew • Costume Running Crew • Electrics Crew • Board Operation

There will be two Production Load-Ins and Mandatory Production Strikes per semester. You are required to attend every final run through (see schedule below) and every strike and load-in. The hours worked at strikes and load-ins is not counted toward your shop hours. If this presents a problem with your schedule, then drop this class!

These calls are from nine to five for the load-ins, and after the Sunday matinee until we are finished for strikes. Failure to attend a load-in or strike without an excused absence note from a doctor or instructor will result in the student's total hours for the term being deducted by five hours (one letter grade). Work outside of the course is not an excuse for missing work calls! This deduction is per load-in or strike. You will not have any extra time to make up these hours, so please mark your calendars ASAP to avoid a
Conflict!

WebCT will be used as a communication tool for this course. It is the student's responsibility to check WebCT at least once per week to examine production and shop schedules.

Call dates are given in advance to provide for outside job scheduling.

The student will be evaluated for a final grade based on the following criteria:

A	B	
Shop Hours	Crew Assignment performance	80%
Tool Examination.	Rigging Examination	20%

ATTENDANCE POLICY

The student is expected to attend all scheduled workshop meetings in the scene shop and complete their assigned lab position.

Schedule of Meetings THEA 1111

Week one

Shop Orientation

Week Two

HAND TOOL ORIENTATION / THE **BACKSTAGE HANDBOOK**

Week Three

"POWER TOOLS 101" CLASS **SUPPLIES DUE TODAY!!!!**

Week Four

Continuation of Tools Orientation

Week Five

Tools Examination

Schedule of Meetings THEA 1112

Week One

Basic knot tying

Week Two

The counterweight system/ ASSIGN CREW POSITIONS

Week Three

Flying Scenery

Week Four

Facilities Tour

Week Five

Knot Tying and Rigging Examination

Course or Program Addition, Deletion or Modification Request

Department: Theatre **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** ../ /

Action	Credit	Frequency
☑ Course ☐ Program	☑ Undergraduate	☐ Every Term
☐ Modify ☑ Add ☐ Delete	☐ Graduate	☑ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
THEA	2100	Play Analysis	3 / 0 / 3

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

The ability to effectively analyze theatrical texts is essential to scholars and practitioners alike. In this class, students will dissect a script into its basic components to better understand structure, style, theme and other essential elements of theatre. Students will also survey representative historical genres, styles of theatrical texts, and methods of literary and dramatic criticism, as well as receive an introduction to theatre-specific research methods and resources. The course will emphasize academic analysis, but applications to theatrical production contexts will be encouraged.

Prerequisite(s) THEA 1100

Present or Projected Enrollment: 20 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall / 2008 (Term/Year)

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair	Date	Department Chair (if cross listed)	Date
Dean of College	1-28-08 Date	Dean of College (if cross listed)	Date
Chair of TEAC (if teacher prep. **program**)	Date		

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Diane Jackson	1/29/08		
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date
Vice President for Academic Affairs	Date		

THEA 2100: Play Analysis
Sample Syllabus/Course Template

Course Description

The ability to effectively analyze theatrical texts is essential to scholars and practitioners alike. In this class, students will dissect a script into its basic components to better understand structure, style, theme and other essential elements of theatre. Students will also survey representative historical genres, styles of theatrical texts, and methods of literary and dramatic criticism, as well as receive an introduction to theatre-specific research methods and resources. The course will emphasize academic analysis, but applications to theatrical production contexts will be encouraged.

Textbooks

Understanding Plays, Milly S. Barranger. 3rd Edition, ISBN:0-205-38190-1
Literary Criticism: An Introduction to Theory and Practice, Charles E. Bressler. 3rd Edition, ISBN:0-13-033397-2

Degree Learning Outcomes

- Students will demonstrate knowledge of selected plays, theatrical conventions, and theatrical movements important in the formation of the modern theatre.
- Students will describe basic knowledge of theatre history, theory, and criticism, including research sources and methodology.
- Students will demonstrate skills in analyzing plays, using theatre technology, and conducting research.
- Students will express through performance, writing, speaking and other modes of communication the results of research and critical judgment, indicated by a demonstrable ability to reach an audience effectively through at least one of the components of theatrical art.
- Students will illustrate awareness of the complex human condition acquired through aesthetic and intellectual perceptions as evidenced in various modes of theatrical production.

Course Learning Outcomes

1. Students will demonstrate proficiency applying formalist critical approaches to theatrical texts, concentrating on Aristotelean elements of drama.
2. Students will describe the historical perspectives of genre and style in theatrical texts and the utility of these categories in analyzing drama.
3. Students will express theatre-specific research methodologies through class discussion and writing.
4. Students will understand major contemporary critical approaches to literature and performance, broadening their perceptions and understanding of theatrical texts and performances.
5. Students will articulate how diverse critical approaches can expand the conceptual basis of their theatrical production work (acting, directing, and designing).

Requirements:

Participation: As the class will be largely discussion based, student participation and contribution to class discussions and exercises will be a significant component of your grade. Students are expected to have read the material prior to class and demonstrate a willingness and ability to relate that material to play texts during class discussions. They are also expected to listen carefully to the instructor and ideas of other students during lectures and discussions and respond to them thoughtfully and constructively.

Play Analyses: Students will write 4-5 brief analyses based on plays read during the course. Each of these analyses will focus on an element of play analysis or a particular critical perspective as determined by the instructor. These papers should present a specific thesis and connect the critical readings with play texts to illuminate a deeper understanding of the play.

Research Treasure Hunt: To expose students to theatre-specific research resources, students will be given a list of questions that can only be answered through the use of theatre reviews, historical accounts, obscure plays, and production records. This will encourage students to broaden their research practices as well as illuminate valuable resources for their future research projects.

Annotated Bibliography: Students will develop, through consultation with the instructor, a research question related to the history, production, or interpretation of a particular play. Students will then compile a bibliography (in MLA format) of no less than 20 sources that they would use in researching their question. Each bibliographical entry will be accompanied by a brief annotation of the information gained from each source and its relation to the research question.

Presentation: Groups of students will select a final play. Using their analysis and research skills, they will then prepare a 20-30 minute presentation on that play providing their analysis and outlining the application of that analysis by developing directorial, acting, and design concepts for the play.

Approximate Grading Breakdown:

Participation	10%
Analyses	40%
Treasure Hunt	10%
Annotated Bibliography	20%
Presentation	20%

Sample Course Schedule/Weekly Breakdown

Aristotelean/Formalist Structure – 2-3 wks

- Plot
- Character
- Thought
- Diction, Music, Spectacle – Performative elements

Genre – 2-3 wks

- Tragedy

Comedy
Melodrama, Farce, Epic, Tragicomedy

Style – 2-3 wks
Realism vs Theatricalism

Research Methodologies/Resources – 1 wk

Critical Theory/Contemporary Approaches – 4-5 wks
Feminism/Gender Studies
Cultural/Race Studies
Queer Theory
Postcolonial/Intercultural

Presentations – 1 wk

Course or Program Addition, Deletion or Modification Request

Department: Theatre **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Action	Credit	Frequency
☑ Course ☐ Program	☑ Undergraduate	☐ Every Term
☐ Modify ☑ Add ☐ Delete	☐ Graduate	☑ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

THEA 2112 Performance & Production 0 / 2 / 1

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Intermediate study of practical aspects of theatre production.

Prerequisite(s) THEA 2111

Present or Projected Enrollment: 20 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall / 2008 (Term/Year)

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair 1-28-08 Date — Department Chair (if cross listed) Date

Dean of College 1-28-08 Date — Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee 1/29/08 Date — Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Revised 1/09/02

SYLLABUS

THEA 2111/2112, Performance and Production

FALL SEMESTER, 2007

Class Meeting Time and Place:

9-9:50 Mondays in the Townsend Center Scene Shop and the Martha Munro Lighting Lab

TCPA Scene Shop Phone # 678-839-4708 ROOM 202C Martha Munro 678-839-4702

REQUIRED TEXTS:

THE BACKSTAGE HANDBOOK, Paul Carter, Broadway Press, 3rd Ed.

West Georgia Theatre Company Handbook – A PDF file is available at the Theatre Company website, http://www.westga.edu/~theatre/ and you can also find a file link in your MyUWG website.

REQUIRED MATERIALS:

Each student assigned to work in the scene shop must purchase the following for the successful completion of this course:

1. A 25' or 30' Tape Measure (may be purchased at any hardware store in town or through me for a cost of $12.00)
2. Safety Glasses or goggles. (May be purchased in the bookstore)
3. Ear plugs or muffs.

It is further *suggested* that each student purchase the following:

1. Leather Work Gloves
2. Back Support Brace
3. A Crescent Wrench

COURSE LEARNING OUTCOMES:

This course will give the student an introduction to various elements of theatrical production. This course is a prerequisite for THEA 3111/2. The course is open to all students, but is mainly geared to the Theatre major, as it introduces the student to technical production work. This course will enhance the student's communication and critical thinking skills as team projects and on-time completion of assignments are a vital part of working in the theatre. Likewise, the student will develop practical skills and techniques by working on realized productions for the Theatre Company's season. Essentially, upon the successful completion of this course, the student will be able to:

1. Identify, understand and be able to operate the basic scene shop tools and equipment.

2. Apply the basic techniques involved in scenery construction, some scenic painting, and stage lighting, rigging and backstage organization according to the individual student's lab assignment.

3. Exhibit and understand theatre safety policies and procedures.

4. Serve on an assigned crew (either running or construction) for at least one Theatre Company production during this semester.

5. Know the basic functions of Sound/Media design and execution.

STUDENT EVALUATION

Students of THEA 2111 will be required to work forty (40) hours in either the scene or costume shop, depending on assignment.

Students of THEA 2112 will be required to serve on a running/production crew for a show this semester. This crew assignment will be one of the following:

• Set/Deck Running Crew • Costume Running Crew • Electrics Crew • Board Operation

There will be two Production Load-Ins and Mandatory Production Strikes per semester. You are required to attend every final run through (see schedule below) and every strike and load-in. The hours worked at strikes and load-ins is not counted toward your shop hours. If this presents a problem with your schedule, then drop this class!

These calls are from nine to five for the load-ins, and after the Sunday matinee until we are finished for strikes. Failure to attend a load-in or strike without an excused absence note from a doctor or instructor will result in the student's total hours for the term being deducted by five hours (one letter grade). Work outside of the course is not an excuse for missing work calls! This deduction is per load-in or strike. You will not have any extra time to make up these hours, so please mark your calendars ASAP to avoid a
Conflict!

WebCT will be used as a communication tool for this course. It is the student's responsibility to check WebCT at least once per week to examine production and shop schedules.

Call dates are given in advance to provide for outside job scheduling.

The student will be evaluated for a final grade based on the following criteria:

A	B	
Shop Hours	Crew Assignment performance	80%
Shop Safety Examination	Audio/Media Quiz	20%

ATTENDANCE POLICY

The student is expected to attend all scheduled workshop meetings in the scene shop and complete their assigned lab position.

Schedule of Meetings THEA 2111

Week one

Safety Codes and Regulations

Week Two

Fire Safety

Week Three

Physical Safety/Health Protection

Week Four

Safe Theatre Production Practices

Week Five

Safety Examination

Schedule of Meetings THEA 2112

Week One

Basic audio Theory and Equipment

Week Two

Using ProTools for sound cues

Week Three

Running the sound board

Week Four

iDVD and media presentation

Week Five

Audio/Media Quiz

Course or Program Addition, Deletion or Modification Request

Department: Theatre **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Action	Credit	Frequency
☑ Course ☐ Program	☑ Undergraduate	☐ Every Term
☐ Modify ☑ Add ☐ Delete	☐ Graduate	☑ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
THEA	3112	Performance & Production	0 / 2 / 1

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Advanced study of practical aspects of theatre production.

Prerequisite(s) THEA 3111

Present or Projected Enrollment: 20 (Students per year) Effective Date*: Fall / 2008 (Term/Year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair — Date: 1-28-08 — Department Chair (if cross listed) — Date

Dean of College — Date: 1-28-08 — Dean of College (if cross listed) — Date

Chair of TEAC (if teacher prep. **program**) — Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee — Date: 1/29/08 — Chair, Committee on Graduate Studies — Date

Vice President for Academic Affairs — Date

Revised 1/09/02

SYLLABUS

THEA 3111/3112, Performance and Production

FALL SEMESTER, 2007

Class Meeting Time and Place:

9-9:50 Mondays in the Townsend Center Scene Shop and the Martha Munro Lighting Lab

TCPA Scene Shop Phone # 678-839-4708 ROOM 202C Martha Munro 678-839-4702

REQUIRED TEXTS:

THE BACKSTAGE HANDBOOK, Paul Carter, Broadway Press, 3rd Ed.

West Georgia Theatre Company Handbook – A PDF file is available at the Theatre Company website, http://www.westga.edu/~theatre/ and you can also find a file link in your MyUWG website.

REQUIRED MATERIALS:

Each student assigned to the scene shop must purchase the following for the successful completion of this course:

1. A 25' or 30' Tape Measure (may be purchased at any hardware store in town or through me for a cost of $12.00)
2. Safety Glasses or goggles. (May be purchased in the bookstore)
3. Ear plugs or muffs.

It is further *suggested* that each student purchase the following:

1. Leather Work Gloves
2. Back Support Brace
3. A Crescent Wrench

All materials will be checked and are due no later than the date shown on the course outline!

COURSE LEARNING OUTCOMES:

This course will give the student an introduction to various elements of theatrical production. The course is open to all students, but is mainly geared to the Theatre major, as it introduces the student to technical production work. This course will enhance the student's communication and critical thinking skills as team projects and on-time completion of assignments are a vital part of working in the theatre. Likewise, the student will develop practical skills and techniques by working on realized productions for the Theatre Company's season. Essentially, upon the successful completion of this course, the student will be able to:

1. Identify, understand and be able to operate the basic instruments and equipment.

2. Apply the basic techniques involved in scenery construction, some scenic painting, and stage lighting, rigging and backstage organization according to the individual student's lab assignment.

3. Exhibit and understand theatre safety policies and procedures.

4. Serve on an assigned crew (either running or construction) for at least one Theatre Company production during this semester.

5. Read and understand a basic light plot and ground plan/section.

STUDENT EVALUATION

Students of THEA 3111 will be required to work thirty (30) hours in either the scene or costume shop, depending on assignment.

Students of THEA 3112 will be required to serve on a running/production crew for a show this semester. This crew assignment will be one of the following:

• Set/Deck Running Crew • Costume Running Crew • Electrics Crew • Board Operation

There will be two Production Load-Ins and Mandatory Production Strikes per semester. You are required to attend every final run through (see schedule below) and every strike and load-in. The hours worked at strikes and load-ins is not counted toward your shop hours. If this presents a problem with your schedule, then drop this class!

These calls are from nine to five for the load-ins, and after the Sunday matinee until we are finished for strikes. Failure to attend a load-in or strike without an excused absence note from a doctor or instructor will result in the student's total hours for the term being deducted by five hours (one letter grade). Work outside of the course is not an excuse for missing work calls! This deduction is per load-in or strike. You will not have any extra time to make up these hours, so please mark your calendars ASAP to avoid a
Conflict!

WebCT will be used as a communication tool for this course. It is the student's responsibility to check WebCT at least once per week to examine production and shop schedules.

Call dates are given in advance to provide for outside job scheduling.

The student will be evaluated for a final grade based on the following criteria:

A	B	
Shop Hours	Crew Assignment performance	80%
Electricity and Lighting Quiz	Front of House Quiz	20%

ATTENDANCE POLICY

The student is expected to attend all scheduled workshop meetings in the scene shop and complete their assigned lab position.

Schedule of Meetings THEA 3111

Week one

Basic Electrical Theory

Week Two

Stage Lighting Instrumentation

Week Three

Bench Focusing and repair of Instruments

Week Four

The Hang and Focus

Week Five

Lighting Examination

Schedule of Meetings THEA 3112

Week One

Front of House Tour/Personnel

Week Two

House Management Procedures

Week Three

Emergency Protocol

Week Four

Facilities Tour

Week Five

FOH Quiz

THEATRE PERFORMANCE AND PRODUCTION
COURSE BREAKDOWN

THEA 1111
LAB: 60 Hours in shops **or** Front of House **or** Acting
LECTURE: Tools/Shops

THEA 2111
LAB: 40 Hours in shops **or** Front of House **or** Acting
LECTURE: Shop Safety

THEA 3111
LAB: 30 Hours in shops **or** Front of House **or** Acting
LECTURE: Electricity and Lighting

THEA 1112
LAB: 60 hours of Crew **or** Front of House **or** Acting
LECTURE: Rigging Systems/Flown Scenery

THEA 2112
LAB: 40 hours Crew **or** Front of House **or** Acting
LECTURE: Sound Operation/Media

THEA 3112
LAB: 30 hours Crew **or** Front of House **or** Acting
LECTURE: Front of House/Box Office

Addendum III

January 9, 2008

Strategic Planning Process: Phase I

Summary of Directions for the Strategic Plan

Preamble: This document is the beginning of a complete strategic plan. It sets forth the directions that we the committee think will create the conditions necessary and sufficient to become a destination university. Once this directions document is ratified, the next stage will be to develop implementation plans for the four goals by four separate committees. The process of the work in these committees, we expect, will change some of the language and even goals of this directions document. Once this phase is completed, then we shall move to Phase III which will be actual implement and the marketing of our new strategic vision.

Primary Strategic Mission: Over the next five years, UWG seeks to be recognized as a distinctive member of the top tier of comprehensive universities in the USG and a first-choice university for an increasing number of students. UWG will achieve these ambitions by meeting the goals set by the USG Strategic Plan, by achieving the following institutional goals, and by communicating the goals and accomplishments of the University to all relevant constituencies.

The Four Goals

1. Promoting a distinctive set of quality academic programs ranging from bachelors to doctorates that blend the best of liberal education, experiential learning and professional preparation.
2. Creating Continuous Improvements in Campus Life and Culture
3. Managing Resources for Efficiency, Functionality, and Aesthetics
4. Enhancing Efforts of External Support and Services.

The Four Goals and Subgoals

1. A distinctive set of quality academic programs ranging from bachelors to doctorates that blend the best of liberal education, experiential learning and professional preparation.

    a. All undergraduate academic programs will demonstrate a distinctive blending of liberal arts, experiential learning, and professional competencies

preparing students to be ethically responsible and civically engaged professionals in the 21st century.

i. The Core Curriculum will be reformed to emphasize liberal arts and professional competency learning outcomes necessary for civic engagement and professions/careers in the 21st century.
ii. Every student will complete at least one course rich in new media delivery.
iii. Each college unit (Arts & Sciences, Business, Education) will offer curricula that fosters American and global cultural literacy.
iv. Each degree program will articulate professional competency learning outcomes.
v. Every degree program will offer a program of study that prepares students for careers in their relevant field.
vi. Every student will participate in some form of experiential learning either directly in their major (e.g. undergraduate research or creative activity) or co-curricular activity (e.g. volunteer activities for the community).
vii. Every program will provide an opportunity for a transformative experience, either from a study abroad, experiential learning, or innovative course delivery.
viii. Increased participation in study abroad programs.

b. Distinctive undergraduate co-curricular programming focused on integration, an integration that connects together as a class (e.g. first year) and that connects classroom learning with real-world contexts through academic and professional experiential activities.

i. A comprehensive advising program will promote and facilitate the integration of students' coursework, career readiness opportunities, and extracurricular activities from freshman year to graduation.
ii. Bridge programming that addresses societal and professional issues will link students by class level and by topic. So, for example, the first year might focus on civility, the second on civic engagement, the third on ethics, and the last year on professionalism as informed the previous three.
iii. Students will participate in experiential learning opportunities related to their academic course of study. Opportunities include, but are not limited to practica, internships, co-ops, service-learning experiences, applied research projects, creative performances, and study abroad experiences.

c. Increased enrollment in graduate programs, increased presence of graduate students, and an increased set of graduate programs that have as their mark practical professional purposes but that are also consistent with the blending

of liberal education and professional preparation.

i. All graduate programs will blend liberal arts fundamentals, disciplinary theory, and practical application.
ii. Every graduate program will maintain a professional advising or mentoring structure.
iii. Where appropriate, graduate students should interact with undergraduates in one or more of the following ways: leading a seminar, workshop, or undergraduate research conference; serving as mentor for an internship, co-op position, or service-learning activity; or by serving as a lab, teaching, or service assistant.

d. Educator Preparation Programs that honor and build upon the history of West Georgia as a significant provider of teachers for the state and that are reformed to be in accord with the West Georgia philosophy of blending liberal education, experiential learning, and professional preparation.

i. Teacher preparation programs will develop and adopt relevant curricula that strengthen teacher quality and impact K-12 student learning outcomes.
ii. Education leadership programs will strive to develop school leaders with performance-based skills to continuously improve K-12 schools.
iii. The University will increase its connections to and support of local public and DTAE schools by appointing liaisons and joint commissions.
iv. The University will provide leadership in Early College and Gateway to College initiatives.
v. The University will articulate with IB, AP, and other early college credit programs.

5. Creating Continuous Improvements in Campus Life and Culture

a. Safe Environment – The University provides a safe environment that respects and nurtures the diversity of people and ideas, and promotes healthy bodies and minds of students, staff, and faculty.
b. Communication – Clear communication, honest dialogue, and open inquiry are the heart of academia.
c. Support Services – Strong and responsive infrastructures as the basis of campus cultural improvement, such as a redesigned Center for Teaching Learning, reforms in the Office of Sponsored Operations, dedication to supporting staff and faculty development activities.
d. Reward Structures – Using positive reinforcement to promote high quality performance particularly to promote the research and innovation that would distinguish our faculty and staff.
e. Competitive Compensation Packages – Recruitment and retention of high quality university community members.

f. Student Life – Increased evening, weekend, and daily activities that promote a University community culture, a culture that the entire campus it committed to supporting.
g. Expanding on the athletics program

6. Managing Resources for Efficiency, Functionality, and Aesthetics

   a. The enrollment shall be managed to balance the numbers and classifications of students with the goals and mission of the University as it attempts to perform its part in handling the increased student population of the area. The enrollment should match the profile of the goals set for the institution.
   b. Off-Campus and Distance Education
      i. Develop, promote and support distance learning environments that encourage a strong liberal education, increase efficiency in classroom management, respond to marketplace demand, and increase accessibility.
      ii. Significantly expand the percent of credit hours generated by distance education from the current 5% to 10% by 2012, including the expansion of online and blended degree programs that enable students to better compete in the workplace.
      iii. Explore, evaluate off-campus centers for meeting regional needs, including a business plan and an assessment of how well off-campus centers are consistent with the University mission.
   c. Long-term Facilities Planning aligned with strategic plan, academic plan, enrollment predictions and campus architectural style.
   d. Employing efficiencies in academic support areas to provide better service and perhaps to free up resources The University will accept the definition that "academic support" processes crosses over a wide spectrum on a university campus. It is more than just looking at the traditional back office systems typically employed in a business office. It could mean the admissions process, IT helpdesk, financial aid applications, how to sell tickets to a sporting event. Therefore, every effort must be made to examine and identify all possible back office functions and processes on campus.
   e. Strategic Budgeting where possible to anticipate costs of library, ITS, and other typically year-end funded areas.
   f. Organizational Assessment – Reorganization Efforts to increase functionality, eliminate redundancy and review the outcomes of the organization
   g. Customer Service Improvements: The University of West Georgia has concentrated its focus over the past year in two areas of customer service - Student Retention, and Communication. Both areas are monitored by the Division of Student Services, but where possible lessons learned and best practices will be applied to other areas of campus.

7. Enhancing Efforts of External Support and Services
    a. Increased the amount of UWG connected grant dollars: To increase external funds procured through Sponsored Operations, the Office of Sponsored Operations will provide university-wide support and assistance to faculty and staff interested in securing external funds for qualified projects.
    b. Fundraising and Alumni Development: The Office of Development and Alumni Relations will provide external funding through Annual Giving (A DAY for West Georgia and Phonathon), the Major Giving program (individuals, corporations, and foundations) and the Planned Giving program (deferred gifts, gift annuities, etc.)
    c. Major Capital Campaign: The University will continue to assess and explore the feasibility of major capital campaigns.
    d. Goal 4D: Government Relations
    The Office of Government Relations (University Advancement) will establish and maintain relationships with governmental entities which directly and indirectly impact the university.
    e. Communications and Marketing -- The Office of University Communications and Marketing will internally and externally promote the missions and goals of the strategic plan. This will be achieved by aligning the institutions integrated marketing plan (advertising, visual identity standards, web presence, media relations, etc.) with the strategic plan.
    f. Renewed Effort of Creating Continuing Education Programs, especially those like ICAPP.
    g. Increased efforts of community service programs.

Addendum IV

Course or Program Addition, Deletion or Modification Request

Department: Music **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Action	Credit	Frequency
☑ Course ☐ Program	☐ Undergraduate	☐ Every Term
☐ Modify ☑ Add ☐ Delete	☑ Graduate	☐ Yearly
☐ Credit	☐ Other*	☑ Other : biennial
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: Department proposes graduate cross-listing of existing undergraduate course to create additional elective opportunity at the graduate level.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

MUSC 5240 Form and Analysis 2 / 0 / 2

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Study of the theoretical and historical development of forms, and of advanced techniques of analysis.
Analytical study will cover selected forms and works from the Baroque style period to the present.

Prerequisite(s) Graduate Standing

Present or Projected Enrollment: 5 (Students per year) Effective Date*: Fall /2008
Term/Year

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair	Date	Department Chair (if cross listed)	Date
[signature]	10/5/07	[signature]	10/5/07

Dean of College	Date	Dean of College (if cross listed)	Date
[signature]	OCT 17 2007		

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signature carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date
		[signature]	12/12/2007

Vice President for Academic Affairs Date

Revised 1/09/02

University of West Georgia

MUSC 5240: *Form and Analysis*

Fall 2008
HUM 334

Professor: Dr. Daniel Bakos
Telephone: (678) 839-6269
Email: dbakos@westga.edu
Office Hours:
MWF: 10:00-11:00 AM
M: 4:00-5:00 PM
T: 2:00-3:00 PM
W: 1:00-2:00 PM

Catalog Course Description:

Prerequisite: Graduate Standing

Study of the theoretical and historical development of forms, and of advanced techniques of analysis. Analytical study will cover selected forms and works from the Baroque style period to the present.

Required Texts:

Kostka, Stefan & Roger Graybill. *Anthology of Music for Analysis.* Upper Saddle River, NJ: Pearson Prentice Hall, 2004.

Mathes, James. *The Analysis of Musical Form.* Upper Saddle River, NJ: Pearson Prentice Hall, 2007.

Learning Outcomes:

The student must demonstrate the ability to:

1. analyze forms commonly used during the Baroque period, specifically suite forms (allemande, courante, sarabande, gigue), passacaglia and chaconne, various types of chorale preludes, two and three part inventions, canons and fugue (including two types of double fugue and triple fugue).
2. analyze forms commonly used during the Classical period, specifically sonata form, rondo, sonata-rondo forms, variation, and minuet and trio (also scherzo and trio).
3. analyze selected works from the Romantic period and 20th century.
4. analyze music both visually and aurally.
5. articulate musical understandings orally and in writing.
6. Complete two research paper on a specific topic relating to form in music

Attendance Policy:

Any student exceeding three class absences without proper documentation may receive a penalty on the final test grade. Students with perfect attendance after the first day of class will receive a bonus of up to twenty percent on the final test grade.

Evaluation:

Grading of daily work will be on a point system. Points will be earned from tests and other assignments. A daily grade will be determined from the percentage of points earned by the student based upon the total points available. The grade of *A* will begin anywhere from 85% to 94% depending upon the highest percent earned in the class. The remaining grades will be determined from the *A* scale. The research paper will count for 50% of the final grade. **No extra credit will be given in this course**.

Research Papers:

A research paper (10-15 pages) will be due on the last day of this class. The topic will be to contrast the compositional differences between the exposition and recapitulation transitions of selected movements in sonata form.

A second research paper (20-40 pages) will address a different topic approved by the instructor.

Chronology of Topics:

- Introduction & Course Outline
- 18th Century Counterpoint, Inventions, and Fugues
- Introduction to Research Techniques for Theory Topics
- Techniques for the Analysis of Multi-Movement, Multi-Sectional Forms, including:
  - Sonata Allegro Form
  - Formal Theme & Variations
  - Compound Song Form
  - Rondo Form
  - Selected Vocal Forms
- Research Topic: How to Format Musical Examples into Research Papers
- Single Movement Romantic Forms and Character Variations
- Research Topic: How to Write Material Concerning Musical Compositions
- Topics in Analysis of Nonfunctional Tonal Music
- Topics in Analysis of Non-Tonal Music
- Research Topic: Constructing the Final Proof of a Research Paper Treating a Music Theory Subject

Official Communication:

Official communication will be through written or face-to-face conversation. E-mail will not be accepted as a means of communication.

State University of West Georgia

Course or Program Addition, Deletion or Modification Request

Department: Nursing **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Action	Credit	Frequency
☐ Course ☑ Program	☐ Undergraduate	☐ Every Term
☑ Modify ☐ Add ☐ Delete	☑ Graduate	☑ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: 20 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Summer / 2008
Term/Year

Grading System: ☐ Letter Grade ☐ Pass/Fail ☑ Other

Approval:

Kathryn Greene 10/29/07
Department Chair Date

Department Chair (if cross listed) Date

11/9/07
Dean of College Date

Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date

Chair, Committee on Graduate Studies 12/12/2007 Date

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NOV 13 2007
UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL

Vice President for Academic Affairs Date

Program Addition for Nurse Educator

See attached program plan for the MSN in Nursing Education that reflects proposed course modifications.

UNIVERSITY of West Georgia

DEPARTMENT OF NURSING

MASTER OF SCIENCE IN NURSING PROGRAM

DEGREE PLAN NURSE EDUCATOR ROLE

Four Semester Plan (36 Hours)					
Course Number	Course Name	Hours	Course Number	Course Name	Hours
Semester I (10 Hours)			**Semester II (7 Hours)**		
N6000	Caring and the Advanced Practice of Nursing	1-0-1	N6400	Scholarly Inquiry in Nursing	3-0-3
N6100	Theoretical Foundations of Nursing Practice	3-0-3	N6487	Specialty Nursing Practicum	0-8-2
N6300	Health Care Delivery Systems	3-0-3	N6501	Role of the Nurse as Educator	2-0-2
N6401	Health Promotion and Advanced Health Assessment	2-3-3			
Semester III (10 Hours)			**Semester IV (9 Hours)**		
N6502	Assessment and Instruction in Nursing	2-0-2	N6503	Outcomes Evaluation in Nursing Education	2-0-2
N6587	Nurse Educator Role Practicum I	0-8-2	N6787	Nurse Educator Role Practicum II	0-8-2
N6403	Advanced Applied Pharmacology	3-0-3	N6404	Advanced Pathophysiology	3-0-3
N6987	Project	Variable 3	N6500	Data Analysis in Nursing	2-0-2

Six Semester Plan (36 Hours)					
Course Number	Course Name	Hours	Course Number	Course Name	Hours
Semester I (7 Hours)			**Semester II (5 Hours)**		
N6000	Caring and the Advanced Practice of Nursing	1-0-1	N6400	Scholarly Inquiry in Nursing	3-0-3
N6100	Theoretical Foundations of Nursing Practice	3-0-3	N6487	Specialty Nursing Practicum	0-8-2
N6401	Health Promotion and Advanced Health Assessment	2-3-3			
Semester III (6 Hours)			**Semester IV (5 Hours)**		
N6300	Health Care Delivery Systems	3-0-3	N6501	Role of the Nurse as Educator	2-0-2
N6403	Advanced Applied Pharmacology	3-0-3	N6404	Advanced Pathophysiology	3-0-3
Semester V (7 Hours)			**Semester VI (6 Hours)**		
N6502	Assessment and Instruction in Nursing	2-0-2	N6503	Outcomes Evaluation in Nursing Education	2-0-2
N6587	Nurse Educator Role Practicum I	0-8-2	N6787	Nurse Educator Role Practicum II	0-8-2
N6987	Project	Variable 1-3	N6500	Data Analysis	2-0-2

* N6999 Thesis optional (3-6 credits)

A description of each of the above courses can be found in the UWG Graduate Catalog.

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State University of West Georgia

Course or Program Addition, Deletion or Modification Request

Department: Nursing **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Action	Credit	Frequency
☐ Course ☑ Program	☐ Undergraduate	☐ Every Term
☑ Modify ☐ Add ☐ Delete	☑ Graduate	☑ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: 20 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date* Summer /2008
Term/Year

Grading System: ☐ Letter Grade ☐ Pass/Fail ☑ Other

Approval:

Kathryn Grams 10/29/07
Department Chair Date Department Chair (if cross listed) Date

[signature] 11/9/07
Dean of College Date Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit)

Charles W. [signature] 12/12/2007
Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

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UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL

Program Addition for HSL

See attached program plan for MSN in Health Systems Leadership Leader/Manager role that reflects proposed course modifications.

UNIVERSITY of West Georgia

DEPARTMENT OF NURSING

MASTER OF SCIENCE IN NURSING PROGRAM

DEGREE PLAN HEALTH SYSTEMS LEADERSHIP: LEADER/MANAGER ROLE

Four Semester Plan (36 Hours)

Course Number	Course Name	Hours	Course Number	Course Name	Hours
Semester I (10Hours)			**Semester II (7 Hours)**		
N6000	Caring and the Advanced Practice of Nursing	1-0-1	N6400	Scholarly Inquiry in Nursing	3-0-3
N6100	Theoretical Foundations of Nursing Practice	3-0-3	N6601	Role of the Nurse as Leader/Manager	2-0-2
N6300	Health Care Delivery Systems	3-0-3	N6487	Specialty Nursing Practicum	0-8-2
N6401	Health Promotion and Advanced Health Assessment	2-3-3			
Semester III (10 Hours)			**Semester IV (9 Hours)**		
N6602	Problem Solving in Health Systems Leadership	2-0-2	N6603	Outcomes Evaluation in Health Systems Leadership	2-0-2
N6687	Health Systems Leadership Role Practicum I	0-8-2	N6887	Health Systems Leadership Role Practicum II	0-8-2
N6403	Advanced Applied Pharmacology	3-0-3	N6404	Advanced Pathophysiology	3-0-3
N6987	Project	Variable 1-3	N6500	Data Analysis	2-0-2

Six Semester Plan (36 Hours)

Course Number	Course Name	Hours	Course Number	Course Name	Hours
Semester I (7 Hours)			**Semester II (5 Hours)**		
N6000	Caring and the Advanced Practice of Nursing	1-0-1	N6400	Scholarly Inquiry in Nursing	3-0-3
N6100	Theoretical Foundations of Nursing Practice	3-0-3	N6487	Specialty Nursing Practicum	0-8-2
N6401	Health Promotion and Advanced Health Assessment	2-3-3			
Semester III (6 Hours)			**Semester IV (5 Hours)**		
N6300	Health Care Delivery Systems	3-0-3	N6601	Role of the Nurse as Leader/Manager	2-0-2
N6403	Advanced Applied Pharmacology	3-0-3	N6404	Advanced Pathophysiology	3-0-3
Semester V (7 Hours)			**Semester VI (6 Hours)**		
N6602	Problem Solving in Health Systems Leadership	2-0-2	N6603	Outcomes Evaluation in Health Systems Leadership	2-0-2
N6687	Health Systems Leadership Role Practicum I	0-8-2	N6887	Health Systems Leadership Role Practicum II	0-8-2
N6987	Project	Variable 1-3	N6500	Data Analysis	2-0-2

* N6999 Thesis optional (3-6 credits)

A description of each of the above courses can be found in the UWG Graduate Catalog.

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State University of West Georgia

Course or Program Addition, Deletion or Modification Request

Department: Nursing **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Action	Credit	Frequency
☐ Course ☑ Program	☐ Undergraduate	☐ Every Term
☑ Modify ☐ Add ☐ Delete	☑ Graduate	☑ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s)

Present or Projected Enrollment: 10 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Summer / 2008
Term/Year

Grading System: ☐ Letter Grade ☐ Pass/Fail ☑ Other

Approval:

Kathryn Gram 10/29/07
Department Chair Date

Department Chair (if cross listed) Date

11/9/07
Dean of College Date

Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date

Chair, Committee on Graduate Studies 12/12/2007 Date

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UNIVERSITY
OF WEST GEORGIA
GRADUATE SCHOOL

Vice President for Academic Affairs Date

Program Addition for HSL-CNL

See attached program plan for the MSN Health Systems Leadership Clinical Nurse Leader role that reflects proposed course modifications.

UNIVERSITY of West Georgia

DEPARTMENT OF NURSING
MASTER OF SCIENCE IN NURSING PROGRAM
DEGREE PLAN HEALTH SYSTEMS LEADERSHIP
CLINICAL NURSE LEADER

Four semester Plan (36 hours)					
Course Number	Course Name	Hours	Course Number	Course Name	Hours
Semester I (10 Hours)			**Semester II (8 hours)**		
N6000	Caring and Advanced Practice of Nursing	1-0-1	N6400	Scholarly Inquiry in Nursing	3-0-3
N6100	Theoretical Foundations of Nursing Practice	3-0-3	N6601	Role of Nurse as Leader	2-0-2
N6300	Health Care Delivery Systems	3-0-3	N6404	Advanced Pathophysiology	3-0-3
N6401	Health Promotion and Advanced Health Assessment	2-3-3			
Semester III (10 Hours)			**Semester IV (8 Hours)**		
N6287	CNL Practicum I	0-10-2	N6387	CNL Practicum II	0-20-4
N6602	Problem Solving in Health Systems Leadership	2-0-2	N6603	Outcomes Evaluation in Health Systems Leadership	2-0-2
N6403	Advanced Applied Pharmacology	3-0-3	N6500	Data Analysis	2-0-2
N6987	Scholarly Project	1-3 variable			

A description of each of the above courses can be found in the UWG Graduate Catalog.

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State University of West Georgia

Course or Program Addition, Deletion or Modification Request

Department: Nursing **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix NURS **Course** 6402 **Title** Advanced Nursing Management of Health & Disease **Hours:** 3 / 0 / 3 **Lecture/Lab/Total**

Action	Credit	Frequency
☑ Course ☐ Program	☐ Undergraduate	☑ Every Term
☐ Modify ☐ Add ☑ Delete	☑ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** **Hours:** / / **Lecture/Lab/Total**

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) Admission to the MSN program.

Present or Projected Enrollment: 10 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Summer /2008 (Term/Year)

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair 10/29/07 Date

Department Chair (if cross listed) Date

Dean of College 11/9/07 Date

Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit)

Chair, Undergraduate Academic Programs Committee Date

Chair, Committee on Graduate Studies 12/12/2007 Date

Vice President for Academic Affairs Date

RECEIVED
NOV 13 2007
UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL

Revised 1/09/02

N6402 Advanced Nursing Management of Health & Disease

This course is being deleted because a new course has been developed that specifically addresses pathophysiology, which is an admission requirement of Doctor of Nursing Practice (DNP) programs. This change will facilitate the admission of UWG MSN graduates to DNP programs.

State University of West Georgia

Course or Program Addition, Deletion or Modification Request

Department: Nursing **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix	Course	Title	Hours: Lecture/Lab/Total
			/ /

Action	Credit	Frequency
☑ Course ☐ Program	☐ Undergraduate	☑ Every Term
☐ Modify ☑ Add ☐ Delete	☑ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
NURS	6403	Advanced Applied Pharmacology	3 / 0 / 3

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

The course is designed to address nursing management of pharmacologic therapeutic interventions associated with illness, disease, and health promotion across the lifespan. This course builds on and expands the baccalaureate foundation of applied pharmacology with application of pharmacokinetic methods, pharmacodynamic principles, and pharmacotherapeutic nursing interventions.

Prerequisite(s) Admission to Graduate Program

Present or Projected Enrollment: 10 (Students per year) Effective Date*: Summer /2008 (Term/Year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Kathryn Grams 10/29/07

Department Chair Date Department Chair (if cross listed) Date

[signature] 11/9/07

Dean of College Date Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit). 12/12/2007

Charles W. [signature]

Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

RECEIVED

Vice President for Academic Affairs Date

NOV 13 2007

UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL

Revised 1/30/02

N6403 - Advanced Applied Pharmacology

This is a newly developed course that will specifically address Pharmacology, which is an admission requirement of Doctor of Nursing Practice (DNP) programs. This change will facilitate the admission of UWG MSN graduates to DNP programs. This course will be required in all tracks.

UNIVERSITY OF WEST GEORGIA
DEPARTMENT OF NURSING

NURS 6403 – ADVANCED APPLIED PHARMACOLOGY

CREDIT: 3-0-3

PRE-REQUISITES: Admission to MSN Program

COURSE DESCRIPTION:

The course is designed to address nursing management of pharmacologic therapeutic interventions associated with illness, disease, and health promotion across the lifespan. This course builds on and expands the baccalaureate foundation of applied pharmacology with application of pharmacokinetic methods, pharmacodynamic principles, and pharmacotherapeutic nursing interventions.

LEARNING GOALS:

1. Critically analyze advanced concepts of pharmacotherapeutics, pharmacodynamic principles and pharmacokinetic methods as they apply to nursing practice to clients across the life span and within special populations. (5)
2. Examine relevant theories and evidence-based research as a basis for explaining the rationale for pharmacotherapeutics. (1)
3. Discuss the issues and considerations associated with pharmacotherapeutics related to culturally diverse populations and populations with special needs. (3)
4. Utilize critical thinking in the application of pharmacokinetic methods, pharmacodynamic principles and pharmacotherapeutic interventions to case situations as a basis for advanced nursing practice based in caring and holism. (4, 5, 9, 10)
5. Utilize critical thinking to synthesize current research findings with evidence-based guidelines to enhance nursing care delivery in the management of selected diseases. (2, 4, 5)

*Numbers in parentheses after the course learning goals refer to program objectives.

REQUIRED TEXTBOOKS:
Arcanqelo, V. P. & Peterson, A. M. (In Press). *Pharmacotherapeutics for advanced practice: A practical approach.* Philadelphia, PA: Lippincott, Williams & Wilkins.

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LEARNING ACTIVITIES
Lecture/Discussion
Instructional Videotapes
Group and Individual In-class Group Activities
Computer Interaction Programs
WebCT VISTA
Handouts
Demonstrations
Required Readings
Case Studies
Examinations

METHODS OF EVALUATION:

Objective examinations will test comprehension of the material central to this advanced course. There are 3 exams and a comprehensive final. In-class individual and group activities will include a variety of learning activities.

Exam 1	20%
Exam 2	20%
Exam 3	20%
Final Exam	30%
Learning Activities	10%
	100%

Grading Scale

A = 90- 100%

B = 80 – 89%

C = 75 – 79%

F = Below 75%

COURSE CONTENT

- **General Principles of pharmacokinetics**
- **Critical evaluation of methods for therapeutic drug monitoring**
- **Pharmacodynamics**
- **Drug metabolism, transport, and the influence of hepatic disease**
- **Application of pharmacogenetic principles to clinical pharmacology**
- **Special considerations in children, the obese and elderly**
- **Dietary influences**

State University of West Georgia

Course or Program Addition, Deletion or Modification Request

Department: Nursing **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Action	Credit	Frequency
☑ Course ☐ Program	☐ Undergraduate	☑ Every Term
☐ Modify ☑ Add ☐ Delete	☑ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

NURS 6404 Advanced Pathophysiology 3 / 0 / 3

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

The course is designed to provide a scientific knowledge base of selected pathophysiological states associated with health and disease. Such knowledge is foundational for clinical decision-making and nursing management.

Prerequisite(s) Admission ot Graduate Program

Present or Projected Enrollment: 10 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Summer / 2008 (Term/Year)

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Kathryn Evans 10/29/07
Department Chair Date

Department Chair (if cross listed) Date

11/9/07
Dean of College Date

Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date

Charles W. Caldwell 12/12/2007
Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

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UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL

Revised 1/09/02

N6404 - Advanced Pathophysiology

This is a newly developed course that will specifically address Pathophysiology, which is an admission requirement of Doctor of Nursing Practice (DNP) programs. This change will facilitate the admission of UWG MSN graduates to DNP programs. This course will be required in all tracks.

UNIVERSITY OF WEST GEORGIA
DEPARTMENT OF NURSING
MSN Program

NURS 6404 – ADVANCED PATHOPHYSIOLOGY

CREDIT: 3-0-3

PRE-REQUISITES: Admission to the MSN Program

COURSE DESCRIPTION:

The course is designed to provide a scientific knowledge base of selected pathophysiological states associated with health and disease. Such knowledge is foundational for clinical decision-making and nursing management.

LEARNING GOALS:

1. Critically analyze the etiology and pathophysiological alterations associated with common healthcare conditions. (5)
2. Examine relevant theories and evidence-based research as a basis for explaining the pathophysiological changes and rationales for therapeutic interventions. (1)
3. Discuss the issues and considerations associated with pathophysiological changes related to culturally diverse populations and patients with special needs. (3)
4. Utilize critical thinking in the application of pathophysiological principles to case situations as a basis for advanced nursing practice based on holism and caring. (9,10)
5. Utilize critical thinking to synthesize current research findings with evidence-based guidelines to enhance nursing care delivery in the management of selected diseases. (2,4,5)

*Numbers in parentheses after the course learning goals refer to program objectives.

REQUIRED TEXTBOOKS:

McCance, K.L., & Heuther. S.E. (2006). *Pathophysiology: The biological basis of disease in adults and children* (5th ed.). St. Louis: Mosby. ISBN# 0323035078

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LEARNING ACTIVITIES:

Lecture, discussion
WebCT
Activities from specific web sites
Handouts
Required readings
Case Studies

METHODS OF EVALUATION:

Critical event flow charts (4) (40%)
Case study (1) (20%)
Current event presentation/discussion on genetics (20%)
Final exam (20%)

CONTENT:

Cells and Tissues
Molecular Biology
Immune Pathophysiology
Nervous Pathophysiology
Endocrine and Reproductive Pathophysiology
Hematology and Cardiovascular Pathophysiology
Pulmonary Pathophysiology
Renal and Urological Pathophysiology
Gastrointestinal Pathophysiology
Musculoskeletal Pathophysiology
Integumentary Pathophysiology

State University of West Georgia

Course or Program Addition, Deletion or Modification Request

Department: Nursing **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Action	Credit	Frequency
☑ Course ☐ Program	☐ Undergraduate	☑ Every Term
☐ Modify ☑ Add ☐ Delete	☑ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

NURS 6500 Data Analysis in Nursing 2 / 0 / 2

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course is designed to provide students with the opportunity to examine various research designs and data analysis techniques appropriate to quantitative research methodologies.

Prerequisite(s) Admission to MSN program and NURS 6100, 6400

Present or Projected Enrollment: 10 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Summer / 2008 (Term/Year)

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Kathryn L Adams 10/29/07
Department Chair Date

Department Chair (if cross listed) Date

11/9/07
Dean of College Date

Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date

Charles W. Patterson 12/12/2007
Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

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UNIVERSITY OF WEST GEORGIA GRADUATE SCHOOL

N6500 Data Analysis in Nursing

This is a newly developed nursing course that will meet the graduate statistics requirement.

University of West Georgia
Department of Nursing

Course Number: NURS 6500

Course Title: Data Analysis in Nursing

Credit: 2 – 0 – 2

Prerequisites: Admission to MSN program and NURS 6100, 6400

Course Description: This course is designed to provide students with the opportunity to examine various research designs and data analysis techniques appropriate to quantitative research methodologies.

Learning Outcomes:

1. Explore the role of nurses related to the use of data analysis strategies for nursing practice, leadership, and educational roles. (6)
2. Recognize the value of data analysis strategies in nursing research as a systematic approach to improving the quality of patient care. (1, 3)
3. Identify the links between research questions, data collection methods and data analysis strategies in clinical practice and evidence-based nursing practice. (1, 5)
4. Demonstrate increasing confidence regarding the appropriate selection, application, and interpretation of statistical testing to answer clinical and research questions and hypotheses. (1, 6)
5. Demonstrate beginning skill in the utilization of statistical software in performing data analysis. (1)
6. Develop skills in collaboration and written, oral, and electronic communication regarding data analysis and presentation of findings. (7, 8)
7. Examine the ethical aspects of data analysis, nursing research findings and evidence-based nursing practice. (3)
8. Participate in activities related to maintaining a caring, supportive, holistic environment in the classroom. (7, 9)

* Numbers in parentheses after the course learning goals refer to program objectives.

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Course Content:

1. Statistics
2. Descriptive Statistics
   - Levels of Measurement
   - Frequencies
   - Distributions
   - Measures of Central Tendency
   - Variability
   - Normality
3. Correlations
4. Inferential Statistics
   - Parametric
   - Non-parametric

Required Textbook:

Munro, B. H. (2006). *Statistical methods for health care research* (5th ed). Philadelphia: Lippincott Williams & Wilkins.
(ISBN-13: 978-0781748407)

Recommended Textbooks:

George, D. & Mallory, P. (2006). *SPSS for windows step-by-step: A simple guide and reference* (13.0 update). Boston: Allyn & Bacon.
(ISBN-13: 978-0205480715)

American Psychological Association. (2005). *Concise rules of APA style.* Washington, DC: Author.

Learning Activities:

Assigned Readings	Lecture/Discussion
Learning activities	Presentations
SPSS activities	Independent study and group project

Methods of Evaluation:

Pretest - to assess the level of knowledge graduate students already possess

Calculation of final grades:	The grading scale for NURS 6985:
Learning Activities – 10%	A = 90 – 100%
Data Set Analysis – 20%	B = 80 – 89%
Quizzes – 30%	C = 75 – 79%
Project – 40%	F = Less than 75%

Course or Program Addition, Deletion or Modification Request

Department: Psychology **College:** College of Arts & Sciences

Current course catalog listing: (for modifications or deletions)

Prefix PSYC **Course** 6085 **Title** Advanced Theories / / 3 **Hours: Lecture/Lab/Total**

Action	Credit	Frequency
☑ Course ☐ Program	☐ Undergraduate	☑ Every Term
☐ Modify ☑ Add ☐ Delete	☑ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

PSYC 6085 Adv. Theory:xxxxxxxxxx 3 / / 3

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

In-depth study of a specific theory of psychotherapy/intervention with individuals, groups, or families, with focus on explanation, prevention, and treatment of struggle. The specific theoretical focus will vary by semester, and will be indicated following the colon in the course title and on the student transcript. May be repeated for credit.

Prerequisite(s) PSYC 6200

Present or Projected Enrollment: (Students per year) Effective Date*: Fall /2008

*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair — Date 10-15-07

Department Chair (if cross listed) — Date

Dean of College — Date 10/19/07

Dean of College (if cross listed) — Date

Chair of TEAC (if teacher prep. **program**) — Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signature carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee — Date

Chair, Committee on Graduate Studies — Date

Vice President for Academic Affairs — Date

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Revised 1/09/02

UNIVERSITY of
West Georgia

Department of Psychology

Advanced Theory: XXXXXXXXX

Course Syllabus

Course Number: **PSYC 6085**
Semester: Fall 2007
Tuesdays & Thursdays 9:30 p.m.-10:45 p.m.
Melson Hall, Rm. 207

Course Description:

In-depth study of a specific theory of psychotherapy/intervention with individuals, groups, or families, with focus on explanation, prevention, and treatment of struggle. The specific theoretical focus will vary by semester, and will be indicated following the colon in the course title and on the student transcript. May be repeated for credit.

Course Objectives:

1. to achieve sophisticated conceptual familiarity with a specific theory of psychotherapy or social intervention
2. critical evaluation of this theory in its own right and through comparison and contrast with other accounts of the human condition
3. consideration of the way in which this theory explains human struggle and what it implies about prevention and intervention
4. integration of this theoretical account with students' existing body of knowledge and practice

Texts:

Will vary by course offering, but will always include primary source materials appropriate to the specific theoretical focus. Examples might include, Advanced Theory: Behaviorism (Skinner, Watson), Advanced Theory: Cybernetics and Family Systems (Minuchin, Bateson), Advanced Theory: Psychoanalysis (Freud), Advanced Theory: Transpersonal (Hillman)

Schedule:

Will also vary by offering, but as an example for Advanced Theory: Psychoanalysis it might include:

wk 1 Course overview
An interpretive framework
The question of *Weltanschauung*
Project for a Scientific Psychology

wk 2 SF as subject
SF: A Chronology
An Autobiographical Study
Charcot
Letters to Fleiss

wk 3 Early case studies and basic concepts
Anna O.
Katharina
Instincts and their vicissitudes
Repression
The Unconscious
Bibring "Development and problems..."
(to be distributed in class)

wk 4, The "dream book," daily psychopathology, and self-analysis
wk 5 Screen memories
* Interpretation of dreams
On Dreams
* You may want to take a look at this entire book; SF considered it his most important.

wk 5, Personality and development
wk 6 The Aetiology of hysteria
Three Essays on Theory of Sexuality
Fragment of an analysis ("Dora")
Family romances
Formulations...Two principles
Dissolution of Oedipus complex
Some psychical consequences...
Notes....("Rat Man")
From the history.... ("Wolf Man")

etc.

Grading Policy: (will vary based on specific nature of content and pedagogy)

A Consistently excellent effort in *all* aspects of the course.
B Good or very good effort in all aspects, perhaps excellent in one area, or fair in another.
C Satisfactory completion of all requirements, minimal effort in one area.
D Minimal effort in all or most areas.

Course or Program Addition, Deletion or Modification Request

Department: Educational Leadership and Professional Studies **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** Leadership Certification: PL-6 or PL-7 **Hours: Lecture/Lab/Total** 21/ / 21

Action	Credit	Frequency
☑ Course ☐ Program	☐ Undergraduate	☑ Every Term
☐ Modify ☑ Add ☐ Delete	☑ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course will provide students experiences in reviewing different types of data, analyzing data from multiple sources, and in using different methodologies of interpreting and presenting data. Students will also explore (1) the use of data within curriculum, instruction, and comprehensive school improvement efforts and (2) how to develop a data driven culture with the school

Prerequisite(s) None

Present or Projected Enrollment: 60 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall / 2008
Term/Year

Grading System: ☐ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair — Date 11.20.07 — Department Chair (if cross listed) — Date

Dean of College — Date 11/21/07 — Dean of College (if cross listed) — Date

Chair of TEAC (if teacher prep. program) — Date 12/10/07

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee — Date — Chair, Committee on Graduate Studies — Date 1/16/08

Vice President for Academic Affairs — Date

Rationale for New Program – Leadership Certification: NL-6 or NL-7 in Educational Leadership

Because the University System of Georgia Board of Regents (BOR) and the Georgia Professional Standards Commission (PSC) have jointly agreed to "sunset" current educational leadership programs in institutions of higher learning in Georgia, it is necessary for the Department of Educational Leadership and Professional Studies (ELPS) at the University of West Georgia to develop a new certification program, Leadership Certification: NL-6 or NL-7 in Educational Leadership, that will begin in the fall semester 2008. This proposed program is designed for people who hold a valid Georgia sixth or seven year leadership certificate, are employed in a leadership position and recommended by a Georgia school system, and wish to convert to Georgia's new performance-based leadership certification. This is a "residency-based" program that combines fulltime internships in schools and districts with university course work. The program includes four courses (three 6-hour residency courses and one 3-hour course using a traditional format) that total 21 semester hours.

Redesign of educational leadership programs is taking place in a number of states and at many individual institutions. National organizations such as the University Council on Education Administration (UCEA), Division A (Administration, Organization, and Leadership) of the American Educational Research Association (AERA), and the Southern Regional Education Board (SREB) have encouraged the dialogue on program redesign. Joseph Murphy of Vanderbilt University and a major figure in UCEA's work, worked with West Georgia in the early stages of our redesign work. Members of the West Georgia ELPS faculty – Roy Nichols and David Hill – have worked on state committees that have brought together representatives of each IHE, BOR staff, PSC staff, Georgia Department of Education staff, RESA staff, and representatives of school districts across the state.

Under PSC proposed rule 505-2-.300, Educational Leadership, scheduled to take effect December 15, 2007, and PSC rule 505-3-.58, Educational Leadership Program, leadership preparation at the M.Ed. level will constitute entry level preparation resulting in issuance of a non-renewable leadership certificate. Students who complete the M.Ed. in Educational Leadership under the new rule will then be supported by their school districts in securing leadership positions at the school or district level. During the five year period following completion of the M.Ed., students will enter the Ed.S. program, a performance-based program in which they will be required to demonstrate the ability to apply knowledge and skills in school and district settings. Performances will be representative of national leadership standards (Educational Leadership Constituent Council Standards, ELCC), Georgia's Common Core Knowledge Standards for initial preparation of beginning leaders, and the Board of Regents Principles. Consequently, the proposed Ed.S. program has been carefully aligned to

standards and is designed to support beginning leaders as they move through entry level certification to clear renewable certification upon completion of the Ed.S. program. The proposed certification program provides the residency courses plus EDLE 8329 allowing the educator to demonstrate leadership competencies leading to performance-based certification.

The redesign of West Georgia's Educational Leadership programs is predicated upon the literature and research that supports strengthening the instructional leadership, organizational learning, and culture building roles that receive less emphasis in traditional leadership preparation programs (Hallinger & Heck, 1996; Larson & Murtadha, 2002; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Leithwood & Jantzi, 1999; Marzano, Waters, & McNulty, 2005; and Riehl, 2000). The proposed program provides for carefully crafted leadership experiences in school and district settings as beginning leaders engage in the work of leadership. These experiences are supported by seminars embedded in each residency course as well as one additional course taught in a more traditional university course format. The beginning leader is further supported during the residencies by a Beginning Leader Candidate Support Team composed of the beginning leader candidate, IHE personnel, and school/district personnel. The proposed certification program, Leadership Certification: PL-6 or PL-7 in Educational Leadership is designed to provide experiences to beginning leaders that allow them to learn both the craft knowledge and research base that supports successful educational leadership.

References

Hallinger, P., & Heck, R. H. (1996). Reassessing the principal's role in school effectiveness: A review of empirical research, 1980-1995. *Educational Administration Quarterly,* 32(1), 5-44.

Larson, C. L., & Murtadha, K. (2002). Leadership for social justice. In J. Murphy Ed.). *The educational leadership challenge: Redefining leadership for the 21st century* (pp. 134-161). Chicago: University of Chicago Press.

Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning: Review of research.* Minneapolis, MN: Center for Applied Research, University of Minnesota.

Leithwood, K., & Jantzi, D. (1999). The relative effects of principal and teacher sources of leadership on student engagement with school. *Educational Administration Quarterly,* 35(Suppl.), 679-706.

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results.* Aurora, CO: Mid-continent Research for Education and Learning.

Riehl, C. J. (2000). The principal's role in creating inclusive schools for diverse students: A review of normative, empirical, and critical literature on the practice of educational administration. *Review of Education Research*, 70(1), 55-81.

Proposed 10/22/2007

LEADERSHIP CERTIFICATION: PL-6 or PL-7
Educational Leadership
Program Sheet

Name: _____ Student ID # _____
Home Address: _____
Home Phone: _____ E-Mail: _____
School name: _____ School Phone: _____
Present Certification (Field and Level): _____ Graduate Degree/Major: _____
Colleges Previously Attended/Dates: _____

Admission Requirements		Completion Dates	
_____	GACE Test Scores		
_____	GA L-6, N-6 Certification or higher	_____	Initial Advising
_____	Employed in a leadership position	_____	Individual Plan Developed
_____	Recommended by school system	_____	Portfolio Review
_____	Graduate GPA		
_____	Date Admitted to Graduate School		
	Advisor:		

PLAN OF STUDY	Sem.Hrs	Grade	Term	Trf/Sub
EDLE 8301 Leadership Residency I	6			
EDLE 8302 Leadership Residency II[3]	6			
EDLE 8303 Leadership Residency III[3]	6			
EDLE 8329 School Leadership in a Pluralistic and Diverse Society	3			
Total Program	**21**			

PROGRAM NOTES

1. Admission to this program requires a valid Georgia sixth or seven year leadership certificte
2. The student must be employed in a leadership position and recommended by a Georgia School system that has a partenership agreement with the university.
3. Successful completion of EDLE 8301 is required to enroll in EDLE 8302 and successful completion of EDLE 8302 is required to enroll in EDLE 8303.

STUDENT SIGNATURE: _____ Date: _____

ADVISOR SIGNATURE: _____ Date: _____

DEPARTMENT APPROVAL: _____ Date: _____

Course or Program Addition, Deletion or Modification Request

Department: Educational Leadership and Professional Studies **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** Educational Specialist Program in Ed. leadership **Hours: Lecture/Lab/Total** 27 / / 27

Action
☐ Course ☑ Program

☐ Modify ☑ Add ☐ Delete
☐ Credit
☐ Number
☐ Title
☐ Description
☐ Other

Credit
☐ Undergraduate
☑ Graduate
☐ Other*
*Variable credit must be explained

Frequency
☑ Every Term
☐ Yearly
☐ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

See Attached

Prerequisite(s) None

Present or Projected Enrollment: 60 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall /2008 (Term/Year)

Grading System: ☐ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair — Date 11.20.07 — Department Chair (if cross listed) — Date

Dean of College — Date 11/21/07 — Dean of College (if cross listed) — Date

Chair of TEAC (if teacher prep. **program**) — Date 12/10/07

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee — Date — Chair, Committee on Graduate Studies — Date 1/16/2008

Vice President for Academic Affairs — Date

Rationale for New Program – Ed.S. in Educational Leadership

Because the University System of Georgia Board of Regents (BOR) and the Georgia Professional Standards Commission (PSC) have jointly agreed to "sunset" current educational leadership programs in institutions of higher learning in Georgia, it is necessary for the Department of Educational Leadership and Professional Studies (ELPS) at the University of West Georgia to develop a new program, Specialist in Education (Ed.S.) in Educational Leadership, that will begin in the fall semester 2008. This proposed program is a "residency-based" program that combines fulltime internships in schools and districts with university course work. The program includes six courses (three 6-hour residency courses and three 3-hour courses using traditional formats) that total 27 semester hours. However, because some students may enter the program through alternative routes, the program provides flexibility so that two additional courses may be required for students lacking core knowledge in educational leadership. The additional course work would be courses in the M.Ed. program in Educational Leadership.

Redesign of educational leadership programs is taking place in a number of states and at many individual institutions. National organizations such as the University Council on Education Administration (UCEA), Division A (Administration, Organization, and Leadership) of the American Educational Research Association (AERA), and the Southern Regional Education Board (SREB) have encouraged the dialogue on program redesign. Joseph Murphy of Vanderbilt University and a major figure in UCEA's work, worked with West Georgia in the early stages of our redesign work. Members of the West Georgia ELPS faculty – Roy Nichols, Mike Payne, and David Hill – have worked on state committees that have brought together representatives of each IHE, BOR staff, PSC staff, Georgia Department of Education staff, RESA staff, and representatives of school districts across the state.

Under PSC proposed rule 505-2-.300, Educational Leadership, scheduled to take effect December 15, 2007, and PSC rule 505-3-.58, Educational Leadership Program, leadership preparation at the M.Ed. level will constitute entry level preparation resulting in issuance of a non-renewable leadership certificate. Students who complete the M.Ed. in Educational Leadership will then be supported by their school districts in securing leadership positions at the school or district level. During the five year period following completion of the M.Ed., students will enter the Ed.S. program, a performance-based program in which they will be required to demonstrate the ability to apply knowledge and skills in school and district settings. Performances will be representative of national leadership standards (Educational Leadership Constituent Council Standards, ELCC), Georgia's Common Core Knowledge Standards for initial preparation of beginning leaders, and the Board of Regents Principles. Consequently, the proposed Ed.S. program has been carefully aligned to standards and is designed

to support beginning leaders as they move through entry level certification to clear renewable certification upon completion of the Ed.S. program.

The proposed Ed.S. in Educational Leadership has been designed around the literature and research that supports strengthening the instructional leadership, organizational learning, and culture building roles that receive less emphasis in traditional leadership preparation programs (Hallinger & Heck, 1996; Larson & Murtadha, 2002; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Leithwood & Jantzi, 1999; Marzano, Waters, & McNulty, 2005; and Riehl, 2000). The proposed program provides for carefully crafted leadership experiences in school and district settings as beginning leaders engage in the work of leadership. These experiences are supported by seminars embedded in each residency course as well as one course each semester taught in a more traditional university course format. The beginning leader is further supported during the residencies by a Beginning Leader Candidate Support Team composed of the beginning leader candidate, IHE personnel, and school/district personnel. The proposed Ed.S. program in Educational Leadership is designed to provide experiences to beginning leaders that allow them to learn both the craft knowledge and research base that supports successful educational leadership.

References

Hallinger, P., & Heck, R. H. (1996). Reassessing the principal's role in school effectiveness: A review of empirical research, 1980-1995. *Educational Administration Quarterly,* 32(1), 5-44.

Larson, C. L., & Murtadha, K. (2002). Leadership for social justice. In J. Murphy Ed.). *The educational leadership challenge: Redefining leadership for the 21st century* (pp. 134-161). Chicago: University of Chicago Press.

Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning: Review of research.* Minneapolis, MN: Center for Applied Research, University of Minnesota.

Leithwood, K., & Jantzi, D. (1999). The relative effects of principal and teacher sources of leadership on student engagement with school. *Educational Administration Quarterly*, 35(Suppl.), 679-706.

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results.* Aurora, CO: Mid-continent Research for Education and Learning.

Riehl, C. J. (2000). The principal's role in creating inclusive schools for diverse students: A review of normative, empirical, and critical literature on the practice of educational administration. *Review of Education Research*, 70(1), 55-81.

Proposed 10/16/2007

EDUCATION SPECIALIST DEGREE (PL-6)
Educational Leadership
Program Sheet

Name _____ Student ID # _____

Home Address _____

School Name & Address: _____ School District _____

Telephone: (H) _____ (W) _____ FAX: _____

Master's Degree Major: _____ E-mail: _____

Present certification (field and level) : _____

Colleges & dates previously attended: _____

	Admission Requirements		Completion Dates
_____	Georgia Leadership certification	_____	Initial Advising
_____	Employed in a leadership position	_____	Individual Plan Developed
_____	Recommended by school system	_____	Portfolio Review
_____	Graduate GPA	_____	Graduation Forms
_____	Letters of Recommendation		
_____	Date Admitted to Graduate school		

Specialist Program	**Sem.Hrs.**	**Gr**	**Term**	**Trf/Sub**
Residency Requirements:				
EDLE 8301 Leadership Residency I	6			
EDLE 8302 Leadership Residency II[2]	6			
EDLE 8303 Leadership Residency III[2]	6			
Required Courses:				
EDLE 7385 Special Topics	3			
EDLE 8324 Ethics in Educational Leadership	3			
EDLE 8329 School Leadership in a Pluralistic				
And Diverse Society	3			
Other Courses:[3]	0-6			
Total Program Hours	27-33			

Program Notes:

1. Leadership Residency is a three consecutive semester program (summer, fall, and spring semesters).
2. Successful completion of EDLE 8301 is required to enroll in EDLE 8302 and successful completion of EDLE 8302 is required to enroll in EDLE 8303.
3. Additional courses from the master's level program may be required based on the experiences of the student.
4. The Specialist curriculum in Educational Administration and Supervision is designed for the graduate student who currently holds a Masters, Specialist, or doctorial degree with an L5 or higher certification or an NL5 or higher certification in Leadership.
5. Maximum course enrollment for any semester is nine (9) semester hours, unless specified approval of ELPS.

Student signature _____ Date: _____

Advisor signature _____ Date: _____

Department Chair _____ Date: _____

Course or Program Addition, Deletion or Modification Request

Department: Educational Leadership and Professional Studies **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** Masters Program in Educational leadership 36 / / 36 **Hours: Lecture/Lab/Total**

Action	Credit	Frequency
☐ Course ☑ Program	☐ Undergraduate	☑ Every Term
☐ Modify ☑ Add ☐ Delete	☑ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** / / **Hours: Lecture/Lab/Total**

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

See Attached

Prerequisite(s) None

Present or Projected Enrollment: 60 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall / 2008 (Term/Year)

Grading System: ☐ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Loyd D. Nichols Jr. 11.20.07
Department Chair Date Department Chair (if cross listed) Date

11/21/07
Dean of College Date Dean of College (if cross listed) Date

12/10/07
Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date Charles W. Clark 1/16/2008 Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Rationale for New Program – M.Ed. in Educational Leadership

Because the University System of Georgia Board of Regents (BOR) and the Georgia Professional Standards Commission (PSC) have jointly agreed to "sunset" current educational leadership programs in institutions of higher learning in Georgia, it is necessary for the Department of Educational Leadership and Professional Studies (ELPS) at the University of West Georgia to develop a new program, Master of Education in Educational Leadership, that will begin in the fall semester 2008. This proposed M.Ed. program will have 13 courses under the subtitles "Instructional Leadership," "School Culture," and "Leading Schools." Three courses will be two semester hours each; 10 courses will be three semester hours each for a program total of 36 semester hours.

Redesign of educational leadership programs is taking place in a number of states and at many individual institutions. National organizations such as the University Council on Education Administration (UCEA), Division A (Administration, Organization, and Leadership) of the American Educational Research Association (AERA), and the Southern Regional Education Board (SREB) have encouraged the dialogue on program redesign. Joseph Murphy of Vanderbilt University and a major figure in UCEA's work, worked with West Georgia in the early stages of our redesign work. Members of the West Georgia ELPS faculty – Roy Nichols, Mike Payne, and David Hill – have worked on state committees that have brought together representatives of each IHE, BOR staff, PSC staff, Georgia Department of Education staff, RESA staff, and representatives of school districts across the state.

Under PSC proposed rule 505-2-.300, Educational Leadership, proposed to take effect December 15, 2007, and PSC rule 505-3-.58, Educational Leadership Program, leadership preparation at the M.Ed. level will constitute entry level preparation resulting in issuance of a non-renewable leadership certificate. Students who complete the M.Ed. in Educational Leadership will then be supported by their school districts in securing leadership positions at the school or district level. During the five year period following completion of the M.Ed., students will enter the Specialist in Education program, a performance-based program in which they will be required to demonstrate the ability to apply knowledge and skills in school and district settings. Performances will be representative of national leadership standards (Educational Leadership Constituent Council Standards, ELCC), Georgia's Common Core Knowledge Standards for initial preparation of beginning leaders, and the Board of Regents Principles. Consequently, the proposed M.Ed. program has been carefully aligned to standards and is designed to prepare aspiring leaders to successfully move through entry level certification to clear renewable certification upon completion of the Specialist in Education program.

The proposed M. Ed. in Educational Leadership has been designed around the literature and research that supports strengthening the instructional leadership, organizational learning, and culture building roles that receive less emphasis in traditional leadership preparation programs (Hallinger & Heck, 1996; Larson & Murtadha, 2002; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Leithwood & Jantzi, 1999; Marzano, Waters, & McNulty, 2005; and Riehl, 2000). The proposed program provides a balance of courses that will prepare aspiring leaders to successfully meet the accountability demands of district, state, and national agencies as well as the learning needs of diverse student populations.

References

Hallinger, P., & Heck, R. H. (1996). Reassessing the principal's role in school effectiveness: A review of empirical research, 1980-1995. *Educational Administration Quarterly,* 32(1), 5-44.

Larson, C. L., & Murtadha, K. (2002). Leadership for social justice. In J. Murphy Ed.). *The educational leadership challenge: Redefining leadership for the 21st century* (pp. 134-161). Chicago: University of Chicago Press.

Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning: Review of research.* Minneapolis, MN: Center for Applied Research, University of Minnesota.

Leithwood, K., & Jantzi, D. (1999). The relative effects of principal and teacher sources of leadership on student engagement with school. *Educational Administration Quarterly*, 35(Suppl.), 679-706.

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results.* Aurora, CO: Mid-continent Research for Education and Learning.

Riehl, C. J. (2000). The principal's role in creating inclusive schools for diverse students: A review of normative, empirical, and critical literature on the practice of educational administration. *Review of Education Research,* 70(1), 55-81.

MASTER OF EDUCATION
Educational Leadership
Program Sheet

Name: _____ Student # _____
Home Address: _____
Home Phone: _____ E-mail: _____
School Name: _____ School Phone: _____
Present Certification (Field and Level): _____ Undergraduate Degree/Major: _____
Colleges Previously Attended/Dates: _____

	Admission Requirements		Completion Dates
_____	Undergraduate GPA	_____	Initial Advising
_____	GRE Scores	_____	Application for Candidacy
_____	Letters of Reference	_____	Graduation Forms
_____	Date Admitted to Graduate School	_____	Portfolio Review
_____	Advisor	_____	GACE

PLAN OF STUDY	Hrs	Gr	Semester Planned	Trf/Sub
A. Instructional Leadership				
EDLE 6320 Supervision of Instruction	3			
EDLE 6323 Promoting Teaching and Learning	3			
EDLE 6341 Using Data to Improve the School	3			
EDLE 6342 School and Classroom Assessment	3			
B. School Culture				
EDLE 6330 Building School Culture	2			
EDLE 6321 Professional Learning	2			
EDLE 6325 Leadership Formation	2			
EDLE 6331 Advanced Culture Seminar[2]	3			
C. Leading Schools				
EDRS 6303 School Based Research Methods	3			
EDLE 6313 Understanding Systems and Change	3			
EDLE 6315 Managing School Operations	3			
EDLE 6316 School Law and Ethics	3			
EDLE 6332 Advanced Change and Improvement[2]	3			
Total Program	36			

PROGRAM NOTES

1. Admission to this program requires a clear professional teaching or service certificate.
2. Course has a prerequisite (EDLE 6330 must be taken prior to EDLE 6331 and EDLE 6313 must be taken prior to taking EDLE 6332)
3. The following EDLE courses have required field experiences: 6313, 6315, 6316, 6320, 6321, 6323, 6330, 6341 and 6342. All 3 semester hour courses carry a requirement of 15 hours of field experience and 2 semester hour courses carry a requirement of 10 hours of field experience.
4. Maximum of nine (9) semester hours for enrollment any semester, without specific permission of ELPS.
5. Graduation applications need to be submitted to the Graduate School Office by mid-semester of the semester **preceding** graduation.

STUDENT SIGNATURE: _____ Date: _____

ADVISOR SIGNATURE: _____ Date: _____

DEPARTMENT CHAIR SIGNATURE: _____ Date: _____

Course or Program Addition, Deletion or Modification Request

Department: Educational Leadership and Professional Studies **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** Teacher Leader Endorsement **Hours:** 6 / / 6 **Lecture/Lab/Total**

Action	Credit	Frequency
☐ Course ☑ Program	☐ Undergraduate	☑ Every Term
☐ Modify ☑ Add ☐ Delete	☑ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** **Hours:** / / **Lecture/Lab/Total**

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

See Attached

Prerequisite(s) None

Present or Projected Enrollment: 60 (Students per year) Effective Date*: Fall /2008 Term/Year

*For a new course, one full term must pass between approval and effective date.

Grading System: ☐ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Roy D. Nichols Jr. 11.20.07

Department Chair Date Department Chair (if cross listed) Date

Lynne P. Gaskin 11/21/07

Dean of College Date Dean of College (if cross listed) Date

[signature] 12/10/07

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date Charles W. Clark Chair, Committee on Graduate Studies 1/16/2008 Date

Vice President for Academic Affairs Date

Revised 1/09/02

Rationale for New Program – Teacher Leader Endorsement

Because the University System of Georgia Board of Regents (BOR) and the Georgia Professional Standards Commission (PSC) have jointly agreed to "sunset" current educational leadership programs in institutions of higher learning in Georgia, it is necessary for the Department of Educational Leadership and Professional Studies (ELPS) at the University of West Georgia to develop a new program, Teacher Leadership Endorsement Program, that will begin in the fall semester 2008. The program consists of two three hour courses from the new M.Ed. Program, EDLE 6320 Supervision of Instruction and EDLE 6321 Professional Learning.

Redesign of educational leadership programs is taking place in a number of states and at many individual institutions. National organizations such as the University Council on Education Administration (UCEA), Division A (Administration, Organization, and Leadership) of the American Educational Research Association (AERA), and the Southern Regional Education Board (SREB) have encouraged the dialogue on program redesign. Joseph Murphy of Vanderbilt University and a major figure in UCEA's work, worked with West Georgia in the early stages of our redesign work. Members of the West Georgia ELPS faculty – Roy Nichols and David Hill – have worked on state committees that have brought together representatives of each IHE, BOR staff, PSC staff, Georgia Department of Education staff, RESA staff, and representatives of school districts across the state.

Teacher Leader Endorsement Programs are included Under PSC proposed rule 505-2-.300, Educational Leadership, scheduled to take effect December 15, 2007, and PSC rule 505-3-.58. Performances will be representative of national leadership standards (Educational Leadership Constituent Council Standards, ELCC), Georgia's Common Core Knowledge Standards for initial preparation of beginning leaders, and the Board of Regents Principles. Consequently, the proposed Teacher Leader Endorsement Program has been carefully aligned to standards and is designed to support teacher leaders.

The proposed Teacher Leader Endorsement Program has been designed around the literature and research that supports strengthening the instructional leadership, organizational learning, and culture building roles that receive less emphasis in traditional leadership preparation programs (Hallinger & Heck, 1996; Larson & Murtadha, 2002; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Leithwood & Jantzi, 1999; Marzano, Waters, & McNulty, 2005; and Riehl, 2000). The proposed Teacher Leadership Endorsement program in Educational Leadership is designed to provide experiences to beginning teacher leaders that allow them to learn both the craft knowledge and research base that supports successful leadership.

References

Hallinger, P., & Heck, R. H. (1996). Reassessing the principal's role in school effectiveness: A review of empirical research, 1980-1995. *Educational Administration Quarterly,* 32(1), 5-44.

Larson, C. L., & Murtadha, K. (2002). Leadership for social justice. In J. Murphy Ed.). *The educational leadership challenge: Redefining leadership for the 21st century* (pp. 134-161). Chicago: University of Chicago Press.

Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning: Review of research.* Minneapolis, MN: Center for Applied Research, University of Minnesota.

Leithwood, K., & Jantzi, D. (1999). The relative effects of principal and teacher sources of leadership on student engagement with school. *Educational Administration Quarterly*, 35(Suppl.), 679-706.

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results.* Aurora, CO: Mid-continent Research for Education and Learning.

Murphy, J. (2006). *Preparing school leaders: Defining a research and action agenda.* Lanham, MD: Rowman & Littlefield Education.

Riehl, C. J. (2000). The principal's role in creating inclusive schools for diverse students: A review of normative, empirical, and critical literature on the practice of educational administration. *Review of Education Research*, 70(1), 55-81.

Reeves, D. B. (2006). *The learning leader: How to focus school improvement for better results.* Alexandra, VA: Association for Supervision and Curriculum Development.

Schmoker, M. (2006). *Results now: How we can achieve unprecedented improvement in teaching and learning.* Alexandra, VA: Association for Supervision and Curriculum Development.

Wagner, T., Kegan, R., Lahey, L., Lemons, R. W., Garnier, J., Helsing, D., et al. (2006). *Change leadership: A practical guide to transforming our schools.* San Francisco, CA: Jossey-Bass.

Proposed 10/29/2007

Teacher Leader Endorsement
Educational Leadership
Program Sheet

Name: _____ Student ID # _____
Home Address: _____
Home Phone: _____ E-Mail: _____
School name: _____ School Phone: _____
Present Certification (Field and Level): _____ Graduate Degree/Major: _____
Colleges Previously Attended/Dates: _____

Admission Requirements		Completion Dates	
_____	Undergraduate GPA		
_____	GRE Scores	_____	Initial Advising
_____	Letters of Reference	_____	Individual Plan Developed
_____	Date Admitted to Graduate School	_____	Recommendation
_____	Advisor		

PLAN OF STUDY	Sem.Hrs	Grade	Term	Trf/Sub
EDLE 6320 Supervision of Instruction	3			
EDLE 6321 Professional Learning	3			
Total Program	**6**			

PROGRAM NOTES

1. Admission to this program requires a clear professional teaching or service certificate
2. Recommendation for the Teacher Leader Endorsement is based on successful completion of the two courses listed above and receiving a recommendation from the department.
3. Based on the student's background and experiences, a course substitution from within the master's program may be done.

STUDENT SIGNATURE: _____ Date: _____

ADVISOR SIGNATURE: _____ Date: _____

DEPARTMENT APPROVAL: _____ Date: _____

Course or Program Addition, Deletion or Modification Request

Department: Educational Leadership and Professional Studies **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Action	Credit	Frequency
☑ Course ☐ Program	☐ Undergraduate	☑ Every Term
☐ Modify ☑ Add ☐ Delete	☑ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
EDLE	6313	Understanding Systems and Change	3 / / 3

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course is designed to provide school leaders with an examination of the theoretical framework on leading organizational change for school improvement. It will focus on the systemic improvement of student achievement in the public school setting and will provide an opportunity for course related field experiences.

Prerequisite(s) None

Present or Projected Enrollment: 60 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall /2008 (Term/Year)

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Roy D. Nichols Jr. 11.20.07
Department Chair Date

Department Chair (if cross listed) Date

Lynne O. Gish 11/21/07
Dean of College Date

Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date

Charles W. Clark 1/14/08
Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Rationale for Course Addition: EDLE 6313

This course is being added as part of a new Educational Leadership program in response to the "sun setting" of leadership preparation programs by the joint actions of the Georgia Board of Regents (BOR) and the Georgia Professional Standards Commission (PSC). New leadership certification rules have been established by the PSC. Consequently, the Educational Leadership and Professional Studies Department (ELPS) has developed proposed new programs for M.Ed. level preparation and certification as well as Specialist in Education level preparation and certification.

The current preparation programs at both the M.Ed. and Specialist in Education levels will be phased out. The new programs will begin operation beginning fall semester 2008. This proposed course has been developed as part of the new program.

Redesign of educational leadership programs is taking place in a number of states and at many individual institutions. National organizations such as the University Council on Education Administration (UCEA), Division A (Administration, Organization, and Leadership) of the American Educational Research Association (AERA), and the Southern Regional Education Board (SREB) have encouraged the dialogue on program redesign. Joseph Murphy of Vanderbilt University and a major figure in UCEA's work, worked with West Georgia in the early stages of our redesign work. Members of the West Georgia ELPS faculty – Roy Nichols and David Hill – have worked on state committees that have brought together representatives of each IHE, BOR staff, PSC staff, Georgia Department of Education staff, RESA staff, and representatives of school districts across the state.

This course and others that make-up the proposed program have been thoughtfully crafted to reflect current research and literature in the field of education leadership. The standards of the Educational Leadership Constituent Council (ELCC) and the Board of Regents Principles support inclusion of this new course in the proposed program.

Understanding Systems and Change – EDLE 6313

Semester hours: 3

Semester/Year:

Instructor:

Contact:

E-mail:

Office Hours:

Telephone:

Fax:

COURSE DESCRIPTION

This course is designed to provide school leaders with an examination of the theoretical framework on leading organizational change for school improvement. It will focus on the systemic improvement of student achievement in the public school setting and will provide an opportunity for course related field experiences.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes the responsibility for preparing educators who can positively influence school improvement through the transformation of school culture. Ten descriptors (decision makers, leaders, life-long learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles and standards will form the basis for how candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies in assessing, planning, implementing, evaluating and redesigning instructional and administrative practices. The objectives of this course are directly related to the Educational Leadership Constituent Council (ELCC) standards. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. analyze how the major theories of organizational change have influenced the way in which education is organized and administered. Such knowledge should result in an understanding of effective administrative behavior during school improvement efforts (Gorton & Snowden, 2002; Greenleaf, 1991; Lunenburg. & Ornstein, 2004; Schein, 2004; Wagner, et al, 2006).

   (*Decision Makers; Leaders; Lifelong Learners; Adaptive; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective*; *ELCC 1-7*)

2. compare the effectiveness of contemporary school leadership strategies and change processes. Attention will be paid to the effect of school culture on student achievement, stakeholder trust of administrators and the influence of such variables as politics, diversity, and employee motivation (Deal & Peterson, 1999; Fullan, 2003; Gorton & Snowden, 2002; Marzano, et al, 2005; Schlechty, 2005; Wagner, et al, 2006).

   (*Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective; ELCC 1-7*)

3. examine the ethical aspects of administrative behavior and decision-making. Develop an understanding of the future of administration and the use of technology in education (Fullan, 2003; Greenleaf, 1991; Gorton & Snowden, 2002; Sergiovanni, 1992; Tschannen-Moran, 2004); and

   (*Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective; ELCC 1-6*)

4. develop an understanding of the role of leadership in improving the academic achievement of students to high levels. Role explorations will include the use of technology for school improvement, stakeholder relations, sensitivity to diversity, effective supervision of instruction, as well as the legal and financial responsibilities of school leadership (Blankstein, 2004; Gorton & Snowden, 2002; Senge et al, 1999; Wagner, 2006).

   (*Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective; ELCC 1-6*)

5. participate in administrative field experiences related to course content

   (*Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective; ELCC1-7*)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES
Required Text:

Senge, P. M., Kleiner, A., Roberts, C., Ross. R., Roth, G., & Smith, B. (1999). *The dance of change.* New York: Doubleday.

Wagner, T., Kegan, R., Lahey, L. L., & Lemons, R. W. (2006) *Change leadership: A practical guide to transforming our schools.* San Francisco: Josey-Bass.

Knowledge and Research Base:

American Psychological Association. (2001). *Publication manual of the American Psychological Association (*5th ed.). Washington, DC: Author.

Atwater, D. C., & Bass, B. M. (1994). *Transformational leadership in teams*. Thousand Oaks, CA: Sage.

Blankstein, A. (2004). *Failure is not an option: Six principles that guide student achievement in high-performing schools.* Thousand Oaks, CA: Corwin Press.

Deal, T. E., & Peterson, K. D. (1999). *Shaping school culture: The heart of leadership.* San Francisco: Jossey-Bass.

Donaldson, G. A., Jr. (2001). *Cultivating leadership in schools: Connecting people, purpose, and practice.* New York: Teachers College Press.

Fullan, M. (2001). *Leading in a culture of change.* San Francisco: Jossey-Bass.

Fullan, M. (2001). *The new meaning of educational change* (3rd ed.). New York: Teachers College Press.

Fullan, M. (2003). *The moral imperative of school leadership.* Thousand Oaks: Corwin Press.

Gorton, R. A., & Snowden, P. E. (2002). *School leadership and administration*. Boston: McGraw-Hill.

Greenleaf, R. K. (1991). *The servant as leader.* Indianapolis, IN: The Robert K. Greenleaf Center.

Kanter, R. M. (2003). *Challenge of organizational change: How companies experience it and leaders guide it.* New York: The Free Press.

Kaplan R., & Norton R. (1996). *Balanced scorecard.* Boston: Harvard Business School Press.

Kotter, J. P. (1996). *Leading change.* Boston: Harvard Business School Press.

Kotter, J. P., & Cohen, D. S. (2002). *The heart of change: Real-life stories of how people change their organizations.* Boston: Harvard Business School Press.

Lunenburg, F. C., & Ornstein, A. C. (2004) *Educational administration: Concepts and practices.* Belmont, CA: Wadsworth/Thomson Learning.

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results.* Alexandria, VA: Association for Supervision and Curriculum Development.

Schein, E. (2004). *Organizational culture and leadership* (3rd ed.). San Francisco: Jossey-Bass.

Schlechty, P. C. (2005). *Creating great schools: Six critical systems at the heart of educational innovation.* San Francisco: Jossey-Bass.

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

Sergiovanni, T. J. (2006). *Rethinking leadership* (2nd ed.). Thousand Oaks: Corwin Press.

Spillane, J. P. (2006). *Distributed leadership.* San Francisco: Jossey-Bass.

Tschannen-Moran, M. (2004). *Trust matters: Leadership for successful schools.* San Francisco: Jossey-Bass.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework: The focus of this course is to identify the major theoretical constructs pertaining to leadership and organizational management and to engage in assignments that will develop an understanding of how these principles contribute to effective public school administration. At the completion of this course, students will have demonstrated achievement in the areas of *decision making*: choosing appropriate journal articles related to the major principles of leadership, selecting appropriate questions for interview, participating in a group presentation, attending an appropriate leadership meeting and assessing the organizational culture of their workplace (**Assignments 2, 3, 4, 5, 6**), *leadership*: interviewing a principal or assistant principal, participating in a group process, (**Assignments 3, 4, 5**), *lifelong learning:* reading and reflecting on current research and practice (**Assignment 2**), *being adaptive*: participating in a group process (**Assignment 4,5**), *collaboration*: working with

colleagues in group presentation, working with school administration in assessing the culture of their school (**Assignments 4, 5**), *cultural sensitivity*: working with colleagues from diverse backgrounds in group process, observing a leadership meeting (**Assignments 4, 6**), *empathy*: demonstrating sensitivity to the needs of others during group process, noting needs of students and staff when assessing the culture of their school (**Assignments 4, 5**) *knowledge*: demonstrating their knowledge of course content on examinations, expanding their own knowledge base by reading journal articles on current research and best practices, researching the assignment topic for their group presentation, exploring colleagues' professional knowledge and experience when interviewing and attending leadership meetings (**Assignments 2, 3, 4, 5**), *being proactive*: planning a new innovation or intervention to help improve their school, demonstrating creativity and imagination in the group presentation process (**Assignments 4, 5**), and *reflection*: engaging in ongoing, continuous reflection on the principles of leadership reflected in each class assignment (**All assignments**)

ASSIGNMENTS

1. **Participation:** Each student is expected to read assigned material prior to class and participate in class activities and group discussions. Attendance is critical to develop a full understanding of course content and class participation is essential to create the mix of ideas necessary for intellectual growth and present students the opportunity to practice the skills necessary to express their opinions effectively in public. **10 points (Course Objectives 1, 2, 3, 4)**

2. **Reflection Assignments:** Use the computer library services, the Internet or professional journals to access relevant articles on educational leadership. Select two articles from professional journals that are related to the topic of the administrator's role in school or instructional improvement and critique them. Rules for reflection assignments will be provided. **10 points (Course Objectives 1, 2, 4)**

3. **Organizational Culture Study:** Study the culture of your organization using Deal and Peterson's framework or another comparable framework. Develop a questionnaire with which to survey a significant number of your colleagues about those elements that contribute to the culture of your organization. Write a description of the culture at your workplace based on this limited survey and your own observations. This experience will count as a five (5) hour administrative field experience referred to in Assignment eight below. **20 points (Course Objectives 1, 2, 3, 4, 5)**

4. **Group Presentation:** Each student will participate in a group presentation. Topics will be assigned by the instructor and a rubric will be distributed to outline the expectations of the presentation. **20 points (Course Objectives 1, 2, 3, 4)**

5. **Mid-term Exam:** All students will demonstrate their knowledge of course content by submitting to a mid-term examination on theoretical constructs of organizational

change and improvement. **20 points (Course Objectives 1, 2, 3, 4)**

6. **Interview Administrator**: All students will interview their supervisor using questions developed in class related to topics being covered in the course. Each will also ask about their supervisor's career path and about positions within the school system that would be a good fit with the student's skills, talents and interests. This assignment can count as a five (5) hour administrative field experience referred to in Assignment eight below.**10 points (Course Objectives 1, 2, 3, 4, 5)**

7. **Attend at least one of the following meetings:** School Council, Board of Education, Local School Leadership Team and write a reflective summary of what you witnessed at the meeting in relationship to the topics being covered in the course. This assignment will count as a five (5) hour administrative field experience referred to in Assignment eight below. **5 points (Course Objectives 1, 2, 3, 4, 5)**

8. **Field experience:** Each student will successfully complete assigned field experiences. **5 points (Course Objectives 1, 2, 3, 4, 5)**

CLASS POLICIES

Submission of Assignments:
Each student is expected to submit all course assignments and make all assigned presentations on the due dates as listed in the class meeting schedule attached to the syllabus. Assignments received for grading after the due date or presentations not made on the assigned date will be penalized twenty-five percent (25%). Failure to submit an assignment or to make a class presentation will result in a zero grade for the assignment.

Attendance:
Each student is expected to be on time to and attend all scheduled classes. A large portion of the final grade is based on class participation that includes discussions and interactive assignments with other students. Discussions and interactive assignments cannot be made-up.

Group Norms:
Each student is expected to act in a professional manner. This is an essential quality for all professionals who will be working in schools. Professionalism includes, but is not limited, to the following behaviors:

- Participating in interactions and class activities in a positive manner
- Collaborating and working equitably with classmates
- Turning in assignments on time
- Arriving and leaving class at the prescribed times
- Treating classmates, colleagues and the instructor with respect in and out of the class
- Eliminating interruptions in class. This includes cell phones, beepers, talking out of turn or while others are talking, etc.
- Producing original work. Plagiarism, academic fraud, or turning in work previously

turned in for another course, including courses outside UWG, are serious offenses.

Academic Honesty:
Each student is expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the Undergraduate Catalog, and Graduate Catalog. An assignment completed for another course may NOT be used to satisfy an academic requirement for this course. Attempting to do so will result in a zero for that assignment.

Extra Credit:
There is no opportunity for extra credit in this course.

System for Evaluating Assignments:

Participation	10 Points
Reflection Assignments	10 Points
Organizational Culture Study	20 Points
Group Presentations	20 Points
Mid-Term Exam	20 Points
Interview Administrator	10 Points
Attend Meeting	5 Points
Final administrative internship assignment	5 points
Total	100 Points

Official Communication Channel:
The University of West Georgia's official communication method is through campus e-mail (MyUWG). Even though other means of communication may be used, the campus e-mail will always be the official source of communications from the professor to the class as a whole. Check your campus e-mail several times each week. At various times during the year, the university will ask you to change your password. If you fail to do this, you will have difficulty accessing your e-mail and as a result, may miss important information.

Disability Statement:
Every effort will be made to provide all students equal access to classes and course materials regardless of special needs or temporary or permanent disability. If a student has special learning needs particularly related to (but not limited to) needs defined by the Americans with Disabilities Act, make these known to the professor and to the university's Coordinator of Disability Services. Students with documented special needs are entitled to special accommodations related to classroom accessibility, modifications in assignments, and so forth.

Student Review Process:
Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences. A second violation will result in departmental review, and the student may be removed from the program.

GRADING POLICY:
A = 100-90 points B=89-80 points C=79-70 points F=Below 70 points

CLASS OUTLINE

Class #1	Introduction to Course / Lecture-Discussion "Reflections on Leadership" Groups Created and Assignments Given
Class #2	Lecture-Discussion: "The Nature of Organizations" Readings 1 and 2 Group Work
Class #3	Lecture-Discussion: "Early Organizational Change Theorists Readings 3 and 4 Group Work
Class #4	"Modern Theories of Organizational Improvement and Change" Readings 5 and 6 Group Work - *First Reflection Assignment Due*
Class #5	"Transformational Leadership and Enhancing Organizational Productivity" Readings 7 and 8 Group Work
Class #6	"Current Trends in School Improvement Theory" Readings 7 and 8 Group Work
Class #7	"Legal and Ethical Implications of School Improvement Efforts" Readings 9 and 10 *Second Reflection Assignment Due*
Class #8	Take Mid-Term Exam via WebCT
Class #9	Lecture-Discussion: "Developing Shared Commitment" Reading 11
Class #10	Lecture-Discussion: "Developing Trust through Open Communication and Practices" Reading 12 and 13
Class #11	Lecture-Discussion: "Establishing a Collaborative Culture": Group Presentation #1 *Interview Paper Due*
Class #12	Lecture-Discussion: "Continuous Assessment and Coaching" Group Presentation #2
Class #13	Lecture-Discussion: "Establishing a Community of Learners" Group Presentation #3

Class #14	Lecture-Discussion: "Real Learner-centered Instruction" Legal and Ethical Considerations Group Presentation #4 *Meeting Narrative Due*
Class #15	Final Exam / Evaluation of Course and Instructor *Culture Paper Due*

[Note: Details regarding written assignments will be provided to course participants prior to the date assignments are to be completed. Written assignments will be collected at the beginning of class sessions on the days they are due.]

Course or Program Addition, Deletion or Modification Request

Department: Educational Leadership and Professional Studies **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Action	Credit	Frequency
☑ Course ☐ Program	☐ Undergraduate	☑ Every Term
☐ Modify ☑ Add ☐ Delete	☑ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

EDLE 6323 Promoting Teaching and Learning 3 / / 3

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course provides an examination of fundamental principles of curriculum development and instructional processes for K-12 school settings. In-class and field experiences investigating curriculum processes, evaluation, and change assist students as they learn to coordinate, implement, and synthesize curriculum development. Appropriate instructional design including delivery, management and resources, help students reflect on the interpretation and utilization of assessment results for the improvement of instructional programs.

Prerequisite(s) None

Present or Projected Enrollment: 60 (Students per year) Effective Date*: Fall /2008

*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Roy D. Nichols Jr. 11.20.07

Department Chair Date Department Chair (if cross listed) Date

Lynne D. Gaskin 11/21/07

Dean of College Date Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies 1/4/08 Date

Vice President for Academic Affairs Date

Rationale for Course Addition: EDLE 6323

This course is being added as part of a new Educational Leadership program in response to the "sun setting" of leadership preparation programs by the joint actions of the Georgia Board of Regents (BOR) and the Georgia Professional Standards Commission (PSC). New leadership certification rules have been established by the PSC. Consequently, the Educational Leadership and Professional Studies Department (ELPS) has developed proposed new programs for M.Ed. level preparation and certification as well as Specialist in Education level preparation and certification.

The current preparation programs at both the M.Ed. and Specialist in Education levels will be phased out. The new programs will begin operation beginning fall semester 2008. This proposed course has been developed as part of the new program.

Redesign of educational leadership programs is taking place in a number of states and at many individual institutions. National organizations such as the University Council on Education Administration (UCEA), Division A (Administration, Organization, and Leadership) of the American Educational Research Association (AERA), and the Southern Regional Education Board (SREB) have encouraged the dialogue on program redesign. Joseph Murphy of Vanderbilt University and a major figure in UCEA's work, worked with West Georgia in the early stages of our redesign work. Members of the West Georgia ELPS faculty – Roy Nichols and David Hill – have worked on state committees that have brought together representatives of each IHE, BOR staff, PSC staff, Georgia Department of Education staff, RESA staff, and representatives of school districts across the state.

This course and others that make-up the proposed program have been thoughtfully crafted to reflect current research and literature in the field of education leadership. The standards of the Educational Leadership Constituent Council (ELCC) and the Board of Regents Principles support inclusion of this new course in the proposed program.

Promoting Teaching and Learning – EDLE 6323

Semester Hours: 3

Semester/Year:

Instructor:

Contact:

E-mail:

Office:

Office Hours:

Telephone:

Fax:

COURSE DESCRIPTION

This course provides an examination of fundamental principles of curriculum development and instructional processes for K-12 school settings. In-class and field experiences investigating curriculum processes, evaluation, and change assist students as they learn to coordinate, implement, and synthesize curriculum development. Appropriate instructional designs including delivery, management, and resources, help students reflect on the interpretation and utilization of assessment results for the improvement of instructional programs.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at the University of West Georgia forms the basis on which programs, courses, experiences and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, life-long learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles and standards, the Educational Leadership Constituent Council (ELCC), are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings and with competencies that are instrumental to planning, implementing, assessing and re-evaluating existing or proposed practices. This

course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. Identify curriculum and instructional issues and practices that address multiculturalism, diversity trends, and meeting the needs of all students (e.g., special needs, gifted, English Language Learners, and other subgroups). (Banks, 2002; McNeil, 2006; Ravitch, 2003);

   (*Adaptive; Culturally Sensitive; Knowledgeable;* ELCC 2, 6)

2. Investigate appropriate research-based instructional strategies. (Anderson & Krathwohl, 2001; Joyce, Weil, & Calhoun, 2004; Marzano, 2003);

   (*Knowledgeable, Culturally Sensitive; Reflective;* ELCC 2, 6)

3. Understand the processes of curriculum design and instructional implementation through collaborative planning at the classroom, school, and district level. (Anderson & Krathwohl, 2001; Dewey, 1916; Eisner, 1998; Hlebowitsh, 2005; McNeil, 2006);

   (*Collaborative, Knowledgeable, Adaptive;* ELCC 1, 2, 4, 6)

4. Analyze the leadership roles of key curriculum participants as they collaborate to achieve student success. (Dewey, 1916; Glatthorn, Boschee, & Whitehead, 2006; Meier, 2000; Ornstein, Behar-Horenstein, & Pajak, 2003);

   (*Leaders, Collaborative, Decision Makers;* ELCC 1, 2, 6)

5. Investigate and monitor curriculum planning and implementation through curriculum alignment, mapping, integration, and auditing skills. (Eisner, 1998; English & Stefy, 2001; McNeil, 2006);

   (*Leaders, Decision Makers, Knowledgeable, Reflective;* ELCC 1, 2, 6)

6. Understand how to monitor and assess the implementation of a standards-based curriculum. (Anderson & Krathwohl, 2001; Eisner, 1998; Glatthorn, Boschee, & Whitehead, 2006; McNeil, 2006);

   (*Adaptive, Culturally Sensitive, Knowledgeable, Decision Makers;* ELCC 2, 3, 6)

7. Understand the processes of initiating curriculum and instructional change with attention to rigor in teaching and learning. (Joyce, Weil, & Calhoun, 2004; Kendall & Marzano, 2000; Marzano, 2003; McNeil, 2006; Ornstein, Behar-Horenstein, & Pajak, 2003);

   (*Leaders, Collaborative, Knowledgeable, Reflective, Decision Makers,* ELCC 1-6)

8. Complete field experiences to demonstrate proficiency in applying course concepts in the school setting.

   (*Adaptive, Culturally Sensitive, Collaborative, Reflective, Knowledgeable, Leaders, Decision Makers, Proactive,* ELCC 7).

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

McNeil, J. D. (2006). Contemporary curriculum in thought and action (6th ed.). Hoboken, NJ: John Wiley & Sons, Inc.

References:

Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning and assessing: A revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.

Banks, J. A. (2002). *An introduction to multicultural education.* Boston: Allyn & Bacon.

Dewey, J. (1916). *Democracy and education.* New York: Macmillan.

Educational Leadership Constituent Council, ELCC. (2002). *Standards for advanced programs in educational leadership.* National Policy Board for Educational Administration. Retrieved November 1, 2007, from http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf

Eisner, E. W. (1998). *The educational imagination* (4th ed.). New York: MacMillan.

English, F. W., & Stefy, B. F. (2001). *Deep curriculum alignment: Creating a level playing field for all children on high-stakes tests of educational accountability.* Lanham, MD: Scarecrow Press.

Glatthorn, A. A., Boschee, F., & Whitehead, B. M. (2006). *Curriculum leadership: Development and implementation.* Thousand Oaks, CA: Sage Publications.

Hlebowitsh, P. S. (2005). *Designing the school curriculum.* Boston: Pearson.

International Society for Technology in Education (nd.). National educational technology standards. Retrieved November 1, 2007, From http://iste.org/AM/Template.cfm?Section =NETS

Joyce, B., Weil, M., & Calhoun, E. (2004). *Models of teaching* (7th ed.). Boston: Pearson.

Kendall, J. S., & Marzano, R. J. (2000*). Content knowledge: A compendium of standards and benchmarks of K-12 education* (3rd ed.). Aurora, CO: Mid-Continent Regional Educational Laboratory and Alexandra, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. (2003). *What works in schools: Translating research into action.* Alexandria, VA: Association for Supervision and Curriculum Development.

McNeil, J. (2003). *Curriculum: The teacher's initiative*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Meier, D. (2000). *Will standards save public education?* Boston: Beacon Press.

Ornstein, A. C., Behar-Horenstein, L. S., & Pajak, E. R. (2003). *Contemporary issues in curriculum,* (3rd ed.). Boston: Allyn and Bacon.

Posner, C., & Rudnitsky, A. (2001). *Course design: A guide to curriculum development for teachers* (6th ed.). New York: Longman.

Ravitch, D. (2003*). The language police: How pressure groups restrict what students learn.* New York: Alfred Knopf.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

This course provides an examination of fundamental principles of curriculum development and instructional processes for K-12 school settings. Students will learn to coordinate and synthesize curriculum development, utilize appropriate instructional designs including delivery, management and resources, as well as to reflect on the interpretation and utilization of test results for the improvement of instructional programs. At the conclusion of the semester, students will have demonstrated achievement as **Decision Makers** (determining stakeholders in curriculum development; using data to drive instructional decision making; Assignments 4, 6, 7), **Culturally Sensitive** (including stakeholders in development of curriculum, attending to the needs of all students within curriculum; Assignments 2, 4, 5, 6), **Knowledgeable** (synthesizing newly learned information in ways that develop deeper understandings of complex school environments, Assignments 1, 2, 3, 4, 5, 6, 7), **Proactive** (seeking understanding and knowledge about curriculum decisions within school system, Assignments 1, 2, 6), **Reflective** (thinking about your actions in relationship to your experiences, Assignments 1, 2, 3, 4, 5, 6), **Leaders** (using data for instructional leadership, Assignment 6), **Adaptive** (making adjustments in the classroom or school based on the stakeholders' needs and data, Assignments 4, 6), and **Collaborative** (working with colleagues and stakeholders to improve student achievement through curriculum, Assignments 4, 5).

Assignments:

The following assignments will be used in this course:

1. Snapshot Analysis of Curriculum at the Classroom/Local Level: Students will examine the stated curriculum at their schools and share their analyses with the class. Sample questions might include "In what ways do you understand the curriculum?" "What is the curriculum in your class/at your school?" "Is your school's curriculum dynamic or fairly static?" "How important is it to you to have a curriculum?" *Course Objectives 1, 4, 8.*

2. Reflection Questions: Throughout the semester, students will respond to reflective prompts that relate the theory to professional practice within their own schools. Examples include multicultural issues, accommodation of special needs, curriculum designs prevalent within particular school districts, and so forth. *Course Objectives 1-7.*

3. Accountability and Standards: Students research the standards within their own disciplines and translate the standards to their daily practice. Examples include assessing the impact of standards and accountability on the total curriculum, reviewing assessment driven curriculum issues, curriculum support and resources. *Course Objectives 1, 4-7.*

4. The Role of Stakeholders within Curriculum Development & Design: Students determine the role of the stakeholder in local curriculum development; determine who the stakeholders are; interview a curriculum coordinator/board of education member/principal. *Course Objectives 1- 4.*

5. Curriculum Project: Students study a topic of interest that is individual/school driven. It is to relate to an immediate curriculum issue under the headings of curriculum development, curriculum design, curriculum implementation, or curriculum evaluation. *Course Objective 1-7.*

6. Data-Driven Instructional Decision Making: Students explore the questions they want answered regarding instruction and then search for data that are available to answer those questions. What types of data and analyses are available by local school district and/or local school? How does the student's local school use data to make instructional decisions? *Course Objectives 3, 4, 6, 7.*

7. Mid-Term and Final Examinations: Examinations will address the issues and objectives covered in all class sessions. *Course Objectives 1-7.*

8. Field Experiences: Each student will successfully complete assigned field experience(s). *Course Objectives 1-7.*

Evaluation Procedures

Grades will be assigned based on the following:

5%	Attendance and participation
5%	Snapshot Analysis of Curriculum at the Classroom/Local Level
10%	Reflection Questions
10%	Accountability and Standards
10%	Role of Stakeholders
20%	Curriculum Project
5%	Data-Driven Instructional Decision-Making
10%	Mid-Term Exam
15%	Final Examination
10%	Field Experiences

Grading Policy

All assignments must be completed before a final grade is calculated.

A (90-100%)
B (80-89%)
C (70-79%)
F (below 70%)

CLASS POLICIES

1) **Submission of Assignments**: Each student is expected to submit all course assignments and on the due dates as listed in the class meeting schedule attached to the syllabus.

2) **Attendance:** Each student is expected to be on time to and attend all scheduled classes.

3) **Professional:** Each student is expected to act in a professional manner at all times. Professional behavior includes actively participating in class activities and discussions, arriving to class on time, treating classmates and the course instructor with respect, and avoiding class interruptions by turning off cell phones and beepers.

4) **Academic Honesty:** Each student is expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the *University of West Georgia Student Handbook, Undergraduate Catalog,* and *Graduate Catalog.* An assignment completed for another course may NOT be used to satisfy an academic requirement for this course. Attempting to do so will result in a zero for that assignment.

7) **Official Communication Channel:** The University of West Georgia's official communication method is through campus e-mail (MyUWG). Even though other means of communication may be used, the campus e-mail will always be the official source of communications from the professor to the class as a whole. Check your campus e-mail several times each week. At various times during the year, the university will ask you to change your password. If you fail to do this, you will have difficulty accessing your e-mail and as a result, may miss important information.

8) **Disability Statement:** Every effort will be made to provide all students equal access to classes and course materials regardless of special needs or temporary or permanent disability. If a student has special learning needs particularly related to (but not limited to) needs defined by the Americans with Disabilities Act, make these known to the professor and to the university's Coordinator of Disability Services. Students with documented special needs are entitled to

special accommodations related to classroom accessibility, modifications in assignments, and so forth.

Class Schedule

Class #1:	Introduction
Class #2:	Today's "Big Picture" – School Improvement, Accountability, NCLB, and Curriculum
Class #3:	The Importance of Context – Curriculum's Role in School Improvement
Class #4:	Approaches to Curriculum – Beliefs and Values
Class #5:	Foundations and Influences on Curriculum, Part 1 – History, Society, Learner Characteristics, and Content
Class #6:	Foundations and Influences on Curriculum, Part 2 – Philosophy, Learning Theory, Sociology
Class #7:	Curriculum Standards
Class #8:	Mid-Term
Class #9:	Curriculum Development – The Process of Curriculum Planning and Goal Setting
Class #10:	Needs Assessments, Scope & Sequence, Curriculum Integration
Class #11:	Implementation, Change Theory, and Tough Politics
Class #12:	Research-Based Instructional Strategies
Class #13:	Evaluating Curriculum Plans
Session4:	Curriculum Prioritization, Mapping, and Monitoring
Class #15:	Current Criticisms, Turbulence, and the Futures of Curriculum
Class #16:	Final Examination

Course or Program Addition, Deletion or Modification Request

Department: Educational Leadership and Professional Studies **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** / / **Hours: Lecture/Lab/Total**

Action	Credit	Frequency
☑ Course ☐ Program	☐ Undergraduate	☑ Every Term
☐ Modify ☑ Add ☐ Delete	☑ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

EDLE 6325 Leadership Formation 2 / / 2

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course will examine the sources of authentic leadership: calling, connections, identity, integrity and personal power. (Cross Listed with EDFD 7306)

Prerequisite(s) None

Present or Projected Enrollment: 60 (Students per year) Effective Date*: Fall /2008

*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Roy D. Nichols Jr. 11.20.07

Department Chair Date Department Chair (if cross listed) Date

11/21/07

Dean of College Date Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies 1/4/08 Date

Vice President for Academic Affairs Date

Revised 1/09/02

Rationale for Course Addition: EDLE 6325

This course is being added as part of a new Educational Leadership program in response to the "sun setting" of leadership preparation programs by the joint actions of the Georgia Board of Regents (BOR) and the Georgia Professional Standards Commission (PSC). New leadership certification rules have been established by the PSC. Consequently, the Educational Leadership and Professional Studies Department (ELPS) has developed proposed new programs for M.Ed. level preparation and certification as well as Specialist in Education level preparation and certification.

The current preparation programs at both the M.Ed. and Specialist in Education levels will be phased out. The new programs will begin operation beginning fall semester 2008. This proposed course has been developed as part of the new program.

Redesign of educational leadership programs is taking place in a number of states and at many individual institutions. National organizations such as the University Council on Education Administration (UCEA), Division A (Administration, Organization, and Leadership) of the American Educational Research Association (AERA), and the Southern Regional Education Board (SREB) have encouraged the dialogue on program redesign. Joseph Murphy of Vanderbilt University and a major figure in UCEA's work, worked with West Georgia in the early stages of our redesign work. Members of the West Georgia ELPS faculty – Roy Nichols and David Hill – have worked on state committees that have brought together representatives of each IHE, BOR staff, PSC staff, Georgia Department of Education staff, RESA staff, and representatives of school districts across the state.

This course and others that make-up the proposed program have been thoughtfully crafted to reflect current research and literature in the field of education leadership. The standards of the Educational Leadership Constituent Council (ELCC) and the Board of Regents Principles support inclusion of this new course in the proposed program.

EDLE 6325 is a two semester hour course that constitutes the first 10 class meetings of EDFD 7306, a three semester hour course. The course is structured so that there is a logical flow of the curriculum for all those taking the course. At the end of the tenth meeting educational leadership students will have completed the appropriate sessions for their understanding of leadership formation. Other students will continue for five additional class sessions to complete the three semester course.

Leadership Formation

Semester Hours: EDLE 6325 (2) and EDFD 7306 (3)

Semester/Year:

Instructor:

E-mail:

Office: Office Hours:

Telephone: Fax:

COURSE DESCRIPTION

This course will examine the sources of authentic leadership: calling, connections, identity, integrity and personal power.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education (COE Framework) at the University of West Georgia forms the basis on which programs, courses, experiences and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National Standards, Educational Leadership Constituent Council (ELLC), and the College of Education framework descriptors are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings and with competencies that are instrumental to planning, implementing, assessing and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. develop a critical understanding of the educational landscape (Freire, 1993; Goodlad 1997; Miller, 1993; Palmer, 1998; Shapiro, 2006; Spring 1993);
(decision makers, knowledgeable, culturally sensitive, reflective and ELCC Standards 1, 6)

2. understand the role fear plays in learning and leadership (Palmer, 1998; Shapiro, 2006; Shor, 1992);
(decision makers, leaders, knowledgeable, reflective, culturally sensitive, lifelong learners and ELCC Standards 1, 6)

3. gain a deeper understanding of their calling as a leader (Brueggemann, 1978; Heschel 1983; Palmer, 1998, 2000);
(decision makers, leaders, knowledgeable, reflective, lifelong learners, and ELCC Standards 1, 5)

4. learn to lead from a place of identity, integrity and personal power; (Glazer, 1999; Palmer, 1998, 2000, 2004);
(decision makers, knowledgeable, leaders, reflective, proactive, lifelong learners, and ELCC Standards 1, 2, 5)

5. understand the importance of living undivided lives (Buber, 1929; Palmer, 1998, 2004; Richards, 1980); and
(decision makers, knowledgeable, leaders, reflective, proactive, lifelong learners, and ELCC Standards 1, 5)

6. reclaim their authentic voice. (Moore, 1996; Palmer, 2000);
(decision makers, knowledgeable, leaders, reflective, proactive, lifelong learners, and ELCC Standards 1, 5)

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts

Palmer, P. (2004). *A hidden wholeness: The journey toward an undivided life.* San Francisco: Jossey-Bass.

Palmer, P. (2000). *Let your life speak: Listening for the voice of vocation*. San Francisco: Jossey-Bass.

References

Barth, R. (2001). *Learning by heart.* San Francisco: Jossey-Bass.

Barrett, W. (1986). *Death of the soul.* New York: Anchor Books.

Brueggemann, W. (1978). *The prophetic imagination.* Philadelphia: Fortress Press.

Buber, M. (1929). *I and thou.* New York: Scribners.

Dewey, J. (1916*). Democracy and education*. New York: Free Press.

Dewey, J. (1915). *Schools of tomorrow.* New York: E.P. Dutton.

Freire, P. (1993). *Pedagogy of the oppressed.* New York: Continuum.

Glazer, S. (1999). *The heart of learning: Spirituality in education*. New York: Penguin Putnam Inc.

Goodlad. J (1997). *In praise of education*. New York: Teachers College Press.

Heschel, A. J. (1983). *God in search of man.* New York: Octagon Books. (Original work published 1955).

Marshall, C & Oliva, M. (2006). *Leadership for social justice: Making revolutions in education*. New York: Pearson.

McLaren, P. (1989). *Life in schools: An introduction to critical pedagogy in the foundations of education.* New York: Longman.

Merrell-Wolf, F. (1983). *Philosophy of consciousness without an object*. New York: Julian Press.

Miller, R. (1993). *The renewal of meaning in education*. Brandon, VT: Holistic Education Press.

Moore, T. (1996). *The education of the heart.* New York: Harper Perennial.

Needleman, J. (1982). *The heart of philosophy*. New York: A. A. Knopf.

Neill, A. S. (1960). *Summerhill.* New York: Hart.

Palmer, P. (1998). *The courage to teach.* San Francisco: Josey-Bass Publishers.

Richards, M. C. (1980). *Toward wholeness: Rudolf Steiner education in America.* Middleton, CT: Wesleyan University Press.

Shapiro. S. (2006). *Losing heart: The moral and spiritual miseducation of America's children.* Mahwah, NJ: Lawrence Erlbaum Associates.

Shor, I. (1992). *Empowering education: Critical teaching for social change*. Chicago: University of Chicago Press.

Sloan, D. (1993). *Insight imagination: The emancipation of thought and the modern world*. Westport, CT: Greenword Publishing Group, Inc.

Spring, J. (1993). *Conflict of interests: The politics of American education*. New York: Longman.

Whitehead, A. N. (1996). *Modes of thought*. New York: The Free Press.

ASSIGNMENTS/REQUIREMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Class Policies

1) **Official Communication Channel:** The University of West Georgia's official communication method is through campus e-mail (MyUWG). Even though other means of communication may be used, the campus e-mail will always be the official source of communications from the professor to the class as a whole. Check your campus e-mail several times each week. At various times during the year, the university will ask you to change your password. If you fail to do this, you will have difficulty accessing your e-mail and as a result, may miss important information.

2) **Extra Credit:** There is no opportunity for extra credit in this course. However, students may improve an assignment that received a low grade or was unacceptable. The professor will announce the deadline for resubmission if a student requests an opportunity to resubmit an assignment.

3) **Disability Statement:** Every effort will be made to provide all students equal access to classes and course materials regardless of special needs or temporary or permanent disability. If a student has special learning needs particularly related to (but not limited to) needs defined by the Americans with Disabilities Act, make these known to the professor and to the university's Coordinator of Disability Services. Students with documented special needs are entitled to special accommodations related to classroom accessibility, modifications in assignments, and so forth.

4) **Academic Honesty:** Each student is expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the *University of West Georgia Student Handbook, Undergraduate Catalog,* and *Graduate Catalog.* An assignment completed for another course may NOT be used to satisfy an academic requirement for this course. Attempting to do so will result in a zero for that assignment.

5) **Attendance:** Each student is expected to be on time and attend all scheduled classes. No classes should be missed. More than one (1) absence may lower your grade by one letter grade. Two (2) instances of late arrival to class will be counted as one absence.

Assignments/Requirements/Projects

1. Preparation for each class meetings is critically important. Students are expected to come to each class having read the assigned readings and completed any assignment required by the professor.
Course objectives (1, 2, 3, 4, 5, 6)

2. Submit a paper on the inner reality of being a leader. The focus of this paper is on the source of being an authentic leader. How do I become the leader that lives within me? How has my journey prepared me to be a successful leader? How would I describe my strengths? What weakens me? How do I live my life as a leader with integrity and purpose?
Course objectives (1, 2, 3, 4, 5, 6)

3. Keep a journal that describes weekly reflection of your leadership growth. Areas of growth may include the following:
   - your beliefs about your calling
   - your identity
   - new insights and thoughts
   - inner conflicts
   - living the divided life

Course objectives (1, 2, 3, 4, 5, 6)

4. A summative activity will be determined and administered by the professor.
Course objectives (1, 2, 3, 4, 5, 6)

Evaluation Procedures and Grading Policy

A final grade will be assigned to each student based on the quality of the work submitted. Your participation is an integral dimension for learning and is encouraged. I invite you to become involved in every class.

Grading Guide: A=90-100; B=80-89; C=70-79.

1. Preparation..... 25%
2. Paper.....25%
3. Journal..... 25%
4. Summative activity 25%

CLASS OUTLINE
EDLE 6325 includes sessions 1-10; EDFD 7306 includes all sessions

Session 1 **Theme:** Introduction to the course.
How did I arrive at my present understanding of being a leader? What does it mean to be a leader? Leadership Cosmos. (Objective #1; knowledgeable, culturally sensitive)

Session 2 **Theme:** The professional landscape: Examining the professional landscape of education.
What are schools for? What purposes do they serve? Read: *Crisis of meaning,* by Shapiro and *An Indian father's plea* (on-line). (Objective #1, 2; knowledgeable, culturally sensitive, critical reflection, lifelong learners)

Session 3 **Theme:** Professional landscape: Education as a practice for freedom
Read: *Pedagogy of the oppressed,* by Paulo Freire. (Objective #1, 2; knowledgeable, reflective, culturally sensitive, lifelong learners)

Session 4 **Theme:** Professional landscape: Education and cultural transformation
What societal needs does education serve? What is of ultimate concern for educators? Read: *Moral outrage and education,* by David. Purpel (on-line). (Objective #1, 2; knowledgeable, culturally sensitive, reflective).

Session 5 **Theme:** Prophetic leadership
What are leaders called to do? How does a leader bring about transformative change? Read: *The prophetic imagination: The alternative community of Moses,* by Walter Brueggermann (on-line). (Objective #1, 3, 4; knowledgeable, reflective, lifelong learners)

Session 6 **Theme:** Emergent leadership: The sacred in who we are and what we do
How do we live a life of identity and integrity? What is integral to my being a successful educator? Read: *The heart of a teacher: Identity and integrity in teaching,* by Parker Palmer (on-line). (Objective #1, 2, 3, 4, 5; knowledgeable, reflective, lifelong learners)

Session 7 **Theme:** Creating strong relationships: the language of connections
How do I see those with whom I lead and teach? How can I connect in more meaningful and authentic ways? Read: Martin Buber's *I & Thou,* and survey M. Buber's Homepage. www.buber.de/en/index.html and Teacherrenewal.org (Objective #3, 4, 5, 6; decision makers, knowledgeable, reflective, lifelong learners)

Session 8 **Theme:** Leadership formation
Listening to our voice of vocation. How do I know if I am called to be a leader? Read: *Let your life speak*, Chapters 1-3. (Objective #3, 4, 5, 6; decision makers, leaders, knowledgeable, culturally sensitive, reflective, proactive, lifelong learners)

Session 9 **Theme:** Leadership formation
What is the source of my leadership? Learning to lead from within.
Read: *Let your life speak*, Chapters 4-6. (Objective #3, 4, 5, 6; decision makers, leaders, knowledgeable, culturally sensitive, reflective, proactive, lifelong learners)

Session 10 **Theme:** Authentic leadership: Meaning and compassion
Does my leading bring healing and meaning to our learning community?
Read: *Educating for Mission, Meaning, and Compassion,* by Rachel Naomi Remen, M.D (on-line). (Objective #3, 4; decision makers, knowledgeable, culturally sensitive, reflective, proactive, lifelong learners)
(Last Session for EDLE 6325)

Session 11 **Theme:** Living undivided: reclaiming my identity
How is my personal ethics lived in my vocation? Forming qualities of trust and wholeness. Read: *A hidden wholeness: The journey toward an undivided life,* (Chapters 1, 2) by Parker Palmer. (Objective #2, 3, 4, 5, 6; decision makers, leaders, knowledgeable, culturally sensitive, reflective, lifelong learners)

Session 12 **Theme:** Exploring the true self
How do I create trusting, engaging, and caring communities? Read: *A hidden wholeness: The journey toward an undivided life,* (Chapters 3, 4) by Parker Palmer. (Objective #3, 4, 5, 6; decision makers, leaders, knowledgeable, reflective, lifelong learners)

Session 13 **Theme:** Preparing for the journey
How do we put all this together in the classroom? Read: *A hidden wholeness: The journey toward an undivided life,* (Chapters 5, 6) by Parker Palmer. (Objective #3, 4, 5, 6; decision makers, leaders, knowledgeable, reflective, proactive, lifelong learners)

Session 14 **Theme:** Living the questions
Learning to speak and listen and experiments with truth.
Read: *A hidden wholeness: The journey toward an undivided life,* (Chapters 7, 8) by Parker Palmer. (Objective #3, 4, 5, 6; decision makers, leaders, knowledgeable, reflective, proactive, lifelong learners)

Session 15 **Theme:** Summative activity

Course or Program Addition, Deletion or Modification Request

Department: Educational Leadership and Professional Studies **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Action	Credit	Frequency
☑ Course ☐ Program	☐ Undergraduate	☑ Every Term
☐ Modify ☑ Add ☐ Delete	☑ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
EDRS	6303	SCHOOL-BASED RESEARCH METHODS	3 / / 3

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

The study of the general principles of qualitative and quantitative research designs with an emphasis on students being able to apply research methods to problems in education. The primary goal of the course is to prepare leaders to conduct and facilitate research for the purpose of school improvement. In this course, leaders will develop inquiry skills and will learn ways to lead others in the use of research-based learning strategies and processes. Emphasis is placed on systematic collection of multiple forms of data to identify improvement needs, choose courses of action to meet those needs, and monitor progress toward goal attainment.

Prerequisite(s) None

Present or Projected Enrollment: 100 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall / 2008
Term/Year

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Boyd D. Nichols Jr. 11.20.07
Department Chair Date Department Chair (if cross listed) Date

Lynne O. Gaskin 11/21/07
Dean of College Date Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies 1/14/08 Date

Vice President for Academic Affairs Date

Rationale for Course Addition: EDRS 6303

This course is being added as part of a new Educational Leadership program in response to the "sun setting" of leadership preparation programs by the joint actions of the Georgia Board of Regents (BOR) and the Georgia Professional Standards Commission (PSC). New leadership certification rules have been established by the PSC. Consequently, the Educational Leadership and Professional Studies Department (ELPS) have developed proposed new programs for M.Ed. level preparation and certification as well as Specialist in Education level preparation and certification.

The current preparation programs at both the M.Ed. and Specialist in Education levels will be phased out. The new programs will begin operation beginning fall semester 2008. This proposed course has been developed as part of the new program.

Redesign of educational leadership programs is taking place in a number of states and at many individual institutions. National organizations such as the University Council on Education Administration (UCEA), Division A (Administration, Organization, and Leadership) of the American Educational Research Association (AERA), and the Southern Regional Education Board (SREB) have encouraged the dialogue on program redesign. Joseph Murphy of Vanderbilt University and a major figure in UCEA's work, worked with West Georgia in the early stages of our redesign work. Members of the West Georgia ELPS faculty – Roy Nichols and David Hill – have worked on state committees that have brought together representatives of each IHE, BOR staff, PSC staff, Georgia Department of Education staff, RESA staff, and representatives of school districts across the state.

With greater emphasis on using research in education, this course is needed to provide school leaders with the knowledge and skills to effectively use research in the school improvement process.

This and other courses that make-up the proposed program have been thoughtfully crafted to reflect current research and literature in the field of education leadership. The standards of the Educational Leadership Constituent Council (ELCC) and the Board of Regents Principles support inclusion of this new course in the proposed program.

SCHOOL-BASED RESEARCH METHODS– EDRS 6303

Semester Hours: 3

Semester/Year:

Instructor:

Contact:

E-mail:

Office:

Office Hours:

Telephone:

Fax:

COURSE DESCRIPTION

The study of the general principles of qualitative and quantitative research designs with an emphasis on students being able to apply research methods to problems in education. The primary goal of the course is to prepare leaders to conduct and facilitate research for the purpose of school improvement. In this course, leaders will develop inquiry skills and will learn ways to lead others in the use of research-based learning strategies and processes. Emphasis is placed on systematic collection of multiple forms of data to identify improvement needs, choose courses of action to meet those needs, and monitor progress toward goal attainment.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at the University of West Georgia forms the basis on which programs, courses, experiences and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (Educational Leadership Constituent Council) and standards also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings and with competencies that are instrumental to

planning, implementing, assessing and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. use reflective, proactive, collaborative processes of inquiry to identify a research focus for school improvement (Cole & Knowles, 2000; McMillan & Schumacher, 2006);

   (Proactive; Reflective; Collaborative; ELCC 1 & 4)

2. effectively use professional literature to bring about change for increased student learning, curriculum development, and ongoing school improvement (Boudett, City, & Murnane, 2006; McMillan & Schumacher, 2006)

   (Knowledgeable; Decision Maker; Proactive; Reflective; ELCC 1 & 4)

3. create a systematic, unbiased data collection plan based on multiple forms of data and aligned with a research focus (Anderson, Herr, & Nihlen, 2007; McMillan, 2008);

   (Decision Makers; Culturally Sensitive; ELCC 4)

4. select and/or develop and use instruments designed to analyze beliefs, processes, and structures in a school or school district (Popham, 2000; Wong & Lam, 2007);

   (Decision Makers; Adaptive; ELCC 5)

5. use research for continuous school improvement efforts (Howell & Nolet, 2000; Gross, 2002; Popham, 2006,);

   (Decision Makers; Proactive; Leaders; ELCC 1, 2, & 4)

6. utilize key stakeholders as well as representatives of underserved populations, in school improvement efforts (Bustamante, 2006; Popham, 2006); and

   (Collaborative; Culturally Sensitive; Proactive; Leaders; ELCC 2, 3)

7. lead others in the use of research-based learning strategies and processes (Gross, 2002; Boudett, City, & Murnane, 2006; McMillan & Schumacher, 2006).

   (Leaders; Collaborative; ELCC 2 & 3)

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

McMillan, J. H., & Schumacher, S. (2006). *Research in education: Evidence-based inquiry* (6th ed.). Boston. Pearson Education, Inc.

Required Articles:

Bustamante, R. (2006, July 7). The "Culture Audit": A leadership tool for assessment and strategic planning in diverse schools and colleges. Retrieved from the *Connexions* Web site: http://cnx.org/content/m13691/1.1/

Gross, R. R., III (2002). Research-driven school improvement. *Principal Leadership, 2*(7), 35-40.

References:

Anderson, G. L., Herr, K., & Nihlen, A. S. (2007). *Studying your own school: An educator's guide to qualitative practitioner research* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Boudett, K. P., City, E. A., & Murnane, R. J. (2006). *Data wise: A step-by-step guide to using assessment results to improve teaching and learning*. Cambridge, MA: Harvard Education Press.

Cole, A. L., & Knowles, J. G. (2000). *Researching teaching: Exploring teacher development through reflective inquiry*. Boston: Allyn & Bacon.

Howell, K. W., & Nolet, V. (2000). *Curriculum-based evaluation: Teaching and decision making*. Belmont, CA: Wadsworth/Thomson Learning.

Isaac, S. & Michael, W. B. (1997). *Handbook in research and evaluation: A collection of principle, methods and strategies useful in the planning, design, and evaluation of studies in education and the behavioral sciences*. San Diego: EdITS.

Light, R. J., Singer, J. D., & Willett, J. B. (1990). *By design: Planning research on higher education.* Cambridge, MA: Harvard University Press.

McMillan, J. H. (2008). *Educational research: Fundamentals for the consumer* (5th ed.). Boston: Pearson Education

Popham, W. J., (2000). *Modern educational measurement: Practical guidelines for educational leaders* (3rd ed.). Needham Heights, MA: Allyn and Bacon.

Popham, W. J. (2006). *Assessment for educational leaders*. Boston: Pearson Education.

Wong, O. K., & Lam, M. (2007). *Using data analysis to improve student learning: Toward 100% proficiency*. Lanham, MD: Rowman & Littlefield Education.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework. The focus of this course is to understand school-based research methods for continuous school improvement and leading others through the process. The overall evaluation of this course is designed so that assignments focus on the objectives of the course. Due to the specific nature of the course, only selected conceptual framework descriptors are covered in the assignments. At the culmination of the semester, students will demonstrate achievement in the areas of ***decision making***: making decisions about how to use data to plan for continuous improvement (**Assignments 1, 2, & 3**), ***leadership:*** taking responsibility for leading others through the research process for continuous school improvement (**Assignments 2, 3, & 4**), being ***adaptive:*** recognizing and adjusting to the needs identified through the research process (**Assignments 2 & 3**), ***collaboration:*** assisting other professional educators in conceptualizing, planning, and carrying out school-based research (**Assignments 1, 2, & 3**), ***cultural sensitivity***: recognizing and understanding the importance meeting the needs of a diverse population of educators, students, and parents (**Assignments 2 & 3**), ***knowledge:*** applying newly gained information and understanding and using the knowledge base for school-based research (**All Assignments**), ***Proactive:*** engaging in reflective planning for continuous school improvement (**Assignments 2 & 3**), ***reflective:*** engaging in critical and reflective thinking throughout the research process (**All Assignments**).

Assignments:

Each assignment listed below will be described in detail on handouts when assignments are made at various times during the semester.

1. Read the assigned texts and **participate** in class discussions and activities. The schedule of assigned readings will be distributed during the first class meeting. Class members will participate as an individual or in a study group using the assigned texts as well as other readings distributed in class. (Course Objectives 1, 2, 3, & 6), 100 of 1000 points

2. Design **collaborative research** study that involves identification of a research problem, communication with stakeholders, connecting practice to the knowledge base, use of multiple data collection strategies, and using results for continuous improvement.. (Course Objectives 1, 2, 3, 5, 6 & 7), 300 of 1000 points

3. Select/develop and **utilize an instrument designed to analyze beliefs, processes, and structures** in your school or school district. Present results to stakeholders. (Course Objective 4), 200 of 1000 points

4. Completion of chapter quizzes and tests (Course Objective 1, 2, 3, 5, 6 & 7), 400 of 1000 points

CLASS POLICIES

1) **Submission of Assignments**: Each student is expected to submit all course assignments and make all assigned presentations on the due dates as listed in the class meeting schedule attached to the syllabus. Assignments received for grading after the due date or presentations not made on the assigned date will be penalized twenty-five percent (25%). Failure to submit an assignment or to make a class presentation will result in a zero grade for the assignment.

2) **Attendance:** Each student is expected to be on time to and attend all scheduled classes. A large portion of the final grade is based on class participation which includes discussions and interactive assignments with other students. Discussions and interactive assignments cannot be made-up.

3) **Field Experience.** Each student will successfully complete assigned field experience(s).

4) **Group Norms:** Each student is expected to act in a professional manner at all times. Professional behavior includes, but is not limited to

- Participating in all class activities
- Working collaboratively with other class members
- Keeping your commitments to the group
- Attending all class sessions
- Arriving on time
- Respecting differences of opinion
- Asking questions
- Turning-off cell phones

During the first class session, the class will review these norms and determine whether or not adjustments need to be made to the list.

5) **Academic Honesty:** Each student is expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the *University of West Georgia Student Handbook, Undergraduate Catalog,* and *Graduate Catalog.* An assignment completed for another course may NOT be used to satisfy an academic requirement for this course. Attempting to do so will result in a zero for that assignment.

6) **Extra Credit:** There is no opportunity for extra credit in this course. However, students may improve an assignment that received a low grade (a score equivalent to a "C" or lower). The first grade will be averaged with the grade on the resubmitted assignment. The professor will announce the deadline for resubmission if a student requests an opportunity to resubmit an assignment.

7) **System for Evaluating Assignments:** Rubrics will be used to evaluate all assignments in the course. Rubrics will be distributed along with detailed instructions for each assignment. The

professor will distribute assignment instructions and rubrics during the first class session, briefly review these, and then respond to additional questions students may have during the second class session. Each assignment has a point value; the total points that can be earned in the course are 1000. At the end of the semester, points are converted to letter grades (see the scale in the next section below).

8) **Official Communication Channel:** The University of West Georgia's official communication method is through campus e-mail (MyUWG). Even though other means of communication may be used, the campus e-mail will always be the official source of communications from the professor to the class as a whole. Check your campus e-mail several times each week. At various times during the year, the university will ask you to change your password. If you fail to do this, you will have difficulty accessing your e-mail and as a result, may miss important information.

9) **Disability Statement:** Every effort will be made to provide all students equal access to classes and course materials regardless of special needs or temporary or permanent disability. If a student has special learning needs particularly related to (but not limited to) needs defined by the Americans with Disabilities Act, make these known to the professor and to the university's Coordinator of Disability Services. Students with documented special needs are entitled to special accommodations related to classroom accessibility, modifications in assignments, and so forth.

GRADING POLICY:

A – 900 to 1000 points
B – 800-899 points
C – 700-799 points
F – Below 700 points

Class Schedule

Class #1	**Fundamental Principals of Educational Research** Readings from McMillan & Schumacher chapters 1 & 2
Class #2	**Fundamental Principals of Educational Research** Readings from McMillan & Schumacher chapters 3, 4, & 5
Class #3	**Quantitative Research Design and Methods** Readings from McMillan & Schumacher chapters 6 & 7
Class #4	**Quantitative Research Design and Methods** Readings from McMillan & Schumacher chapters 8 & 9
Class #5	**Quantitative Research Design and Methods** Readings from McMillan & Schumacher chapters 10 & 11
Class #6	**Qualitative Research Designs and Methods** Readings from McMillan & Schumacher chapters 12 & 13
Class #7	**Qualitative Research Designs and Methods** Readings from McMillan & Schumacher chapters 14
Class #8	**Mid-Term**
Class #9	**Analytical Research** Readings from McMillan & Schumacher chapters 16
Class #10	**Emerging Methods of Research** Readings from McMillan & Schumacher chapters 15
Class #11	**Evaluation and Policy Research Designs and Methods** Readings from McMillan & Schumacher chapters 17
Class #12	**Measurement's Importance to Educators** Readings about important issues, and terminology
Class #13	**Evaluate Educational Assessments** Readings about Instructional Contribution, Validity, Reliability, Bias and Comparative Data
Class #14	**Creating Educational Tests** Readings about Items types and their uses, portfolio
Class #15	**Creating Educational Tests** Readings about creating affective measures and using the results
Class #16	**Final Exam**

Course or Program Addition, Deletion or Modification Request

Department: Educational Leadership and Professional Studies **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix	Course	Title	Hours: Lecture/Lab/Total
			/ /

Action
- ☑ Course ☐ Program
- ☐ Modify ☑ Add ☐ Delete
  - ☐ Credit
  - ☐ Number
  - ☐ Title
  - ☐ Description
  - ☐ Other

Credit
- ☐ Undergraduate
- ☑ Graduate
- ☐ Other*

*Variable credit must be explained

Frequency
- ☑ Every Term
- ☐ Yearly
- ☐ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
EDLE	8301	Leadership Residency I	6 / / 6

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This is the first of a three-semester course sequence designed to provide students with carefully designed and personalized field experiences where they have the opportunity to synthesize and apply knowledge and skills as they work on problems of practice in school and district settings. Students, in collaboration with a Beginning Leader Candidate Support Team, will develop an Individualized Induction Plan that will guide field experiences during each of three residency courses. This plan will define which artifacts and performances will be used to address various elements of Educational Leadership Constituent Council (ELCC) Standards 1-6 Leadership Residency I, II, and III are sequenced to provide field experiences opportunities beginning in the summer and continuing into the fall and spring semester of a school year. Field experiences will be aligned to the kinds of work that are done at various times during a typical school year.

Prerequisite(s) None

Present or Projected Enrollment: 60 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall / 2008
Term/Year

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Roy D. Mitchell Jr. 11-20-07
Department Chair Date Department Chair (if cross listed) Date

Lynne P. Gaskin 11/21/07
Dean of College Date Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies 1/4/08 Date

Vice President for Academic Affairs Date

Rationale for Course Addition: EDLE 8301

This course is being added as part of a new Educational Leadership program in response to the "sun setting" of leadership preparation programs by the joint actions of the Georgia Board of Regents (BOR) and the Georgia Professional Standards Commission (PSC). New leadership certification rules have been established by the PSC. Consequently, the Educational Leadership and Professional Studies Department (ELPS) has developed proposed new programs for M.Ed. level preparation and certification as well as Specialist in Education level preparation and certification.

The current preparation programs at both the M.Ed. and Specialist in Education levels will be phased out. The new programs will begin operation beginning fall semester 2008. This proposed course has been developed as part of the new program.

Redesign of educational leadership programs is taking place in a number of states and at many individual institutions. National organizations such as the University Council on Education Administration (UCEA), Division A (Administration, Organization, and Leadership) of the American Educational Research Association (AERA), and the Southern Regional Education Board (SREB) have encouraged the dialogue on program redesign. Joseph Murphy of Vanderbilt University and a major figure in UCEA's work, worked with West Georgia in the early stages of our redesign work. Members of the West Georgia ELPS faculty – Roy Nichols and David Hill – have worked on state committees that have brought together representatives of each IHE, BOR staff, PSC staff, Georgia Department of Education staff, RESA staff, and representatives of school districts across the state.

This course and others that make-up the proposed program have been thoughtfully crafted to reflect current research and literature in the field of education leadership. The standards of the Educational Leadership Constituent Council (ELCC) and the Board of Regents Principles support inclusion of this new course in the proposed program.

Leadership Residency I – EDLE 8301

Semester Hours: 6

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

ONLINE SUPPORT:
WebCT Login and Help Page: http://webct.westga.edu
Distance Learning Library Resources: http://www.westga.edu/~library/depts/offcampus/
Ingram Library Information: http://www.westga.edu/~library/info/library.html
UWG Distance Education: http://www.westga.edu/~distance/

COURSE DESCRIPTION
This is the first of a three-semester course sequence designed to provide students with carefully designed and personalized field experiences where they have the opportunity to synthesize and apply knowledge and skills as they work on problems of practice in school and district settings. Students, in collaboration with a Beginning Leader Candidate Support Team, will develop an Individualized Induction Plan that will guide field experiences during each of the three residency courses. This plan will define which artifacts and performances will be used to address various elements of Educational Leadership Constituent Council (ELCC) Standards 1-6. Leadership Residency I, II, and III are sequenced to provide field experience opportunities beginning in the summer and continuing into the fall and spring semesters of a school year. Field experiences will be aligned to the kinds of work that are done at various times during a typical school year.

CONCEPTUAL FRAMEWORK
The conceptual framework of the College of Education at the University of West Georgia forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors or Learned Society standards (decision makers, leaders, lifelong learners, adaptive, collaborative,

culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National standards (Educational Leadership Constituent Council, ELCC) and the College of Education Framework descriptors are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and evaluating existing or proposed practices. This course's objectives are related directly to the College of Education Conceptual Framework and the ELCC standards. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. observe school leaders, participate in activities, and lead others in examining the alignment of student performance data with school improvement plans and processes and making recommendations for improvements in plans and processes; (Hessel, 2002; Holcomb, 2001; Reeves, 2006; Sergiovanni, 1996)

   (Collaborative; Decision Makers; Leaders; Knowledgeable; Proactive; ELCC 1, 2)

2. observe school leaders, participate in activities, and lead others in examining student and school performance data to plan professional learning and organizational change; (Blasé, 1992; Fullan, 2005; Hessel, 2002; Holcomb, 2001; Reeves, 2006)

   (Collaborative; Decision Makers; Leaders; Knowledgeable; Proactive; ELCC 2)

3. observe school leaders, participate in activities, and lead others in the development, implementation, and monitoring of the instructional program; Alvy, 1998; Donaldson, 2001; Dunklee, 2000; Hendricks, 2006; Hoerr, 2005)

   (Collaborative; Decision Makers; Leaders; Knowledgeable; Proactive; ELCC 1, 2, 4)

4. observe school leaders, participate in activities, and lead others in examining the school facility to identify and remediate issues related to operations management and safety; (Alvy, 1998; Donaldson, 2001; Hessel, 2002; Hoerr, 2005)

   (Collaborative; Decision Makers; Leaders; Knowledgeable; Proactive; ELCC 3, 5, 6)

5. observe school leaders, participate in activities, and lead others in securing, planning for, and managing resources; (Alvy, 1998; Donaldson, 2001; Hessel, 2002; Hoerr, 2005)

(Collaborative; Decision Makers; Leaders; Knowledgeable; Proactive; ELCC 3, 5, 6)

6. observe school leaders, participate in activities, and lead others in analyzing data, planning for, and engaging with the school community and the larger context; (Donaldson, 2001; Dunklee, 2000; Hessel 2002; Sergiovanni, 1996)

   (Collaborative; Decision Makers; Leaders; Knowledgeable; Proactive; Empathetic; Culturally Sensitive; ELCC 4, 5, 6)

7. observe school leaders, participate in activities, and lead others in preparing for the opening and closing of the school year; (Donaldson, 2001; Dunklee, 2000; Hessel, 2002; Sergiovanni, 1996)

   (Collaborative; Decision Makers; Leaders; Knowledgeable; Proactive; ELCC 1-6)

8. participate in and lead others in using facilitation protocols as candidates work in scheduled seminars to analyze work and learning in schools; (Calabrese, 2002; Deal, 1994; Donaldson, 2001; Fullan, 2003; Marzano, 2005; Sergiovanni, 1996)

   (Collaborative; Leaders; Knowledgeable; Proactive; Reflective; Lifelong Learners; Empathetic; ELCC 1-6)

9. demonstrate skill in using technology, communication systems, and conflict management skills in the school and district setting; (Hessel, 2002; Holcomb, 2001; Reeves, 2006)

   (*Lifelong Learners; Knowledgeable; Reflective; Collaborative; Emphath ELCC 1- 6*).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text(s):

Hessel, K., & Holloway, J. (2002). *A framework for school leaders : Linking ISLLC standards to practice*. Princetown, New Jersey: Pathways .

Reeves, D. (2006). *The learning leader: How to focus school improvement for better results.* Alexandria, VA: Association for Supervision and Curriculum Development.

Instructional Resources:

Alvy, A. B. (1998). *If I only knew...Success strategies for navigating the principalship.* Thousand Oaks, CA: Corwin Press.

Blasé, J., & Kirby, P. C. (1992). *Bringing out the best in teachers: What effective principals do.* Thousand Oaks, CA: Corwin Press.

Calabrese, R. L. (2002). *The leadership assignment: Creating change.* Boston: Allyn & Bacon.

Combs, A. W., Miser, A. B., & Whitaker, K. S. (1999). *On becoming a school leader: A person-centered challenge.* Alexandria, VA: Association for Supervision and Curriculum Development.

Deal, T. E., & Peterson, K. D. (1994). *The leadership paradox: Balancing logic and artistry in schools.* San Francisco: Jossey-Bass.

Donaldson, G. A. (2001). *Cultivating leadership in schools: Connecting people, purpose, and practice.* New York: Teachers College Press.

Dunklee, D. R. (2000). *If you want to lead, not just manage: A primer for principals.* Thousand Oaks, CA: Corwin Press.

Fullan, M. (2003). *The moral imperative of school leadership.* Thousand Oaks, CA: Corwin Press.

Hendricks, C. (2006). *Improving schools through action research: A comprehensive guide for educators.* Boston: Allyn & Bacon.

Hoerr, T. R. (2005). *The art of school leadership.* Alexandria, VA: Association for Supervision and Curriculum Development.

Holcomb, E. L. (2001). *Asking the right questions: Techniques for collaboration and school change.* Thousand Oaks, CA: Corwin Press.

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results.* Aurora, CO: Mid-continent Research for Education and Learning.

Northouse, P. G. (2006). *Leadership: Theory and practice.* (4th ed.). Thousand Oaks, CA: Sage Publications.

Sergiovanni, T. J. (1996). *Leadership for the school house: How is it different? Why is it important?* San Francisco: Jossey-Bass.

ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Activities and Assignments:

Link to Conceptual Framework: EDLE 8301 is the first of a three course sequence that provides field experience opportunities for the beginning leadership practitioner to gain experience and competency in operational aspects of school leadership. The candidate, in collaboration with local school and district leaders, will engage in field experiences as outlined in a collaboratively developed Individualized Induction Plan. Implementation of this plan includes meetings with the Beginning Leader Candidate Support Team. In addition, the candidate will participate in regularly scheduled seminars designed to engage candidates in examination and discussion of the field experiences. Finally, the candidate will develop a portfolio to demonstrate competence in the application of leadership knowledge and skills. The following College of Education conceptual framework descriptors will be reflected in various field experiences throughout the course. At the end of the residency, students will be able to demonstrated achievement in the areas of **decision making**: making decisions about how to support and assist students, the school, the faculty, and the community (**Assignments 1, 2, 3, 4**), **leadership**: taking responsibility for leading others in the process of continuous school improvement (**Assignments 1, 2, 3, 4**), **lifelong learning**: keeping current regarding the most recent literature on school culture); being **adaptive**: recognizing and adjusting to the various approaches and methods used by the professor, other students, and colleagues in schools in examining and working on school culture **collaboration**: assisting other professional educators in conceptualizing, planning, and working together to carrying out the goals and vision of the school (**Assignments 1, 2, 3, 4**), **cultural sensitivity**: recognizing, understanding and acting on the importance of meeting the needs of a diverse population of students, educators, and parents (**Assignments 1, 2, 3, 4**), **knowledge:** applying information and understanding to decisions and actions (**Assignments 1, 2, 3, 4**), **proactive:** engage in reflective planning for continuous school improvement (**Assignments 1, 2, 3, 4**), **reflective:** engage in critical and reflective thinking on behaviors and actions (**Assignments 1, 2, 3, 4**).

Assignments:

Leadership Residency I assignments are collaboratively developed by the Beginning Leader Candidate in conjunction with members of the Beginning Leader Candidate Support Team, and are formalized in an Individual Induction Plan. Assignments are structured in ways that provide appropriate opportunities for observation, participation, and leadership. Early field experiences may include more observation and participation, but as the course progresses, the candidate will have more direct leadership responsibilities. The candidate will be engaged in work that allows the candidate to demonstrate competence in selected elements of the ELCC Standards, Georgia Board of Regents Principles, and the College of Education Framework Descriptors.

1. Create an Individual Induction Plan, to include implementation details. Review this plan at regular intervals with appropriate members of the Beginning Leader Candidate Support Team. Maintain a journal in which you reflect on your residency work and experiences. (200 of 1000 points)

   (decision making, leadership, lifelong learning, adaptive, collaboration, cultural sensitivity, knowledge, proactive, reflective)

2. Read the assigned texts and other readings and participate in seminar discussions and activities. The schedule of assigned readings and activities will be distributed at the beginning of the semester. (200 of 1000 points)

   (proactive)

3. Successfully complete all activities in the Individual Induction Plan. Selected work products, work logs and assessments will be presented as evidence of successful completion. (400 of 1000 points)

   (decision making, leadership, lifelong learning, adaptive, collaboration, cultural sensitivity, knowledge, proactive, reflective)

4. Maintain an electronic portfolio following departmental guidelines. The portfolio will contain work products the candidate believes to represent her/his best work as a beginning school leader candidate. The portfolio will be built throughout the three residency courses. At the end of the third residency course, the student will use the portfolio as part of a program culminating experience. (200 of 1000 points)

   (decision making, leadership, lifelong learning, adaptive, collaboration, cultural sensitivity, knowledge, reflective)

CLASS POLICIES

1) **Submission of Assignments**: Each student is expected to submit all course assignments and make all assigned presentations on the due dates as listed in the class meeting schedule attached to the syllabus. Assignments received for grading after the due date or presentations not made on the assigned date will be penalized twenty-five percent (25%). Failure to submit an assignment or to make a class presentation will result in a zero grade for the assignment.

2) **Attendance:** Each student is expected to be on time to and attend all scheduled seminars as well as to comply with all attendance requirements in the partner school or school district. A large portion of the final grade is based on class participation which includes discussions and interactive assignments with other students. Discussions and interactive assignments (for example, learning to use a discussion protocol such as *The Final Word* or a problems of practice protocol like *The Tuning Protocol*) cannot be made-up.

3) **Group Norms:** Each student is expected to act in a professional manner at all times. Professional behavior includes, but is not limited to

- Participating in all class activities
- Working collaboratively with other class members
- Keeping your commitments to the group
- Attending all class sessions
- Arriving on time
- Respecting differences of opinion
- Asking questions
- Turning-off cell phones

4) **Academic Honesty:** Each student is expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the *University of West Georgia Student Handbook, Undergraduate Catalog,* and *Graduate Catalog.* An assignment completed for another course may NOT be used to satisfy an academic requirement for this course. Attempting to do so will result in a zero for that assignment.

5) **Extra Credit:** There is no opportunity for extra credit in this course. However, students may improve an assignment that received a low grade (a score equivalent to a "C" or lower). The first grade will be averaged with the grade on the resubmitted assignment. The professor will announce the deadline for resubmission if a student requests an opportunity to resubmit an assignment.

6) **System for Evaluating Assignments:** Rubrics will be used to evaluate all assignments in the course. Rubrics will be distributed along with detailed instructions for each assignment. The professor will distribute assignment instructions and rubrics during the first class session, briefly review these, and then respond to additional questions students may have during the second class session. Each assignment has a point value; the total points that can be earned in the course is 1000. At the end of the semester, points are converted to letter grades (see the scale in the next section below).

7) **Official Communication Channel:** The University of West Georgia's official communication method is through campus e-mail (MyUWG). Even though other means of communication may be used, the campus e-mail will always be the official source of communications from the professor to the class as a whole. Check your campus e-mail several times each week. At various times during the year, the university will ask you to change your password. If you fail to do this, you will have difficulty accessing your e-mail and as a result, may miss important information.

8) **Disability Statement:** Every effort will be made to provide all students equal access to classes and course materials regardless of special needs or temporary or permanent disability. If a student has special learning needs particularly related to (but not limited to) needs defined by the Americans with Disabilities Act, make these known to the professor and to the university's

Coordinator of Disability Services. Students with documented special needs are entitled to special accommodations related to classroom accessibility, modifications in assignments, and so forth.

GRADING POLICY:

A – 900 to 1000 points
B – 800-899 points
C – 700-799 points
F – Below 700 points

Seminar Schedule:

Seminar 1. Using Data in the School Improvement Planning Process

Seminar 2. Monitoring School Improvement Processes; Fostering Professional Learning through Job-Embedded Practices

Seminar 3. Addressing Problems of Practice: Issues in Improving Teaching and Learning

Seminar 4. Fostering the Development of New Teachers

Course or Program Addition, Deletion or Modification Request

Department: Educational Leadership and Professional Studies **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Action
☑ Course ☐ Program

☐ Modify ☑ Add ☐ Delete
- ☐ Credit
- ☐ Number
- ☐ Title
- ☐ Description
- ☐ Other

Credit
- ☐ Undergraduate
- ☑ Graduate
- ☐ Other*

*Variable credit must be explained

Frequency
- ☑ Every Term
- ☐ Yearly
- ☐ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

EDLE 8302 Leadership Residency II 6 / / 6

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This is the second of a three-semester course sequence designed to provide students with carefully designed and personalized field experiences where they have the opportunity to synthesize and apply knowledge and skills as they work on problems of practice in school and district settings. Students, in collaboration with a Beginning Leader Candidate Support Team, will develop an Individualized Induction Plan that will guide field experiences during each of three residency courses. This plan will define which artifacts and performances will be used to address various elements of Educational Leadership Constituent Council (ELCC) Standards 1-6 Leadership Residency I, II, and III are sequenced to provide field experiences opportunities beginning in the summer and continuing into the fall and spring semester of a school year. Field experiences will be aligned to the kinds of work that are done at various times during a typical school year.

Prerequisite(s) EDLE 8301

Present or Projected Enrollment: 60 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall / 2008
Term/Year

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Roy D. Nichols Jr. 11.20.07
Department Chair Date Department Chair (if cross listed) Date

Lynne O. Gaskin 11/21/07
Dean of College Date Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date Charles W. Clark 1/16/08
Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Rationale for Course Addition: EDLE 8302

This course is being added as part of a new Educational Leadership program in response to the "sun setting" of leadership preparation programs by the joint actions of the Georgia Board of Regents (BOR) and the Georgia Professional Standards Commission (PSC). New leadership certification rules have been established by the PSC. Consequently, the Educational Leadership and Professional Studies Department (ELPS) has developed proposed new programs for M.Ed. level preparation and certification as well as Specialist in Education level preparation and certification.

The current preparation programs at both the M.Ed. and Specialist in Education levels will be phased out. The new programs will begin operation beginning fall semester 2008. This proposed course has been developed as part of the new program.

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This course and others that make-up the proposed program have been thoughtfully crafted to reflect current research and literature in the field of education leadership. The standards of the Educational Leadership Constituent Council (ELCC) and the Board of Regents Principles support inclusion of this new course in the proposed program.

Leadership Residency II – EDLE 8302

Semester Hours: 6

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

PREREQUISITE: EDLE 8301 Leadership Residency I

ONLINE SUPPORT:
WebCT Login and Help Page: http://webct.westga.edu
Distance Learning Library Resources: http://www.westga.edu/~library/depts/offcampus/
Ingram Library Information: http://www.westga.edu/~library/info/library.html
UWG Distance Education: http://www.westga.edu/~distance/

COURSE DESCRIPTION
This is the second of a three-semester course sequence designed to provide students with carefully designed and personalized field experiences that give them the opportunity to synthesize and apply knowledge and skills as they work on problems of practice in school and district settings. Students, in collaboration with a Beginning Leader Candidate Support Team, will implement their Individualized Induction Plan. This plan will be used to address various elements of Educational Leadership Constituent Council (ELCC) Standards 1-6. Leadership Residency I, II, and III are sequenced to provide field experience opportunities beginning in the summer and continuing into the fall and spring semesters of a school year. Field experiences will be aligned to the kinds of work that are done at various times during a typical school year.

CONCEPTUAL FRAMEWORK
The conceptual framework of the College of Education at the University of West Georgia forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes responsibility for preparing educators who can positively influence school improvement through altering

classrooms, schools, and school systems (transformational systemic change). Ten descriptors or Learned Society standards (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National standards (Educational Leadership Constituent Council, ELCC) and the College of Education Framework descriptors are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and evaluating existing or proposed practices. This course's objectives are related directly to the College of Education Conceptual Framework and the ELCC standards. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. observe school leaders, participate in activities, and lead others in examining the alignment of student performance data with school improvement plans and processes and making recommendations for improvements in plans and processes; (Hessel 2002, Holcomb 2001, Reeves 2006, Sergiovanni 1996)

   (Collaborative; Decision Makers; Leaders; Knowledgeable; Proactive; ELCC 1, 2)

2. observe school leaders, participate in activities, and lead others in examining student and school performance data to plan professional learning and organizational change; (Blasé 1992, Fullan 2005 Hessel 2002, Holcomb 2001, Reeves 2006)

   (Collaborative; Decision Makers; Leaders; Knowledgeable; Proactive; ELCC 2)

3. observe school leaders, participate in activities, and lead others in the development, implementation, and monitoring of the instructional program; Hendricks 2006, Alvy 1998, Donaldson 2001, Dunklee 2000, Hoerr, 2005)

   (Collaborative; Decision Makers; Leaders; Knowledgeable; Proactive; ELCC 1, 2, 4)

4. observe school leaders, participate in activities, and lead others in examining the school facility to identify and remediate issues related to operations management and safety; (Hessel 2002, Alvy 1998, Donaldson 2001, Hoerr 2005)

   (Collaborative; Decision Makers; Leaders; Knowledgeable; Proactive; ELCC 3, 5, 6)

5. observe school leaders, participate in activities, and lead others in securing, planning for, and managing resources; (Hessel 2002, Alvy 1998, Donaldson 2001, Hoerr 2005)

   (Collaborative; Decision Makers; Leaders; Knowledgeable; Proactive; ELCC 3, 5, 6)

6. observe school leaders, participate in activities, and lead others in analyzing data, planning for, and engaging with the school community and the larger context; (Hessel 2002, Donaldson 2001, Dunklee, 2000, Sergiovanni 1996)

   (Collaborative; Decision Makers; Leaders; Knowledgeable; Proactive; Empathetic; Culturally Sensitive; ELCC 4, 5, 6)

7. observe school leaders, participate in activities, and lead others in preparing for the opening and closing of the school year; (Hessel 2002, Donaldson 2001, Dunklee, 2000, Sergiovanni 1996)

   (Collaborative; Decision Makers; Leaders; Knowledgeable; Proactive; ELCC 1-6)

8. participate in and lead others in using facilitation protocols as candidates work in scheduled seminars to analyze work and learning in schools; (Calabrese 2002, Deal 1994, Donaldson 2001, Fullan 2003, Marzano 2005, Sergiovanni 1996)

   (Collaborative; Leaders; Knowledgeable; Proactive; Reflective; Lifelong Learners; Empathetic; ELCC 1-6)

9. demonstrate skill in using technology, communication systems, and conflict management skills in the school and district setting; (Hessel 2002, Holcomb 2001, Reeves 2006)

   (*Lifelong Learners; Knowledgeable; Reflective; Collaborative; Emphath ELCC 1- 6*).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text(s):

Hargreaves, A., Earl, L., Moore, S., & Manning, S. (2001). *Learning to change: Teaching beyond subjects and standards.* San Francisco: Jossey-Bass.

Hessel, K., & Holloway, J. (2002). *A framework for school leaders : Linking ISLLC standards to practice*. Princetown, New Jersey: Pathways .

Murphy, J., & Datnow, A. (2002). *Leadership lessons from Comprehensive School Reforms.* Thousand Oaks, CA: Corwin Press.

Instructional Resources:

Alvy, A. B. (1998). *If I only knew...Success strategies for navigating the principalship.* Thousand Oaks, CA: Corwin Press.

Blasé, J., & Kirby, P. C. (1992). *Bringing out the best in teachers: What effective principals do.* Thousand Oaks, CA: Corwin Press.

Calabrese, R. L. (2002). *The leadership assignment: Creating change.* Boston: Allyn & Bacon.

Combs, A. W., Miser, A. B., & Whitaker, K. S. (1999). *On becoming a school leader: A person-centered challenge.* Alexandria, VA: Association for Supervision and Curriculum Development.

Deal, T. E., & Peterson, K. D. (1994). *The leadership paradox: Balancing logic and artistry in schools.* San Francisco: Jossey-Bass.

Donaldson, G. A. (2001). *Cultivating leadership in schools: Connecting people, purpose, and practice.* New York: Teachers College Press.

Dunklee, D. R. (2000). *If you want to lead, not just manage: A primer for principals.* Thousand Oaks, CA: Corwin Press.

Fullan, M. (2003). *The moral imperative of school leadership.* Thousand Oaks, CA: Corwin Press.

Hendricks, C. (2006). *Improving schools through action research: A comprehensive guide for educators.* Boston: Allyn & Bacon.

Hoerr, T. R. (2005). *The art of school leadership.* Alexandria, VA: Association for Supervision and Curriculum Development.

Holcomb, E. L. (2001). *Asking the right questions: Techniques for collaboration and school change.* Thousand Oaks, CA: Corwin Press.

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results.* Aurora, CO: Mid-continent Research for Education and Learning.

Northouse, P. G. (2006). *Leadership: Theory and practice.* (4th ed.). Thousand Oaks, CA: Sage Publications.

Sergiovanni, T. J. (1996). *Leadership for the school house: How is it different? Why is it important?* San Francisco: Jossey-Bass.

ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Activities and Assignments:

Link to Conceptual Framework: EDLE 8302 is the second of a three course sequence that provides field experience opportunities for the beginning leadership practitioner to gain experience and competency in operational aspects of school leadership. The candidate, in collaboration with local school and district leaders, will engage in field experiences as outlined in a collaboratively developed Individualized Induction Plan. Implementation of this plan includes meetings with the Beginning Leader Candidate Support Team. In addition, the candidate will participate in regularly scheduled seminars designed to engage candidates in examination and discussion of the field experiences. Finally, the candidate will develop a portfolio to demonstrate competence in the application of leadership knowledge and skills. The following College of Education conceptual framework descriptors will be reflected in various field experiences throughout the course. At the end of the residency, students will be able to demonstrated achievement in the areas of **decision making**: making decisions about how to support and assist students, the school, the faculty, and the community (**Assignments 1, 2, 3, 4**), **leadership**: taking responsibility for leading others in the process of continuous school improvement (**Assignments 1, 2, 3, 4**), **lifelong learning**: keeping current regarding the most recent literature on school culture); being **adaptive**: recognizing and adjusting to the various approaches and methods used by the professor, other students, and colleagues in schools in examining and working on school culture **collaboration**: assisting other professional educators in conceptualizing, planning, and working together to carrying out the goals and vision of the school (**Assignments 1, 2, 3, 4**), **cultural sensitivity**: recognizing, understanding and acting on the importance of meeting the needs of a diverse population of students, educators, and parents (**Assignments 1, 2, 3, 4**), **knowledge:** applying information and understanding to decisions and actions (**Assignments 1, 2, 3, 4**), **proactive:** engage in reflective planning for continuous school improvement (**Assignments 1, 2, 3, 4**), **reflective:** engage in critical and reflective thinking on behaviors and actions (**Assignments 1, 2, 3, 4**).

Assignments:

Leadership Residency II assignments are collaboratively developed by the Beginning Leader Candidate in conjunction with members of the Beginning Leader Candidate Support Team, and are formalized in an Individual Induction Plan. Assignments are structured in ways that provide appropriate opportunities for observation, participation, and leadership. Early field experiences may include more observation and participation, but as the course progresses, the candidate will have more direct leadership responsibilities. The candidate will be engaged in work that allows the candidate to demonstrate competence in selected elements of the ELCC Standards, Georgia Board of Regents Principles, and the College of Education Framework Descriptors.

1. Student will implement Individual Induction Plan. Review this plan at regular intervals with appropriate members of the Beginning Leader Candidate Support Team. Maintain a journal in which you reflect on your residency work and experiences. (200 of 1000 points)

   (decision making, leadership, lifelong learning, adaptive, collaboration, cultural sensitivity, knowledge, proactive, reflective)

2. Read the assigned texts and other readings and participate in seminar discussions and activities. The schedule of assigned readings and activities will be distributed at the beginning of the semester. (200 of 1000 points)

   (proactive)

3. Successfully complete all activities in the Individual Induction Plan. Selected work products, work logs and assessments will be presented as evidence of successful completion. (400 of 1000 points)

   (decision making, leadership, lifelong learning, adaptive, collaboration, cultural sensitivity, knowledge, proactive, reflective)

4. Maintain an electronic portfolio following departmental guidelines. The portfolio will contain work products the candidate believes to represent her/his best work as a beginning school leader candidate. The portfolio will be built throughout the three residency courses. At the end of the third residency course, the student will use the portfolio as part of a program culminating experience. (200 of 1000 points)

   (decision making, leadership, lifelong learning, adaptive, collaboration, cultural sensitivity, knowledge, reflective)

CLASS POLICIES

1) **Submission of Assignments**: Each student is expected to submit all course assignments and make all assigned presentations on the due dates as listed in the class meeting schedule attached to the syllabus. Assignments received for grading after the due date or presentations not made on the assigned date will be penalized twenty-five percent (25%). Failure to submit an assignment or to make a class presentation will result in a zero grade for the assignment.

2) **Attendance:** Each student is expected to be on time to and attend all scheduled seminars as well as to comply with all attendance requirements in the partner school or school district. A large portion of the final grade is based on class participation which includes discussions and interactive assignments with other students. Discussions and interactive assignments (for example, learning to use a discussion protocol such as *The Final Word* or a problems of practice protocol like *The Tuning Protocol*) cannot be made-up.

3) **Group Norms:** Each student is expected to act in a professional manner at all times. Professional behavior includes, but is not limited to

- Participating in all class activities
- Working collaboratively with other class members
- Keeping your commitments to the group
- Attending all class sessions
- Arriving on time
- Respecting differences of opinion
- Asking questions
- Turning-off cell phones

4) **Academic Honesty:** Each student is expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the *University of West Georgia Student Handbook, Undergraduate Catalog,* and *Graduate Catalog.* An assignment completed for another course may NOT be used to satisfy an academic requirement for this course. Attempting to do so will result in a zero for that assignment.

5) **Extra Credit:** There is no opportunity for extra credit in this course. However, students may improve an assignment that received a low grade (a score equivalent to a "C" or lower). The first grade will be averaged with the grade on the resubmitted assignment. The professor will announce the deadline for resubmission if a student requests an opportunity to resubmit an assignment.

6) **System for Evaluating Assignments:** Rubrics will be used to evaluate all assignments in the course. Rubrics will be distributed along with detailed instructions for each assignment. The professor will distribute assignment instructions and rubrics during the first class session, briefly review these, and then respond to additional questions students may have during the second class session. Each assignment has a point value; the total points that can be earned in the course is 1000. At the end of the semester, points are converted to letter grades (see the scale in the next section below).

7) **Official Communication Channel:** The University of West Georgia's official communication method is through campus e-mail (MyUWG). Even though other means of communication may be used, the campus e-mail will always be the official source of communications from the professor to the class as a whole. Check your campus e-mail several times each week. At various times during the year, the university will ask you to change your password. If you fail to do this, you will have difficulty accessing your e-mail and as a result, may miss important information.

8) **Disability Statement:** Every effort will be made to provide all students equal access to classes and course materials regardless of special needs or temporary or permanent disability. If a student has special learning needs particularly related to (but not limited to) needs defined by

the Americans with Disabilities Act, make these known to the professor and to the university's Coordinator of Disability Services. Students with documented special needs are entitled to special accommodations related to classroom accessibility, modifications in assignments, and so forth.

GRADING POLICY:

A – 900 to 1000 points
B – 800-899 points
C – 700-799 points
F – Below 700 points

Seminar Schedule:

Seminar 1. Leadership Toolbox for Culture Building

Seminar 2. Conflict Management Skills

Seminar 3. Addressing Problems of Practice: Working with Staff Who Need Assistance

Seminar 4. Managing Operations to Support the Teaching and Learning

Course or Program Addition, Deletion or Modification Request

Department: Educational Leadership and Professional Studies **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Action	Credit	Frequency
☑ Course ☐ Program	☐ Undergraduate	☑ Every Term
☐ Modify ☑ Add ☐ Delete	☑ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
EDLE	8303	Leadership Residency III	6 / / 6

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This is the third of a three-semester course sequence designed to provide students with carefully designed and personalized field experiences where they have the opportunity to synthesize and apply knowledge and skills as they work on problems of practice in school and district settings. Students, in collaboration with a Beginning Leader Candidate Support Team, will develop an Individualized Induction Plan that will guide field experiences during each of three residency courses. This plan will define which artifacts and performances will be used to address various elements of Educational Leadership Constituent Council (ELCC) Standards 1-6 Leadership Residency I, II, and III are sequenced to provide field experiences opportunities beginning in the summer and continuing into the fall and spring semester of a school year. Field experiences will be aligned to the kinds of work that are done at various times during a typical school year.

Prerequisite(s) EDLE 8302

Present or Projected Enrollment: 60 (Students per year) Effective Date*: Fall / 2008
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair — Date — Department Chair (if cross listed) — Date

Dean of College — Date — Dean of College (if cross listed) — Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date — Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Rationale for Course Addition: EDLE 8303

This course is being added as part of a new Educational Leadership program in response to the "sun setting" of leadership preparation programs by the joint actions of the Georgia Board of Regents (BOR) and the Georgia Professional Standards Commission (PSC). New leadership certification rules have been established by the PSC. Consequently, the Educational Leadership and Professional Studies Department (ELPS) has developed proposed new programs for M.Ed. level preparation and certification as well as Specialist in Education level preparation and certification.

The current preparation programs at both the M.Ed. and Specialist in Education levels will be phased out. The new programs will begin operation beginning fall semester 2008. This proposed course has been developed as part of the new program.

Redesign of educational leadership programs is taking place in a number of states and at many individual institutions. National organizations such as the University Council on Education Administration (UCEA), Division A (Administration, Organization, and Leadership) of the American Educational Research Association (AERA), and the Southern Regional Education Board (SREB) have encouraged the dialogue on program redesign. Joseph Murphy of Vanderbilt University and a major figure in UCEA's work, worked with West Georgia in the early stages of our redesign work. Members of the West Georgia ELPS faculty – Roy Nichols and David Hill – have worked on state committees that have brought together representatives of each IHE, BOR staff, PSC staff, Georgia Department of Education staff, RESA staff, and representatives of school districts across the state.

This course and others that make-up the proposed program have been thoughtfully crafted to reflect current research and literature in the field of education leadership. The standards of the Educational Leadership Constituent Council (ELCC) and the Board of Regents Principles support inclusion of this new course in the proposed program.

Leadership Residency III – EDLE 8303

Semester Hours: 6

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

PREREQUISITE: EDLE 8302 Leadership Residency II

ONLINE SUPPORT:
WebCT Login and Help Page: http://webct.westga.edu
Distance Learning Library Resources: http://www.westga.edu/~library/depts/offcampus/
Ingram Library Information: http://www.westga.edu/~library/info/library.html
UWG Distance Education: http://www.westga.edu/~distance/

COURSE DESCRIPTION
This is the final course of a three-semester course sequence designed to provide students with carefully designed and personalized field experiences that give them the opportunity to synthesize and apply knowledge and skills as they work on problems of practice in school and district settings. Students, in collaboration with a Beginning Leader Candidate Support Team, will continue to implement their Individualized Induction Plan. This plan will be used to address various elements of Educational Leadership Constituent Council (ELCC) Standards 1-6. Leadership Residency I, II, and III are sequenced to provide field experience opportunities beginning in the summer and continuing into the fall and spring semesters of a school year. Field experiences will be aligned to the kinds of work that are done at various times during a typical school year.

CONCEPTUAL FRAMEWORK
The conceptual framework of the College of Education at the University of West Georgia forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes responsibility

for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors or Learned Society standards (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National standards (Educational Leadership Constituent Council, ELCC) and the College of Education Framework descriptors are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and evaluating existing or proposed practices. This course's objectives are related directly to the College of Education Conceptual Framework and the ELCC standards. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. observe school leaders, participate in activities, and lead others in examining the alignment of student performance data with school improvement plans and processes and making recommendations for improvements in plans and processes; (Hessel 2002, Holcomb 2001, Reeves 2006, Sergiovanni 1996)

   (Collaborative; Decision Makers; Leaders; Knowledgeable; Proactive; ELCC 1, 2)

2. observe school leaders, participate in activities, and lead others in examining student and school performance data to plan professional learning and organizational change; (Blasé 1992, Fullan 2005 Hessel 2002, Holcomb 2001, Reeves 2006)

   (Collaborative; Decision Makers; Leaders; Knowledgeable; Proactive; ELCC 2)

3. observe school leaders, participate in activities, and lead others in the development, implementation, and monitoring of the instructional program; Hendricks 2006, Alvy 1998, Donaldson 2001, Dunklee 2000, Hoerr, 2005)

   (Collaborative; Decision Makers; Leaders; Knowledgeable; Proactive; ELCC 1, 2, 4)

4. observe school leaders, participate in activities, and lead others in examining the school facility to identify and remediate issues related to operations management and safety; (Hessel 2002, Alvy 1998, Donaldson 2001, Hoerr 2005)

   (Collaborative; Decision Makers; Leaders; Knowledgeable; Proactive; ELCC 3, 5, 6)

5. observe school leaders, participate in activities, and lead others in securing, planning for, and managing resources; (Hessel 2002, Alvy 1998, Donaldson 2001, Hoerr 2005)

   (Collaborative; Decision Makers; Leaders; Knowledgeable; Proactive; ELCC 3, 5, 6)

6. observe school leaders, participate in activities, and lead others in analyzing data, planning for, and engaging with the school community and the larger context; (Hessel 2002, Donaldson 2001, Dunklee, 2000, Sergiovanni 1996)

   (Collaborative; Decision Makers; Leaders; Knowledgeable; Proactive; Empathetic; Culturally Sensitive; ELCC 4, 5, 6)

7. observe school leaders, participate in activities, and lead others in preparing for the opening and closing of the school year; (Hessel 2002, Donaldson 2001, Dunklee, 2000, Sergiovanni 1996)

   (Collaborative; Decision Makers; Leaders; Knowledgeable; Proactive; ELCC 1-6)

8. participate in and lead others in using facilitation protocols as candidates work in scheduled seminars to analyze work and learning in schools; (Calabrese 2002, Deal 1994, Donaldson 2001, Fullan 2003, Marzano 2005, Sergiovanni 1996)

   (Collaborative; Leaders; Knowledgeable; Proactive; Reflective; Lifelong Learners; Empathetic; ELCC 1-6)

9. demonstrate skill in using technology, communication systems, and conflict management skills in the school and district setting; (Hessel 2002, Holcomb 2001, Reeves 2006)

   (*Lifelong Learners; Knowledgeable; Reflective; Collaborative; Emphath ELCC 1- 6*).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text(s):

Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2002). *School, family, and community partnerships: Your handbook for action.* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Hessel, K., & Holloway, J. (2002). *A framework for school leaders : Linking ISLLC standards to practice*. Princetown, New Jersey: Pathways .

Katzenneyer, M., & Moller, G. (2001). *Awakening the sleeping giant: Helping teachers develop as leaders.* (2nd ed.) Thousand Oaks, CA: Corwin Press.

Instructional Resources:

Alvy, A. B. (1998). *If I only knew...Success strategies for navigating the principalship.* Thousand Oaks, CA: Corwin Press.

Blasé, J., & Kirby, P. C. (1992). *Bringing out the best in teachers: What effective principals do.* Thousand Oaks, CA: Corwin Press.

Calabrese, R. L. (2002). *The leadership assignment: Creating change.* Boston: Allyn & Bacon.

Combs, A. W., Miser, A. B., & Whitaker, K. S. (1999). *On becoming a school leader: A person-centered challenge.* Alexandria, VA: Association for Supervision and Curriculum Development.

Deal, T. E., & Peterson, K. D. (1994). *The leadership paradox: Balancing logic and artistry in schools.* San Francisco: Jossey-Bass.

Donaldson, G. A. (2001). *Cultivating leadership in schools: Connecting people, purpose, and practice.* New York: Teachers College Press.

Dunklee, D. R. (2000). *If you want to lead, not just manage: A primer for principals.* Thousand Oaks, CA: Corwin Press.

Fullan, M. (2003). *The moral imperative of school leadership.* Thousand Oaks, CA: Corwin Press.

Hendricks, C. (2006). *Improving schools through action research: A comprehensive guide for educators.* Boston: Allyn & Bacon.

Hoerr, T. R. (2005). *The art of school leadership.* Alexandria, VA: Association for Supervision and Curriculum Development.

Holcomb, E. L. (2001). *Asking the right questions: Techniques for collaboration and school change.* Thousand Oaks, CA: Corwin Press.

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results.* Aurora, CO: Mid-continent Research for Education and Learning.

Northouse, P. G. (2006). *Leadership: Theory and practice.* (4th ed.). Thousand Oaks, CA: Sage Publications.

Sergiovanni, T. J. (1996). *Leadership for the school house: How is it different? Why is it important?* San Francisco: Jossey-Bass.

ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Activities and Assignments:

Link to Conceptual Framework: EDLE 8303 is the final course of a three course sequence that provides field experience opportunities for the beginning leadership practitioner to gain experience and competency in operational aspects of school leadership. The candidate, in collaboration with local school and district leaders, will engage in field experiences as outlined in a collaboratively developed Individualized Induction Plan. Implementation of this plan includes meetings with the Beginning Leader Candidate Support Team. In addition, the candidate will participate in regularly scheduled seminars designed to engage candidates in examination and discussion of the field experiences. Finally, the candidate will develop a portfolio to demonstrate competence in the application of leadership knowledge and skills. The following College of Education conceptual framework descriptors will be reflected in various field experiences throughout the course. At the end of the residency, students will be able to demonstrated achievement in the areas of **decision making**: making decisions about how to support and assist students, the school, the faculty, and the community (**Assignments 1, 2, 3, 4**), **leadership**: taking responsibility for leading others in the process of continuous school improvement (**Assignments 1, 2, 3, 4**), **lifelong learning**: keeping current regarding the most recent literature on school culture); being **adaptive**: recognizing and adjusting to the various approaches and methods used by the professor, other students, and colleagues in schools in examining and working on school culture **collaboration**: assisting other professional educators in conceptualizing, planning, and working together to carrying out the goals and vision of the school (**Assignments 1, 2, 3, 4**), **cultural sensitivity**: recognizing, understanding and acting on the importance of meeting the needs of a diverse population of students, educators, and parents (**Assignments 1, 2, 3, 4**), **knowledge:** applying information and understanding to decisions and actions (**Assignments 1, 2, 3, 4**), **proactive:** engage in reflective planning for continuous school improvement (**Assignments 1, 2, 3, 4**), **reflective:** engage in critical and reflective thinking on behaviors and actions (**Assignments 1, 2, 3, 4**).

Assignments:

Leadership Residency III assignments are collaboratively developed by the Beginning Leader Candidate in conjunction with members of the Beginning Leader Candidate Support Team, and are formalized in an Individual Induction Plan. Assignments are structured in ways that provide appropriate opportunities for observation, participation, and leadership. Early field experiences may include more observation and participation, but as the course progresses, the candidate will have more direct leadership responsibilities. The candidate will be engaged in work that allows the candidate to demonstrate competence in selected elements of the ELCC Standards, Georgia Board of Regents Principles, and the College of Education Framework Descriptors.

1. Student will implement Individual Induction Plan. Review this plan at regular intervals with appropriate members of the Beginning Leader Candidate Support Team. Maintain a journal in which you reflect on your residency work and experiences. (200 of 1000 points)

   (decision making, leadership, lifelong learning, adaptive, collaboration, cultural sensitivity, knowledge, proactive, reflective)

2. Read the assigned texts and other readings and participate in seminar discussions and activities. The schedule of assigned readings and activities will be distributed at the beginning of the semester. (200 of 1000 points)

   (proactive)

3. Successfully complete all activities in the Individual Induction Plan. Selected work products, work logs and assessments will be presented as evidence of successful completion. (400 of 1000 points)

   (decision making, leadership, lifelong learning, adaptive, collaboration, cultural sensitivity, knowledge, proactive, reflective)

4. Maintain an electronic portfolio following departmental guidelines. The portfolio will contain work products the candidate believes to represent her/his best work as a beginning school leader candidate. The portfolio will be built throughout the three residency courses. At the end of the third residency course, the student will use the portfolio as part of a program culminating experience. (200 of 1000 points)

   (decision making, leadership, lifelong learning, adaptive, collaboration, cultural sensitivity, knowledge, reflective)

CLASS POLICIES

1) **Submission of Assignments**: Each student is expected to submit all course assignments and make all assigned presentations on the due dates as listed in the class meeting schedule attached to the syllabus. Assignments received for grading after the due date or presentations not made on the assigned date will be penalized twenty-five percent (25%). Failure to submit an assignment or to make a class presentation will result in a zero grade for the assignment.

2) **Attendance:** Each student is expected to be on time to and attend all scheduled seminars as well as to comply with all attendance requirements in the partner school or school district. A large portion of the final grade is based on class participation which includes discussions and interactive assignments with other students. Discussions and interactive assignments (for example, learning to use a discussion protocol such as *The Final Word* or a problems of practice protocol like *The Tuning Protocol*) cannot be made-up.

3) **Group Norms:** Each student is expected to act in a professional manner at all times. Professional behavior includes, but is not limited to

- Participating in all class activities
- Working collaboratively with other class members
- Keeping your commitments to the group
- Attending all class sessions
- Arriving on time
- Respecting differences of opinion
- Asking questions
- Turning-off cell phones

4) **Academic Honesty:** Each student is expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the *University of West Georgia Student Handbook, Undergraduate Catalog,* and *Graduate Catalog.* An assignment completed for another course may NOT be used to satisfy an academic requirement for this course. Attempting to do so will result in a zero for that assignment.

5) **Extra Credit:** There is no opportunity for extra credit in this course. However, students may improve an assignment that received a low grade (a score equivalent to a "C" or lower). The first grade will be averaged with the grade on the resubmitted assignment. The professor will announce the deadline for resubmission if a student requests an opportunity to resubmit an assignment.

6) **System for Evaluating Assignments:** Rubrics will be used to evaluate all assignments in the course. Rubrics will be distributed along with detailed instructions for each assignment. The professor will distribute assignment instructions and rubrics during the first class session, briefly review these, and then respond to additional questions students may have during the second class session. Each assignment has a point value; the total points that can be earned in the course is 1000. At the end of the semester, points are converted to letter grades (see the scale in the next section below).

7) **Official Communication Channel:** The University of West Georgia's official communication method is through campus e-mail (MyUWG). Even though other means of communication may be used, the campus e-mail will always be the official source of communications from the professor to the class as a whole. Check your campus e-mail several times each week. At various times during the year, the university will ask you to change your password. If you fail to do this, you will have difficulty accessing your e-mail and as a result, may miss important information.

8) **Disability Statement:** Every effort will be made to provide all students equal access to classes and course materials regardless of special needs or temporary or permanent disability. If a student has special learning needs particularly related to (but not limited to) needs defined by

the Americans with Disabilities Act, make these known to the professor and to the university's Coordinator of Disability Services. Students with documented special needs are entitled to special accommodations related to classroom accessibility, modifications in assignments, and so forth.

GRADING POLICY:

A – 900 to 1000 points
B – 800-899 points
C – 700-799 points
F – Below 700 points

Seminar Schedule:

Seminar 1. Creating Organizational Capacity through Distributed Leadership

Seminar 2. Hiring and Supporting Teachers and Other Staff

Seminar 3. Aligning the School Improvement Plan to the Organizational Mission

Seminar 4. Gaining Parent and Community Support for High Quality Teaching and Learning

Course or Program Addition, Deletion or Modification Request

Department: Educational Leadership and Professional Studies **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** / / **Hours: Lecture/Lab/Total**

Action
☑ Course ☐ Program

☐ Modify ☑ Add ☐ Delete
☐ Credit
☐ Number
☐ Title
☐ Description
☐ Other

Credit
☐ Undergraduate
☑ Graduate
☐ Other*
*Variable credit must be explained

Frequency
☑ Every Term
☐ Yearly
☐ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
EDLE	8329	School Leadership in a Pluralistic and Diverse Society	3 / / 3

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Students study school and district leadership within the context of how effective leaders address issues related to race, ethnicity, gender, sexual orientation, social class, disability, or language. Particular attention is given to preparation of leaders who can transform schools and districts in ways that serve the interests of all students.

Prerequisite(s) None

Present or Projected Enrollment: 60 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall / 2008 (Term/Year)

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Roy D. Nichols Jr. 11-20-07
Department Chair Date Department Chair (if cross listed) Date

Lynne O. Gaskin 11/21/07
Dean of College Date Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Charles W. Clark 1/4/08 Date

Vice President for Academic Affairs Date

Rationale for Course Addition: EDLE 8329

This course is being added as part of a new Educational Leadership program in response to the "sun setting" of leadership preparation programs by the joint actions of the Georgia Board of Regents (BOR) and the Georgia Professional Standards Commission (PSC). New leadership certification rules have been established by the PSC. Consequently, the Educational Leadership and Professional Studies Department (ELPS) has developed proposed new programs for M.Ed. level preparation and certification as well as Specialist in Education level preparation and certification.

The current preparation programs at both the M.Ed. and Specialist in Education levels will be phased out. The new programs will begin operation beginning fall semester 2008. This proposed course has been developed as part of the new program.

Redesign of educational leadership programs is taking place in a number of states and at many individual institutions. National organizations such as the University Council on Education Administration (UCEA), Division A (Administration, Organization, and Leadership) of the American Educational Research Association (AERA), and the Southern Regional Education Board (SREB) have encouraged the dialogue on program redesign. Joseph Murphy of Vanderbilt University and a major figure in UCEA's work, worked with West Georgia in the early stages of our redesign work. Members of the West Georgia ELPS faculty – Roy Nichols and David Hill – have worked on state committees that have brought together representatives of each IHE, BOR staff, PSC staff, Georgia Department of Education staff, RESA staff, and representatives of school districts across the state.

This course and others that make-up the proposed program have been thoughtfully crafted to reflect current research and literature in the field of education leadership. The standards of the Educational Leadership Constituent Council (ELCC) and the Board of Regents Principles support inclusion of this new course in the proposed program.

Leadership in a Pluralistic and Diverse Society – EDLE 8329

Semester Hours: 3

Semester/Year:

Instructor:

Contact:

E-mail:

Office:

Office Hours:

Telephone:

Fax:

COURSE DESCRIPTION

Students study school and district leadership within the context of how effective leaders address issues related to race, ethnicity, gender, sexual orientation, social class, disability, or language. Particular attention is given to preparation of leaders who can transform schools and districts in ways that serve the interests of all students.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at the University of West Georgia forms the basis on which programs, courses, experiences and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles from the Educational Leadership Constituent Council (ELCC) are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings and with competencies that are instrumental to planning, implementing, assessing and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. examine the epistemological assumptions underlying how individuals perceive the school, its role in the education of youth and issues of equity in addressing the needs of all students (Banks & Banks, 2003; Bennett, 1995; Tiedt & Tiedt, 2005);

   (Culturally Sensitive, Knowledgeable, Reflective; ELCC 1, 2, 4, 5, 6)

2. develop a more global and multicultural perspective of educational leadership (Floden, 1991; Fleischacker, 1996);

   (Culturally Sensitive, Decision Makers, Leaders, Collaborative; ELCC 1, 2, 6)

3. understand, identify, and discuss issues and problems related to leadership in ethnically and culturally diverse schools and districts in relationship to: (a) individual student needs, (b) the curriculum change/development process, (c) professional learning, (d) innovative techniques and designs for instruction, and (e) how families and communities can be engaged in schools (Baruth & Manning, 1992; Bennett, 1995; Kessler, 1992);

   (Leaders, Adaptive, Culturally Sensitive, Empathetic; ELCC 1, 2, 4, 5, 6)

4. devise techniques and strategies for developing cross-cultural communication and appreciation within the school, the district, and the local community (Baruth & Manning, 1992; Bennett, 1995; Floden, 1991; Gay, 2003); and

   (Culturally Sensitive, Decision Makers, Adaptive, Proactive, Reflective; ELCCC 2, 3, 5, 6)

5. review and analyze how schools and districts respond to the needs of students and families in rural, suburban, and urban communities (Banks, 1994; Cushner et al, 1992; Tiedt & Tiedt, 2005);

   (Culturally, Sensitive, Knowledgeable, Collaborative, Reflective; ELCC 1, 2, 4, 5)

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Text:

Gollnick, D. M., & Chinn, P. C. (2007). *Multicultural education in a pluralistic society.* (8th ed.). Needham Heights, MA: Allyn & Bacon.

Singleton, G. E., & Linton, C. (2006). *Courageous conversations about race: A field guide for achieving equity in schools.* Thousand Oaks, CA: Corwin Press.

References:

Adler, S.(1993). *Multicultural communication skills in the classroom.* Boston: Allyn & Bacon.

Banks, J. A. (1994). *Multiethnic education: Theory and practice.* Boston: Allyn & Bacon.

Banks, J. A., & Banks, C. M. (Eds.). (2007). *Multicultural education: Issues and perspectives* (6th ed). Hoboken, NJ: John Wiley & Sons.

Banks, J. A., & Banks, C. M. (Eds.). (2003). *Handbook of research on multicultural education* (2nd ed.). San Francisco: Jossey-Bass.

Baruth, L. G., & Manning, M. L. (1992). *Multicultural education.* Needham Heights, MA: Allyn & Bacon.

Bennett, C. I. (1995). *Comprehensive maulticultural education: Theory and practice.* (3rd ed.) Needham Heights, MA: Allyn & Bacon.

Cushner, K., McClelland, A., & Stafford, P. (1992). *Human diversity in education.* New York: McGraw Hill.

Floden, R. (1991). What teachers need to know about learning. In M. Kennedy (Ed.). *Teaching academic subjects to diverse learners.* NY: Teachers College Press.

Gay, G. (Ed.). (2003). *Becoming multicultural educators: Personal journey toward professional agency.* San Francisco: Jossey-Bass.

Glasgow, N. A., McNary, S. J., & Hicks, C. D. (2006). *What successful teachers do in diverse classrooms: 71 research-based classroom strategies for new and veteran teachers.* Thousand Oaks, CA: Corwin Press.

Jasmine, J. (1995). *Addressing diversity in the classrooom.* Westminister, CA: Teacher Created Materials, Inc.

Kessler, C. (Ed.). (1992). *Cooperative language learning*. Englewood Cliffs, NJ: Prentice Hall.

Kuykendall, C. (2004). *From rage to hope: Strategies for reclaiming black & Hispanic students.* (2nd ed.). Bloomington, IN: National Educational Service.

Ladson-Billings, G. (2001). *Crossing over to Canaan: The journey of new teachers in diverse classrooms.* San Francisco: Jossey-Bass.

Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children.* San Francisco: Jossey-Bass.

Noguera, P. A. (2008). *The trouble with black boys: And other reflections on race, equity, and the future of public education.* San Francisco: Jossey-Bass.

Noguera, P. A, & Wing, J. Y. (Eds.). (2006). *Unfinished business: Closing the racial achievement gap in our schools.* San Francisco: Jossey_Bass.

Payne, R. K. (1996). *A framework for understanding poverty.* (3rd ed.). Highlands, TX: aha! Process, Inc.

Tiedt, P., & Tiedt, I. M. (2005). *Multicultural teaching: A handbook of activities, information, and resources*. (7th ed.). Needham Heights, MA: Allyn & Bacon.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

This course provides in class and field experiences for Ed.S. students in the investigation of current literature on diversity and multiculturalism and in the identification and creation of organizational patterns/designs which support both short-and long-range goal setting in schools and districts related to meeting the needs of every student. Students will learn to appraise and evaluate diversity data, coordinate and synthesize curriculum development, utilize appropriate instructional designs and delivery systems, and manage instructional resources as they address issues of change in their school and district communities. Students will, in addition, reflect on the interpretation and utilization of data collected for establishing new programs or revising existing diversity and multicultural programs. At the conclusion of the semester, students will have demonstrated achievement as **Decision Makers** (determining diversity stakeholders; using data to drive decision making, Assignments 3, 5); **Life-Long Learners** (reviewing the current professional literature, Assignments 1, 2, 3, 4, 5, 6, 7); **Culturally Sensitive** (including stakeholders in development of instructional issues and attending to the needs of all students within curriculum; Assignments 1, 2, 3, 4, 5, 6, 7); **Knowledgeable** (synthesizing newly learned information in ways that develop deeper understandings of complex personal and professional perspectives, Assignments 2, 6); **Proactive** (seeking understanding and knowledge about diversity issues within individual schools and school districts, Assignments 5); **Reflective** (examining your actions in relationship to your experiences, Assignments 2, 5, 6); **Leaders**

(using data for instructional leadership, Assignment 3, 4); **Adaptive** (making adjustments in the schools or districts based on the stakeholders' needs and data, Assignments 4, 5); and **Collaborative** (working with colleagues and stakeholders to improve student and community understandings, Assignments 3, 6).

Assignments:

Each assignment listed below will be described in detail on handouts when assignments are made at various times during the semester. Additional assignments are occasionally required, and students are expected to complete all assignments.

1. Reading and Class Participation: Class participation is a valuable part of the learning experience; all assigned readings will be completed before classes so students can be effective participants. From time to time additional assignments may be made. These assignments will be considered part of class participation. (125 points)
   Course Objectives 1, 2, 3, 4, 5, 6.

2. Overview of School and Community: Students will examine the socio-economics and diversity their schools or district and share their analysis with the class. (75 points)
   Course Objectives 1, 2.

3. Reflective Questions: Throughout the semester, students will respond to reflective prompts that relate concepts and ideas about diversity studies to professional practice within their own schools or districts. Examples include multicultural and pluralistic issues and accommodation of special needs groups and individuals, curriculum designs prevalent within particular school districts, and so forth. (75 points)
   Course Objectives 1, 2, 3.

4. The Shared Role of Stakeholders within a School or District Community: Students determine the role of the stakeholders in local diversity issues; determine who the stakeholders are; and interview a community leader about diversity issues. (125 points)
   Course Objectives 1, 2, 3, 4.

5. Diversity Project: Students examine a topic of interest related to an immediate diversity, multicultural or pluralistic issue under the headings of school population changes, curriculum and instructional development/change, development of programs to serve student needs, or planning how to address achievement gap issues. (175 points)
   Course Objective 4.

6. School Profile: Students explore the questions they want answered regarding how their school has evolved over the past 3 to 5 school years. Instruction and then search for data that are available to answer those questions. What types of data and analyses are available by local school district and/or local school? How does the student's local school use data to make instructional decisions? (175 points)

Course Objectives 2, 3.

7. Mid-Term and Final Examinations: Essay format examinations will address the issues and objectives covered in all class sessions. (125 points each = 250 points) *Course Objectives 1, 2, 3, 4, 5.*

GRADING POLICY:

A – 900 to 1000 points
B – 800-899 points
C – 700-799 points
F – Below 700 points

CLASS POLICIES

1) **Submission of Assignments**: Each student is expected to submit all course assignments and make all assigned presentations on the due dates as listed in the class meeting schedule attached to the syllabus. Assignments received for grading after the due date or presentations not made on the assigned date will be penalized twenty-five percent (25%). Failure to submit an assignment or to make a class presentation will result in a zero grade for the assignment.

2) **Attendance:** Each student is expected to be on time to and attend all scheduled classes. A large portion of the final grade is based on class participation which includes discussions and interactive assignments with other students. Discussions and interactive assignments cannot be made-up.

3) **Group Norms:** Each student is expected to act in a professional manner at all times. Professional behavior includes, but is not limited to

- Participating in all class activities
- Working collaboratively with other class members
- Keeping your commitments to the group
- Attending all class sessions
- Arriving on time
- Respecting differences of opinion
- Asking questions
- Turning-off cell phones

During the first class session, the class will review these norms and determine whether or not adjustments need to be made to the list.

4) **Academic Honesty:** Each student is expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the *University of West Georgia Student Handbook, Undergraduate Catalog,* and *Graduate Catalog.* An assignment completed for another course may NOT be used to satisfy an

academic requirement for this course. Attempting to do so will result in a zero for that assignment.

5) **Extra Credit:** There is no opportunity for extra credit in this course. However, students may improve an assignment that received a low grade (a score equivalent to a "C" or lower). The first grade will be averaged with the grade on the resubmitted assignment. The student must re-submit the assignment within a week of the return of the original graded assignment.

6) **System for Evaluating Assignments:** Rubrics will be used to evaluate many assignments in the course. Rubrics will be distributed along with detailed instructions for each assignment. The professor will distribute assignment instructions and rubrics during the first class session, briefly review these, and then respond to additional questions students may have during the second class session. Each assignment has a point value; the total points that can be earned in the course is 1000. At the end of the semester, points are converted to letter grades (see the scale in the next section below).

7) **Official Communication Channel:** The University of West Georgia's official communication method is through campus e-mail (MyUWG). Even though other means of communication may be used, the campus e-mail will always be the official source of communications from the professor to the class as a whole. Check your campus e-mail several times each week. At various times during the year, the university will ask you to change your password. If you fail to do this, you will have difficulty accessing your e-mail and as a result, may miss important information.

8) **Disability Statement:** Every effort will be made to provide all students equal access to classes and course materials regardless of special needs or temporary or permanent disability. If a student has special learning needs particularly related to (but not limited to) needs defined by the Americans with Disabilities Act, make these known to the professor and to the university's Coordinator of Disability Services. Students with documented special needs are entitled to special accommodations related to classroom accessibility, modifications in assignments, and so forth.

Class Schedule

Week1	Introduction and Orientation
Week 2	Overview of Diversity & Its Meaning
Week 3	Educational Leadership in a Pluralistic Society
Week 4	The context of Educational Leadership and Social Class
Week 5	School Reform: Introducing Race, Culture, and Ethnicity in the Discourse
Week 6	Gender Equity in Schools
Week 7	Responding to Sexual Diversity of Faculty and Schools
Week 8	Mid-Term Exam

Week 9	The Socio-Construction of Disability in Education
Week 10	Schooling in Rural and Small-town America
Week 11	Articulating Values and Ethics in Leadership Preparation
Week 12	Leadership Practice & Preparation for Social Reconstructionist Schooling
Week 13	Group Presentations
Week 14	Developing Paradigms for Leadership - Futuristic Perspective
Week 15	Student Presentations
Week 16	Final Exam

Course or Program Addition, Deletion or Modification Request

Department: Educational Leadership and Professional Studies **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix Course Title Hours: / / Lecture/Lab/Total

Action
☑ Course ☐ Program

☐ Modify ☑ Add ☐ Delete
- ☐ Credit
- ☐ Number
- ☐ Title
- ☐ Description
- ☐ Other

Credit
- ☐ Undergraduate
- ☑ Graduate
- ☐ Other*

*Variable credit must be explained

Frequency
- ☑ Every Term
- ☐ Yearly
- ☐ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

EDLE ~~6321~~ 6327 Professional Learning Communities 2 / / 2

Prefix Course Title Hours: Lecture/Lab/Total

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course prepares aspiring leaders to create school learning communities capable of providing ongoing support for adult and student learning.

Prerequisite(s) None

Present or Projected Enrollment: 60 (Students per year)

Effective Date*: Fall /2008 (Term/Year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Boyd D. Mathis Jr. 11-20-07
Department Chair Date

Department Chair (if cross listed) Date

11/21/07
Dean of College Date

Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. program) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date

Chair, Committee on Graduate Studies 1/11/08 Date

Vice President for Academic Affairs Date

Revised 1/09/02

Professional Learning Communities– EDLE 6327

Semester Hours: 2

Semester/Year:

Instructor:

Contact:

E-mail:

Office:

Office Hours:

Telephone:

Fax:

COURSE DESCRIPTION

This course prepares aspiring leaders to create school learning communities capable of providing ongoing support for adult and student learning.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education (COE Framework) at the University of West Georgia forms the basis on which programs, courses, experiences and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National standards, the Educational Leadership Constituent Council Standards (ELCC Standards) and the College of Education Framework (COE Framework) descriptors are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings and with competencies that are instrumental to planning, implementing, assessing and re-evaluating existing or proposed practices. This

course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. apply the standards of the National Staff Development Council to analyze the effectiveness of the system for professional learning in a school (National Staff Development Council, 2001; Sparks, 2002; Sparks & Hirsch, 1997);

   (COE Framework: Decision-makers; Leaders; Knowledgeable; ELCC Standard 2)

2. understand the dimensions that define a learning community and use this knowledge to design indicators and rubrics to assess implementation of a learning community in a school (Eaker, DuFour, & Burnette, 2002; Hord, 1997; Louis & Kruse, 1995; Sparks, 2002; Stoll & Louis, 2007; Zepeda, 1999);

   (COE Framework: *Decision-makers; Leaders; Collaborative; Knowledgeable; Proactive; ELCC Standard 2)*

3. determine the most appropriate professional learning strategies integral to meeting the developmental learning needs of teachers and other school-based staff and that will support a system of continuous learning (National Partnership for Excellence and Accountability in Teaching (1999); Roberts & Pruitt, 2003; Sparks, 2002; Speck & Knipe, 2001);

   (COE Framework: *Decision-makers; Leaders; Adaptive; Collaborative; Knowledgeable; Proactive; ELCC Standard 2)*

4. demonstrate the ability to use appropriate tools, structures, and protocols to build and analyze the school's learning community (McDonald, J. P., Mohr, N., Dichter, A., & McDonald, 2003; Murphy & Lick, 2001; Osterman & Kottkamp, 2004);

   (COE Framework: *Decision-makers; Leaders; Adaptive; Collaborative; Culturally Sensitive; Knowledgeable; Proactive; Reflective; ELCC Standard 2)*

5. use a multiple measures model for examining data to plan, implement, and evaluate the effectiveness of a school's professional learning system (Bernhardt, 2004; Guskey, 2000; Johnson, 2002; Killion, 2002); and

   (COE Framework: Decision-makers; Leaders; Collaborative; Knowledgeable; Proactive; Reflective; ELCC Standard 2)

6. create a system for communicating the work of the learning community, including school and student performance data, to both internal and external stakeholders (Killion, 2002; Roberts & Pruitt, 2003).

   *(*COE Framework: *Decision-makers; Leaders; Collaborative; Culturally Sensitive; Knowledgeable; Proactive; ELCC Standard 4)*

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts:

Roberts, S. M., & Pruitt, E. Z. (2003). *Schools as professional learning communities: Collaborative activities and strategies for professional development.* Thousand Oaks, CA: Corwin Press.

Guskey, T. R. (2000). *Evaluating professional development.* Thousand Oaks, CA: Corwin Press.

References:

Bernhardt, V. (2004). *Data analysis for continuous school improvement.* (2nd ed.). Larchmont, NY: Eye on Education.

Birman, B. F., Desimone, L., Porter, A. C., & Garet, M. S. (2000). Designing professional development that works. *Educational Leadership, 57*(8), 28-33.

Bredeson, P. V. (2003). *Designs for learning: A new architecture for professional development in schools.* Thousand Oaks, CA: Corwin Press.

DuFour, R., & Eaker, R. (1998). *Professional learning communities at work.* Bloomington, IN: National Educational Service.

Eaker, R., DuFour, R., & Burnette, R. (2002). *Getting started: Reculturing schools to become professional learning communities.* Bloomington, IN: National Educational Service.

Easton, L. B. (Ed.). (2004). *Powerful designs for professional learning.* Oxford, OH: National Staff Development Council.

Fullan, M. (2000). *Leading in a culture of change.* San Francisco: Jossey-Bass.

Hassel, E. (1999). *Professional development: Learning from the best.* Oak Brook, IL: North Central Regional Education Laboratory.

Hord, S. (1997). *Professional learning communities: Communities of continuous inquiry and improvement.* Austin, TX: Southwest Educational Development Laboratory.

Johnson, R. (2002). *Using data to close the achievement gap: How to measure equity in our schools.* Thousand Oaks, CA: Corwin Press.

Joyce, B. (1981). A memorandum for the future. In B. Dillion-Peterson (Ed.). *Staff Development/Organization Development* (pp. 113-127). Alexandria, VA: Association for Supervision and Curriculum Development.

Joyce, B. (Ed.). (1990). *Changing school culture through staff development.* Alexandria, VA: Association for Supervision and Curriculum Development.

Kerrins, J. A., & Bacon, M. A. (1990). Continuing teacher education through a content reading project. *Journal of Staff Development, 11*(3), 28-33.

Killion, J. (2002). *Assessing impact: Evaluating staff development.* Oxford, OH: National Staff Development Council.

Lewis, A. C. (1997). A new consensus emerges on the characteristics of good professional development. *The Harvard Education Newsletter, 13*(3), 1-4.

Lindstrom, P. H., & Speck, M. (2004). *The principal as professional development leader.* Thousand Oaks, CA: Corwin Press.

Louis, K. S., & Kruse, S. D. (1995). Professionalism and community: Perspectives on reforming urban schools. Thousand Oaks, CA: Corwin Press.

McDonald, J. P., Mohr, N., Dichter, A., & McDonald, E. C. (2003). *The power of protocols: An educator's guide to better practice.* New York: Teachers College Press.

McLaughlin, M. W., & Talbert, J. E. (2006). *Building school-based teacher learning communities: Professional strategies to improve student achievement.* New York: Teachers College Press.

Moffett, C. (2000). Sustaining change: The answers are blowing in the wind. *Educational Leadership, 57*(7), 35-38.

Murphy, C. U., & Lick, D. W. (2001). *Whole-faculty study groups: Creating student-based professional development.* Thousand Oaks, CA: Corwin Press.

National Association of Elementary School Principals. (2001). *Leading learning communities: Standards for what principals should know and be able to do.* Alexandria, VA: Author

National Association of Secondary School Principals. (2002). *What the research shows: Breaking ranks in action.* Reston, VA: Author

National Partnership for Excellence and Accountability in Teaching. (1999). *Revisioning professional development: What learner-centered professional development looks like.* Oxford, OH: National Staff Development Council.

National Staff Development Council. (2001). Standards for staff development, revised. Oxford, OH: Author

Osterman, K. F., & Kottkamp, R. B. (2004). *Reflective practice for educators: Professional development to improve student learning.* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Phlegar, J. M. and Hurley, N. (1999). *Designing job-embedded professional learning: The authentic task approach.* Stoneham, MA: Learning Innovations, a Division of WestEd.

Richardson, V. (Ed.). (1994). *Teacher change and the staff development process.* New York: Teachers College Press.

Senge, P., Cambron-McCabe, N., Lucas, T., Smith, B., Dutton, J., & Kleiner, A. (2000). *Schools that learn.* New York: Doubleday.

Sparks, D. (2002). *Designing powerful professional development for teachers and principals.* Oxford, OH: National Staff Development Council.

Sparks, D., & Hirsch, S. (1997). *A new vision for staff development.* Alexandria, VA: Association for Supervision and Curriculum Development.

Speck, M., & Knipe, C. (2001). *Why can't we get it right? Professional development in our schools.* Thousand Oaks, CA: Corwin Press.

Stoll, L., & Louis, K. S. (Eds.). (2007). *Professional learning communities: Divergence, depths and difficulties.* Berkshire, Eng: Open University Press.

Zepeda, S. (1999). *Staff development: Practices that promote leadership in learning communities.* Larchmont, NY: Eye on Education.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework. The focus of this course is on preparing leaders capable of building school learning communities that have the capacity of providing ongoing support for adult and student learning. The overall evaluation of this course is designed so that each assignment relates to the development of an effective program for professional learning in schools. Due to the specific nature of the course, only selected conceptual framework descriptors are covered in the assignments. At the culmination of the semester, students will demonstrate achievement in the areas of ***decision making***: selecting meaningful professional learning activities designed to support school improvement, developing indicators and rubrics to measure implementation of a learning community, and completion of an

internship experience (**Assignments 1, 2, 3, 4,& 5**); ***leadership:*** leading group activities and taking responsibility for planning, designing, and evaluating a professional development program as well as planning implementation of a learning community (**Assignments 1, 2, 3, & 4**), ***lifelong learning:*** keeping current regarding the most recent trends influencing programs of school improvement and professional learning (**Assignments 1, 2, & 4**), being ***adaptive:*** recognizing and adjusting to the various approaches and methods for designing and assessing professional learning programs (**Assignments 1, 2, 3, & 4**), ***collaboration:*** assisting other professional educators in conceptualizing, planning, delivering, and evaluating professional learning (**Assignments 1, 2, 3, & 4**), ***cultural sensitivity***: recognizing and understanding the importance for developing professional learning programs that meet the needs of a diverse population of educators, students, and parents (**Assignments 1, 2, & 4**), ***knowledge:*** applying newly gained information and understanding for the importance of a well planned professional learning program in maintaining effective school programs (**Assignments 1, 2, 3, & 4**), ***proactive:*** designing new and unique approaches for designing, initiating, evaluating, and communicating about professional learning programs (**Assignments 1, 2, 3, & 4**), ***reflective:*** engaging in critical and reflective thinking in order to improve the design of school-based professional learning and in completing the field experience(s) (**Assignments 1, 2, 3, 4, & 5**).

Assignments

1. **Preparation for Class.** Read the assigned texts and other readings and come to class prepared to apply the readings to the work students will do in class. The schedule of assigned readings will be distributed during the first class meeting. Class sessions will be very interactive; students will work independently and in groups to explore concepts, construct knowledge, and use protocols that have direct and immediate application in schools. It is not possible to make-up group work if class is missed. (175 points)

2. **Learning Community Plan.** Create a plan that will serve as a guide for establishing and sustaining a professional learning community in a school. See the assignment instructions and the accompanying rubric for details regarding expectations, format, and how the assignment will be graded. (275 points)

3. **Indicators and Rubrics.** Work with a group to develop a set of indicators and rubrics that can be used by a school to measure implementation of a professional learning community. Each group will be assigned a portion of the 15 indicators of learning community developed through the research of Karen Seashore Louis and her colleagues. The class will then combine the work of groups into a single set of indicators and rubrics. See the assignment instructions for details regarding expectations, format, and how the assignment will be graded. (175 points)

4. **Professional Development Plan.** Each student will create a professional development plan including how the implementation and its impact will be evaluated. This plan will be based upon school data which identifies a need for improvement. See the assignment instructions for details regarding expectations, format, and how the assignment will be graded. (275 points)

5. **Field Experience(s).** Each student will successfully complete an approved field experience(s) to demonstrate proficiency in applying course concepts in the school setting. Field experiences must be directly related to the content of the course and must comply with all criteria in the department's internship handbook. Additional information will be given by the professor; in addition, the internship handbook is available on the department website. (100 points)

Evaluating Assignments

Rubrics will be used to evaluate all assignments in the course. Rubrics will be distributed along with detailed instructions for each assignment. The professor will distribute assignment instructions and rubrics during the first class session, briefly review these, and then respond to additional questions students may have during the second class session. Each assignment has a point value; the total points that can be earned in the course is 1000. At the end of the semester, points are converted to letter grades (see the Grading Policy section below).

1.	Preparation for Class	175 points
2.	Learning Community Plan	275 points
3.	Indicators and Rubrics	175 points
4.	Professional Development Plan	275 points
5.	Field Experience(s)	100 points
	Maximum points for all assignments	1000 points

GRADING POLICY

Numerical values for each assignment are totaled at the end of the semester to determine a value between zero and 1000. That value is then converted to a letter grade based on the following scale:

A – 900 to 1000 points
B – 800-899 points
C – 700-799 points
F – Below 700 points

CLASS POLICIES

1) **Submission of Assignments.** Each student is expected to submit all course assignments and make all assigned presentations on the due dates as listed in the class meeting schedule attached to the syllabus. Assignments received for grading after the due date or presentations not made on the assigned date will be penalized twenty-five percent (25%). Failure to submit an assignment or to make a class presentation will result in a zero grade for the assignment.

2) **Attendance.** Each student is expected to be on time to and attend all scheduled classes. A large portion of the final grade is based on class participation which includes discussions and

interactive assignments with other students. Discussions and interactive assignments (for example, learning to use a discussion protocol such as *The Final Word* or a problems of practice protocol like *The Tuning Protocol*) cannot be made-up.

3) **Group Norms.** Each student is expected to act in a professional manner at all times. Professional behavior includes, but is not limited to

- Participating in all class activities
- Working collaboratively with other class members
- Keeping your commitments to the group
- Attending all class sessions
- Arriving on time
- Respecting differences of opinion
- Asking questions and
- Turning-off cell phones

During the first class session, the class will review these norms and determine whether or not adjustments need to be made to the list.

4) **Academic Honesty.** Each student is expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the *University of West Georgia Student Handbook, Undergraduate Catalog,* and *Graduate Catalog.* An assignment completed for another course may NOT be used to satisfy an academic requirement for this course. Attempting to do so will result in a zero for that assignment.

5) **Extra Credit.** There is no opportunity for extra credit in this course. However, students may improve an assignment that received a low grade (a score equivalent to a "C" or lower). The first grade will be averaged with the grade on the resubmitted assignment. The professor will announce the deadline for resubmission if a student requests an opportunity to resubmit an assignment.

7) **Official Communication Channel.** The University of West Georgia's official communication method is through campus e-mail (MyUWG). Even though other means of communication may be used, the campus e-mail will always be the official source of communications from the professor to the class as a whole. Check your campus e-mail several times each week. At various times during the year, the university will ask you to change your password. If you fail to do this, you will have difficulty accessing your e-mail and as a result, may miss important information.

8) **Disability Statement.** Every effort will be made to provide all students equal access to classes and course materials regardless of special needs or temporary or permanent disability. If a student has special learning needs particularly related to (but not limited to) needs defined by the Americans with Disabilities Act, make these known to the professor and to the university's Coordinator of Disability Services. Students with documented special needs are entitled to

special accommodations related to classroom accessibility, modifications in assignments, and so forth.

Class Meeting Schedule and Topics

Session 1. Course Overview; Professional Learning Defined; and Why Professional Learning Is Important (Objectives 1, 2, 3, 4, 5, & 6)

Session 2. Building Professional Learning around Standards – NSDC Standards (Objective 1 & 4)

Session 3. Defining Professional Learning Community (Objectives 2, 3, & 4)

Session 4. What Learning Communities "Look Like" – Understanding the Dimensions of Learning Community; Development of Learning Community Indicators (Objectives 2, & 4)

Session 5. The Work of Building Learning Communities; Creating Rubrics to Measure Implementation (Objectives 2 & 4)

Session 6. Job-embedded Strategies for Professional Learning (Objectives 1, 3, &4)

Session 7. Job-embedded Strategies to Support Professional Learning; Alignment of Professional Learning to School Improvement Needs (Objectives 1, 3, &4)

Session 8. Planning, Implementing, and Evaluating Professional Learning; Nuts and Bolts of Planning and Delivering Effective Professional Learning (Objectives 1, 3, 4, 5, & 6)

Session 9. Planning, Implementing, and Evaluating Professional Learning; Organizational Support for Professional Learning (Objectives 1, 3, 4, 5, & 6)

Session 10. Planning, Implementing, and Evaluating Professional Learning; Seeing Results in Classrooms and in Student Performance (Objectives 1, 3, 4, 5, & 6)

Session 11. The Impact of School Leadership on Adult and Student Learning (Objectives 2, 4, & 6)

Course or Program Addition, Deletion or Modification Request

Department: Educational Leadership and Professional Studies **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix	Course	Title	Hours: Lecture/Lab/Total
			/ /

Action
- ☑ Course ☐ Program
- ☐ Modify ☑ Add ☐ Delete
  - ☐ Credit
  - ☐ Number
  - ☐ Title
  - ☐ Description
  - ☐ Other

Credit
- ☐ Undergraduate
- ☑ Graduate
- ☐ Other*

*Variable credit must be explained

Frequency
- ☑ Every Term
- ☐ Yearly
- ☐ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
EDLE	~~6315~~ 6329	Managing School Operations	3 / / 3

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Students examine knowledge and develop proveniences that support effective practices in school systems management, continuous improvement, and school business operations. Budgeting, accounting, operations, facilities, and other school management practices are considered within legal and ethical contexts.

Prerequisite(s) None

Present or Projected Enrollment: 60 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall / 2008 (Term/Year)

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Roy D. Nichols Jr. 11.20.07			
Department Chair	Date	Department Chair (if cross listed)	Date
Lynne O. Gaskin 11/21/07			
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

		Charles W. Clark 1/6/09	
Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs Date

Managing School Operations – EDLE 6329

Semester Hours: 3

Semester/Year:

Instructor:

Contact:

E-mail:

Office:

Office Hours:
Telephone:

Fax:

COURSE DESCRIPTION

Students examine knowledge and develop proficiencies that support effective practices in school systems management, continuous improvement, and school business operations. Budgeting, accounting, operations, facilities, and other school management practices are considered within legal and ethical contexts.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at the University of West Georgia forms the basis on which programs, courses, experiences and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles from the Educational Leadership Constituent Council (ELCC) are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings and with competencies that are instrumental to

planning, implementing, assessing and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. apply and analyze standards of effective and efficient school management practices (Brimley & Garfield, 2005; Campbell, Cunningham, Nystrand, & Usdan, 1990; Drake & Roe, 1994; Hoy & Miskell, 2001; Owen, 2001; Ray, Candoli, & Hack, 2005; Williams, Smith, & Young, 1995);

   (Decision Makers; Knowledge; Adaptive; Lifelong Learners; Leaders; Proactive; ELCC 1, 3, 5)

2. develop acumen of district and school level budget processes, accounting procedures, financial reporting requirements, and staffing guidelines (Brimley & Garfield, 2005; Drake & Roe, 1994; Garms, Guthrie, & Pierce, 1988; Hartman, 1994; Ray, Candoli, & Hack, 2005);

   (Decision Makers; Knowledge; Adaptive; Proactive; Reflective; Leaders; ELCC 3-6)

3. consider legal and ethical issues incumbent in school business management operations (Brimley & Garfield, 2005; Drake & Roe, 1994; Georgia Code, 2007; Ray, Candoli, & Hack, 2005; Williams, Smith, & Young, 1995);

   (Decision Makers; Knowledge; Adaptive; Reflective; ELCC 3, 5, 6)

4. use and develop appropriate management tools and processes to plan, measure, monitor, and communicate about improvement. Skills include:

   - Leading the collaborative development or revision of the vision, mission, and values/beliefs that will guide and inform the continuous improvement,
   - Linking individual and organizational goals, performance, and results,
   - Developing measurable school-wide, grade-level, and teacher goals that focus on student achievement,
   - Monitoring the implementation of the school improvement or strategic plan and its impact on student achievement using an accountability system,
   - Identifying and mapping core school/system processes and planning for their improvement,
   - Leading the analysis of school processes to determine their impact on time and on learning and planning for their improvement,

- Developing and implementing high performance teams, such as school improvement teams, to improve school processes and performance,
- Using improvement results to make recommendations for continuation and/or modification of plans and processes,
- Developing and implementing a succession plan for continuity and sustained effectiveness of the organization, and
- Using technology to support core system processes.

(Covey, 1991; Drake & Roe, 1994; Fullan, 2003; Hartman, 1994; Hoy & Miskell, 2001; Owen, 2001; Ray, Candoli, & Hack, 2005; Senge, 1990; Swanson & King, 1991);

(Decision Makers; Collaborative; Knowledge; Adaptive; Lifelong Learners; Proactive; Reflective; Leaders; ELCC 1-6)

5. effectively manage the learning environment by providing efficient operations and a safe and efficient school, including:

- Organizing a safe, orderly, and engaging learning environment, including facilities, that reflects state, system and local school rules, policies, and procedures,
- Managing operations within the structure of Georgia public education rules, regulations, and laws and the Georgia Code of Ethics for Educators,
- Working collaboratively to implement fiscal policies that equitably and adequately distribute all available resources to support success of all students,
- Developing a budget that aligns resources with data-based instructional priorities,
- Recruiting, selecting and hiring highly qualified and effective personnel,
- Retaining effective personnel by ensuring positive working conditions,
- Assessing the school/district reporting system to ensure Georgia and federal requirements are met, including the filing of academic progress reports and maintaining clear, written documentation of legal issues,
- Promoting technology to support administrative processes, and
- Organizing a school/system that reflects leadership decisions based on legal and ethical principles to promote educational equity.

(Brimley & Garfield, 2005; Castaldi, 1994; Drake & Roe, 1994; Earthman, 1994; Hartman, 1994; Maurer & Davidson, 1998; Owen, 2001; Ray, Candoli, & Hack, 2005; Trump, 1998; Williams, Smith, & Young, 1995); and

(Decision makers; Collaborative, Knowledge, Adaptive, Lifelong Learners, Proactive, Reflective; ELCC 1-6)

6. apply technology as a tool to effectively and efficiently perform the tasks of school business management (Drake & Roe, 1994; Maurer & Davidson, 1998; Ray, Candoli, & Hack, 2005).

(Decision Makers; Life-long Learners; Adaptive; Knowledge; Proactive; Leaders; ELCC 3)

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Text: Ray, J. R., Candoli, I. C., & Hack, W. G. (2005). *School business administration: A planning approach* (8th ed.). Boston: Allyn and Bacon.

References:

Brimley, V., & Garfield, R. R. (2005). *Financing education in a climate of change* (9th ed.). Boston: Allyn and Bacon.

Buford, J. (1991). *Personnel management and human resources in local government.* Auburn, AL: Auburn University, Center for Government Services.

Campbell, R. F., Cunningham, L. L., Nystrand, R. O., & Usdan, M. D. (1990). *The organization and control of American schools* (6th ed.). New York: Merrill.

Castaldi, B. (1994). *Educational facilities: Planning, modernization, and management* (4th ed.). Boston: Allyn and Bacon.

Covey, S. R. (1991). *Principle-centered leadership*. New York: Simon and Schuster.

Deming, W. E. (1993). *The new economics for industry, government, education.* Cambridge, MA: Massachusetts Institute of Technology.

Drake, T. L., & Roe, W. (1994). *School business management*. Boston: Allyn and Bacon.

Dunkee, D., & Shoop, R. (1993). *A primer for risk management.* Boston: Allyn and Bacon.

Earthman, G. I. (1992). *Planning educational facilities for the next century*. Reston, VA: Association of School Business Officials International.

Earthman, G. I. (1994). *School renovation handbook.* Lancaster, PA: Technomic Publishing Co.

Egmond, V., & Pannel, D. (1987). *The school food service handbook: A guide for school administrators.* Reston, VA: Association of School Business Officials International.

Everett, R. E., & Johnson, D. (1996). *Managerial and financial accounting for school administrators.* Reston, VA: Association of School Business Officials International.

Flynn, J. (1990). *The art of investing school district funds.* Reston, VA: Association of School Business Officials International.

Fullan, M. (2003). *The moral imperative of school leadership.* San Francisco: Jossey-Bass.

Garms, W. I., Guthrie, J. W., & Pierce, L. C. (1993). *School finance and education policy.* Englewood Cliffs, NJ: Prentice-Hall.

Georgia Code, Chapter 20 (2007). Available from Georgia General Assembly Web site, http://www.legis.state.ga.us/htdig/search.htm

Graves, B. (1993). *School ways, the planning and design of America's schools.* New York: McGraw Hill.

Hartman, W. T. (1994). *School district budgeting.* Englewood Cliffs, NJ: Prentice Hall.

Hawkins, H. L. (1976). *Appraisal guide for school facilities.* Midland, MI: Pendell Publishing.

Hoy, W. K., & Miskel, C. G. (2001). *Educational administration: Theory, research, and practice* (5th ed.). New York: McGraw-Hill.

Interstate School Leaders Licensure Consortium. (1996). *Standard for school leaders.* Washington, DC: Council of Chief State School Officers.

Johns, R.L., Morphet, E. L., & Alexander, K. (1983). *The economics and financing of education.* Englewood Cliffs, NJ: Prentice-Hall.

Jones, T. H. (1988). *Introduction to school finance techniques and policy.* New York: Macmillan Publishing Co.

Maurer, M. M., & Davidson, G. S. (1998). *Leadership in instructional technology.* Columbus, OH: Merrill.

Owen, R. G. (2001). *Organizational behavior in education: Instructional leadership and school reform* (7th ed.). Boston: Allyn and Bacon.

Rebore, R. W. (2001). *Human resources administration in education: A management approach* (6th ed.). Boston: Allyn and Bacon.

Reutter, E. E., & Hamilton, R. R. (1994). *The law of public education* (4th ed.). New York: Foundation Press.

School Facilities Maintenance Task Force, National Forum on Educational Statistics and ASBO. (2003). *Planning guide for maintaining school facilities.* Washington, DC: National Center for Educational Statistics.

Senge, P. M. (1990). *The fifth discipline.* New York: Doubleday/Currency.

Sergiovanni, T. J., Burlingame, M., Coombs, F. S., & Thurston, P. W. (1987). *Educational governance and administration*. Englewood Cliffs, NJ: Prentice-Hall.

Swanson, A. D., & King, R. A. (1991). *School finance: Its economics and politics*. New York: Longman

Trump, K. S. (1998). *Practical school security: Basic guidelines for safe and secure schools*. Thousand Oaks, CA: Corwin Press.

United States Department of Education. (2006). *Digest of education statistics: 2006*. Washington, DC: Author.

Williams, C. A., Smith, M. L., & Young, P. C. (1995). *Risk management and insurance* (7th ed.). New York: McGraw-Hill.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework.

This course is designed to provide students the tools necessary to effectively manage school processes. At the culmination of the semester, students will demonstrate achievement in the area of ***decision making***: practicing organizational theory and management practices oriented toward school improvement (**All assignments**); ***leadership:*** taking responsibility for identifying, designing, and evaluating school management processes **(Assignments 1, 2, 3, 5, 6, 7, 8, 9)**, ***lifelong learning:*** keeping current regarding recent trends influencing school improvement and management **(Assignments 1, 3, 7, 8, 9)**, being ***adaptive:*** recognizing and adjusting to various approaches and methods for designing and assessing school management processes **(Assignments 1, 2, 3, 6, 7, 8, 9)**, ***collaboration:*** assisting other professional educators in conceptualizing, planning, delivering, and evaluating management processes **(Assignments 1, 5, 7, 8)**, ***cultural sensitivity***: recognizing and understanding the importance of developing school management processes that meet the needs of a diverse population of educators, students, and parents **(Assignments 1, 7, 8)**, ***knowledge:*** applying newly gained information and understanding the importance of well-planned management processes to maintain effective school programs **(All assignments)**, ***Proactive:*** developing new and unique approaches for designing, initiating, and communicating about school management processes **(All assignments)**, ***reflective:*** engaging in critical and reflective thinking in order to improve the design of school management processes **(All assignments)**.

Assignments:

Each assignment listed below will be described in detail on handouts when assignments are made at various times during the semester. Additional assignments are occasionally required, and students are expected to complete all assignments. Each student will successfully complete assigned field experiences.

1. Read the assigned texts and actively participate in class discussions and activities. Much of the work in class is group-based and discussion oriented; it is not possible to make-up group work or discussions if class is missed.

   (Course Objectives 1-6), 100 of 1000 points

2. Develop a site-based budget for an elementary school. Given a set of specific data, students will develop a budget that reflects identified best practices. Work products include a timeline, rationale, and estimates of revenue and expenses.

   (Course Objectives 1, 2, 5) 100 of 1000 points

3. Create an organizational chart for your school district that includes the following areas of responsibility: transportation, food service, payroll, accounts payable, risk management (property and casualty insurance), budget development, purchasing, distribution, employee benefits, information systems, maintenance and facilities, superintendent, assistant superintendents, business manager, building principals, assistant principals, and building level improvement teams and committees. Personal names are not necessary, but job reporting relationships and identification of major job responsibilities is required.

Students will apply organizational theories and management practices to develop three hypotheses regarding organizational relationships, analyzing their school district relative to conceptual models.

In addition, students will select one of the responsibility areas and include a detailed explanation of processes, making suggestions for improvement or identifying best practices.

(Course Objectives 1, 4, 5) 150 of 1000 points

4. Students will have a choice in completing assignment four. Given a set of variables, students will develop an efficient staffing plan for an elementary school, including non-teaching personnel. A second option is to develop a cash management/investment strategy for a school district, given a specific set of data.

(Course Objectives 1, 2, 4, 5) 75 of 1000 points

5. Within a group context, students will create and deliver a class presentation on an assigned management topic. Legal and ethical viewpoints will be included. The presentation will be 30-45 minutes in length (followed by 15 minutes for closure activities) and must be presented in a way that allows the audience to interact with the presentation. See the assignment instructions for details regarding expectations, format, and the scoring rubric.

(Course Objectives 1-6), 100 of 1000 points

6. Students will develop a 15-20 minute power point discussion to be presented to a school superintendent regarding a school business management problem. Define the problem with precision-- and decide appropriate strategies to address the issue.

Include at least three references, a written outline of your proposed presentation (or a script), and a disc or CD and hardcopy of the power point presentation. A brief presentation is expected at the last class session. It is expected that this assignment shows initiative beyond what is developed in class materials and discussion sessions.

(Course objectives 1-6), 175 of 1000 points

7. Mid-term exam= **(Course objectives 1-6), 100 of 1000 points**

8. Comprehensive final exam= **(Course objectives 1-6), 100 of 1000 points**

9. Individualized field experiences:

Students will work cooperatively with their instructor to identify unique and appropriate field learning experiences. Application of effective business and management processes will be emphasized.

(Course Objectives 1-6), 100 of 1000 points

CLASS POLICIES

1) **Submission of Assignments**: Each student is expected to submit all course assignments and make all assigned presentations on the due dates as listed in the class meeting schedule attached to the syllabus. Assignments received for grading after the due date or presentations not made on the assigned date will be penalized twenty-five percent (25%). Failure to submit an assignment or to make a class presentation will result in a zero grade for the assignment.

2) **Attendance:** Each student is expected to be on time to and attend all scheduled classes. A large portion of the final grade is based on class participation which includes discussions and interactive assignments with other students. Discussions and interactive assignments cannot be made-up.

3) **Group Norms:** Each student is expected to act in a professional manner at all times. Professional behavior includes, but is not limited to

- Participating in all class activities
- Working collaboratively with other class members
- Keeping your commitments to the group
- Attending all class sessions
- Arriving on time
- Respecting differences of opinion
- Asking questions
- Turning-off cell phones

During the first class session, the class will review these norms and determine whether or not adjustments need to be made to the list.

4) **Academic Honesty:** Each student is expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the *University of West Georgia Student Handbook, Undergraduate Catalog,* and *Graduate Catalog.* An assignment completed for another course may NOT be used to satisfy an academic requirement for this course. Attempting to do so will result in a zero for that assignment.

5) **Extra Credit:** There is no opportunity for extra credit in this course. However, students may improve an assignment that received a low grade (a score equivalent to a "C" or lower). The first grade will be averaged with the grade on the resubmitted assignment. The student must re-submit the assignment within a week of the return of the original graded assignment.

6) **System for Evaluating Assignments:** Rubrics will be used to evaluate many assignments in the course. Rubrics will be distributed along with detailed instructions for each assignment. The professor will distribute assignment instructions and rubrics during the first class session, briefly review these, and then respond to additional questions students may have during the second class session. Each assignment has a point value; the total points that can be earned in the course is 1000. At the end of the semester, points are converted to letter grades (see the scale in the next section below).

7) **Official Communication Channel:** The University of West Georgia's official communication method is through campus e-mail (MyUWG). Even though other means of communication may be used, the campus e-mail will always be the official source of communications from the professor to the class as a whole. Check your campus e-mail several times each week. At various times during the year, the university will ask you to change your password. If you fail to do this, you will have difficulty accessing your e-mail and as a result, may miss important information.

8) **Disability Statement:** Every effort will be made to provide all students equal access to classes and course materials regardless of special needs or temporary or permanent disability. If

a student has special learning needs particularly related to (but not limited to) needs defined by the Americans with Disabilities Act, make these known to the professor and to the university's Coordinator of Disability Services. Students with documented special needs are entitled to special accommodations related to classroom accessibility, modifications in assignments, and so forth.

GRADING POLICY:
A – 900 to 1000 points
B – 800-899 points
C – 700-799 points
F – Below 700 points

Class Schedule

Class #1	Course overview, review of assignments and reference list, norm-setting; management and organizational effectiveness (principles of effective management)
Class #2	Management and organizational effectiveness, management processes; case studies; (principles of effective management)
Class #3	Financial issues—school funding, local revenues, millage rates
Class #4	Financial issues—QBE, budget planning exercises
Class #5	Financial issues--budget planning exercises
Class #6	Financial issues--budget development exercises
Class #7	Accounting, auditing (building-based financial processes)
Class #8	Legal module: legal and ethical issues in finances (accounting, audits); adequacy and equity in school funding; Mid-term exam
Class #9	Process improvements, technology and information systems
Class #10	Operations including risk management, transportation, food services, cash management, personnel and payroll administration
Class #11	Operations including risk management, transportation, food services, cash management, personnel and payroll administration
Class #12	Legal Module: accountability issues and submission requirements; FERPA; personnel management and Code of Ethics for Educators; copyright issues
Class #13	Operations including risk management, transportation, food services, cash management, personnel and payroll administration
Class #14	Capital asset planning and facility management
Class #15	Legal Module: ADA and facility issues; torts (risk management); various liability exposures
Class #16	Final projects, comprehensive final exam, course evaluation

Course or Program Addition, Deletion or Modification Request

Department: Educational Leadership and Professional Studies **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix	Course	Title	Hours: Lecture/Lab/Total
			/ /

Action	Credit	Frequency
☑ Course ☐ Program	☐ Undergraduate	☑ Every Term
☐ Modify ☑ Add ☐ Delete	☑ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
EDLE	6330	Building School Culture	2 / / 2

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course prepares aspiring leaders to engage school communities in creating and sustaining high performance cultures that personalize learning and set high expectations.

Prerequisite(s) None

Present or Projected Enrollment: 60 (Students per year) Effective Date*: Fall /2008
*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Floyd Nichols Jr. 11.20.07
Department Chair Date Department Chair (if cross listed) Date

Lynne O. Gaskin 11/21/07
Dean of College Date Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies 1/14/08 Date

Vice President for Academic Affairs Date

Rationale for Course Addition: EDLE 6330

This course is being added as part of a new Educational Leadership program in response to the "sun setting" of leadership preparation programs by the joint actions of the Georgia Board of Regents (BOR) and the Georgia Professional Standards Commission (PSC). New leadership certification rules have been established by the PSC. Consequently, the Educational Leadership and Professional Studies Department (ELPS) has developed proposed new programs for M.Ed. level preparation and certification as well as Specialist in Education level preparation and certification.

The current preparation programs at both the M.Ed. and Specialist in Education levels will be phased out. The new programs will begin operation beginning fall semester 2008. This proposed course has been developed as part of the new program.

Redesign of educational leadership programs is taking place in a number of states and at many individual institutions. National organizations such as the University Council on Education Administration (UCEA), Division A (Administration, Organization, and Leadership) of the American Educational Research Association (AERA), and the Southern Regional Education Board (SREB) have encouraged the dialogue on program redesign. Joseph Murphy of Vanderbilt University and a major figure in UCEA's work, worked with West Georgia in the early stages of our redesign work. Members of the West Georgia ELPS faculty – Roy Nichols and David Hill – have worked on state committees that have brought together representatives of each IHE, BOR staff, PSC staff, Georgia Department of Education staff, RESA staff, and representatives of school districts across the state.

This course and others that make-up the proposed program have been thoughtfully crafted to reflect current research and literature in the field of education leadership. The standards of the Educational Leadership Constituent Council (ELCC) and the Board of Regents Principles support inclusion of this new course in the proposed program.

Building School Culture – EDLE 6330

Semester Hours: 2

Semester/Year:

Instructor:

Contact:

E-mail:

Office:

Office Hours:

Telephone:

Fax:

COURSE DESCRIPTION

This course prepares aspiring leaders to engage school communities in creating and sustaining high performance cultures that set high expectations for all students and personalize learning environments so that all students can meet rigorous standards.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education (COE Framework) at the University of West Georgia forms the basis on which programs, courses, experiences and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National standards, the Educational Leadership Constituent Council Standards (ELCC Standards), and the College of Education Framework (COE Framework) descriptors are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings and with competencies that are instrumental to planning, implementing, assessing and re-evaluating existing or proposed practices. This

course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. develop an understanding of the nature of organizational culture by examining definitions and frameworks, and learning how to use metaphors to examine deeper meanings in definitions of culture (Alvesson, 2002; Deal & Peterson, 2003; Sarason, 1996; Schein, 2004);

   (COE Framework: Adaptive; Knowledgeable; Proactive; Reflective; ELCC 1 & 2)

2. examine the relationship between culture and school performance (Louis & Kruse, 1995; Marzano, 2000; Newmann, 1996; Newmann, Smith, Allensworth);

   (COE Framework: Leaders; Adaptive; Knowledgeable; Proactive; Reflective; ELCC 2)

3. examine the literature on the impact of three belief sets regarding student performance: ability & achievement, efficacy & effort, and power & control (Bandura, 1998; Fried, 1995; Fried, 2001; Oakes & Lipton, 1999; Shadid & Thompson, 2001);

   (COE Framework: Decision-makers; Leaders; Collaborative; Culturally Sensitive; Knowledgeable; Proactive; ELCC 1 & 2)

4. identify and use appropriate protocols and analysis tools to analyze and build the school's culture (McDonald, Mohr, Dichter, & McDonald, 2003; Wagner & Masden-Copas, 2002; Walsh & Sattes, 2000);

   (COE Framework: Decision-makers; Leaders; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective; ELCC 1 & 2)

5. understand how organizational beliefs are related to structures and processes in the organization, analyze the alignment between beliefs and structures, as well as the potential impact of alignment issues (Deal & Peterson, 2003; Sarason, 1996; Southern Regional Education Board, 2003; Weick, 1976); and

   (COE Framework: Decision-makers; Leaders; Adaptive; Collaborative; Knowledgeable; Proactive; ELCC 2)

6. examine the role of leadership in building culture and determine how a school can use a system of distributed leadership to strengthen the school's culture (Deal & Peterson, 2003; Hargreaves & Fink, 2006; Lambert, 1998; Sergiovanni, 2005; Spillane, 2006).

*(*COE Framework: *Decision-makers; Leaders; Adaptive; Collaborative; Knowledgeable; Proactive; ELCC 2)*

Texts, Readings and Instructional Resources

Required Texts:

Bolman, L., & Deal, T. (2002). *Reframing the path to school leadership: A guide for teachers and principals.* Thousand Oaks, CA: Corwin Press.

Deal, T., & Peterson, K. (2003). *Shaping school culture: The heart of school leadership.* San Francisco: Jossey-Bass.

Readings:

To be distributed during class sessions.

Instructional Resources:

Alvesson, M. (2002). *Understanding organizational culture*. Thousand Oaks, CA: Sage Publications.

Bandura, A. (1998). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (*vol. 4*), pp. 71-81. New York: Academic Press. Reprinted in H. Friedman (Ed.), *Encyclopedia of Mental Health.* San Diego, CA: Academic Press.

Bolman, L., & Deal, T. (2003). *Reframing organizations: Artistry, choice, and leadership* (3rd ed.). San Francisco: Jossey-Bass.

Cherry, D., & Spiegel, J. (2006). *Leadership, myth, & metaphor: Finding common ground to guide effective school change.* Thousand Oaks, CA: Corwin Press.

Fried, R. L. (1995). *The passionate teacher.* Boston: Beacon Press.

Fried, R. L. (2001). *The passionate learner: How teachers and parents can help children reclaim the joy of discovery.* Boston: Beacon.

Fullan, M. (2001). *Leading in a culture of change.* San Francisco: Jossey-Bass.

Fullan, M. (2001). *The new meaning of educational change* (3rd ed.). New York: Teachers College Press.

Fullan, M. (2005). *Leadership and sustainability.* Thousand Oaks, CA: Corwin Press.

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

Lambert, L. (1998). *Building leadership capacity in schools.* Alexandria, VA: Association for Supervision and Curriculum Development.

Louis, K. S., & Kruse, S. D. (1995). *Professionalism and community: Perspectives on reforming urban schools.* Thousand Oaks, CA: Corwin Press.

Lunenburg, F., & Ornstein, A. (2004). *Educational administration: Concepts and practices* (4th ed.). Belmont, CA: Wadsworth.

Marzano, R. J. (2000). *A new era of school reform: Going where the research takes us.* Aurora, CO: Mid-continent Research for Educational Learning.

McDonald, J. P., Mohr, N., Dichter, A., & McDonald, E. C. (2003). *The power of protocols: An educator's guide to better practice.* New York: Teachers College Press.

Newmann, F. M., & Associates. (1996). *Authentic achievement: Restructuring schools for intellectual quality.* San Francisco: Jossey-Bass.

Newmann, F. M., Smith, B., Allensworth, E., & Bryk, A. S. (2001). Instructional program coherence: What it is and why it should guide school improvement policy. *Educational Evaluation and Policy Analysis, 23*(4), 297-321.

Oakes, J., & Lipton, M. (1999). *Teaching to change the world.* Boston: McGraw-Hill.

Sarason, S. (1996). *Revisiting "the culture of the school and the problem of change."* New York: Teachers College Press.

Schein, E. (2004). *Organizational culture and leadership* (3rd ed.). San Francisco: Jossey-Bass.

Senge, P. (1990). *The fifth discipline.* New York: Doubleday.

Senge, P., Cambron-McCabe, N., Lucas, T., Smith, B., Dutton, J., & Kleiner, A. (2000). *Schools that learn: A fifth discipline fieldbook for educators, parents, and everyone who cares about education.* New York: Doubleday.

Sergiovanni, T. J. (2005). *Strengthening the heartbeat: Leading and learning together in schools.* San Francisco: Jossey-Bass.

Shadid, J., & Thompson, D. (2001, April). *Teacher efficacy: A research synthesis.* Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.

Southern Regional Education Board (2003). *Creating a high performance learning culture.* Atlanta, GA: Author

Spillane, J. P. (2006). *Distributed leadership.* San Francisco: Jossey-Bass.

Wagner, C., & Masden-Copas, P. (2002). An audit of the culture starts with two handy tools. *Journal of Staff Development, 23*(3), 42-53.

Walsh, J., & Sattes, B. (2000). *Inside school improvement: Creating high-performing learning communities.* Charleston, WV: AEL.

Weick, K. E. (1976). Education organizations as loosely coupled systems. *Administrative Science Quarterly, 21*(1), 1-19.

Zmuda, A., Kuklis, R., & Kline, E. (2004). *Transforming schools: Creating a culture of continuous improvement.* Alexandria, VA: Association for Supervision and Curriculum Development.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework. The focus of this course is on preparing school leaders who can successfully lead communities in building cultures that foster learning for students and adults. The overall evaluation of this course is designed so that each assignment relates to knowledge and skill development for culture building and leadership development. Due to the specific nature of the course, only selected conceptual framework descriptors are covered in the assignments. At the culmination of the semester, students will demonstrate achievement in the areas of ***decision making***: analyzing the culture of a school and making recommendation regarding how to build that culture, determining appropriate protocols to use to foster collaborative work in a school, analyzing distributive leadership practices in a school and making recommendations for enhancing the impact of distributive leadership, and completing an approved internship experience (**Assignments 2, 3, 4, & 5**); ***leadership:*** taking responsibility for leading group activities in class; leading the analysis of a school's culture, leading use of protocols in a school, and leading the examination of distributed leadership practices in a school (**Assignments 1, 2, 3, & 4**); ***lifelong learning:*** keeping current regarding the most recent literature on school culture (**Assignment 1**); being ***adaptive:*** recognizing and adjusting to the various approaches and methods used by the professor, other students, and colleagues in schools in examining and working on school culture (**Assignments 1, 2, 3, & 4**); ***collaboration:*** assisting other professional educators in conceptualizing and analyzing school culture, and in using protocols to work on culture (**Assignments 1, 2, & 3**); ***cultural sensitivity***: recognizing and understanding the importance for addressing the needs of a diverse population of educators, students, and parents (**Assignments 1, 2, 3, & 4**); ***knowledge:*** applying newly gained knowledge and skills in culture analysis, use of protocols, analysis of distributed leadership, and completion of an approved internship activity (**Assignments 1, 2, 3, 4, & 5**); ***Proactive:*** making recommendations to address issues of school culture and distributed leadership (**Assignments 2 & 4**), ***reflective:*** engaging in critical and reflective thinking in order to improve culture building and leadership practices in a school (**Assignments 1, 2, 4, & 5**).

Assignments

1. **Preparation for Class.** Read the assigned texts and other readings and come to class prepared to apply the readings to the work students will do in class. The schedule of assigned readings will be distributed during the first class meeting. Class sessions will be very interactive; discussions and activities will be structured so that students work independently and in groups to examine concepts, construct knowledge and learn to use protocols that have direct and immediate application in schools. It is not possible to make-up group work if class is missed. (175 points)
(leadership, lifelong learning, adaptive, collaboration, cultural sensitivity, knowledge, reflective)
2. **School Culture Analysis.** Examine the culture of a school using culture analysis tools and processes, and report the results as a case study. Students will engage in a critical friends activity in which critical friends critique and give feedback regarding one another's case studies as well as suggest recommendations for how the school might move forward with building a positive culture. See assignment instructions with accompanying rubric for details on how to successfully complete this assignment. (275 points)
(leadership, decision making, adaptive, collaboration, cultural sensitivity, knowledge, proactive, reflective)

3. **Using Protocols in a School.** Use three different protocols (two learned in this course and one you develop) to lead groups in a school in a discussion, to improve how a team functions, to make decisions in a group, or to examine teaching and learning. In each case the student will analyze implementation and impact of use. In addition, the student and those participating in the use of protocols will write in reflective journals about their experiences. The reflections will be used as part of the analysis of the impact of using the protocols. See assignment instructions with accompanying rubric for details on how to successfully complete this assignment. (175 points)
(leadership, decision making, adaptive, collaboration, cultural sensitivity, knowledge)

4. **Analysis of Distributed Leadership Practices.** Analyze how distributed leadership practices in a school are used (or possibly not used) to foster the development of the school's culture. Using a framework for how leaders can engage in culture work, map the culture building work of the school's leaders (leaders are defined as positional as well as emergent leaders). Findings will be detailed in a report with accompanying recommendations for maximizing culture building. See assignment instructions with accompanying rubric for details on how to successfully complete this assignment. (275 points)
(leadership, decision making, adaptive, cultural sensitivity, knowledge, proactive, reflective)

5. **Field Experiences.** Each student will successfully complete one or more approved field experience(s) to demonstrate proficiency in applying course concepts in the school setting. Field experiences must be directly related to the content of the course and must

comply with all criteria in the department's internship handbook. Additional information will be given by the professor; in addition, the internship handbook is available on the department website. (100 points)
(*decision making, knowledge, reflective)*

Evaluating Assignments

Rubrics will be used to evaluate all assignments in the course. Rubrics will be distributed along with detailed instructions for each assignment. The professor will distribute assignment instructions and rubrics during the first class session, briefly review these, and then respond to additional questions students may have during the second class session. Each assignment has a point value; the total points that can be earned in the course are 1000. At the end of the semester, points are converted to letter grades (see the scale in the section, Grading Policy).

1.	Preparation for Class	175 points
2.	School Culture Analysis	275 points
3.	Using Protocols in Schools	175 points
4.	Analysis of Distributed Leadership Practices	275 points
5.	Field Experience(s)	100 points
	Total Points for Semester	1000 points

GRADING POLICY

Numerical values for each assignment are totaled at the end of the semester to determine a value between zero and 1000. That value is then converted to a letter grade based on the following scale:

A – 900 to 1000 points
B – 800-899 points
C – 700-799 points
F – Below 700 points

CLASS POLICIES

1) **Submission of Assignments.** Each student is expected to submit all course assignments and make all assigned presentations on the due dates as listed in the class meeting schedule attached to the syllabus. Assignments received for grading after the due date or presentations not made on the assigned date will be penalized twenty-five percent (25%). Failure to submit an assignment or to make a class presentation will result in a zero grade for the assignment.

2) **Attendance.** Each student is expected to be on time to and attend all scheduled classes. A large portion of the final grade is based on class participation which includes discussions and interactive assignments with other students. Discussions and interactive assignments (for example, learning to use a discussion protocol such as *The Final Word* or a problems of practice protocol like *The Tuning Protocol*) cannot be made-up.

3) **Group Norms.** Each student is expected to act in a professional manner at all times. Professional behavior includes, but is not limited to

- Participating in all class activities
- Working collaboratively with other class members
- Keeping your commitments to the group
- Attending all class sessions
- Arriving on time
- Respecting differences of opinion
- Asking questions and
- Turning-off cell phones

During the first class session, the class will review these norms and determine whether or not adjustments need to be made to the list.

4) **Academic Honesty.** Each student is expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the *University of West Georgia Student Handbook, Undergraduate Catalog,* and *Graduate Catalog.* An assignment completed for another course may NOT be used to satisfy an academic requirement for this course. Attempting to do so will result in a zero for that assignment.

5) **Extra Credit.** There is no opportunity for extra credit in this course. However, students may improve an assignment that received a low grade (a score equivalent to a "C" or lower). The first grade will be averaged with the grade on the resubmitted assignment. The professor will announce the deadline for resubmission if a student requests an opportunity to resubmit an assignment.

7) **Official Communication Channel.** The University of West Georgia's official communication method is through campus e-mail (MyUWG). Even though other means of communication may be used, the campus e-mail will always be the official source of communications from the professor to the class as a whole. Check your campus e-mail several times each week. At various times during the year, the university will ask you to change your password. If you fail to do this, you will have difficulty accessing your e-mail and as a result, may miss important information.

8) **Disability Statement.** Every effort will be made to provide all students equal access to classes and course materials regardless of special needs or temporary or permanent disability. If a student has special learning needs particularly related to (but not limited to) needs defined by the Americans with Disabilities Act, make these known to the professor and to the university's Coordinator of Disability Services. Students with documented special needs are entitled to special accommodations related to classroom accessibility, modifications in assignments, and so forth.

Class Sessions

Class #1.	Course Overview; The Nature of Organizational Culture; A Framework for Understanding Culture (Objectives 1, 2, & 5)
Class #2.	Beliefs, Values, and Norms: The Difficulty of Getting Everyone on the Same Page (Objectives 1, 2, 3, & 4)
Class #3.	Beliefs about Ability and Achievement; Tools for Analyzing Beliefs (Objectives 2, 3, & 4)
Class #4.	Beliefs about Effort and Efficacy; Tools for Having Discussions about Beliefs (Objectives 2, 3, & 4)
Class #5.	Beliefs about Power and Control; Linking Beliefs to School Structures (Objectives 2, 3, 4, & 5)
Class #6	Analyzing the Alignment of Beliefs and Structures (Objectives 4 & 5)
Class #7	Analyzing the Alignment of Beliefs and Structures (Objectives 4 & 5)
Class #8.	Creating Structures that Personalize Learning for Students & Adults *(Objectives 4 & 5)*
Class #9.	Using Distributed Leadership to Foster Culture Building (Objectives 4 & 6)
Class #10.	Leadership Roles in Culture Building (Objectives 4 & 6)
Class #11.	Summative Activity (Objectives 1, 2, 3, 4, 5, & 6)

Course or Program Addition, Deletion or Modification Request

Department: Educational Leadership and Professional S **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix	Course	Title	Hours: Lecture/Lab/Total
			/ /

Action
☑ Course ☐ Program

☐ Modify ☑ Add ☐ Delete
- ☐ Credit
- ☐ Number
- ☐ Title
- ☐ Description
- ☐ Other

Credit
- ☐ Undergraduate
- ☑ Graduate
- ☐ Other*

*Variable credit must be explained

Frequency
- ☑ Every Term
- ☐ Yearly
- ☐ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
EDLE	6331	Advanced Culture Seminar	3 / / 3

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course will provide insights into the application of processes involved in cultivating collaborative and learning focused school cultures.

Prerequisite(s) EDLE 6330

Present or Projected Enrollment: 60 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall /2008 (Term/Year)

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Boyd D. Nichols Jr. 11-20-07
Department Chair Date | Department Chair (if cross listed) Date

Lynne O. Gaskin 11/21/07
Dean of College Date | Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date | Chair, Committee on Graduate Studies 1/4/08 Date

Vice President for Academic Affairs Date

Rationale for Course Addition: EDLE 6331

This course is being added as part of a new Educational Leadership program in response to the "sun setting" of leadership preparation programs by the joint actions of the Georgia Board of Regents (BOR) and the Georgia Professional Standards Commission (PSC). New leadership certification rules have been established by the PSC. Consequently, the Educational Leadership and Professional Studies Department (ELPS) has developed proposed new programs for M.Ed. level preparation and certification as well as Specialist in Education level preparation and certification.

The current preparation programs at both the M.Ed. and Specialist in Education levels will be phased out. The new programs will begin operation beginning fall semester 2008. This proposed course has been developed as part of the new program.

Redesign of educational leadership programs is taking place in a number of states and at many individual institutions. National organizations such as the University Council on Education Administration (UCEA), Division A (Administration, Organization, and Leadership) of the American Educational Research Association (AERA), and the Southern Regional Education Board (SREB) have encouraged the dialogue on program redesign. Joseph Murphy of Vanderbilt University and a major figure in UCEA's work, worked with West Georgia in the early stages of our redesign work. Members of the West Georgia ELPS faculty – Roy Nichols and David Hill – have worked on state committees that have brought together representatives of each IHE, BOR staff, PSC staff, Georgia Department of Education staff, RESA staff, and representatives of school districts across the state.

This course and others that make-up the proposed program have been thoughtfully crafted to reflect current research and literature in the field of education leadership. The standards of the Educational Leadership Constituent Council (ELCC) and the Board of Regents Principles support inclusion of this new course in the proposed program.

Advanced Culture Seminar – EDLE 6331

Semester/Year:

Semester Hours: 3

Instructor:

Office:

Office Hours:

E-mail:

Telephone:

Fax:

COURSE DESCRIPTION

This course will provide insights into the application of processes involved in cultivating collaborative and learning focused school cultures. Prerequisite: EDLE 6330

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education (CoE Framework) at the University of West Georgia forms the basis on which programs, courses, experiences and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (Educational Leadership Constituent Council, ELLC) and the College of Education framework descriptors are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings and with competencies that are instrumental to planning, implementing, assessing and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles and standards. Class activities and

assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. recognize and understand dimensions of culture necessary to drive and sustain change in a collegial environment focused on learning and improvement (Deal & Peterson, 2003; Lok & Crawford, 2004; Smith, 2005);

   (CoE Framework: Collaborative, Culturally Sensitive, Proactive; ELCC Standards 1 and 2)

2. describe and apply concepts and conditions related to organizational learning through analysis of selected readings and examination of leadership behaviors necessary to support organizational learning in schools (Collinson & Cook, 2007; French & Bell, 1999; Senge, Cambron-McCabe, Lucas, Smith & Kleiner, 2000);

   (CoE Framework: Decision Makers, Leaders, Reflective; ELCC Standards 3 and 5)

3. demonstrate an understanding of organizational behavior including the effects of the work environment on individual commitment through a review of literature, reflection on personal/professional experiences and examination of current practices in schools and school systems (Evans, 2001; Ott, Parkes & Simpson, 2008; Swanson & Holton, 2001);

   (CoE Framework: Knowledgeable, Reflective; ELCC Standards 3 and 5)

4. recognize and understand the application of General Systems Theory as it relates to leading school improvement, creating structures for teamwork and empowerment, utilization of feedback and data, and motivating faculty, staff, students and parents (Beach & Lindahl, 2004; Evans, 2001; Ott, Parkes & Simpson, 2008; Swanson & Holton, 2001);

   (CoE Framework: Life Long Learners, Adaptive, Empathetic; ELCC Standards 2 and 4)

5. identify effective practices related to the utilization of change theory and human resource development theory and explain how these practices contribute to effective communication practices and the engagement of faculty, staff, students and stakeholders in a culture of high expectations (Evans, 2001; French & Bell, 1999; Ott, Parkes & Simpson, 2008); and

(CoE Framework: Decision Makers, Leaders, Empathetic, Proactive; ELCC Standards 4 and 6)

6. demonstrate the ability to apply theory to practice through the development of action plans relating to leader behaviors which influence culture and support sustainability of improvement efforts (Collinson & Cook, 2007; *Evans, 2001*; Maslowski, 2006).

(CoE Framework: Decision Makers, Leaders; ELCC Standards 2, 4 and 6)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES
Required Text/Materials:

Schein, E. H. (2004).*Organizational culture and leadership (3rd ed.).* San Francisco: Jossey-Bass.

Selected readings distributed in class.

Other Resources and References

Beach, R.H., & Lindahl, R. (2004). Identifying the knowledge base of school improvement. *Planning and Change (35)*1, 2-32.

Collinson, V., & Cook, T.F. (2007). *Organizational learning: Improving learning, teaching and leading in school systems.* Thousand Oaks, CA: Sage Publications, Inc.

Deal, T.E., & Peterson, K.D. (2003). *Shaping school culture: The heart of leadership.* San Francisco: Jossey Bass.

Evans, R. (2001). *The human side of school change: Reform, resistance, and the real-life problems of innovation.* San Francisco: Jossey- Bass.

French, W.L., & Bell C.H. (1999). *Organization development: Behavioral science interventions for organization improvement.* Englewood Cliffs, NJ: Prentice Hall.

Lok, P., & Crawford, J. (2004). The effect of organizational culture and leadership style on job satisfaction and organizational commitment. *Journal of Management Development, (23)* 4, 321-338.

Maslowski, R. (2006). A review of inventories for diagnosing school culture. *Journal of Educational Administration,* (44)1, 6-35.

Ott, J.S., Parkes, S.J., & Simpson, R.B. (2008). *Classic reading in organizational behavior (4th ed.).* Belmont, CA: Thomson/Wadsworth.

Senge, P.M., Cambron-McCabe, N., Lucas, T., Smith, B. Dutton, J., & Kleiner, A. (2000). *Schools that learn.* New York: Doubleday.

Smith, C.A. (2005). School factors that contribute to the underachievement of students of color and what culturally competent school leaders can do. *Educational Leadership and Administration (17), 21-32.*

Swanson, R.A., & Holton, E.F. (2001). *Foundations of human resource development.* San Francisco: Berrett-Koehler Publishers, Inc.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

This course provides in class and field experiences for students in the investigation of collaborative and learning focused school cultures. Students will demonstrate achievement as **Decision Makers** (Assignments 2, 3), **Life-Long Learners** (Assignments 2), **Culturally Sensitive** (Assignments 2, 3), **Knowledgeable** (Assignments 1, 3), **Proactive** (Assignments 1, 3), **Reflective** (thinking about your actions in relationship to your experiences, Assignments 1,2), **Leaders** (Assignments 2, 3), **Adaptive** (Assignments 3), and **Collaborative** (Assignments 3).

Assignments:

In addition to products collaboratively produced during selected class sessions, any or all of the individual tasks described below will be used in this course to assess student learning.

1. Reflective Reading Responses (RRR):
   (25 Points)
   Students will write a two-three page critical reflection in response to assigned reading selections that includes a synthesis of ideas. Structured as a formal journal entry, this exercise provides practice in internalizing ideas and making connections between theory and personal experiences. Additionally journal entries should include a section for anticipating actions as a current or future change agent. Reflective Reading Journal entries will be reviewed by the professor and scored using the rubric distributed in class.
   Course Objectives (1, 3, 4)

2. Discussion Board Assignments:
   (20 Points)
   Students will be required to post responses to prompts related to various online assignments that involve case studies and scenarios. Initial postings should address specific guidelines for quality work including proper grammar and spelling. Specific guidelines for postings will be included on the discussion board assignments.
   Course Objectives (2, 3)

3. Organizational Profile Project:
   (30 Points)
   Phase I: Students will individually create an organizational profile with a focus on how the organization fosters a culture conducive to high performance. The profile will include descriptions of existing structures and processes related to faculty/staff collaboration, communication, and skills sharing as well as an examination of information flow and communication between and among all leaders, faculty, staff, students and stakeholders at all levels. Other specific areas to address will be reviewed in class.

   Phase II: Students will complete a written diagnostic feedback summary for future development/improvement of specific aspects of organizational culture. Working in small groups, students will use the *Descriptive Consultancy* protocol to support each other in the clarification and reflection of their individual profiles. Additionally groups will focus on the identification of organizational strengths and weakness and provide feedback for the development of specific action plans to strengthen the culture.
   Course Objectives (5, 6)

4. Summative Assessment (WebCT Vista):
   (25 Points)
   A reflective summary of key learning and application for current and future leadership roles will serve as your final exam.
   Course Objectives (1, 2, 3, 4, 5, 6)

CLASS POLICIES

1) **Submission of Assignments**: Each student is expected to submit all course assignments and make all assigned presentations on the due dates as listed in the class meeting schedule attached to the syllabus. ALL written assignments must be submitted electronically via e-mail in Microsoft Word. The University of West Georgia provides students with a copy of the most recent version of the Microsoft Office Suite at no cost. This is funded by the Student Technology Fee and information about obtaining this resource is available on the web: http://www.westga.edu/~sits/ under the "MCA Software link."

2) **Attendance:** Class participation is an integral part of this course. The graded assignments and projects are based on learning generated in class activities, lectures, independent reading and discussions. Absences from class prohibit participation; more than one absence limits engagement in collaborative activities which are graded and may result in a one letter grade reduction for your final grade.

Punctuality is an important attribute of professionalism and demonstrates respect for both the professor and your classmates. Classes will begin and end on time. Two instances of late arrival to class will be counted as one absence.

3) **Academic Honesty:** Each student is expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the *University of West Georgia Student Handbook, Undergraduate Catalog,* and *Graduate Catalog.*

Students may not turn in work for this course that has been turned in or completed in another class without the prior approval of both professors. Turning in such work without full disclosure to this professor will result in referral to the chair of the ELPS Department consistent with the Student Review Policy (link below).
http://coe.westga.edu/elps/documents/StudentReviewPolicy.pdf

4) **System for Evaluating Assignments:** Rubrics will be used to evaluate all assignments in the course. Rubrics will be distributed along with detailed instructions for each assignment. Each assignment has a point value; the maximum number of points that can be earned in the course is 100. At the end of the semester, points are converted to letter grades (see the scale in the next section below). There is no opportunity for extra credit in this course.

7) **Official Communication Channel:** The University of West Georgia's official communication method is through campus e-mail (MyUWG). Even though other means of communication may be used, the campus e-mail will always be the official source of communications from the professor to the class as a whole. Check your campus e-mail several times each week. At various times during the year, the university will ask you to change your password. If you fail to do this, you will have difficulty accessing your e-mail and as a result, may miss important information.

8) **Disability Statement:** Every effort will be made to provide all students equal access to classes and course materials regardless of special needs or temporary or permanent disability. If a student has special learning needs particularly related to (but not limited to) needs defined by the Americans with Disabilities Act, make these known to the professor and to the university's Coordinator of Disability Services. Students with documented special needs are entitled to special accommodations related to classroom accessibility, modifications in assignments, and so forth.

GRADING POLICY:

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

Class Meeting Schedule and Topics
Class Topics

Topic(s)

Course Overview: Organizational Learning, Development and Culture; Schools as Systems (1 week)

Cultivating Culture: Review and reflection of conditions conducive to positively impact learning for all faculty, staff, students and stakeholders (1 week)

Human Resource Development: Concepts and Context, Application in schools (3 weeks)

General Systems Theory: Concepts and Context , Properties of socio-technical systems, Application in schools (2 weeks)

Organizational Learning: Concepts and Context, Structures and processes, Application in schools (2 weeks)

Organizational Culture: Leadership roles at various stages of group and organizational evolution (2 weeks)

Organizational Culture: Socio-psychological factors and the strategic adaptive growth of groups (2 weeks)

Leaders in Action: Influencing culture and sustaining improvement (2 weeks)

Course or Program Addition, Deletion or Modification Request

Department: Educational Leadership and Professional Studies **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Action	Credit	Frequency
☑ Course ☐ Program	☐ Undergraduate	☑ Every Term
☐ Modify ☑ Add ☐ Delete	☑ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

EDLE 6332 Advanced Change and Improvement 3 / / 3

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course will explore how to drive and sustain organizational and academic improvement in a school setting. It will examine leadership and pedagogical changes that will promote a collegial environment focused on continuous improvement. The course will look at school reform at the building and classroom levels specifically focusing on improved instructional practices. It will also explore and analyze contemporary examples of school reform. Learning will be drawn from theory and research, from students' personal experiences, and from case studies.

Prerequisite(s) EDLE 6313

Present or Projected Enrollment: 60 (Students per year) Effective Date*: Fall /2008

*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Gary D. Nichols Jr. 11.20.07

Department Chair Date Department Chair (if cross listed) Date

Dean of College 11/21/07 Date Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies 1/16/08 Date

Vice President for Academic Affairs Date

Rationale for Course Addition: EDLE 6332

This course is being added as part of a new Educational Leadership program in response to the "sun setting" of leadership preparation programs by the joint actions of the Georgia Board of Regents (BOR) and the Georgia Professional Standards Commission (PSC). New leadership certification rules have been established by the PSC. Consequently, the Educational Leadership and Professional Studies Department (ELPS) has developed proposed new programs for M.Ed. level preparation and certification as well as Specialist in Education level preparation and certification.

The current preparation programs at both the M.Ed. and Specialist in Education levels will be phased out. The new programs will begin operation beginning fall semester 2008. This proposed course has been developed as part of the new program.

Redesign of educational leadership programs is taking place in a number of states and at many individual institutions. National organizations such as the University Council on Education Administration (UCEA), Division A (Administration, Organization, and Leadership) of the American Educational Research Association (AERA), and the Southern Regional Education Board (SREB) have encouraged the dialogue on program redesign. Joseph Murphy of Vanderbilt University and a major figure in UCEA's work, worked with West Georgia in the early stages of our redesign work. Members of the West Georgia ELPS faculty – Roy Nichols and David Hill – have worked on state committees that have brought together representatives of each IHE, BOR staff, PSC staff, Georgia Department of Education staff, RESA staff, and representatives of school districts across the state.

This course and others that make-up the proposed program have been thoughtfully crafted to reflect current research and literature in the field of education leadership. The standards of the Educational Leadership Constituent Council (ELCC) and the Board of Regents Principles support inclusion of this new course in the proposed program.

Advanced Change and Improvement – EDLE 6332

Semester Hours: 3

Semester/Year:

Instructor:

Contact:

E-mail:

Office:

Office Hours:

Telephone:

Fax:

COURSE DESCRIPTION

This course will explore how to drive and sustain organizational and academic improvements in a school setting. It will examine leadership and pedagogical changes that will promote a collegial environment focused on continuous improvement. The course will look at school reform at the building and classroom levels specifically focusing on improved instructional practices. It will also explore and analyze contemporary examples of school reform. Learning will be drawn from theory and research, from students' personal experiences, and from case studies.
Prerequisite: 6313

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at the University of West Georgia forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes the responsibility for preparing educators who can positively influence school improvement through the transformation of school culture. Ten descriptors (decision makers, leaders, life-long learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles and standards will form the basis for how candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies in assessing, planning,

implementing, evaluating and redesigning instructional and administrative practices. The objectives of this course are directly related to the Educational Leadership Constituent Council (ELCC) standards. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OJECTIVES

Students will:

1. analyze how the major theories of leadership and the processes of organizational change relate to improving academic outcomes in a public school environment. Such knowledge should result in an understanding of administrative behavior that promotes school improvement. (Donaldson, 2001; Fullan, 2007; Kantor, 2003; Kotter, 1996; Marzano, Waters, & McNulty 2005)

   (*Decision Makers; Leaders; Lifelong Learners; Adaptive; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective*; *ELCC 1,3 and 4*)

2. identify contemporary leadership and administrative practices that best support, motivate, and influence the improvement of instruction and enhancement of student achievement to high levels. Gain an understanding of how to effectively monitor school improvement initiatives and develop high performing teams (Kaplan & Norton, 1996; Schlechty, 2005; Senge et al.,1999; Tschannen-Moran, 2004)

   (*Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective; ELCC 1,2,3,4 and 6*)

3. examine the ethical aspects of administrative behavior and decision-making. Develop an understanding of culturally responsive practices, modeling impartiality and using conflict management skills effectively. (Greenleaf , 1991; Sergiovanni, 1992)

   (*Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective; ELCC 2*)

4. identify strategies to achieve stakeholder "buy-in" and to nurture them as they engage in a continuous school improvement process (Greenleaf , 1991; Schlechty, 2005; Senge et al, 1999)

   (*Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective; ELCC 1,3 and 4*)

TEXT, READINGS AND INSTRUCTIONAL RESOURCES

Required Text:

Evans, R. (1996). *The human side of school change.* San Francisco: Josey-Bass.

Fullan, M. (2007). *Leading in a culture of change.* San Francisco: Jossey-Bass.

References:

American Psychological Association. (2001). *Publication manual of the American Psychological Association (5th ed.).* Washington, DC:

Blankstein, A. (2004). *Failure is not an option: Six principles that guide student achievement in high-performing schools.* Thousand Oaks, CA: Corwin Press.

Deal, T. E., & Peterson, K. D. (1999). *Shaping school culture: The heart of leadership.* San Francisco: Jossey-Bass.

Donaldson, G. A., Jr. (2001). *Cultivating leadership in schools: Connecting people,purpose, and practice.* New York: Teachers College Press.

Fullan, M. (2001). *The new meaning of educational change* (3rd ed.). New York: Teachers College Press.

Fullan, M. (2003). *The moral imperative of school leadership.* Thousand Oaks, CA: Corwin Press.

Fullan, M. (1997). *What's worth fighting for in the principalship?* San Francisco: Jossey-Bass.

Glickman, C. D. (1997). *Revolutionizing America's schools.* San Francisco: Jossey-Bass.

Greenleaf, R. K. (1991). *The servant as leader.* Indianapolis, IN: The Robert K. Greenleaf Center.

Kanter, R. M. (2003). *Challenge of organizational change: How companies experience it and leaders guide it.* New York: The Free Press.

Kaplan R., & Norton R. (1996). *Balanced scorecard.* Boston: Harvard Business School Press.

Kotter, J. P., & Cohen, D. S. (2002). *The heart of change: Real-life stories of how people change their organizations.* Boston: Harvard Business School Press.

Kotter, J. P. (1996). *Leading change.* Boston: Harvard Business School Press.

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works:From research to results.* Alexandria, VA: Association for Supervision and Curriculum Development.

Schein, E. (2004). *Organizational culture and leadership* (3rd ed.). San Francisco: Jossey-Bass.

Schlechty, P. C. (2005). *Creating great schools: Six critical systems at the heart of educational innovation.* San Francisco: Jossey-Bass.

Senge, P. M., Kleiner, A., Roberts, C., Ross. R., Roth, G., & Smith, B. (1999). *The dance of change.* New York: Doubleday

Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization.* New York: Doubleday

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

Sergiovanni, T. J. (2006). *Rethinking leadership* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Snowden, P. E., & Gorton, R. A. (2002). *School leadership and administration.* Boston: McGraw-Hill.

Spillane, J. P. (2006). *Distributed leadership.* San Francisco: Jossey-Bass.

Tschannen-Moran, M. (2004). *Trust matters: Leadership for successful schools.* San Francisco: Jossey-Bass.

Wagner, T., Kegan, R., Lahey, L. L., & Lemons, R. W. (2006) *Change leadership: A practical guide to transforming our schools.* San Francisco: Josey-Bass.

Link to Conceptual Framework:

The focus of this course is on improving existing educational programs. The overall evaluation of this course is designed so that each assignment relates to school improvement and change. Upon completion of the course, students will demonstrate achievement in the areas of **decision making**: identifying specific stages in a change process and demonstrate understanding of the knowledge and skills required of leaders at each stage. (**Assignments 1, 2, 3, & 4); leadership**: taking responsibility for selecting an active school improvement effort and recommending adjustments based on observations and data analysis (**Assignments 1, 2, 3, 4, & 5), lifelong learning**: keeping current regarding the most recent trends influencing programs of school improvement (**Assignments 1 & 5**), being **adaptive**: recognizing and adjusting to the various approaches and methods for designing and assessing school improvement strategies (**Assignments 1, 3, & 4), collaboration**: assisting other professional educators in assessing and modifying ongoing school improvement efforts (**Assignments 1, 2, & 5), cultural sensitivity**: recognizing and understanding the importance of utilizing school improvement strategies that

meet the needs of a diverse population of educators, students, and parents (**Assignments 1, 3, 4, & 5**), **knowledge**: applying newly gained information and understanding for the importance of a well planned school improvement efforts (**All Assignments**), **Proactive**: designing new and unique approaches for making school change efforts more effective (**Assignments 3 & 4**), **reflective**: engaging in critical and reflective thinking in order to improve the design of school-based improvement efforts (**Assignments 1 & 4**).

ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY

ASSIGNMENTS

1. Students are required to attend all classes and prepare by reading all assigned material. Students are accountable for full participation in discussions, reflective interactions, and other class activities. (20%)
   (decision making, leadership, lifelong learning, adaptive, collaboration, cultural sensitivity, knowledge, reflective)

2. Students must complete two written assignments. These and all other written assignments must be well written (spelling, punctuation, grammar, cohesiveness, organization and style) using a word processor. (20%)
(decision making, leadership, collaboration, knowledge)

3. Students will be responsible for completing two field experiences related to the course content and writing a description of the activities engaged in as well as a reflective piece on what the students learned from the experience as it relates to course content. (20%)
(decision making, adaptive, cultural sensitivity, knowledge, proactive)

4. Students must sit for a mid-term as well as a final examination. (30%)
(decision making, leadership, adaptive, cultural sensitivity, knowledge, proactive, reflective)

5. Students will participate in a group presentation on a topic assigned by the professor. (10%)
   (leadership, lifelong learning, collaboration, cultural sensitivity, knowledge)

CLASS POLICIES

Submission of Assignments:
Each student is expected to submit all course assignments and make all assigned presentations on the due dates as listed in the class meeting schedule attached to the syllabus. Assignments received for grading after the due date or presentations not made on the assigned date will be penalized twenty-five percent (25%). Failure to submit an assignment or to make a class presentation will result in a zero grade for the assignment.

Attendance:
Each student is expected to be on time to and attend all scheduled classes. A large portion of the final grade is based on class participation that includes discussions and interactive assignments with other students. Discussions and interactive assignments cannot be made-up.

Group Norms:
Professionalism:
Each student is expected to act in a professional manner. This is an essential quality for all professionals who will be working in schools. Professionalism includes, but is not limited, to the following behaviors:

- Participating in interactions and class activities in a positive manner
- Collaborating and working equitably with classmates
- Turning in assignments on time
- Arriving and leaving class at the prescribed times
- Treating classmates, colleagues and the instructor with respect in and out of the class
- Eliminating interruptions in class. This includes cell phones, beepers, talking out of
- turn or while others are talking, etc.
- Producing original work. Plagiarism, academic fraud, or turning in work previously
- turned in for another course, including courses outside UWG, are serious offenses.

Academic Honesty:
Each student is expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the Undergraduate Catalog, and Graduate Catalog. An assignment completed for another course may NOT be used to satisfy an academic requirement for this course. Attempting to do so will result in a zero for that assignment.

Extra Credit:
There is no opportunity for extra credit in this course.

System for Evaluating Assignments:

Participation in discussions	20 points
Other written assignments	20 points (10 points each)
Embedded field experiences and write-up	20 points (10 points each)
Group presentation	10 points
Mid-term examination	20 points
Final examination	10 points

Official Communication Channel: The University of West Georgia's official communication method is through campus e-mail (MyUWG). Even though other means of communication may be used, the campus e-mail will always be the official source of communications from the professor to the class as a whole. Check your campus e-mail several times each week. At various

times during the year, the university will ask you to change your password. If you fail to do this, you will have difficulty accessing your email and as a result, may miss important information. .

Disability Statement:
Every effort will be made to provide all students equal access to classes and course materials regardless of special needs or temporary or permanent disability. If a student has special learning needs particularly related to (but not limited to) needs defined by the Americans with Disabilities Act, make these known to the professor and to the university's Coordinator of Disability Services. Students with documented special needs are entitled to special accommodations related to classroom accessibility, modifications in assignments, and so forth.

Student Review Process:
Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences. A second violation will result in departmental review, and the student may be removed from the program.

GRADING POLICY:
A = 100-90 points B=89-80 points C=79-70 points F=Below 70 points

CLASS SCHEDULE:

Class #1	Overview, Assignments, and Expectations. Historical review of organizational change theory and definitions
Class #2	Defining the problem and the change process Readings 1 & 2 **First written assignment due**
Class #3	Development of a vision for success Readings 3 & 4
Class #4	Developing the knowledge and skills to implement a continuous improvement system in schools Readings 5 & 6 **Second written assignment due**
Class #5	Developing the commitment to implement a continuous improvement system in schools Readings 7 & 8
Class #6	Creating a sense of urgency Readings 9 & 10
Class #7	Creating clarity and focus Readings 11 & 12
Class #8	**Mid-term** **Exam Field experience #1 write-up due**
Class #9	Using tools, structures and protocols in the change process Readings 15 & 16
Class #10	Involving stakeholders and attending to countering behaviors Readings 17 & 18
Class #11	Building high performance teams and using data for accountability

	Readings 19 & 20
Class #12	Building high performance teams and relationships Readings 21 & 22
Class #13	Holding high expectations Readings 23 & 24
Class #14	Using technology to support continuous improvement and hold high Expectations Readings 25 & 26
Class #15	**Final Exam: Essay Topic:** **TBA Field experience #2 write-up due**

Course or Program Addition, Deletion or Modification Request

Department: Educational Leadership and Professional Studies **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix	Course	Title	Hours: Lecture/Lab/Total
			/ /

Action
- ☑ Course ☐ Program
- ☐ Modify ☑ Add ☐ Delete
  - ☐ Credit
  - ☐ Number
  - ☐ Title
  - ☐ Description
  - ☐ Other

Credit
- ☐ Undergraduate
- ☑ Graduate
- ☐ Other*

*Variable credit must be explained

Frequency
- ☑ Every Term
- ☐ Yearly
- ☐ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
EDLE	6341	USING DATA TO IMPROVE THE SCHOOL	3 / / 3

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

The course will provide students experiences in reviewing different types of data, analyzing data from multiple sources, and in using different methodologies of interpreting and presenting data. Students will also explore (1) the use of data within curriculum, instruction, and comprehensive school improvement efforts and (2) how to develop a data drive culture within the school.

Prerequisite(s) None

Present or Projected Enrollment: 60 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall / 2008 (Term/Year)

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair — Date: 11.20.07 — Department Chair (if cross listed) — Date

Dean of College — Date: 11/21/07 — Dean of College (if cross listed) — Date

Chair of TEAC (if teacher prep. program) — Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee — Date — Chair, Committee on Graduate Studies — Date: 1/4/08

Vice President for Academic Affairs — Date

Rationale for Course Addition: EDLE 6341

This course is being added as part of a new Educational Leadership program in response to the "sun setting" of leadership preparation programs by the joint actions of the Georgia Board of Regents (BOR) and the Georgia Professional Standards Commission (PSC). New leadership certification rules have been established by the PSC. Consequently, the Educational Leadership and Professional Studies Department (ELPS) has developed proposed new programs for M.Ed. level preparation and certification as well as Specialist in Education level preparation and certification.

The current preparation programs at both the M.Ed. and Specialist in Education levels will be phased out. The new programs will begin operation beginning fall semester 2008. This proposed course has been developed as part of the new program.

Redesign of educational leadership programs is taking place in a number of states and at many individual institutions. National organizations such as the University Council on Education Administration (UCEA), Division A (Administration, Organization, and Leadership) of the American Educational Research Association (AERA), and the Southern Regional Education Board (SREB) have encouraged the dialogue on program redesign. Joseph Murphy of Vanderbilt University and a major figure in UCEA's work, worked with West Georgia in the early stages of our redesign work. Members of the West Georgia ELPS faculty – Roy Nichols and David Hill – have worked on state committees that have brought together representatives of each IHE, BOR staff, PSC staff, Georgia Department of Education staff, RESA staff, and representatives of school districts across the state.

This course and others that make-up the proposed program have been thoughtfully crafted to reflect current research and literature in the field of education leadership. The standards of the Educational Leadership Constituent Council (ELCC) and the Board of Regents Principles support inclusion of this new course in the proposed program.

USING DATA TO IMPROVE THE SCHOOL.- EDLE 6341

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

COURSE DESCRIPTION

The course will provide students experiences in reviewing different types of data, analyzing data from multiple sources, and in using different methodologies of interpreting and presenting data. Students will also explore (1) the use of data within curriculum, instruction, and comprehensive school improvement efforts and (2) how to develop a data driven culture within the school.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences and outcomes are created. By incorporating the theme "Developing Educators for School Improvement", the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, and lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles, Educational Leadership Constituent Council (ELCC), and the College of Education Framework descriptors are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings and with competencies that are instrumental to planning, implementing, assessing and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Educational Leadership Constituent Council (ELCC) standards are identified for each objective. Class activities and assessments that align with course

objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. understand the different types of data, the purpose of each type, and the common vocabulary associated with various sources of data and how the use of data impacts school improvement. (Bernhardt, 2004; Depka, 2006; Johnson, 2002; Popham, 2006);

   (*Knowledgeable; Reflective; Decision Maker, Leaders;* ELCC 1, 2, 3)

2. be able to analyze data from multiple sources to inform decisions about specific curriculum, instruction, and assessment area or for comprehensive school improvement. (Bernhardt, 2003; Bracey, 2000; Depka, 2006; Gronlund, 2006);

   (*Knowledgeable; Reflective; Decision Maker; Leaders; Proactive*; ELCC 1, 2, 3)

3. be able to use different types of tools to assist in the analysis of data such as root cause analysis, the use of pivot tables, list, filters, etc., and various available data bases. (Bernhardt, 2004; Johnson, 2002; Schmoker, 2001);

   (*Knowledgeable; Reflective; Decision Maker; Leaders; Proactive*; ELCC 1, 2, 3)

4. be able to develop an appropriate presentation for an internal/external audience based on analysis of multiple sources of data. (Bernhardt, 2004; Depka, 2006; Popham, 2006)

   (*Knowledgeable, Reflective, Decision Maker, Leaders, Culturally Sensitive*, ELCC 1, 4)

5. understand how to engage teachers in the use of assessment data (classroom, grade level, etc.) and use protocols in order to design and evaluate instruction to maximize student learning and achievement. (Bernhardt, 2004; Bracey, 2000; Danielson,2002; Depka, 2006; Holcomb, 1999; Popham, 2006; Schmoker, 2001);

   (*Knowledgeable; Reflective, Decision Maker; Leaders; Collaborative; Culturally Sensitive*; ELCC 1, 2, 4, 5, 6)

6. be able to use protocols to calibrate teacher assignments with the Georgia Performance Standards. (Southern Regional Education Board, 2005)

   (*Knowledgeable; Reflective, Decision Maker; Leaders; Collaborative; Culturally Sensitive*; ELCC 1, 2, 4, 5, 6)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text: Bernhardt, V. L. (2004). *Data analysis for continuous school improvement (*2nd ed.*)*. Larchmont, NY: Eye On Education.

References:

Acheson, K. A., & Gall, M. D. (1997). *Techniques in the clinical supervision of teachers: Preservice and in-service applications* (4th ed.). New York: Longman.

Bernhardt, V. L. (2000). *Designing and using databases for school improvement.* Larchmont, NY: Eye on Education.

Bernhardt, V. L. (2003). *Using data to improve student learning in elementary schools.* Larchmont, NY: Eye On Education.

Bernhardt, V. L. (2004). *Using data to improve student learning in middle schools.* Larchmont, NY: Eye On Education.

Bracey, G. W. (2000). *Bail me out! Handling difficult data and tough questions about public schools.* Thousand Oaks, CA: Corwin Press, Inc.

Bracey, G. W. (2004). *Setting the record straight: Responses to misconceptions about public education in the U.S.* Portsmouth, NH: Heinemann.

Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement.* Alexandria, VA: Association for Supervision and Curriculum Development.

Depka, E. (2006). *The data guidebook for teachers and leaders: Tools for continuous improvement.* Thousand Oaks, CA: Corwin Press.

Gronlund, N. E. (2006*). Assessment of student achievement.* Boston: Pearson Education, Inc.
Haller, E. J. & Kleine, E. J. (2001). *Using educational research: A school administrator's guide*. New York: Addison Wesley Longman, Inc.

Herman, J. L., & Haertel, E. H. (Eds.). (2005). *Uses and misuses of data for educational accountability and improvement: 104th Yearbook of the National Society for the Study of Education, Part II.* Boston: Blackwell Publishing.

Herman, J. L., & Winters, L. (1992). *Tracking your school's success.* Newbury Park, CA: Corwin Press, Inc.

Holcomb, E. L. (1999). *Getting excited about data: How to combine, people, passion, and proof.* Thousand Oaks, CA: Corwin Press, Inc.

Johnson, R. S. (2002). *Using data to close the achievement gap: How to measure equity in our schools*. Thousand Oaks, CA: Corwin Press, Inc.

Lynn L. M., Fitz-Gibbon, C. T., & Lindheim, E. (1987). *How to measure performance and use tests*. Newbury Park, CA: SAGE Publications, Inc.

Popham, W. J. (2006). *Assessment for educational leaders*. Boston: Pearson Education, Inc. School Leader Licensure Assessment. (2000) *Module II: Synthesis of information and problem solving*. Princeton, NJ: Educational Testing Service.

School Leader Licensure Assessment. (2000) *Module III: Analysis of information and decision making*. Princeton, NJ: Educational Testing Service.

Schmoker, M. (2001). *The results fieldbook: Practical strategies from dramatically improved schools*. Alexandria, VA: Association for Supervision and Curriculum Development.

Southern Regional Education Board (2005*) Meeting the standards: Looking at teacher assignments and student work.* Atlanta, GA: Author

ASSIGNMENTS, EVALUATION PROCEDURECS, AND GRADING POLICY

Link to Conceptual Framework The focus of this course is on the skill of analyzing data to make instructional and curriculum changes that improves the performance of students. Students will be expected to understand the basic types of data, the purpose of each type and how to analysis data from multiple sources. Further, students will learn to make inferences from the data, how to communicate with data, and how to use data to measure success of classroom and school assessments. Because the course is designed to introduce students to the comprehensive and complex nature of data analysis all ten descriptors in the conceptual framework will be addressed. After successfully completing the semester the student will demonstrate achievement in *decision making*: assessing the strengths and weakness of various types of data **(Assignments 1, 2, 3, 4, 5, 6, 7, 8)**, *lifelong learning*: regularly using data to influence effective teaching practices(**Assignments 5**), *Empathy*: demonstrating sensitivity toward the complexity and dynamics of analyzing sub-group data and make inferences from the data **(Assignments 1, 2, 4, 5, 6, 7, 8**), *proactive*: researching, planning, and develop instructional innovations for the improvement of teaching and learning**(Assignments 4, 5),** *Cultural sensitivity*: identifying and initiating communications techniques that recognize the multicultural diversity in the classroom **(Assignments 4, 5, 6, 7**), *knowledge*: applying newly acquired knowledge of sound data analysis skills and communication skills,when planning for instructional improvement**(Assignments 1, 2, 4, 5, 6, 7, 8),** *collaboration*: working with other professional educators to collect, analyze, and interpret data about instructional practices**(Assignments 2, 5, 7**), *reflection*: thinking critically and creatively about the data analysis and selection of strategies to improve teaching and learning**(Assignments 2, 5, 6, 8**), being *adaptive:* being willing to modify and adjust existing professional opinions regarding the use of data in light of current research**(Assignments 1, 5),** *leadership:* guiding other professional toward identifying, implementing, and assessing new and innovative instructional practices**(Assignments 1, 2, 3, 4, 5, 7).**

Assignments:
All of the following assignments will be used in this course.

1. Participation: Read the assigned texts and **participate** in class discussions and activities. The schedule of assigned readings will be distributed during the first class meeting. Class members will participate in a study group using the assigned texts as well as other readings distributed in class. Much of the work in class is group-based; it is not possible to make-up group work if class is missed.
   Course Objectives: 1, 2, 3, 4, 5

2. Case Studies: Students are expected to complete case studies and demonstrate understanding of the role and purpose of data, how to analyze multiple sources of data, and how to design school improvement plans to meet the needs of students.
   Course Objectives: 2, 3

3. Reflections: Students will examine their own beliefs concerning data analysis and presentations in class on school improvement.
   Course Objectives: 1, 3, 4

4. Laboratory Work: Students are expected to demonstrate proficiency in using various computer assisted analysis techniques including the use of Georgia CRCT on-line.
   Course Objectives: 1, 2, 3, 4, 5

5. Data Search: Students are expected to learn how to use at least three data bases to develop a "data profile" of a local school and techniques for presenting such data.
   Course Objectives: 1, 2, 3, 4

6. Data Analysis and Presentation: Students will analyze data provided within a case study and present findings and recommendations to a selected audience.
   Course Objectives 1, 2, 3, 4, 5, 6

7. Internship Experience.: Each student will successfully complete an approved internship experience(s) to demonstrate proficiency in applying course concepts in the school setting. Internship field experiences must be directly related to the content of the course and must comply with all criteria in the department's internship handbook. Additional information will be given by the professor; in addition, the internship handbook is available on the department website.
   Course Objectives 1, 2, 3, 4, 5, 6

8. Final Exam: Students will take a final exam
   Course Objectives 1, 2, 3, 4, 5, 6

CLASS POLICIES

1) **Submitting Course Assignments**: Each student is expected to submit all course assignments on the assigned due date. Assignments received for grading after the due date will be penalized twenty five percent (25%) of its highest point value.

2) **Attendance:** Each student is expected to attend all regularly scheduled classes. Students attending less than ninety percent of the regularly scheduled classes will be penalized one letter grade unless the absence is approved by the professor.

3) **Professional:** Each student is expected to act in a professional manner at all time. Professional behavior includes actively participating in class activities and discussions, arriving to class on time, treating classmates and the course instructor with respect, and avoiding class interruptions by turning off cell phones and beepers.

4) **Academic Honesty:** Each student is expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the *Undergraduate Catalog* and *Graduate Catalog.* An assignment completed for another course may NOT be used to satisfy an academic requirement for in this course. If this occurs the student will receive a failing grade for the course

5) Official Communication Channel: The University of West Georgia's official communication method is through campus e-mail (MyUWG). Even though other means of communication may be used, the campus e-mail will always be the official source of communications from the professor to the class as a whole. Check your campus e-mail several times each week. At various times during the year, the university will ask you to change your password. If you fail to do this, you will have difficulty accessing your e-mail and as a result, may miss important information.

6) Disability Statement: Every effort will be made to provide all students equal access to classes and course materials regardless of special needs or temporary or permanent disability. If a student has special learning needs particularly related to (but not limited to) needs defined by the Americans with Disabilities Act, make these known to the professor and to the university's Coordinator of Disability Services. Students with documented special needs are entitled to special accommodations related to classroom accessibility, modifications in assignments, and so forth.

7) Evaluation Procedures: Grades will be assigned based on the following:

Participation/attendance	10 points
Case Studies	30 points
Reflective Question	10 points
Data Search	10 points
Case Study/Presentation	15 points
Internship Experiences	10 points
Final	15 points
Total	100 points

Each assignment has a point value; the total points that can be earned in the course is 100. At the end of the semester, points are converted to letter grades (see the scale below).

8) Grading Policy:
A= 90 + B = 80 – 89 C= 70 - 79 F= Below 70

COURSE CALENDAR

Class ##1	Overview, assignments and Expectations
	Why is data important?
	Multiple Sources of data
Class ##2	Different types of data
	Continuous Improvement Process
	Data Pitfalls
	Data Driven Culture
Class #3	Analyzing Data Sources and types of data
	Purpose of data from various sources
Class #4	Vocabulary associated with sources of data
Class #5	Communicating inferences from data
	Displaying Data
Class #6	Data Search
Class #7	Ethics in the use and communication of data
Class #8	Computer Lab Work:
	Pivot Tables, lists, filters, and tables
	Displaying Data: Charts, graphs, scales, etc.
Class #9	The School Improvement Plan
Class #10	Presenting Data to difference audiences
	Group Case Study Assignment
Class #11	Assessment Data and its place in school improvement
Class #12	Assessment Protocols
Class #13	Strategies used to engage teachers
Class #14	Presentations of Case Study
Class #15	Final

Educational Leadership Constituent Council (ELCC) Standards

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by…

Standard 1:

…facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2:

…promoting a positive school culture providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Standard 3:

…managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Standard 4:

…collaborating with families and other community members, responding to diverse community interests and needs and mobilizing community resources.

Standard 5:

…acting with integrity, fairly, and in an ethical manner.

Standard 6:

…understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Standard 7: Internship

The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by institution and school district personnel for graduate credit.

Course or Program Addition, Deletion or Modification Request

Department: Educational Leadership and Professional Studies **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Action	Credit	Frequency
☑ Course ☐ Program	☐ Undergraduate	☑ Every Term
☐ Modify ☑ Add ☐ Delete	☑ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

EDLE 6342 School and Classroom Assessment 3 / / 3

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course is designed to increase the school leader's knowledge and understanding of assessment and its role in improving student achievement. Students will examine the knowledge and skill base that supports the effective use of assessment within classrooms and schools. The nature and purpose of assessment, its use for improving instruction, and the design of high-quality teacher-developed classroom assessments will be emphasized

Prerequisite(s) None

Present or Projected Enrollment: 60 (Students per year) Effective Date*: Fall /2008

*For a new course, one full term must pass between approval and effective date. Term/Year

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Roy D. Nichols Jr. 11.20.07

Department Chair Date Department Chair (if cross listed) Date

Lynne O. Gaskin 11/21/07

Dean of College Date Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Charles W. Clark 1/16/08

Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

Rationale for Course Addition: EDLE 6342

This course is being added as part of a new Educational Leadership program in response to the "sun setting" of leadership preparation programs by the joint actions of the Georgia Board of Regents (BOR) and the Georgia Professional Standards Commission (PSC). New leadership certification rules have been established by the PSC. Consequently, the Educational Leadership and Professional Studies Department (ELPS) has developed proposed new programs for M.Ed. level preparation and certification as well as Specialist in Education level preparation and certification.

The current preparation programs at both the M.Ed. and Specialist in Education levels will be phased out. The new programs will begin operation beginning fall semester 2008. This proposed course has been developed as part of the new program.

Redesign of educational leadership programs is taking place in a number of states and at many individual institutions. National organizations such as the University Council on Education Administration (UCEA), Division A (Administration, Organization, and Leadership) of the American Educational Research Association (AERA), and the Southern Regional Education Board (SREB) have encouraged the dialogue on program redesign. Joseph Murphy of Vanderbilt University and a major figure in UCEA's work, worked with West Georgia in the early stages of our redesign work. Members of the West Georgia ELPS faculty – Roy Nichols and David Hill – have worked on state committees that have brought together representatives of each IHE, BOR staff, PSC staff, Georgia Department of Education staff, RESA staff, and representatives of school districts across the state.

This course and others that make-up the proposed program have been thoughtfully crafted to reflect current research and literature in the field of education leadership. The standards of the Educational Leadership Constituent Council (ELCC) and the Board of Regents Principles support inclusion of this new course in the proposed program.

School and Classroom Assessment - EDLE 6342

Semester Hours: 3

Semester/Year:

Instructor:

Contact

E-mail:

Office:

Office Hours:

Telephone:

Fax:

COURSE DESCRIPTION

This course is designed to increase the school leader's knowledge and understanding of assessment and its role in improving student achievement. Students will examine the knowledge and skill base that supports the effective use of assessment within classrooms and schools. The nature and purpose of assessment, its use for improving instruction, and the design of high-quality, teacher-developed classroom assessments will be emphasized.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at the University of West Georgia forms the basis on which programs, courses, experiences and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (Educational Leadership Constituent Council) and standards are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings and with competencies that are instrumental to planning, implementing, assessing and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class

activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:
1. characterize the relationships among teaching, assessment, testing, measurement, and evaluation. (Ainsworth & Christinson, 1998; Anderson, 2003; Danielson, 2002; Popham, 2006)

(Decision Makers; Knowledge; ELCC 2, 3)

2. understand the connection between assessment and instruction in a standards based classroom and describe how learning targets help direct the instructional process. (Ainsworth & Christinson, 1998; Bernhardt, 2004; Davies, 2000; Depka, 2006; McMillan, 2003)

(Decision Makers; Knowledge; ELCC 2)

3. identify and describe various types of classroom assessments, their essential characteristics, and the major advantages and disadvantages associated with the application of these assessments. (Bernhardt, 2003; Depka, 2006; Holcomb, 1999; Schmoker, 2001; Salkin, 2006; Stiggins 2007)

(Decision Makers; Knowledge; ELCC 2)

4. demonstrate the ability to select, develop, and or use appropriate assessments for different educational purposes. Bernhardt, 2003;Depka, 2006; Holcomb, 1999; Schmoker, 2001; Salkin, 2006; Stiggins, 2007)

(Decision Makers; Knowledge; Proactive; ELCC 2)

5. apply validity criteria to classroom assessment results to reduce sources of bias that may distort the accurate interpretation of student results, and describe ways to improve the reliability of classroom assessments. (Ainsworth, 2006; Borien, 2005; Davies, 2000; Popham, 2006)

(Decision Makers; Knowledge; ELCC 2)

6. be able to design and implement a classroom assessment model that targets appropriate achievement expectations for students, to include performance assessments and their corresponding scoring rubrics, and modified classroom assessments that accommodate students with disabilities. (Davies, 2000; Depka, 2006; McMillan, 2003; Steinhorm, 2002; Stiggins, 2007)

(Decision Makers; Knowledge; Collaborative; Reflective; Culturally Sensitive; Proactive; ELCC 2, 3)

7. describe the leader's role in understanding barriers to achieving excellence in assessment in schools and identify strategies to overcome those barriers. (Bracy, 2000; Schmoker, 2001; Stiggins, 2001)

(Decision Makers; Knowledge; Collaborative; Reflective; Culturally Sensitive; Proactive; Leaders; ELCC 2, 3, 6)

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:
Popham, W. J. (2006). *Assessment for educational leaders.* Boston: Pearson.

References:
Ainsworth, L., & Christinson, J. (1998). *Student-generated rubrics: An assessment model to help all students succeed.* Orangeburg, NY: Dale Seymour Publications.

Ainsworth, L., & Viegut, D. (2006). *Common formative assessments: How to connect standards-based instruction and assessment.* Thousand Oaks, CA: Corwin.

Airasian, P. W. (2000). *Assessment in the classroom: A concise approach* (2nd ed.). Boston: McGraw Hill.

Amrein, A. L., & Berliner, D. (2003). The effects of high stakes testing on student motivation and learning. *Educational Leadership, 60*(5), 32-38.

Anderson, L. W. (2003). *Classroom assessment: Enhancing the quality of teacher decision making.* Mahwah, NJ: Lawrence Erlbaum.

Bernhardt, V. L. (2004). *Data analysis for continuous school improvement* (2nd ed.). Larchmont, NY: Eye on Education.

Bernhardt, V. L. (2000). *Designing and using databases for school improvement.* Larchmont, NY: Eye on Education.

Bernhardt, V. L. (2003*). Using data to improve student learning in elementary schools.* Larchmont, NY: Eye On Education.

Black, P., Harrison, C., Lee, C., Marshall, B., & William, D. (2004). Working inside the black box: Assessment for learning in the classroom. *Phi Delta Kappan, 86*(1), 8-21.

Borien, G. D. (2005). *Educational testing and measurement: Classroom application and practice.* Hobokin, NJ: John Wiley and Sons.

Bracey, G. W. (2000). *Bail me out! Handling difficult data and tough questions about public schools.* Thousand Oaks, CA: Corwin Press, Inc.

Bracey, G. W. (2004). Setting the record straight responses to misconceptions about public education in the U.S. Portsmouth, NH: Heinemann.

Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement.* Alexandria, VA: Association for Supervision and Curriculum Development.

Davies, A. (2000). *Making classroom asssessment work.* Courtenary, British Columbia: Connections Publishing.

Depka, E. (2006). *The data guidebook for teachers and leaders: Tools for continuous improvement.* Thousand Oaks, CA, Corwin Press.

Egan, K. (2003). Testing what for what? *Educational Leadership, 61*(3), 27-30.

Gronlund, N. E. (2006). *Assessment of student achievement.* Boston, MA: Pearson Education, Inc.

Haller, E. J., & Kleine, P. F. (2001). *Using educational research: A school administrator's guide.* New York: Longman.

Hamilton, L., & Stecher, B. (2004). Responding effectively to test-based accountability. *Phi Delta Kappan, 85*(8), 578-583.

Herman, J. L., & Winters, L. (1992). *Tracking your school's success.* Newbury Park, CA: Corwin Press, Inc.

Holcomb, E. L. (1999). *Getting excited about data: How to combine, people, passion, and proof.* Thousand Oaks, CA: Corwin Press: Inc.

Johnson, R. S. (2002). *Using data to close the achievement gap: How to measure equity in our schools.* Thousand Oaks, CA: Corwin Press: Inc.

Lynn L. M., Fitz-Gibbon, C. T., & Lindheim E. (1987). *How to measure performance and use tests.* Newbury Park, CA: SAGE Publications, Inc.

Linn, R. L., & Miller, M. D. (2005). *Measurement and assessment in teaching* (9th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

McMillan, J. H. (2003). Understanding and improving teachers' classroom assessment: Decision making implications for theory and practice. *Educational Measurement: Issues and Practice, 22*(4), 34-43.

McMunn, N., McColskey, W., & Butler, S. (2004). Building teacher capacity in classroom assessment to improve student learning. *International Journal of Educational Policy, Research, & Practice, 4*(4), 25-48.

Mertler, C. A. (2003). *Classroom assessment: A practical guide for educators.* Los Angeles: Pyrczak Publishing.

Nitko, A. J., & Brookhart, S. M. (2007). *Educational assessment of students* (5th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Posner, D. (2004). What is wrong with teaching to the test? *Phi Delta Kappan, 85*(10), 749-751.

Schmoker, M. (2001). The results fieldbook: Practical strategies from dramatically improved schools. Alexandria, VA: Association for Supervision and Curriculum Development.

Salkind, N. J. (2006). *Tests and measurement for people who (think they) hate tests and measurements.* Thousand Oaks, CA: Sage.

Steinhorm, P. (2002). *Using classroom assessment to guide instruction.* Alexandria, VA: Association for Supervision and Curriculum Development.

Stiggins, R. J. (2007). *Introduction to student-involved assessment for learning* (5th ed.). Columbus, OH: Pearson Prentice Hall.

Stiggins, R. J. (2001). The principal's leadership role in assessment. *NASSP Bulletin, 85*(621) 13-26.

Taylor, C. S., & Nolen, S. B. (2005). *Classroom assessment: Supporting teaching and learning in real classrooms.* Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework. The purpose of this course is to increase the school leader's knowledge and understanding of assessment and its role in improving student achievement. The overall evaluation of this course is designed so that each assignment relates to the development of an effective assessment program. Due to the specific nature of the course, only selected conceptual framework descriptors are covered in the assignments. At the culmination of the semester, students will demonstrate ability with the following College of Education Conceptual Framework Descriptors: ***Decision Makers*** - analysis of case studies; design of classroom assessment model; presentation of assessment technique (Assignments 2, 7, 8); ***Leaders*** - analysis of case studies; design of classroom assessment model; presentation of assessment technique (Assignments 2, 7, 8); ***Lifelong Learners*** - keeping current regarding the most recent trends influencing programs of school improvement and professional learning (Assignment 1); ***Collaborative*** - analysis of case studies; design of classroom assessment model; presentation of assessment technique (Assignments 2, 7, 8, 9); ***Culturally Sensitive*** - analysis of case studies; design of classroom assessment model (Assignments 2, 7, 9); ***Knowledgeable:*** - readings from current literature; analysis of case studies; review of assessment techniques used at a local school; review of assessment program used at a local school; item development; item analysis; design of classroom assessment model; presentation of assessment technique (Assignments 1-9);

Proactive - analysis of case studies; design of classroom assessment model (Assignments 2, 7); and ***Reflective*** - readings from current literature; analysis of case studies; review of assessment techniques used at a local school; review of assessment program used at a local school (Assignments 1-4, 9).

Assignments:
Each assignment listed below will be described in detail on handouts when assignments are made at various times during the semester.

1. Read the assigned material and participate in class discussions and activities. The schedule of assigned readings will be distributed during the first class meeting.
   (decision making, empathy, knowledge, leadership)

2. Complete case studies and reflections on assessment as assigned.
   (decision making, empathy, knowledge, reflection, leadership)

3. Conduct a review of assessment techniques used at a school and how they intersect with evaluation of student achievement (i.e., grading).
   (decision making, leadership)

4. Conduct a review of the assessment program at a local school noting the type of assessments used and their respective effect on the instructional program. Rubrics will be developed or provided.
   (decision making, empathy, proactive, cultural sensitivity, knowledge, leadership)

5. Write test items to include selected response items (e.g., binary choice, multiple choice, matching) and constructed response items (e.g., short answer and essay).
   (decision making, lifelong learning, empathy, proactive, cultural sensitivity, knowledge, collaboration, reflective, leadership)

6. Conduct a simple item analysis, including item difficulty and discrimination, to improve the quality of assessment questions.
   (decision making, empathy, cultural sensitivity, knowledge, reflection)

7. Design a classroom assessment model with an implementation plan.
   (decision making, empathy, cultural sensitivity, knowledge, collaboration, leadership)

8. With a partner, create and deliver a class presentation on a selected assessment technique. The presentation will be 20 minutes in length (followed by 5 minutes for questions) and must be presented in a way that allows the audience to interact with the presentation. An annotated bibliography and handouts will be distributed to the class.
   (decision making, empathy, knowledge, reflection)

9. Complete all required field experiences as assigned.
   (decision making, lifelong learning, empathy, proactive, cultural sensitivity, knowledge, collaboration, reflective, leadership)

Evaluation Procedures:
Grades will be assigned based on the following:

1. Participation	10
2. Case Studies and Reflective Questions	20
3. Review of Assessment Techniques Used at a Local School	10
4. Review of Assessment Program Used at a Local School	10
5. Test Item Development	10
6. Item Analysis	10
7. Design of a Classroom Assessment Model with Implementation Plan	10
8. Presentation of Assessment Technique	10
9. Field Experiences	10
Total	**100**

CLASS POLICIES

1) **Submission of Assignments**: Each student is expected to submit all course assignments and make all assigned presentations on the due dates as listed in the class meeting schedule attached to the syllabus. Assignments received for grading after the due date or presentations not made on the assigned date will be penalized twenty-five percent (25%). Failure to submit an assignment or to make a class presentation will result in a zero grade for the assignment.

2) **Attendance:** Each student is expected to be on time to and attend all scheduled classes. A large portion of the final grade is based on class participation which includes discussions and interactive assignments with other students.

3) **Group Norms:** Each student is expected to act in a professional manner at all times. Professional behavior includes, but is not limited to

- Participating in all class activities
- Working collaboratively with other class members
- Keeping your commitments to the group
- Attending all class sessions
- Arriving on time
- Respecting differences of opinion
- Asking questions
- Turning-off cell phones

During the first class session, the class will review these norms and determine whether or not adjustments need to be made to the list.

4) **Academic Honesty:** Each student is expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the *University of West Georgia Student Handbook, Undergraduate Catalog,* and *Graduate Catalog.* An assignment completed for another course may NOT be used to satisfy an academic requirement for this course. Attempting to do so will result in a zero for that assignment.

5.) **Official Communication Channel:** The University of West Georgia's official communication method is through campus e-mail (MyUWG). Even though other means of communication may be used, the campus e-mail will always be the official source of communications from the professor to the class as a whole. Check your campus e-mail several times each week. At various times during the year, the university will ask you to change your password. If you fail to do this, you will have difficulty accessing your email and as a result, may miss important information.

6) **Disability Statement:** Every effort will be made to provide all students equal access to classes and course materials regardless of special needs or temporary or permanent disability. If a student has special learning needs particularly related to (but not limited to) needs defined by the Americans with Disabilities Act, make these known to the professor and to the university's Coordinator of Disability Services. Students with documented special needs are entitled to special accommodations related to classroom accessibility, modifications in assignments, and so forth.

GRADING POLICY:

- A – 90% and above
- B – 89-80%
- C – 79 -70%
- F – Below 70%

Class Schedule

Class #1	Assessment and its Significance to Ed. Leaders
Class #2	Types of Assessments · Purpose of Assessment · History of Assessment
Class #3	How has assessment changed? · Assessment for instruction and assessment of instruction
Class #4	How to Evaluate Educational Assessments
Class #5	Validity, Reliability, and Bias
Class #6	High Quality Comparative Data
Class #7	Creating Educational Assessments
Class #8	What role does assessment have in a standards-based classroom/curriculum?
Class #9	Techniques for Classroom Assessment
Class #10	The Assessment-Instructional Link
Class #11	The Role of Classroom Assessment in School Improvement · Conducting a review of a school's assessment program
Class #12	Reporting on Assessment Review
Class #13	Assessment and Grading: An Educational Dilemma
Class #14	Student Presentations
Class #15	Final Exam

Course or Program Addition, Deletion or Modification Request

Department: Physical Education & Recreation **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix SPMG **Course** 6001 **Title** SOCIAL ISSUES IN SPORT **Hours: Lecture/Lab/Total** 3 / 0 / 3

Action	Credit	Frequency
☑ Course ☐ Program	☐ Undergraduate	☐ Every Term
☐ Modify ☑ Add ☐ Delete	☑ Graduate	☑ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

SPMG (Prefix) 6001 (Course) SOCIAL ISSUES IN SPORT (Title) 3 / 0 / 3 (Hours: Lecture/Lab/Total)

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course examines historical and contemporary social issues in sport. The course focuses on the context in which sport administrators will function and the place that sport holds in society and as a social phenomenon. The course leads students to critically examine their own socialization to sport and develop their own perspective for effectively conducting the business of sport.

Prerequisite(s) Admission to Graduate School

Present or Projected Enrollment: 20-30 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall / 2008 (Term/Year)

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair 11-12-07 Date — Department Chair (if cross listed) Date

Dean of College 11/12/2007 Date — Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee Date — Chair, Committee on Graduate Studies 12/12/2007 Date

Vice President for Academic Affairs Date

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Revised 1/09/02

Adding SPMG 6001 SOCIAL ISSUES IN SPORT

Course Description

This course examines historical and contemporary social issues in sport. Students focus on the context in which sport administrators function and recognize the place that sport holds in society. Students will critically examine their own socialization to sport and develop their own perspective for effectively conducting the business of sport.

Prerequisite: Admission to Graduate School

Course Rationale

This course is being developed to support the outside elective area in the curriculum of the Master of Business Administration (MBA) degree program in the Richards College of Business. The purpose of the MBA, Emphasis: Sport program is to prepare students to fill positions of responsibility and ethical leadership in the sport industry. It is imperative that tomorrow's leaders clearly understand the social context in which sport exists, and that they are prepared to respond to the varied needs of its participants and consumers. Graduates need to be knowledgeable and accepting of the varied sociological phenomena they will face in the sport industry.

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GRADUATE SCHOOL

STATE UNIVERSITY of West Georgia

Richards College of Business
Carrollton, Georgia 30118-3000
Office of the Dean

TO: Dr. Lance Hatfield

FROM: Dr. Jon Anderson Associate Dean, RCOB

DATE: August 10, 2007

SUBJECT: Sport Management Graduate Courses

I am writing in support of the graduate courses you are proposing in sport management: SPMG 6001 Social Issues in Sport, SPMG 6102 Revenue Generation in Sport, and SPMG 6110 Sport Law.

Although these courses do not replace core, required MBA courses, they will serve as quality elective courses in the MBA program. Currently any MBA student can take two elective courses outside the Richards College of Business.

These courses will supplement what a student learns through the MBA program and prepare them to fill positions of responsibility and ethical leadership in the field of sport management. I appreciate working with you on the development of these courses and support their approval. I believe they will be a quality addition to the graduate course offerings at the University of West Georgia.

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MBA Program Sheet
Richards College of Business

Contact Information

Name: _____
Email: _____
Home Phone: _____
Work Phone: _____
Address: _____
City, State, Zip: _____

Academic Information

Undergraduate Major: _____
Undergraduate Institution: _____
Undergraduate GPA: _____
GMAT Score/Waiver: _____
GMAT Analytical Writing: _____
TOEFL (International only): _____

Dates

Admitted: _____
Enrolled: _____
Comp. Exam Passed: _____
Applied to Graduation: _____
Graduate: _____

Program

On Campus Newnan WebMBA

Preparatory Courses	Term	Grade	BUSA 5100 Equivalent	Term	Grade
ACCT 2101: Financial Accounting					
ACCT 2102: Managerial Accounting					
BUSA 2106: Legal and Ethical Env. of Business					
ECON 2105 or 2106: Intro to Macro/Micro Economics					
ECON 3402: Statistics for Business and Economics					
FINC 3511: Corporate Finance					

Graduate Courses (30-33 hours)	Term	Grade
**MGNT 6685: Special Problems in Management		
ACCT 6232: Managerial Accounting		
ECON 6450: Managerial Economics		
FINC 6532: Finance		
MGNT 6670: Organizational Theory and Behavior		
MGNT 6681: Global, Ethical, and Strategic MGNT		
MKTG 6815: Marketing Strategy		
Elective*:		
Elective*:		
Elective*:		
Elective*:		

*two electives must be in the RCOB at the 6000 level or higher
** Only required students without the equivalent of a BBA degree

Comments

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_____ _____
MBA Director *Date*

_____ _____
Associate Dean, Richards College of Business *Date*

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OF WEST GEORGIA

SPMG 6001

SOCIAL ISSUES IN SPORT

Semester Hours: 3

Semester:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

COURSE DESCRIPTION:

Prerequisite: Admission to Graduate School

Historical and contemporary social issues in sport will be examined. Students focus on the context in which sport administrators function and recognize the place that sport holds in society. Students will examine critically their own socialization to sport and develop their own perspective for effectively conducting the business of sport.

CONCEPTUAL FRAMEWORK

The conceptual framework for the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. The College assumes responsibility for preparing industry professionals who can positively affect organizational performance. Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve industry through strategic change.

Functioning cooperatively within the context of the College of Education, the mission of the Sport Management Program is to develop professionals who are prepared to function effectively in diverse organizational settings with competencies that are instrumental to planning, implementing, assessing, and reevaluating existing or proposed practices. As such, this course's objectives are related directly to the conceptual framework. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

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COURSE OBJECTIVES

Students will:

1. identify and discuss the evolution of contemporary social issues in sport;
   (Lifelong Learner; Cultural Sensitivity; Empathy; Knowledge; Reflective)
   (Coakley, 2007; Eitzen & Sage, 2003)

2. evaluate the role, contribution, and value of sport in society;
   (Decision Making; Lifelong Learners; Knowledge; Reflective)
   (Coakley, 2007; Eitzen & Sage, 2003)

3. construct an informed position regarding appropriate organizational policies related to the social practices and influences on sport;
   (Decision Making; Leadership; Cultural Sensitivity; Proactive)
   (Coakley, 2007; Eitzen & Sage, 2003)

4. develop a decision making framework based in part on an understanding of the sociology of sport in order to increase organizational efficiency and effectiveness; and
   (Decision Making; Lifelong Learners; Adaptive; Leadership; Collaboration; Proactive)
   (Coakley, 2007; Eitzen & Sage, 2003)

5. critically examine the popular press literature related to significant sport sociology issues.
   (Proactive; Knowledge; Collaboration; Lifelong Learners)
   (Coakley, 2007; Eitzen & Sage, 2003)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts

Eitzen, D. S., & Sage, G. H. (2003). *Sociology of North American sport*. Boston: McGraw-Hill Higher Education.

Additional readings as assigned

References

Arthur-Banning, S. G., Paisley, K., & Wells, M. S. (2007). Promoting sportsmanship in youth basketball players: The effect of referees' prosocial behavior techniques, *Journal of Park & Recreation Administration, 25*(1), 96-114.

Bowen, W. G., & Levin, S. A. (2003). *Reclaiming the game: College sports and educational values*. Princeton, NJ: Princeton University Press.

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Bruening, J. E. (2005). Gender and racial analysis in sport: Are all the women white and all the blacks men? *Quest, 57*(3), 330-349.

Bruening, J. E., Armstrong, K. L., & Pastore, D. L. (2005). Listening to the voices: The experiences of African-American female student athletes. *Research Quarterly for Exercise & Sport, 76*(1), 82-100.

Carrington, B. (2007). Merely identity: Cultural identity and the politics of sport. *Sociology of Sport Journal, 24*(1), 49-66.

Coakley, J. (2007). *Sports in society: Issues & controversies* (9th ed). Boston: McGraw Hill.

Cunningham, G. B., & Sagas, M. (2005). Access discrimination in intercollegiate athletics. *Journal of Sport & Social Issues, 29*(2), 148-163.

Cunningham, G. B., & Sagas, M. (2004). Racial differences in occupational turnover intent among NCAA Division IA assistant football coaches. *Sociology of Sport Journal, 21*(1), 84-92.

Entine, J. (2000). *Taboo: Why black athletes dominate sports and why we're afraid to talk about it.* New York: Public Affairs.

Fredricks, J. A., & Eccles, J. S. (2005). Family socialization, gender, and sport motivation and involvement. *Journal of Sport & Exercise Psychology, 27*(1), 3-31.

Gavora, J. (2002). *Tilting the playing field: Schools, sports, sex, and Title IX.* San Francisco: Encounter Books.

Glover, T. D. (2007). Ugly on the diamonds: An examination of white privilege in youth baseball. *Leisure Sciences, 29*(2), 195-208.

Hall, J. (2006). An empirical analysis of gender differences in sports attendance motives. *International Journal of Sports Marketing & Sponsorship, 7*(4), 334-346.

Isenberg, M., & Rhoads, R. (2007). Educational actions combat gambling. *NCAA News, 44*(2), 4-8.

Horne, J. D. (2005). Sport and the mass media in Japan. *Sociology of Sport Journal, 22*(4), 415-432.

Mandelbaum, M. (2004). *The meaning of sports.* Jackson, TN: Public Affairs.

Marotta, J. (2006). Sports wagering. *NCAA News, 43*(7), 4.

Smith, M. M., & Beal, B. (2007). "So you can see how the other half lives" MTV "Cribs" use of "the Other" in framing successful athletic masculinities. *Journal of Sport & Social Issues, 31*(2), 103-127.

Stempel, C. (2006). Gender, social class, and the sporting capital-economic capital nexus. *Sociology of Sport Journal, 23*(3), 273-291.

Stoddart, B. (2006). A transnational view. *Sport in Society, 9*(5), 879-897.

Vamplew, W. (2007). Playing with the rules: Influences on the development of regulation in sport. *International Journal of the History of Sport, 24*(4), 843-871.

Wexler, A. (2006). Gambling is more than a sports issue. *NCAA News, 43*(5), 4-5.

Wolohan, J. T. (2006). Take a knee. *Athletic Business, 30*(11), 36, 38-40.

Woods, R. (2006). *Social issues in sport.* Champaign, IL: Human Kinetics.

Zeigler, E. F. (2007). Sport management must show social concern as it develops tenable Theory. *Journal of Sport Management, 21*(3), 297-318.

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ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework. Because of the broad nature of the course, most conceptual framework descriptors are covered in course lectures and assignments. At the conclusion of the course, students will have demonstrated achievement in the areas of *decision making*: choosing policies and decision making frameworks that demonstrate consideration of the sociological experiences and frameworks of those within the organization; *leadership*: taking responsibility for decisions and capitalizing on opportunities to utilize the diverse experiences of the members to solve organizational problems and face organizational challenges; *lifelong learning*: studying the effectiveness of organizational practices and decision making paradigms; being *adaptive*: promoting change in organizational practices and attitudes to meet the ever-changing needs of sport participants and consumers; *collaboration*: working with organizational members and stakeholders to position sport appropriately in society; *cultural sensitivity*: developing policies and fan participation opportunities that recognize the concerns of diverse population groups in the sport industry; *empathy*: demonstrating sensitivity to the needs of the individuals, professions, and organizations when developing strategies to solve challenges; *knowledge*: drawing upon experience, professional knowledge, and the most recent research when making decisions and implementing policies; being *proactive*: utilizing organizational learning to anticipate changing social trends in the consumption of sport and seek to meet the resultant needs of participants and consumers; *reflective*: engaging in ongoing, continuous reflection of the decision making process to determine effectiveness of interventions and innovations.

Assignments

1. **Exams (100 points each)**
   Students will take a mid-term and final exam that will cover assigned readings, student presentations, and in-class discussion. Exams will contain multiple choice, short answer, and essay items.
   Course objectives: 1, 2, 3, 4

2. **Position Paper/Presentation (250 points)**
   Each student will select a topic from the class outline. The student will present a position paper on the issue selected. The paper will provide the following: historical framework, critical examination of discussion surrounding the topic, compare and contrast this issue in American sport with sport internationally (if appropriate), current issues related to the topic, personal position, and recommendations for future organizational policies. APA style should be followed, and a reference list of the works cited within the report should be provided in the back as well as a copy of the powerpoint slides.

   On the date that the student's topic appears in the Class Outline, the student will lead the discussion on this topic during the class period. The student will present the main topics from his/her paper to the class in a powerpoint presentation. The

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presentation should generate discussion through the posing of insightful questions and comments to the class.

Position Paper: 100 points
Presentation: 75 points
Discussion Leader: 75 points

Course objectives: 1, 2, 3, 4

3. **Book Review (100 points)**
Each student will select a book from the list of approved titles for book reviews. The book review should be 4-5 pages in length. The review should be more than simply a book report or summary of the material read. The student should look critically at the material presented. The main portion of the assignment should be an assessment of the point(s) that the author was trying to convey and the effectiveness of this conveyance as well as the contribution of this book to those administering sport.
Course objective: 5

Components to include in the book review include the following:
- What is the book about?
- Who should read it?
- What will they learn?
- What arguments are presented? Is the argument well taken?
- Is the information accurate?
- What, if anything, is missing?
- How will this book influence organizational strategy in the sport industry sport?

4. **Contribution (100 points)**
The nature of this course requires that students be actively engaged during class discussion. Active contribution among all students is a critical aspect of this class. The perspectives students bring to the class facilitate the learning of others. Each person grows as a result of hearing the viewpoints of others. Contribution is more than simply sharing ideas; contribution asks others to think and assists all involved in the development of new perspectives. Thus, contribution includes completing reading assignments, posing questions to others, and sharing your own perspectives and experiences on the topics covered in the class. Contribution grades will be assigned and posted in WebCT at the conclusion of each class.
Course objectives: 3, 4

5. **Case Study (75 points)**
Students will work in small groups to respond to a case involving the attraction of an emerging demographic. The students must recognize and understand the sociological phenomena surrounding this demographic, (i. e. what sports this group consumes, why, how some of those preferences can be identified in another

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sport, etc.), in order to develop successful business strategies for the purpose of attracting members of this group as new fans and thus enlarging the organization's consumer base. The paper should be 2-3 pages in length and should follow APA style. A reference list of the works cited within the report should be provided in the back.
Course objective: 4

GRADING POLICY

A = 90-100%, 652-725 points
B = 80-89%, 580-651 points
C = 70-79%, 507-579 points
F = 69% or less, 506 or fewer points

CLASS POLICIES

Attendance
Students are expected to attend and fully participate in all class meetings, arrive on time and remain until the discussion for that class period is complete (See Contribution section). Absences will be excused with appropriate written documentation for the following reasons:

a. Death or major illness in a student's immediate family;
b. Participation in legal proceedings or administrative procedures that require a student's presence;
c. Religious holy day;
d. Illness that is too severe or contagious for the student to attend class (as determined by a physician);
e. Required participation in military duties;
f. Mandatory admission interviews for professional or graduate school which cannot be rescheduled; or
g. Official representation of the University of West Georgia (athletic team, debate team, etc.).

E-mail
University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important University related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

Class Decorum
The instructor expects all students to be regular contributors to the learning environment (See Contribution section under Assignments). This means not only that you come to class prepared, but that you are respectful to the instructor, special guests, your

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classmates, and the educational process generally. Failure to treat others with respect can lead to further disciplinary procedures. Further, in order to eliminate unnecessary distractions, cell phones, I-pods, and other electronic devices should be turned off during class.

Assignments
There will be many and varied assignments throughout the semester. This can include case studies, papers, major projects, and technical reports. Of course, students will be expected to perform the requisite readings from the text and other resources. Formal policies regarding assignments will be discussed as they are assigned.

Work Credit
No material prepared to meet requirements in one course may be used to fulfill the requirements in another course without prior permission of the instructor.

Americans with Disabilities Statement (ADA)
The ADA is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of his/her disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office in Room 272 of the Student Development Center located in Parker Hall. The phone number is (678) 839-6428, and the fax number is (678) 839-6429.

Plagiarism and Honor Code
As commonly defined, "plagiarism" consists of passing off as one's own, the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the University of West Georgia Student Handbook under *Rights & Responsibilities*.

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the *UWG Student Handbook* and *Graduate Catalog*.

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CLASS OUTLINE

Week	Topic
1	Course Introduction What is the sociology of sport?
2	Social and Cultural Sources Contributing to the Rise of Sport
3	Sport and Societal Values
4	Sociological Questions about Youth Sport
5	Role of Interscholastic Sport for Today's Youth
6	Role of Intercollegiate Sport in Society
7	Sport and Deviant Behavior: Violence, Substance Abuse, Eating Disorders, Gambling
8	Sport and Religion: A Winning Combination?
9	Mid Term Exam
10	Sport and Politics: Sport-Government Relationship
11	Sport and the Economy: Commercialization of Sport
12	Sport and the Mass Media: A Representation
13	Sport, Social Stratification, and Social Mobility
14	Racial-Ethnic Minorities and Sport
15	Gender and Sport: Participation, Equity, Ideological, and Cultural Issues
16	Contemporary Trends and the Future
	Final Exam

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Course or Program Addition, Deletion or Modification Request

Department: Physical Education & Recreation **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix SPMG **Course** 6110 **Title** SPORT LAW — **Hours: Lecture/Lab/Total** 3 / 0 / 3

Action	Credit	Frequency
☑ Course ☐ Program	☐ Undergraduate	☐ Every Term
☐ Modify ☑ Add ☐ Delete	☑ Graduate	☑ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☐ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
SPMG	6110	SPORT LAW	3 / 0 / 3

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course examines legal issues associated with the operation of sport properties. Some of the topics to be covered include tort liability, labor relations, contracts, agency law, discrimination, and intellectual property law. In addition, students will explore the organizational structure of the American court system, judicial process, and how to conduct legal research. The goal of the course is for students to develop managerial thinking that is both deferent to current legal issues and proactive in mitigating risk.

Prerequisite(s) Admission to Graduate School

Present or Projected Enrollment: 20-30 (Students per year) Effective Date*: Fall / 2008 (Term/Year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair — 11-12-07 — Date

Department Chair (if cross listed) — Date

Dean of College — 11/12/2007 — Date

Dean of College (if cross listed) — Date

Chair of TEAC (if teacher prep. **program**) — Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee — Date

Chair, Committee on Graduate Studies — 11/12/2007 — Date

Vice President for Academic Affairs — Date

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Revised 1/09/02

Adding SPMG 6110 SPORT LAW

Course Description
This course examines legal issues associated with the operation of sport properties. Some of the topics to be covered include tort liability, labor relations, contracts, agency law, discrimination, and intellectual property law. In addition, students will explore the organizational structure of the American court system, judicial process, and how to conduct legal research. The goal of the course is for students to develop managerial thinking that is both deferent to current legal issues and proactive in mitigating risk. Prerequisite(s): Admission to the Graduate School.

Course Rationale
This course is being developed to support the outside elective area in the curriculum of the Master of Business Administration (MBA) degree program in the Richards College of Business. The purpose of the MBA, Emphasis: Sport program is to prepare students to fill positions of responsibility and ethical leadership in the sport industry. Sport law is an essential course due to the mass appeal of sporting activities and the litigious nature of our society. Front line managers within the sport industry are expected to have a working knowledge of salient laws and legal processes as they impact their organizations. This course is designed to provide students with the knowledge base essential to effectively mitigate risks to both the sport property and to the constituencies of their organization.

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STATE UNIVERSITY of West Georgia

Richards College of Business
Carrollton, Georgia 30118-3000
Office of the Dean

TO: Dr. Lance Hatfield

FROM: Dr. Jon Anderson Associate Dean, RCOB

DATE: August 10, 2007

SUBJECT: Sport Management Graduate Courses

I am writing in support of the graduate courses you are proposing in sport management: SPMG 6001 Social Issues in Sport, SPMG 6102 Revenue Generation in Sport, and SPMG 6110 Sport Law.

Although these courses do not replace core, required MBA courses, they will serve as quality elective courses in the MBA program. Currently any MBA student can take two elective courses outside the Richards College of Business.

These courses will supplement what a student learns through the MBA program and prepare them to fill positions of responsibility and ethical leadership in the field of sport management. I appreciate working with you on the development of these courses and support their approval. I believe they will be a quality addition to the graduate course offerings at the University of West Georgia.

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MBA Program Sheet
Richards College of Business

Contact Information

Name: _____
Email: _____
Home Phone: _____
Work Phone: _____
Address: _____
City, State, Zip: _____

Academic Information

Undergraduate Major: _____
Undergraduate Institution: _____
Undergraduate GPA: _____
GMAT Score/Waiver: _____
GMAT Analytical Writing: _____
TOEFL (International only): _____

Dates

Admitted: _____
Enrolled: _____
Comp. Exam Passed: _____
Applied to Graduation: _____
Graduate: _____

Program

On Campus Newnan WebMBA

Preparatory Courses	Term	Grade	BUSA 5100 Equivalent	Term	Grade
ACCT 2101: Financial Accounting					
ACCT 2102: Managerial Accounting					
BUSA 2106: Legal and Ethical Env. of Business					
ECON 2105 or 2106: Intro to Macro/Micro Economics					
ECON 3402: Statistics for Business and Economics					
FINC 3511: Corporate Finance					

Graduate Courses (30-33 hours)	Term	Grade
**MGNT 6685: Special Problems in Management		
ACCT 6232: Managerial Accounting		
ECON 6450: Managerial Economics		
FINC 6532: Finance		
MGNT 6670: Organizational Theory and Behavior		
MGNT 6681: Global, Ethical, and Strategic MGNT		
MKTG 6815: Marketing Strategy		
Elective*:		
Elective*:		
Elective*:		
Elective*:		

*two electives must be in the RCOB at the 6000 level or higher
** Only required students without the equivalent of a BBA degree

Comments

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_____ _____
MBA Director *Date*

_____ _____
Associate Dean, Richards College of Business *Date*

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SPMG 6110

SPORT LAW

Semester Hours: 3

Semester/Year:

Instructor:

E-mail:

Office:

Office Hours:

Telephone:

Fax:

COURSE DESCRIPTION

Prerequisite: Admission to the Graduate School.

This course examines legal issues associated with the operation of sport properties. Some of the topics to be covered include tort liability, labor relations, contracts, agency law, discrimination, and intellectual property law. In addition, students will explore the organizational structure of the American court system, judicial process, and how to conduct legal research. The goal of the course is for students to develop managerial thinking that is both deferent to current legal issues and proactive in mitigating risk.

CONCEPTUAL FRAMEWORK

The conceptual framework for the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. The College assumes responsibility for preparing industry professionals who can positively affect organizational performance. Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve industry through strategic change.

Functioning cooperatively within the context of the College of Education, the mission of the Sport Management Program is to develop professionals who are prepared to function effectively in diverse organizational settings with competencies that are instrumental to planning, implementing, assessing, and reevaluating existing or proposed practices. As such, this course's objectives are related directly to the conceptual framework. Class activities and assessments that

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align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. examine the concepts of jurisprudence and the 'Rule of Law';
   (*Decision Makers; Leaders; Adaptive; Culturally Sensitive; Empathetic; Knowledgeable Proactive*)
   (Carpenter, 2000; Cotton et al., 2006; Cozzillo et al., 2005; Sharp et al., 2007; Wong, 2002)

2. differentiate the structures and judicial processes of the American legal system;
   (*Decision Makers; Leaders; Adaptive; Culturally Sensitive; Proactive, Reflective)*
   (Carpenter, 2000; Cotton et al., 2006; Sharp et al., 2007; Wong, 2002)

3. utilize the methodology and tools of legal research including the use of legal terminology within the context of the sport industry;
   (*Decision Makers; Leaders; Life Long Learners; Adaptive; Knowledgeable; Proactive)*
   (Carpenter, 2000; Cotton et al., 2006; Sharp et al., 2007; Wong, 2002)

4. evaluate how the law impacts the operation of amateur and professional sport properties and respond to these constraints with policies that adhere to the letter and spirit of the law while furthering the goals of the organization; and
   (*Decision Makers; Leaders; Life Long Learners; Culturally Sensitive Knowledgeable; Proactive)*
   (Champion, 2005; Cotton et al., 2006; Fried & Miller, 1998; Sharp et al., 2007; Wong, 2002)

5. assess case and statutory law in a way that is proactive and relevant to the non-attorney management function.
   (*Decision Makers; Leaders; Life Long Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective*)
   (Champion, 2005; Cotton et al., 2006; Fried & Miller, 1998; Sharp et al., 2007; Wong, 2002)

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts

Wong, G. M. (2002). *Essentials of sports law* (3rd ed.). Westport, CT: Praeger.

Additional readings and cases to be developed.

References

Carpenter, L. J. (2000). *Legal concepts in sport: A primer* (2nd ed.). Champaign, IL: Sagamore.
Carpenter, L. J., & Acosta, R. V. (2005). *Title IX*. Champaign, IL: Human Kinetics.
Champion, W. T., Jr. (2005). *Sports law: Cases, documents, and materials*. New York: Aspen.

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Cotton, D. J., Wolohan, J. T., & Wilde, T. J. (2006). *Law for recreation and sport managers* (4th ed.). Dubuque, IA: Kendall/Hunt.

Cozzillo, M. J., & Hayman, R. L., Jr. (2005). *Sports and inequality*. Durham, NC: Carolina Academic Press.

Fried, G., & Miller, L. (1998). *Employment law: A guide for sport, recreation, and fitness industries*. Durham, NC: Carolina Academic Press.

Mitten, M. J., Davis, T., Smith, R. K., & Berry, R. C. (2005). *Sports law and regulation: Cases, materials, and problems*. New York: Aspen.

Sharp, L. A., Moorman, A. M., & Claussen, C. L. (2007). *Sport law: A managerial approach*. Scottsdale, AZ: Holcomb Hathaway.

Weiler, P. C., & Roberts, G. R. (2004). *Sports and the law: Text, cases, and problems* (3rd ed.). St. Paul, MN: West.

Yasser, R., McCurdy, J. R., Goplerud, C. P., & Weston, M. A. (2003). *Sports law: Cases and materials* (5th ed.). Cincinnati: Anderson.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework. Because of the broad nature of the course, each conceptual framework descriptor is covered in the course lectures and assignments. At the conclusion of the course, students will have demonstrated achievement in the areas of *decision making*: choosing policies and decision making frameworks that demonstrate both effectiveness and recognition of accountability to internal and external constituencies; *leadership*: taking responsibility for decisions and promoting continual assessment of procedures in light of organizational challenges; *lifelong learning*: studying the effectiveness of organizational practices; being *adaptive*: promoting change in organizational practices and attitudes to meet the ever-changing needs of business; *collaboration*: working with colleagues and stakeholders to plan and carry out policy development; *cultural sensitivity*: developing policies that recognize the concerns of diverse population groups in the sport industry; *empathy*: demonstrating sensitivity to the needs of the individuals, professions, and organizations when developing strategies to solve challenges; *knowledge*: drawing upon content, professional knowledge, and previous experience when making decisions and implementing policies; being *proactive*: utilizing organizational learning to anticipate trends in the environment thus developing strategies to maintain competitive advantage; and *reflective*: engaging in ongoing, continuous reflection of the decision making process to determine effectiveness of interventions and innovations.

Assignments

1. **Case Briefs (25 points each)**
   Students will complete four case briefs and present them as a part of class discussion. The cases assigned will be germane to the area of law to be discussed in class on the respective days briefs are due. Format and examples of the briefs will be provided in class.
   Course objectives: 1, 3

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2. **Law Review (100 points)**
   Students will write a critique of a recently published law review article on a topic of their choice. The critique must include a review of the article, an analysis of the legal theory(ies) presented, propose alternate theoretical approaches, and note how the substantive content of the article can be utilized to inform managerial decision making.
   Course objectives: 1, 2, 4, 5

3. **Memorandum Analysis (100 points)**
   Students will provide a written analysis of a fact pattern that will be presented in class. In the fact pattern, the students' organization will have to respond to a series of allegations (e. g., negligence, trademark infringement, etc.) or recently passed statutory provisions. In cases alleging civil violations, students will have to present arguments predicated upon sound legal doctrine that either mitigates the organization's culpability or exonerates it completely. In cases of new statutory provisions, students will have to provide an analysis of how the legislation will impact their organization's current operations and propose new policies that will bring the organization into compliance.
   Course objectives: 3, 4, 5

4. **Mock Trial (200 points)**
   This exercise serves as a capstone project for students to utilize the research and argument-making skills developed through the previous assignments. Students will be divided into three teams: the plaintiff, the defense, and the jury. The instructor or special guest will serve as judge. Predicated upon the fact pattern of a civil case, the plaintiff and defendant teams will have to provide legal arguments (i. e., based upon sound common and statutory law) to prove or disprove the allegations. Jury members will render a decision in the case and provide a rationale for their decision.
   Course objectives: 2, 3, 4, 5

5. **Exams (100 points each)**
   Students will take a mid-term and final exam that will cover assigned readings, student presentations, and in-class discussion. Exams will contain multiple choice, short answer, and essay items.
   Course objectives: 1, 2, 3

GRADING POLICY:

A = 90-100%, 630-700 points
B = 80-89%, 560-629 points
C = 70-79%, 490-559 points
F = 69% or less, 489 or fewer points

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CLASS POLICIES

Attendance
Students are expected to attend and fully participate in all class meetings, arrive on time and remain until the discussion for that class period is complete. Absences will be excused with appropriate written documentation for the following reasons:

a. Death or major illness in a student's immediate family;
b. Participation in legal proceedings or administrative procedures that require a student's presence;
c. Religious holy day;
d. Illness that is too severe or contagious for the student to attend class (as determined by a physician);
e. Required participation in military duties;
f. Mandatory admission interviews for professional or graduate school which cannot be rescheduled; or
g. Official representation of the University of West Georgia (athletic team, debate team, etc.).

E-mail
University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important University related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

Class Decorum
The instructor expects all students to be regular contributors to the learning environment. This means not only that you come to class prepared, but that you are respectful to the instructor, special guests, your classmates, and the educational process generally. Failure to treat others with respect can lead to further disciplinary procedures.

Assignments
There will be many and varied assignments throughout the semester. This can include case studies, papers, major projects, and technical reports. Of course, students will be expected to perform the requisite readings from the text and other resources. Formal policies regarding assignments will be discussed as they are assigned.

Work Credit
No material prepared to meet requirements in one course may be used to fulfill the requirements in another course without the prior permission of the instructor.

Americans with Disabilities Statement (ADA)
The ADA is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of his/her disabilities. If you believe you have a disability requiring an accommodation, please

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contact the Disability Services Office in Room 272 of the Student Development Center located in Parker Hall. The phone number is (678) 839-6428, and the fax number is (678) 839-6429.

Plagiarism and Honor Code
As commonly defined, "plagiarism" consists of passing off as one's own, the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the University of West Georgia Student Handbook under *Rights & Responsibilities*.

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the *UWG Student Handbook* and *Graduate Catalog.*

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CLASS OUTLINE

Week	Topic
1	Intro to 'The Law' & the US Court System
2	Conducting Legal Research
3	Tort Law
4	Tort Law
5	Contract Law
6	Contract Law
7	Antitrust Law
8	Labor Law
9	Athletic Associations
10	Sports and Constitutional Law
11	Gender & Racial Discrimination
12	Intellectual Property Law
13	Criminal Law in Sport
14	Employment Law
15	Mock Trial
16	Final Exam

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Course or Program Addition, Deletion or Modification Request

Department: Physical Education & Recreation **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix SPMG **Course** 6102 **Title** REVENUE GENERATION IN SPORT 3 / 0 / 3 **Hours: Lecture/Lab/Total**

Action
☑ Course ☐ Program

☐ Modify ☑ Add ☐ Delete
- ☐ Credit
- ☐ Number
- ☐ Title
- ☐ Description
- ☐ Other

Credit
- ☐ Undergraduate
- ☑ Graduate
- ☐ Other*

*Variable credit must be explained

Frequency
- ☐ Every Term
- ☑ Yearly
- ☐ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix	Course	Title	Hours: Lecture/Lab/Total
SPMG	6102	REVENUE GENERATION IN SPORT	3 / 0 / 3

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

This course is designed to provide comprehensive coverage of the many traditional sources of revenue available to sport properties. In addition, students will be encouraged to think entrepreneurially to foster the development of new platforms for revenue acquisition. Some of the topics to be covered include fundraising, ticket sales, licensing, and sponsorships.

Prerequisite(s) Admission to Graduate School

Present or Projected Enrollment: 20-30 (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Fall / 2008 (Term/Year)

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Deborah Jones 11-12-07
Department Chair Date Department Chair (if cross listed) Date

Lynne O. Gaskin 11/12/2007
Dean of College Date Dean of College (if cross listed) Date

Chair of TEAC (if teacher prep. **program**) Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Charles W. Clark 12/12/2007
Chair, Undergraduate Academic Programs Committee Date Chair, Committee on Graduate Studies Date

Vice President for Academic Affairs Date

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Revised 1/09/02

Adding SPMG 6102 REVENUE GENERATION IN SPORT

Course Description
This course is designed to provide comprehensive coverage of the many traditional sources of revenue available to sport properties. In addition, students will be encouraged to think entrepreneurially to foster the development of new platforms for revenue acquisition. Some of the topics to be covered include fundraising, ticket sales, licensing, and sponsorships. Prerequisite(s): Admission to the Graduate School.

Course Rationale
This course is being developed to support the outside elective area in the curriculum of the Master of Business Administration (MBA) degree program in the Richards College of Business. The purpose of the MBA, Emphasis: Sport program is to prepare students to fill positions of responsibility and ethical leadership in the sport industry. According to many in the sport industry, the most important skill to possess is the ability to generate revenue. This course shall focus on the development of traditional sport-related revenue streams as well as foster an entrepreneurial approach to creating uncontested market space through innovation in both fan experience and product delivery.

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STATE UNIVERSITY of
West Georgia

Richards College of Business
Carrollton, Georgia 30118-3000
Office of the Dean

TO: Dr. Lance Hatfield

FROM: Dr. Jon Anderson Associate Dean, RCOB

DATE: August 10, 2007

SUBJECT: Sport Management Graduate Courses

I am writing in support of the graduate courses you are proposing in sport management: SPMG 6001 Social Issues in Sport, SPMG 6102 Revenue Generation in Sport, and SPMG 6110 Sport Law.

Although these courses do not replace core, required MBA courses, they will serve as quality elective courses in the MBA program. Currently any MBA student can take two elective courses outside the Richards College of Business.

These courses will supplement what a student learns through the MBA program and prepare them to fill positions of responsibility and ethical leadership in the field of sport management. I appreciate working with you on the development of these courses and support their approval. I believe they will be a quality addition to the graduate course offerings at the University of West Georgia.

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MBA Program Sheet
Richards College of Business

Contact Information

Name: _____
Email: _____
Home Phone: _____
Work Phone: _____
Address: _____
City, State, Zip: _____

Academic Information

Undergraduate Major: _____
Undergraduate Institution: _____
Undergraduate GPA: _____
GMAT Score/Waiver: _____
GMAT Analytical Writing: _____
TOEFL (International only): _____

Dates

Admitted: _____
Enrolled: _____
Comp. Exam Passed: _____
Applied to Graduation: _____
Graduate: _____

Program

On Campus Newnan WebMBA

Preparatory Courses	Term	Grade	BUSA 5100 Equivalent	Term	Grade
ACCT 2101: Financial Accounting					
ACCT 2102: Managerial Accounting					
BUSA 2106: Legal and Ethical Env. of Business					
ECON 2105 or 2106: Intro to Macro/Micro Economics					
ECON 3402: Statistics for Business and Economics					
FINC 3511: Corporate Finance					

Graduate Courses (30-33 hours)	Term	Grade
**MGNT 6685: Special Problems in Management		
ACCT 6232: Managerial Accounting		
ECON 6450: Managerial Economics		
FINC 6532: Finance		
MGNT 6670: Organizational Theory and Behavior		
MGNT 6681: Global, Ethical, and Strategic MGNT		
MKTG 6815: Marketing Strategy		
Elective*:		
Elective*:		
Elective*:		
Elective*:		

*two electives must be in the RCOB at the 6000 level or higher
** Only required students without the equivalent of a BBA degree

Comments

_____
_____
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_____
MBA Director *Date*

_____
Associate Dean, Richards College of Business *Date*

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SPMG 6102

REVENUE GENERATION IN SPORT

Semester Hours: 3

Semester/Year:

Instructor:

E-mail:

Office Location:

Office Hours:

Telephone:

Fax:

COURSE DESCRIPTION

Prerequisite: Admission to the Graduate School.

This course is designed to provide comprehensive coverage of the many traditional sources of revenue available to sport properties. Students will be encouraged to think entrepreneurially to foster the development of new platforms for revenue acquisition. Topics to be covered include fundraising, ticket sales, licensing, and sponsorships.

CONCEPTUAL FRAMEWORK

The conceptual framework for the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. The College assumes responsibility for preparing industry professionals who can positively affect organizational performance. Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve industry through strategic change.

Functioning cooperatively within the context of the College of Education, the mission of the Sport Management Program is to develop professionals who are prepared to function effectively in diverse organizational settings with competencies that are instrumental to planning, implementing, assessing, and reevaluating existing or proposed practices. As such, this course's objectives are related directly to the conceptual framework. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

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COURSE OBJECTIVES

Students will:

1. identify the current financial situation in the sport industry;
   (*Decision Makers; Leaders; Adaptive; Knowledgeable; Proactive)*
   (Howard & Crompton, 2004; Rein et al., 2006; Rosner & Shropshire, 2004; Sawyer et al., 2004).

2. explain how to organize and administer a program for soliciting annual and major gifts in support of sport organizations;
   (*Decision Makers; Leaders; Life Long Learners; Adaptive; Knowledgeable; Proactive)*
   (Howard & Crompton, 2004; Rosner & Shropshire, 2004; Sawyer et al., 2004)

3. describe how revenue is generated through tickets sales and how team identification variables affect fan consumer behavior; and
   (*Decision Makers; Leaders; Life Long Learners; Culturally Sensitive; Knowledgeable; Proactive)*
   (Howard & Crompton, 2004; Rein et al., 2006; Rosner & Shropshire, 2004; Sawyer et al., 2004).

4. develop formal sponsorship, naming rights, and licensing programs.
   (*Decision Makers; Leaders; Life Long Learners; Adaptive; Collaborative; Culturally Sensitive; Knowledgeable; Proactive; Reflective*)
   (Howard & Crompton, 2004; Sawyer et al., 2004; Stotlar, 2005; Ukman, 2004)

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts

Street and Smith's Sports Business Journal (Subscription forms to be provided).

Additional readings to be developed.

References

Fried, G., Shapiro, S. J., & Deschriver, T. D. (2003). *Sport finance*. Champaign, IL: Human Kinetics.

Godin, S. (2002). *Purple cow: Transform your business by being remarkable*. New York: Penguin.

Heath, C., & Heath, D. (2007). *Made to stick: Why some ideas survive and others die*. New York: Random House.

Howard, D. R., & Crompton, J. L. (2004). *Financing sport* (2nd ed.). Morgantown, WV: Fitness Information Technology.

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Kim, W. C., & Mauborgne, R. (2006). *Blue ocean strategy: How to create uncontested market space and make competition irrelevant*. Boston: Harvard Business School.

McKain, S. (2005). *What customers really want: How to bridge the gap between what your organization offers and what your clients crave.* Nashville, TN: Nelson Business.

Rein, I., Kotler, P., & Shields, B. (2006). *The elusive fan: Reinventing sports in a crowded marketplace.* New York: McGraw Hill.

Rosner, S. R., & Shropshire, K. L. (2004). *The business of sports*. Boston: Jones and Bartlett.

Sawyer, T. H., Hypes, M., & Hypes, J. A. (2004). *Financing the sport enterprise*. Champaign, IL: Sagamore.

Spoelstra, J. (2001). *Marketing outrageously: How to increase your revenue by staggering amounts*. Austin, TX: Bard Press.

Stotlar, D. K. (2005). *Developing successful sport sponsorship plans* (2nd ed.). Morgantown, WV: Fitness Information Technology.

Taylor, W. C., & Labarre, P. (2006). *Mavericks at work: Why the most original minds in business win.* New York: Harper Collins.

Ukman, L. (2004). *IEG's guide to sponsorship: Everything you need to know about sports, arts, event, entertainment and cause marketing*. Chicago: IEG.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework. Because of the broad nature of the course, most conceptual framework descriptors are covered in course lectures and assignments. At the conclusion of the course, students will have demonstrated achievement in the areas of *decision making*: choosing policies and decision making frameworks that demonstrate both effectiveness and recognition of accountability to internal and external constituencies; *leadership*: taking responsibility for decisions and promoting continual assessment of procedures in light of organizational challenges; *lifelong learning*: studying the effectiveness of organizational practices and decision making paradigms; being *adaptive*: promoting change in organizational practices and attitudes to meet the ever-changing needs of the market; *collaboration*: working with colleagues and stakeholders to develop new streams of revenue; *cultural sensitivity*: developing policies and fan participation opportunities that recognize the concerns of diverse population groups in the sport industry; *empathy*: demonstrating sensitivity to the needs of the individuals, professions, and organizations when developing strategies to solve challenges; *knowledge*: drawing upon experience, professional knowledge, and the most recent research of market trends when making decisions and implementing policies; being *proactive*: utilizing organizational learning and trade research to anticipate trends in the market environment thus developing strategies to maintain competitive advantage; and *reflective*: engaging in ongoing, continuous reflection of the decision making process to determine effectiveness of interventions and innovations.

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Assignments

1. **Case Study (50 points each)**
   Students will complete three case studies. These case studies will emphasize the need to generate additional revenue streams for a sport property. These revenue streams will have to be in-game, in-venue revenue and must focus on increasing tickets sales while providing proprietary sponsorship opportunities for new corporate partners.
   Course objectives: 1, 2, 3

2. **Fulks Project (100 points)**
   Students will write an analysis of the most recently published Fulks Report that reports the revenues and expenses of NCAA member institutions utilizing macro data. In addition, students will have to provide some specifics related to institutions and conferences. To do this, students must integrate the micro-level data found in the Equity in Athletics Disclosure Act (EADA) database accessible via the U.S. Dept. of Education.
   Course objectives: 1, 2, 3, 4

3. **Sponsorship Proposal (200 points)**
   The purpose of this exercise is for students to gain experience in selecting and targeting a prospective corporate partner for a sport property. There are four components to the process: preliminary research, approaching the prospective sponsor, developing the proposal and presenting the proposal to the sponsor's representatives. It is an aspiration that students will be assisting a local sports team in the solicitation of an actual partnership agreement.
   Course objectives: 3, 4

4. **Exams (100 points each)**
   Students will take a mid-term and final exam that will cover assigned readings, student presentations, and in-class discussion. Exams will contain multiple choice, short answer, and essay items.
   Course objectives: 1, 2, 3

GRADING POLICY

A = 90-100%, 585-650 points
B = 80-89%, 520-584 points
C = 70-79%, 455-519 points
F = 69% or less, 454 or fewer points

CLASS POLICIES

Attendance
Students are expected to attend all class meetings, arrive on time and remain until the discussion for that class period is complete. Absences will be excused with appropriate written documentation for the following reasons:

a. Death or major illness in a student's immediate family;

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b. Participation in legal proceedings or administrative procedures that require a student's presence;
c. Religious holy day;
d. Illness that is too severe or contagious for the student to attend class (as determined by a physician);
e. Required participation in military duties;
f. Mandatory admission interviews for professional or graduate school which cannot be rescheduled; or
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As commonly defined, "plagiarism" consists of passing off as one's own, the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have

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the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the University of West Georgia Student Handbook under *Rights & Responsibilities*.

ACADEMIC HONESTY

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CLASS OUTLINE

Week	Topic
1	Intro to Sponsorships, Developing Proposals
2	Corporate Concerns in Sponsorship, Soliciting Sponsorship Agreements
3	Valuation of Sponsorship Packages, Sponsorship Contract Negotiation
4	Measuring Impact of Sponsorships
5	Preparing Post-Sponsorship Fulfillment Reports
6	Sport Fan Consumer Behavior
7	Sport Fan Consumer Behavior
8	Broadcast and other Media Rights
9	Ticket Sales and Operations
10	Ticket Sales and Operations
11	Concessions and Merchandising
12	Licensing
13	Fundraising – Booster Clubs and Annual Giving
14	Fundraising – Major Gifts
15	Fulks Project Discussions
16	Sponsorship Presentations

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Course or Program Addition, Deletion or Modification Request

Department: Management **College:** Richards College of Business

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** M.ED Business Education(option) **Hours: Lecture/Lab/Total**

Action	Credit	Frequency
☐ Course ☑ Program	☐ Undergraduate	☑ Every Term
☑ Modify ☐ Add ☐ Delete	☑ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☑ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total**

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

See Attached sheet for Business Education M.Ed. Program Change and Rationale

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: Spring / 2008 (Term/Year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair	Date 10/25/07	Department Chair (if cross listed)	Date
Dean of College	Date 10-29-07	Dean of College (if cross listed)	Date
Chair of TEAC (if teacher prep. **program**)	Date 12/10/07		

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date 1/16/2008
Vice President for Academic Affairs	Date		

UNIVERSITY OF WEST GEORGIA				Revised: 10/2007
M. Ed. IN BUSINESS EDUCATION (Option)				
Date:			GPA:	
Name:			SS#	
Address:			City, State ZIP	
Home Phone:			Work Phone:	
GRE Analytical:	GRE Quantitative:		GRE Verbal:	
Praxis/GACE I – Math:	Praxis/GACE I – Reading:	Praxis/GACE I – Writing:	Praxis/GACE II:	
Email:		SAT/ACT:	Exemption Scores:	
Student's Signature:		Date:		

AREA A: UNDERGRADUATE BUSINESS CONTENT COURSES - (Required if not completed at undergraduate level)				
	ABED	3100	Business Communication	Grade:
EE-PRE	ABED	3104	Document Processing	Grade:
EE - PRE	ABED	3160	Advanced Keyboarding	Grade:
①	ABED	4117	Technology Support Systems	Grade:
	ABED	4118	Web Page Design	Grade:
	ACCT	2101	Principles of Accounting I	Grade:
	ACCT	2102	Principles of Accounting II	Grade:
	BUSA	2106	Legal Environment of Business	Grade:
	CISM	2201	Fundamentals of Computer Applications & On-Line Learning	Grade:
	ECON	2105	Principles of Macroeconomics	Grade:
	ECON	2106	Principles of Microeconomics	Grade:
AREA B: COLLEGE OF BUSINESS GRADUATE COURSES				
(Students **must** take **the following** 5 **courses and complete** teaching internship)				
	ABED	6106	Evaluation and Testing in Business Education	Grade:
	ABED	6160	Instructional Strategies for Keyboarding	Grade:
①	ABED	6183	Introduction to Research in Business Education	Grade:
TE ①	ABED	6507	Curriculum in Business Education	Grade:
TE ①	ABED	6537	Methods in Teaching Business Education	Grade:
TE ②	ABED		Teaching Internship (ABED 6586, 6587, 6588 – See reverse)	Grade:
TE ②	ABED		Teaching Internship (ABED 6586, 6587, 6588 – See reverse)	Grade:
Students must select **1** course from each of the following **3** sections below:				
Select **1** course from the **Instructional Strategies Section** below:				
	ABED	6107	Instructional Strategies for Technology	Grade:
	ABED	6128	Instructional Strategies for Basic Business	Grade:
Select **1** course from the **Business Communications Section** below:				
	ABED	6100	Advanced Business Communication	Grade:
	ABED	6186	Business Internship	Grade:
Select **1** course from the **Leadership and Administration Section** below:				
	ABED	6120	Administrative Support Systems	Grade:
	ABED	6146	Supervision and Leadership	Grade:
AREA C: COLLEGE OF EDUCATION GRADUATE COURSES				
	CEPD	6101	Psychology of Classroom Learning	Grade:
	SPED	6706	Special Education in the Regular Classroom	Grade:
Students must select **1** course from this section:				
	EDFD	7303	Culture and Society in Education	Grade:
	OR			
	EDFD	7305	History of American Education	Grade:

	EDFD	7307	Critical Issues in Education	Grade:
	OR			
	EDFD	7309	Philosophical Foundations of Education	Grade:

BUSINESS EDUCATION	DATE	CURRICULUM & INSTRUCTION	DATE

Additional Information For The M. Ed. In Business Education (Option)

EE –Exemption Exam: Contact the Director of Business Education to schedule an Exemption Exam.

PRE – Prerequisite required: Beginning keyboarding may be satisfied by Exemption Timing/technical college course.

TE – Admission to Teacher Education required. Praxis/GACE I or exemption scores must be noted on specific forms and submitted to COE prior to enrollment in the courses.

①ABED 4117, 6183, 6507 and 6537 must be taken at UWG

②**Teaching internship** courses depend on whether the candidate is teaching on a provisional license.
----Provisional License: Teaching Internship – 2 semesters – ABED 6587 **1st** Semester and ABED 6588 **2nd** Semester
----Non-Provisional: Teaching internship – 1 semester – ABED 6586
Only 3 of the teaching internship credit hours count toward the total of 36 graduate hours needed for graduation.
Deadline Dates: Application for Field Experience form due to the COE
----Fall Teaching Internship = February 1 prior to Fall Semester
----Spring Teaching Internship = May 1 prior to Spring Semester
Admission to Teacher Education is a prerequisite for ABED 6507, 6537, 6586, 6587, and 6588.
ABED 6507, 6537, and Area C courses must be taken **PRIOR** to the teaching internship.

No more than 9 hours may be taken before the candidate submits satisfactory GRE scores.

Candidates must pass the Praxis/GACE II exam before certification is granted by the State of Georgia.

Candidates are required to word process graduate course summaries and research paper **PRIOR** to graduation.

Candidates must complete a minimum of 36 graduate hours for graduation.

This agreement reflects an analysis of unofficial transcript. This program sheet will be deemed invalid should discrepancies be noted in official transcripts submitted.

M.Ed. BUSINESS EDUCATION (OPTION) PROGRAM SHEET

Delete ABED 3106

Rationale

By only requiring a Web Page Design course, ABED majors will develop updated skills now required by the new, 2007 Georgia Performance Standards Curriculum. Students will acquire specific, advanced course content preparation for GPS course alignment, teaching
at the secondary level, and applications to complete higher-level ABED courses.

Delete ABED 6129

Rationale

Based on the new, 2007 Georgia Performance Standards content curriculum, the skills and competencies attained in this current course will be integrated into ABED 6128, Instructional Strategies for Basic Business.

Delete ABED 6130

Rationale

Content from this course will be integrated into ABED 6146 to prepare secondary school educators with the skills and knowledge required to enhance job performance in preparation for working with federal and state educational agencies as well as attainment of leadership positions at local or state levels.

Delete ABED 6150

Rationale

Content from this course will be integrated into ABED 6100 to ensure that majors attain more comprehensive course content to align with courses included in the 2007 Georgia Performance Standards Curriculum including communication strategies and techniques to develop technical and professional written documents.

Current

Select **1** course from the **Instructional Strategies Section** below:			
	ABED	6107	Instructional Strategies for Technology
	ABED	6128	Instructional Strategies for Basic Business
	ABED	6129	Instructional Strategies for Accounting
Select **1** course from the **Business Communications Section** below:			
	ABED	6100	Advanced Business Communications
	ABED	6150	Professional Writing in Business
	ABED	6186	Business Internship
Select **1** course from the **Leadership and Administration Section** below:			
	ABED	6120	Administrative Support Systems
	ABED	6130	History and Administration of Vocational Education
	ABED	6146	Supervision and Leadership in Business Education

Proposed

Select **1** course from the **Instructional Strategies Section** below:			
	ABED	6107	Instructional Strategies for Technology
	ABED	6128	Instructional Strategies for Basic Business
Select **1** course from the **Business Communications Section** below:			
	ABED	6100	Advanced Business Communication
	ABED	6186	Business Internship
Select **1** course from the **Leadership and Administration Section** below:			
	ABED	6120	Administrative Support Systems
	ABED	6146	Supervision and Leadership in Business Education

Current

	ABED	3100	Business Communication
EE	ABED	3104	Document Processing
EE	ABED	3106	Desktop Publishing
	OR		
EE	ABED	4118	Web Page Design
EE - PRE	ABED	3160	Advanced Keyboarding
	ABED	4117	Technology Support Systems
	ACCT	2101	Principles of Accounting I
	ACCT	2102	Principles of Accounting II
	BUSA	2106	Legal Environment of Business
	CISM	2201	Fundamentals of Computer Applications & On-line Learning
	ECON	2105	Principles of Macroeconomics
	ECON	2106	Principles of Microeconomics

Proposed

	ABED	3100	Business Communication
EE-PRE	ABED	3104	Document Processing
EE - PRE	ABED	3160	Advanced Keyboarding
①	ABED	4117	Technology Support Systems
	ABED	4118	Web Page Design
	ACCT	2101	Principles of Accounting I
	ACCT	2102	Principles of Accounting II
	BUSA	2106	Legal Environment of Business
	CISM	2201	Fundamentals of Computer Applications & On-Line Learning
	ECON	2105	Principles of Macroeconomics
	ECON	2106	Principles of Microeconomics

Course or Program Addition, Deletion or Modification Request

Department: Management **College:** Richards College of Business

Current course catalog listing: (for modifications or deletions)

2007 JUL 12 PM 2:53

Prefix **Course** **Title** M.ED Business Education(Non-Certification) **Hours: Lecture/Lab/Total** / /

Action	Credit	Frequency
☐ Course ☑ Program	☐ Undergraduate	☑ Every Term
☑ Modify ☐ Add ☐ Delete	☑ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☑ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

See Attached sheet for Business Education M.Ed. Program Change and Rationale

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year) Effective Date*: Spring / 2008 (Term/Year)

*For a new course, one full term must pass between approval and effective date.

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair	Date 11/5/07	Department Chair (if cross listed)	Date
Dean of College	Date 11-12-07	Dean of College (if cross listed)	Date
Chair of TEAC (if teacher prep. **program**)	Date 12/10/07		

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date 1/14/08
Vice President for Academic Affairs	Date		

M.Ed. BUSINESS EDUCATION (NON-CERTIFICATION) PROGRAM SHEET

Delete ABED 3106

Rationale

By only requiring a Web Page Design course, ABED majors will develop updated skills now required by the new, 2007 Georgia Performance Standards Curriculum. Students will acquire specific, advanced course content preparation for GPS course alignment, teaching at the secondary level, and applications to complete higher-level ABED courses.

Delete ABED 6129

Rationale

Based on the new, 2007 Georgia Performance Standards content curriculum, the skills and competencies attained in this current course will be integrated into ABED 6128, Instructional Strategies for Basic Business.

Delete ABED 6130

Rationale

Content from this course will be integrated into ABED 6146 to prepare secondary school educators with the skills and knowledge required to enhance job performance in preparation for working with federal and state educational agencies as well as attainment of leadership positions at local or state levels.

Delete ABED 6150

Rationale

Content from this course will be integrated into ABED 6100 to ensure that majors attain more comprehensive course content to align with courses included in the 2007 Georgia Performance Standards Curriculum including communication strategies and techniques to develop technical and professional written documents.

UNIVERSITY OF WEST GEORGIA				Revised: 10/2007
M. Ed. IN BUSINESS EDUCATION (Non-Certification)				
Date:			GPA:	
Name:			SS#	
Address:			City, State ZIP	
Home Phone:			Work Phone:	
GRE Analytical:	GRE Quantitative:		GRE Verbal:	
Praxis/GACE I – Math:	Praxis/GACE I – Reading:	Praxis/GACE I – Writing:	Exemption Scores:	
Email:			Praxis/GACE II:	
Student's Signature:			Date	

AREA A: UNDERGRADUATE BUSINESS CONTENT COURSES - (Required if not completed at undergraduate level)				
	ABED	3100	Business Communications	Grade:
EE - PRE	ABED	3104	Document Processing	Grade:
EE - PRE	ABED	3160	Advanced Keyboarding	Grade:
①	ABED	4117	Technology Support Systems	Grade:
	ABED	4118	Web Page Design	
	ACCT	2101	Principles of Accounting I	Grade:
	ACCT	2102	Principles of Accounting II	Grade:
	BUSA	2106	Legal Environment of Business	Grade:
	CISM	2201	Fundamentals of Computer Applications & On-Line Learning	Grade:
	ECON	2105	Principles of Macroeconomics	Grade:
	ECON	2106	Principles of Microeconomics	Grade:
AREA B: COLLEGE OF BUSINESS GRADUATE COURSES				
(Students must take **the following** 6 courses)				
	ABED	6106	Evaluation and Testing in Business Education	Grade:
	ABED	6160	Instructional Strategies for Keyboarding	Grade:
①	ABED	6183	Introduction to Research in Business Education	Grade:
TE ①	ABED	6507	Curriculum in Business Education	Grade:
TE ①	ABED	6537	Methods in Teaching Business Education	Grade:
EL ②	*	*	*ELECTIVE	Grade:
Students must select **1** course from each of the following **3** sections below:				
Select **1** course from the **Instructional Strategies Section** below:				
	ABED	6107	Instructional Strategies for Technology	Grade:
	ABED	6128	Instructional Strategies for Basic Business	Grade:
Select **1** course from the **Business Communications Section** below:				
	ABED	6100	Advanced Business Communication	Grade:
	ABED	6186	Business Internship	Grade:
Select **1** course from the **Leadership and Administration Section** below:				
	ABED	6120	Administrative Support Systems	Grade:
	ABED	6146	Supervision and Leadership	Grade:

Please see reverse side for College of Education courses and additional information

Current

Select **1** course from the **Instructional Strategies Section** below:			
	ABED	6107	Instructional Strategies for Technology
	ABED	6128	Instructional Strategies for Basic Business
	ABED	6129	Instructional Strategies for Accounting
Select **1** course from the **Business Communications Section** below:			
	ABED	6100	Advanced Business Communications
	ABED	6150	Professional Writing in Business
	ABED	6186	Business Internship
Select **1** course from the **Leadership and Administration Section** below:			
	ABED	6120	Administrative Support Systems
	ABED	6130	History and Administration of Vocational Education
	ABED	6146	Supervision and Leadership in Business Education

Proposed

Select **1** course from the **Instructional Strategies Section** below:			
	ABED	6107	Instructional Strategies for Technology
	ABED	6128	Instructional Strategies for Basic Business
Select **1** course from the **Business Communications Section** below:			
	ABED	6100	Advanced Business Communication
	ABED	6186	Business Internship
Select **1** course from the **Leadership and Administration Section** below:			
	ABED	6120	Administrative Support Systems
	ABED	6146	Supervision and Leadership in Business Education

Current

	ABED	3100	Business Communication
EE	ABED	3104	Document Processing
EE	ABED	3106	Desktop Publishing
	OR		
EE	ABED	4118	Web Page Design
EE - PRE	ABED	3160	Advanced Keyboarding
	ABED	4117	Technology Support Systems
	ACCT	2101	Principles of Accounting I
	ACCT	2102	Principles of Accounting II
	BUSA	2106	Legal Environment of Business
	CISM	2201	Fundamentals of Computer Applications & On-line Learning
	ECON	2105	Principles of Macroeconomics
	ECON	2106	Principles of Microeconomics

Proposed

	ABED	3100	Business Communication
EE-PRE	ABED	3104	Document Processing
EE - PRE	ABED	3160	Advanced Keyboarding
①	ABED	4117	Technology Support Systems
	ABED	4118	Web Page Design
	ACCT	2101	Principles of Accounting I
	ACCT	2102	Principles of Accounting II
	BUSA	2106	Legal Environment of Business
	CISM	2201	Fundamentals of Computer Applications & On-Line Learning
	ECON	2105	Principles of Macroeconomics
	ECON	2106	Principles of Microeconomics

AREA C: COLLEGE OF EDUCATION GRADUATE COURSES				
	CEPD	6101	Psychology of Classroom Learning	Grade:
	SPED	6706	Special Education in the Regular Classroom	Grade:
Students must select **1** course from this section:				
	EDFD	7303	Culture and Society in Education	Grade:
	OR			
	EDFD	7305	History of American Education	Grade:
	OR			
	EDFD	7307	Critical Issues in Education	Grade:
	OR			
	EDFD	7309	Philosophical Foundations of Education	Grade:

BUSINESS EDUCATION	DATE	CURRICULUM & INSTRUCTION	DATE

Additional Information For The M. Ed. In Business Education (Non-Certification)

EE – Exemption Exam: Contact the Director of Business Education to schedule an Exemption Exam.

PRE – Prerequisite required: Beginning keyboarding may be satisfied by Exemption Timing/technical college course.

TE – Admission to Teacher Education required. Praxis/GACE I or exemption scores must be noted on specific forms and delivered to COE prior to enrollment in the courses.

①ABED 4117, 6183, 6507 and 6537 must be taken at UWG

EL ② – Electives may be chosen from ABED courses or any 6000 level courses offered in the Richards College of Business. The Director of Business Education must approve all electives.

No more than 9 hours may be taken before the candidate submits satisfactory GRE scores.

This is a Master's degree **without** certification. This program will **NOT** certify you to teach in the State of Georgia.

Candidates are required to word process graduate course summaries and position paper **PRIOR** to graduation.

Candidates must successfully complete a minimum of 36 graduate hours for graduation.

This agreement reflects an analysis of unofficial transcript. This program sheet will be deemed invalid should discrepancies be noted in official transcripts submitted.

Course or Program Addition, Deletion or Modification Request

Department: Management **College:** Richards College of Business

Current course catalog listing: (for modifications or deletions)

Prefix **Course** **Title** Ed.S Business Education **Hours: Lecture/Lab/Total** / /

Action	Credit	Frequency
☐ Course ☑ Program	☐ Undergraduate	☑ Every Term
☑ Modify ☐ Add ☐ Delete	☑ Graduate	☐ Yearly
☐ Credit	☐ Other*	☐ Other
☐ Number	*Variable credit must be explained	
☐ Title		
☐ Description		
☑ Other		

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate ☐ Library resources need enhancement

Proposed Course Catalog Listing: (For new courses or for modification)

Prefix **Course** **Title** **Hours: Lecture/Lab/Total** / /

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

See Attached Rationale

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year)
*For a new course, one full term must pass between approval and effective date.

Effective Date*: Spring / 2008 (Term/Year)

Grading System: ☑ Letter Grade ☐ Pass/Fail ☐ Other

Approval:

Department Chair	Date 10/25/07	Department Chair (if cross listed)	Date
Dean of College	Date 10-29-07	Dean of College (if cross listed)	Date
Chair of TEAC (if teacher prep. **program**)	Date 12/10/07		

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date 1/16/2008
Vice President for Academic Affairs	Date		

UNIVERSITY OF WEST GEORGIA

ED.S. IN BUSINESS EDUCATION

Date:		GPA:
Name:		SS#
Address:		City, State ZIP
Home Phone:		Work Phone:
GRE Analytical:	GRE Quantitative:	GRE Verbal:
Present Certification:		Email:
Student's Signature:		Date:

AREA A: BUSINESS EDUCATION REQUIRED COURSES

ABED	6182	Research Techniques in Business Education	Grade:
ABED	6187	Practicum in Business Education	Grade:
ABED*	8183	Advanced Research Design in Business	Grade:

AREA B: BUSINESS EDUCATION ELECTIVE COURSES

(Any 6000-8000 level ABED course)

ABED	①	ELECTIVE:	Grade:
ABED	①	ELECTIVE:	Grade:
ABED	①	ELECTIVE:	Grade:

AREA C: COLLEGE OF BUSINESS ELECTIVE COURSES

(Any 6000-8000 level course offered in the Richards College of Business)

	①	ELECTIVE:	Grade:

AREA D: COLLEGE OF EDUCATION COURSES

CEPD	8102	Lifespan Human Development	Grade:
SEED	7271	Advanced Study of Secondary School Curriculum	
OR			Grade:
EDFD	8371	Advanced Principles of Curriculum	

BUSINESS EDUCATION	DATE	CURRICULUM & INSTRUCTION	DATE

*ABED 8183 must be taken at UWG no later than one semester prior to graduation. Requirements for this course include **an advanced research paper** that has a twofold purpose: (1) to satisfy course requirements and (2) to satisfy graduation requirements for the Ed.S. program. Students must receive a grade of no lower than "B" on the research paper to satisfy graduation requirements.

①**PRIOR** approval of all electives is required by Director of Business Education.

Candidates who have not met the State requirements for Special Education must take SPED 6706 as an elective.

Candidates must complete a minimum of 27 graduate hours for graduation.

This agreement reflects an analysis of unofficial transcript. This program sheet will be deemed invalid should discrepancies be noted in official transcripts submitted.

Revised: 10/2007

Rationale for ED.S Business Education Program

The goals of Business Education are professional preparation and alignment with professional and certification requirements, such as the new Georgia Performance Standards Career Pathways. Professional preparation at the T-6 certification level is designed to upgrade skill, understanding, and knowledge of Business Education teachers at all levels (middle grades, secondary, and post-secondary). Twenty-seven hours after completion of the Master's degree are required for the program.

Current Program

AREA A: BUSINESS EDUCATION REQUIRED COURSES		
ABED	6187	Practicum in Business Education
ABED	7183	Advanced Research Techniques in Business Education
ABED	8183	Research Design in Business

Proposed Program

AREA A: BUSINESS EDUCATION REQUIRED COURSES		
ABED	6182	Research Techniques in Business Education
ABED	6187	Practicum in Business Education
ABED*	8183	Advanced Research Design in Business

COMMITTEE ON GRADUATE STUDIES MINUTES

- **February 17, 1999**
- **March 3, 1999**
- **April 28, 1999**
- **July 21, 1999**
- **October 27, 1999**
- **November 17, 1999**
- **December 7, 1999**
- **February 2, 2000**
- **March 22, 2000**
- **April 19, 2000**
- **July 12, 2000**
- **October 4, 2000**
- **November 8, 2000**
- **February 21, 2001**
- **April 18, 2001**
- **July 18, 2001**
- **October 24, 2001**
- **November 28, 2001**
- **February 6, 2002**
- **April 17, 2002**
- **July 24, 2002**
- **September 18, 2002**
- **October 23, 2002**
- **November 20, 2002**
- **January 22, 2003**
- **February 26, 2003**

- March 12, 2003
- April 23, 2003
- July 16, 2003
- October 15, 2003
- November 19, 2003
- January 28, 2004
- February 11, 2004
- March 31, 2004
- April 14, 2004
- July 21, 2004
- October 15, 2004
- November 17, 2004
- December 8, 2004
- February 16, 2005
- April 20, 2005
- July 13, 2005
- July 27, 2005
- September 14, 2005
- November 16, 2005
- January 18, 2006
- March 15, 2006
- April 12, 2006
- April 27, 2006
- July 20, 2006
- September 20, 2006
- October 18 , 2006
- November 15, 2006
- January 17, 2007
- February 21, 2007
- March 14, 2007
- April 18, 2007
- July 25, 2007
- September 19, 2007

- **October 16, 2007**
- **November 14, 2007**
- **December 12, 2007**

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