**FORMAL PROPOSAL FOR A NEW DEGREE PROGRAM**

**and**

**DISTANCE LEARNING DELIVERY**

***(Program is New and Institution Currently Offers Distance Learning Programs)***

Institution:

Approval by President or Vice President for Academic Affairs:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:

School/Division: College of Education

Department: Foundations

Departmental Contact: Marcia Peck

Name of Proposed Program/Inscription: Education Specialist in Teacher Leadership

Degree: EDS

Major: Education

CIP Code: 13.0301

Anticipated Implementation Date: Summer 2017

Indicate whether the program will be nominated for inclusion with the SREB Electronic Campus (Yes or No): No

Note: The institution will submit all approved online programs for inclusion in the Georgia On My Line (GoML) directory.

Approval by Chief Business Officer (or designee):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Contact Information:

Approval by Chief Information Officer or designee:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Contact Information:

1. Description of the program’s fit with the institutional mission, existing degrees and majors.

In 1996, the College of Education faculty adopted the conceptual framework of “Educators as Architects of Change”. An aspect of this conceptual framework promotes our graduates as mentors and leaders in educational improvement throughout Georgia. This Education Specialist in Teacher Leadership degree will prepare our graduate students to become leaders in addressing current challenges in education such as coaching and mentoring, building collaborative learning communities and designing effective professional development. Additionally, this graduate program in teacher leadership will support two important university strategic directions. First, Georgia College & State University is dedicated to a *“focus on excellence in graduate education consistent with the university’s graduate mission as a state university, which is to deliver graduate programs responsive to regional workforce needs.”* The EDS in teacher Leadership will address the need of surrounding school systems for teachers trained as school-based leaders with specialized skills in this area. Further, GCSU is committed to *“continue to strengthen community and regional ties through programs and partnerships that improve the quality of life or enhance economic, educational or cultural opportunities”,* areas this degree addresses. There are no other existing degrees or majors at Georgia College in this field of study.

1. Program Description and Goals:
2. Institutional Priority: Describe how the proposed program is aligned with the institution’s academic strategic plan. Indicate where this program falls in terms of the institution’s top priorities for new degrees.

This graduate program in teacher leadership will support an important university strategic direction of being responsive to the changing workforce needs of graduate students due to the fact that it is being delivered online and is also aligned to the new Tiered Certification guidelines. Additionally, the proposed program also aligns with a strategic direction to increase graduate enrollment.

1. Brief description of the program and how it is to be delivered

Georgia College & State University seeks to create an Education Specialist degree in Teacher Leadership. This new program will be 30 hours and will take four semesters to complete. The program will be administered using a cohort model in that students will all begin the program as a group in the summer and finish the next summer. All students will have the same advisor. The program is devised to equip experienced educators with the knowledge, skills and dispositions in the high needs areas of developing job-embedded professional development based on identified student and teacher needs through coaching and building collaborative learning communities. It will also be considered a new field service certification thereby making the degree attractive to educators who may want to gain knowledge and certification in another educational domain rather than their current field. Additionally, adding a new field to a teaching certificate will in turn qualify the candidate for a pay increase. This new program will also equip candidates with one of the requirements to move up within Georgia’s new Tiered Certification for teachers. At present, there is no other degree at Georgia College that addresses these areas specifically.

The new EDS in teacher leadership is 30 hours, 24 of which are required and will be taken in the teacher leader core. New core classes will be designated with EDTL 7100 notations: EDTL 7100, EDTL 7101, EDTL 7102, EDTL 7103, EDTL 7104, and EDTL 7105. (*Please note*: All EDTL classes are 4 hours of credit for several reasons. First, perusing the course listing for each class

will illustrate that a large amount of required standards are addressed in each course. Students must be prepared in these courses to be able to demonstrate they have met these standards not only in their coursework, but especially in their practicum in the spring where they will assessed almost exclusively on their performance as a teacher leader. Additionally, each course contains a strong field component wherein candidates are required to implement the strategies learned in the course in an actual classroom or school. Consequently, as illustrated in the course description, each course is composed of 3 credit hours of instruction and 1 credit hour of “field experience”. This 1 hour of credit will be assessed through course assignments as well as through the traditional teacher evaluation tools already in place in each school. This 1 hour of “field experience” should not be confused with the formal practicum in the spring.)

In consultation with their advisor, students will choose an additional six-eight hours of content courses in an area of prior certification. Students may take their six hours of content courses within the EDTL 7200 level courses which are offered for teacher leadership students, or students have the option of taking their content courses in their area of certification with other programs at GCSU. For example, a student with a certification in secondary English, may choose to take an EDTL 7200 content course or they may choose to take an English content course through Arts and Sciences, or an English pedagogy course with the secondary education program. Students choosing to take content courses outside of the EDTL program, will be advised that those courses may not be offered online necessitating that the student travel to campus.

This program will be delivered totally online. One purpose of this program is to make a quality graduate program available to the widest number of students possible in the region and beyond. Many graduate students who may wish to earn this degree are working professionals with families and additional responsibilities. Driving to a central location for class every week is not convenient, and in some cases even possible, due to distance or childcare. This online program will contribute to educational improvement due to its accessibility to all educational professionals no matter their circumstances.

While there are other online teacher leadership programs available to graduate students in Georgia, this program is unique in that it will be offered by Georgia College, a brick and mortar school with an outstanding reputation for its education programs. Research has demonstrated that even if courses are delivered online, students tend to enroll at a university closer to where they live or with whom they have had past educational experiences. Additionally, the socio-cultural nature of student learning is also addressed in all core courses. Such a stance is based in extensive research findings noting the importance of white middle-class teachers understanding the ramifications of race, class and gender in the learning process. By responding to these areas of need this program in teacher leadership will further support the Georgia Board of Regents core characteristic of, “*a commitment to public service, continuing education, technical assistance, and economic development activities that address the needs, improve the quality of life and raise the educational level within the university’s scope of influence.”*

1. Goals/objectives of the Program

The goals for this proposed program are to equip candidates with the knowledge, skills and dispositions to be an expert and leader in mentoring and coaching, professional development, adult learning, building collaborative learning communities, as well as best practices in advancing student success.

The program standards are:

1. Candidates who complete the program are teacher leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.

2. Candidates who complete the program are teacher leaders who work with stakeholders to promote the development of a school culture that fosters excellence and equity in teaching and learning and focuses on continuous improvement creating a sense of belonging and building a collaborative work environment.

3. Candidates who complete the program are teacher leaders who demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction, and assessment to standards.

4. Candidates who complete the program are teacher leaders who model best practices in pedagogy and serve as a mentor and coach for other educators.

5. Candidates who complete the program are teacher leaders who work with others to design and implement assessment practices and analyze data for monitoring and improving teaching and learning through data-informed decision making.

6. Candidates who complete the program are teacher leaders who access and conduct research, and apply research findings to improve teaching and learning.

7. Candidates who complete the program are teacher leaders who demonstrate the ability to collaborate with stakeholders to improve student learning and to guide positive change.

1. Location of the program – main campus or other approved site

The program will be delivered fully online. Faculty members teaching in the program have offices on the Milledgeville campus that were assigned to them previous to this program, therefore no additional facilities will be needed.

1. Curriculum: List the entire course of study required and recommended to complete the degree program. Provide a sample program of study that would be followed by a representative student. Include Area F requirements (if applicable).

A proposed program of study is included in Appendix A.

Appendix B provides information about courses, including course descriptions, any prerequisites, and whether courses are existing courses or new courses.

Appendix C provides the course rotation for the program.

Appendix D delineates the standards and learning outcomes for the program required by GAPSC.

Appendix E outlines GAPSC regulations for the practicum.

Appendix F outlines our plan for guiding students who are still in the old EDS program when the new EDS in Teacher Leadership begins.

Documentation of approval of the program by all relevant campus curriculum governance bodies is found in documents contained in this proposal.

The proposed program is consistent with nationally accepted trends and standards in education. With the additional responsibilities placed on administrators in schools, teacher leaders are needed to serve as co-instructional leaders and to work one-on-one with teachers in order to improve student achievement. Additionally, educators wish to gain an understanding of how social class, gender and race impact the teaching and learning process as, locally and nationally, poor students and students of color continue to perform academically at low levels when compared with their middle class and white peers.

This proposed program requires a minimum of twenty hours of field experiences. As the students in this program will be practicing teachers, field experiences will be conducted within their own classrooms. Supervision of these field experiences will be conducted as part of the state mandated teacher evaluation process by the educator’s supervisor. Candidates will be required to obtain the necessary paperwork to document these evaluations. Within each core course, several assignments will be required which ask students to complete assignments within their classroom and report and reflect on these experiences. The documentation of the supervision reports and the class assignments will serve as documentation of the completion of the field experience. Candidates are also required to complete a supervised leadership practicum. This supervision will be organized according to PSC guidelines which are delineated in Appendix E. Candidates will receive leadership experiences at a variety of educational levels.

All core courses will be offered within a specific sequence. Students may also take online content course within the program, or they may take content courses in their certification field outside of the program. The program, therefore, has been designed so students will always have the courses they need each semester in order to graduate within the four-semester time frame.

All EDTL content will be delivered online. Students who choose, in consultation with their advisor, to take a content course outside of the program, may have a course that is not totally online and the advisor will note as such when planning the program with each student.

1. Admissions criteria. Please include required minima scores on appropriate standardized tests and grade point average requirements.

Admissions criteria for the new EDS in Teacher Leadership would align with admissions to other EDS programs in the College of Education and include: (a) application to Georgia College & State University Graduate School; (b) valid Georgia teaching certificate at level T5 or higher, Professional, Advanced Professional, or Lead Professional teaching certificate, or leadership certificate, service field certificate, or Life certificate is required; (c) two letters of recommendation; (d) passing score on the graduate writing assessment, or exempting this assessment by an approved score on the GRE of 305 or the MAT of 400, or by being a prior graduate of GCSU; (e)graduate GPA of 3.0. Additionally, due to the nature of the program, students will also be required to submit a leadership assurance form which provides verification that the candidate’s school administrator: a)supports the decision to pursue the degree; b)recommends the candidate for participation in the program; and, c)agrees to provide the necessary resources for completion of the degree requirements, including time and access to teachers and stakeholder groups so that candidate may observe, mentor, conduct research, and provide professional learning among other things.

1. Availability of assistantships (if applicable).

The College of Education has graduate assistantships position for students that have been admitted to a graduate degree program in the College of Education. Applicants who are accepted to the new EDS in Teacher Leadership will be eligible to apply for stipends for assistantships. Eligibility requirements are admission to a graduate degree program in the College of Education and a completed application for graduate assistantship. Approval is granted by chairperson or director of the hiring department, the student’s graduate coordinator, and the Associate Dean of the College of Education. Students must maintain good academic standing (3.0 GPA) and be recommended to continue in their position by their supervisor in order to be maintained in the program.

1. Evaluation and Assessment:

*Provide the student learning outcomes and other associated outcomes of the proposed program*

Student learning outcomes are listed in Appendix D.

*Describe how the institution will monitor and ensure the quality of the degree program.*

In every course, there will be a data point that students must complete satisfactorily in order to continue in the program. Additionally, students must complete an electronic portfolio documenting how they have met the standards and present this portfolio to their professors in an exit interview. Student feedback on strengths and weaknesses of the program will be gathered at the exit interview.

1. Administration of the program:

The program will be administered by the Foundations program coordinator under the supervision of the department chair.

1. Waiver to Degree-Credit Hour (if applicable): If the program exceeds the maximum credit hour requirement at a specific degree level, then provide an explanation supporting the increase of hours (NOTE: The maximum for bachelor’s degrees is 120-semester credit hours and the maximum for master’s degrees is 36-semester credit hours).

NA

1. Accreditation (if applicable): Describe the program’s alignment with disciplinary accreditation requirements and provide a time line for pursuing accreditation. Indicate the source of institutional funding that will be used, if needed, for the accreditation process.

 The proposed EDS in Teacher Leadership will be accredited through the Georgia

 Professional Standards Commission and CAEP, the accrediting agency for the College of

 Education. No funding is needed for the accreditation process.

1. External Reviews (This item only applies to doctoral level programs):  Provide a list of five to eight reviewers, external to the System, from aspirational or comparable programs/institutions. This list should contain contact information for each reviewer, and include an explanation of why the reviewer was suggested. The list should not include individuals for whom the department or institution has consulted during the process of program proposal development.

NA

1. Enrollment Projections and Monitoring;
	1. Provide projected enrollment for the program during the first three years of implementation. (NOTE: These projections will be used to monitor enrollment following program implementation.)
	2. Explain the specific methodology used to determine these projections and verify their accuracy, especially if new student enrollment will be needed to sustain funding for the program. Indicate whether enrollments will be cohort-based.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | First FY 16 | Second FY 17 | Third FY 18 | Fourth FY 19 |
| **I. ENROLLMENT PROJECTIONS** |  |  |  |  |
| **Student Majors** | TL | TL | TL | TL |
| Shifted from other programs | 10 | 0 | 0 | 0 |
| New to the institution | 5 | 15 | 20 | 20 |
| ***Total Majors*** | 15 | 15 | 20 | 20 |
|  |  |  |  |  |
| **Course Sections Satisfying Program Requirements** |  |  |  |  |
| Previously existing | 1 | 1 | 1 | 1 |
| New | 7 | 7 | 7 | 7 |
| ***Total Program Course Sections*** | 8 | 8 | 8 | 8 |
|  |  |  |  |  |
| **Credit Hours Generated by Those Courses** |  |  |  |  |
| Existing enrollments | 300 | 0 | 0 | 0 |
| New enrollments | 150 | 450 | 600 | 600 |
| ***Total Credit Hours*** | 450 | 450 | 600 | 600 |

*Explain the specific methodology used to determine these projections and verify their accuracy, especially if new student enrollment will be needed to sustain funding for the program. Indicate whether enrollments will be cohort-based.*

The enrollment projections are based on our current enrollment in the EDS program (secondary, middle grades, elementary education) for the past three years with an additional five students added in the first year and then an additional 15 and then 20 students added in after that. We feel this is an accurate indication of enrollment as the current secondary, middle grades and elementary education EDS degree will cease enrolling students once approval is received for this new degree in Teacher Leadership. We added in the additional students because the proposed program will enroll future secondary, middle grades, and elementary teachers who want an EDS degree as well as new students from other educational specializations interested in earning a new field degree such as special education.

1. Provide the year when the program is expected to be reviewed in the institution’s comprehensive program review process.

The program will be reviewed in 2019 which is when the College of Education will be reviewed and accredited by CAEP.

1. Describe anticipated actions to be taken if enrollment does not meet projections.

If enrollment does not meet projections, the college will need to investigate how well the program is being marketed and to whom. Additionally, surveys from past and current students will be gathered in order to ascertain what is working and not working in the program that would lead to course revisions. If after such revisions the enrollment projections are still not met, the program will be discontinued.

1. Faculty Qualifications & Capacity:
	1. Provide an inventory of faculty directly involved with the program. On the list below indicate which persons are existing faculty and which are new hires. For each faculty member, provide the following information:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Faculty Name | Rank | Highest Degree | Degrees Earned | Academic Discipline | Area of Specialization | Current Workload |
| Marcia Peck,existing | Asso Prof. | Ph.D. | Ph.D., MS., BA. | Social Foundations, Curriculum | School reform and change, action research. Diversity, and Teacher Leadership/Efficacy | .50 fte in EDS program, .50 in another grad program |
| Jane Hinson,existing | Full Prof. | Ed.D | Ed.D., MS., BA. | Foundations of education: social, philosophical, psychological.Brain-based learning and teaching. | Philosophy and History of Education. Research and academic writing. | .50 fte in EDS program, .50 in another grad program |
| Yeprem Mehranian,existing | Asst. Prof. | Ph.D. | Ph.D., MA., BA. | Teacher Education, Art Education | Diversity, Internationalizing the Curriculum, Supervision of candidates | .50 fte in EDS program, .50 in another grad program |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Note 1: |  |
| Note 2:  |  |

Total Number of Faculty: \_\_\_\_3\_\_\_\_\_\_\_\_\_

* 1. If it will be necessary to add faculty to support the program, give the desired qualifications of the persons to be added, and a timetable for adding new faculty.

No new faculty will be needed.

* 1. If existing faculty will be used to deliver the new program, include a detailed faculty load analysis that explains how additional courses in the new program will be covered and what impact the new courses will have on faculty current workloads. (For example, if program faculty are currently teaching full loads, explain how the new course offerings will be accommodated.)

Existing faculty will be used to deliver the new program. These three professors teach in the current EDS program on a .50 fte and will move to the new program when it is approved. The current EDS degree will be discontinued and no faculty will be needed in that program.

Budget – Complete the form below and provide a narrative to address the following:

* 1. For Expenditures:
		1. Provide a description of institutional resources that will be required for the program (e.g., personnel, library, equipment, laboratories, supplies, and capital expenditures at program start-up and recurring).
		2. If the program involves reassigning existing faculty and/or staff, include the specific costs/expenses associated with reassigning faculty and staff to support the program (e.g. cost of part-time faculty to cover courses currently being taught by faculty being reassigned to the new program or portion of full-time faculty workload and salary allocated to the program).
	2. For Revenue:
		1. If using existing funds, provide a specific and detailed plan indicating the following:
			1. Source of existing funds being reallocated
			2. How the existing resources will be reallocated to specific costs for the new program
			3. The impact the redirection will have on units that lose funding.
		2. Explain how the new tuition amounts are calculated.
		3. Explain the nature of any student fees listed (course fees, lab fees, program fees, etc.). Exclude student mandatory fees (i.e., activity, health, athletic, etc.).
		4. If revenues from Other Grants are included, please identify each grant and indicate if it has been awarded.
		5. If Other Revenue is included, identify the source(s) of this revenue and the amount of each source.
	3. When Grand Total Revenue is not equal to Grand Total Costs:
		1. Explain how the institution will make up the shortfall. If reallocated funds are the primary tools being used to cover deficits, what is the plan to reduce the need for the program to rely on these funds to sustain the program?
		2. If the projected enrollment is not realized, provide an explanation for how the institution will cover the shortfall.

Narrative:

Expenditures

All existing resources, including faculty, administrative, and support personnel, currently dedicated to the EDS in Education will be reallocated to the EDS in Teacher Leadership program. Therefore, no start up costs are anticipated. Resources are already in place with the current EDS program. Operating costs will be reallocated from the EDS in Education program. For personnel costs, the salary fte. calculations were based on no faculty raises over the projected time period. (For a detailed description of how we will “teach out” the old EDS, please see appendix F.)

Revenues

Estimates of yearly enrollment projections (AY 2017-2023) are based on an average of enrollment in the past EDS program, plus interest expressed by MED students to earn the new EDS degree. The revenue predictions will come as New Tuition. Because this will be a new graduate program with its own set of admission requirements and pre-requisites, students accepted will have made a purposeful decision to enter the program to earn an EDS in Teacher Leadership. It will also be a four semester cohort program. Therefore we do not expect to see students beginning in another graduate program at GC or elsewhere and then deciding to switch. Having said that, there may be some who actually do, so that would also increase enrollment. Based on our enrollment in the current EDS degree as an online degree, we anticipate we will have 20 students enrolled after the third year. We do anticipate that most of the students will be in-state, but should that not be the case, the projected New Tuition dollars could rise significantly.

Grand Totals

Even though this is a new EDS program, we currently have an EDS degree in Education, so we will use existing allocations from the current EDS (which will be deactivated upon final approval of this new degree). The projections are for a surplus and not a deficit – with a new tuition revenue stream.

All expenditures and revenues will need to be adjusted based upon the actual cohort numbers in the program each year.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **I. EXPENDITURES** | First FY Dollars | Second FY Dollars | Third FY Dollars | FourthFY Dollars |
| **Personnel – reassigned or existing positions**  |  |  |  |  |
| Faculty **(see 15.a.ii)** | 101,506 | 101,506 | 101,506 | 101,506 |
| Part-time Faculty **(see 15 a.ii)** | 0 | 0 | 0 | 0 |
| Graduate Assistants **(see 15 a.ii)** | 0 | 0 | 0 | 0 |
| Administrators**(see 15 a.ii)** | 8,906 | 8,906 | 8,906 | 8,906 |
| Support Staff **(see 15 a.ii)** | 3,040 | 3,040 | 3,040 | 3,040 |
| Fringe Benefits | 32,787 | 32,787 | 32,787 | 32,787 |
| Other Personnel Costs | 0 | 0 | 0 | 0 |
| ***Total Existing Personnel Costs*** | 146,239 | 146,239 | 146,239 | 146,239 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***EXPENDITURES (Continued)*** |  |  |  |  |
| **Personnel – new positions (see 15 a.i)** |  |  |  |  |
| Faculty | 0 | 0 | 0 | 0 |
| Part-time Faculty | 0 | 0 | 0 | 0 |
| Graduate Assistants | 0 | 0 | 0 | 0 |
| Administrators | 0 | 0 | 0 | 0 |
| Support Staff | 0 | 0 | 0 | 0 |
| Fringe Benefits | 0 | 0 | 0 | 0 |
| Other personnel costs | 0 | 0 | 0 | 0 |
| ***Total New Personnel Costs*** | 0 | 0 | 0 | 0 |
|  |  |  |  |  |
| **Start-up Costs (one-time expenses) (see 15 a.i)** |  |  |  |  |
| Library/learning resources | 0 | 0 | 0 | 0 |
| Equipment | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 |
|  |  |  |  |  |
| Physical Facilities: construction or renovation (see section on Facilities) | 0 | 0 | 0 | 0 |
| ***Total One-time Costs*** | 0 | 0 | 0 | 0 |
|  |  |  |  |  |
| **Operating Costs (recurring costs – base budget) (see 15 a.i)** |  |  |  |  |
| Supplies/Expenses | 942 | 942 | 942 | 942 |
| Travel | 222 | 222 | 222 | 222 |
| Equipment | 0 | 0 | 0 | 0 |
| Library/learning resources | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 |
| ***Total Recurring Costs*** | 1,164 | 1,164 | 1,164 | 1,164 |
|  |  |  |  |  |
| ***GRAND TOTAL COSTS*** | 147,403 | 147,403 | 147,403 | 147,403 |
|  |  |  |  |  |
| **III. REVENUE SOURCES** |  |  |  |  |
| **Source of Funds** |  |  |  |  |
| Reallocation of existing funds **(see 15 b.i)** | 147,403 | 147,403 | 147,403 | 147,403 |
| New student workload |  |  | 0 | 0 |
| New Tuition **(see 15 b.ii)** | 107,205 | 107,205 | 142,940 | 142,940 |
| Federal funds | 0 | 0 | 0 | 0 |
| Other grants **(see 15 b.iv)** | 0 | 0 | 0 | 0 |
| Student fees **(see 15 b.iii)**Exclude mandatory fees (i.e., activity, health, athletic, etc.). | 0 | 0 | 0 | 0 |
| Other **(see 15 b.v)** | 0 | 0 | 0 | 0 |
| New state allocation requested for budget hearing | 0 | 0 | 0 | 0 |
|  |  |  |  |  |
| ***GRAND TOTAL REVENUES*** | 254,608 | 254,608 | 290,343 | 290,343 |
|  |  |  |  |  |
| **Nature of Revenues** |  |  |  |  |
| Recurring/Permanent Funds | X | X | X | X |
| One-time funds | 0 | 0 | 0 | 0 |
|  |  |  |  |  |
| **Projected Surplus/Deficit**(Grand Total Revenue – Grand Total Costs)(see 15 c.i. & c.ii) | 107,205 | 107,205 | 142,940 | 142,940 |

Please remember to include a detailed narrative explaining the projected expenditures and revenues following the instructions appearing at the beginning of the Budget section.

1. Facilities—Complete the table below.

|  |  |
| --- | --- |
|  | **Total GSF** |
| **a.** | **Indicate the floor area required for the program in gross square feet (gsf). When addressing space needs, please take into account the projected enrollment growth in the program over the next 10 years.** | 300 sq.ft. |
| **b.** | **Indicate if the new program will require new space or use existing space. (Place an “x” beside the appropriate selection.)** |
|  | **Type of Space** | **Comments** |
| i. | Construction of new space is required | no |  |
| ii. | Existing space will require modification  | no |  |
| iii. | If new construction or renovation of existing space is anticipated, provide the justification for the need.  | NA |
| iv. | Are there any accreditation standards or guidelines that will impact facilities/space needs in the future? If so, please describe what the impact will be. | no |
| v. | Will this program cause any impacts on the campus infrastructure, such as parking, power, HVAC, etc. If so, indicate the nature of the impact, estimated cost and source of funding. | no |
| vi. | Existing space will be used as is | NA |  |
|  |
| **c.** | **If new space is anticipated, provide information in space below.** |
| i. | Estimated construction cost |  |
| ii. | Estimated total project budget cost |  |
| iii. | Proposed source of funding |  |
| iv. | Availability of funds |  |
| v. | When will the construction be completed and ready for occupancy? (Indicate semester and year). |  |
| vi. | How will the construction be funded for the new space/facility? |  |
| vii. | Indicate the status of the Project Concept Proposal submitted for consideration of project authorization to the Office of Facilities at the BOR. Has the project been authorized by the BOR or appropriate approving authority? |  |
|  |
| **d.** | **If existing space will be used, provide information in space below.** |
| Provide the building name(s) and floor(s) that will house or support the program. Indicate the campus, if part of a multi-campus institution and not on the main campus. Please do not simply list all possible space that could be used for the program. We are interested in the actual space that will be used for the program and its availability for use. |
| NA |
|  |
| **e.** | **List the specific type(s) and number of spaces that will be utilized (e.g. classrooms, labs, offices, etc.)** |
| i. | **No. of Spaces** | **Type of Space** | **Number of Seats** | **Assignable Square Feet (ASF)** |
| NA | Classrooms |  |  |
| NA | Labs (dry) |  |  |
| NA | Labs (wet) |  |  |
| NA | Meeting/Seminar Rooms |  |  |
| 3 | Offices | 300 |
| NA | Other (specify) |  |  |
| **Total Assignable Square Feet (ASF)** |  |
|  |
| ii. | If the program will be housed at a temporary location, please provide the information above for both the temporary space and the permanent space. Include a time frame for having the program in its permanent location. |
| NA |
| **Chief Business Officer or Chief Facilities Officer Name & Title** | **Phone No.** | **Email Address** |
|  |  |  |
|  | **Signature** |
|  |
| ***Note: A Program Manager from the Office of Facilities at the System Office may contact you with further questions separate from the review of the new academic program.*** |

17. Online Format and Institutional Delivery Questions

A. Provide a rationale for the need to offer the program online.

Graduate enrollment in the college of education has been declining steadily for the past three years. Students have reported that they prefer an online program or a program that is closer to them; therefore, they have decided in many cases to enroll in an online program instead of with Georgia College. Additionally, 100% of our EDS students are working professionals who find it difficult to attend school in the evening after working all day. Many of our students also have families, which also impinges on their ability to attend classes in a face-to-face format. Our target demographic wants to earn an advanced degree for the new knowledge and skills gained as well as the opportunity to receive a pay increase. By delivering this program online, the college will attract these students.

B. Curriculum and Instruction

The Education Specialist in Teacher Leadership degree will use D2L to deliver the content as well as a variety of online discussion boards, such as Google Hangout, to facilitate face-to-face discussions and advising. D2L is compatible with the nature and objectives of the program and the courses as it allows for discussions, testing, assignment retrieval and storage and contains a grade book for instructor and student use.

Instruction will be offered in an online format only in order to allow students from all over Georgia and even beyond to earn a graduate degree with Georgia College. Occasionally, students will participate in online chat sessions facilitated through sites such as Google Hangout in order for them to meet each other and the instructor. This new program is not a collaborative with another institution so working with another institution does not need to be addressed.

The new program was developed by the Foundations graduate faculty. Some input was also received from the secondary education faculty as they will phasing out the EDS in secondary education degree and will recommend new secondary education students earn an EDS in Teacher Leadership instead.

Increased demand for online instruction will positively impact the college of education infrastructure. The program will not make use of actual facilities so will not impact classroom space and housekeeping needs. It will also provide a steady stream of revenue which can be used to support other less financially profitable programs. It will also create additional courses for the Foundations faculty.

C. Faculty

All faculty who will be teaching in the program have already taught several online courses in the past. Faculty at Georgia College are supported in online teaching by the IDEAS group which provide immediate advice and assistance concerning online teaching when needed. Additionally, as a condition of participation in the new program, all faculty have agreed to participate in a peer review of their course before it is put online and to request student feedback at midterm and the end of term in order to improve the course each time it is taught. We anticipate a review of the program every year as one group graduates.

**Appendix A.**

Proposed program of study

 **Georgia College & State University**

**College of Education**

**Education Specialist in Teacher Leadership**

**Program of Study**

**Teacher Leadership Core (24 hours)**

EDTL 7100 (4) *Leading for Collaborative Cultures* Summer I

EDTL 7101 (4) *Inquiry Into the Discipline* Summer I

EDTL 7102 (4) *Inquiry Into Professional Practices* Fall

EDTL 7103 (4) *Leaders of Authentic Learning Communities* Fall

EDTL 7104 (4) *Practicum in Teacher Leadership* Spring

EDTL 7105 (4) *Teacher Leadership Capstone* Summer II

24 hours

**Specialization (minimum of 6 hours)**

EDTL 7200 (4) *Pedagogies for Teaching Children of Color* Spring

EDIT 6225 (3) *Introduction to Distance Education* (existing) Summer II

6-8 hours

Students select specialization courses from those listed above, or from other content curriculum appropriate to candidates teaching certification. Choosing specialization courses will be facilitated through advisement with student advisor when program of study is written.

**Total hours required: 30**

**Appendix B:**

Information on courses

Catalog course descriptions:

EDTL 7100 *Building Collaborative Cultures* (new) (4 hours)

This is the first class in the program. Students will learn the knowledge, skills and dispositions to equip them to create and sustain collaborative communities of adult learners in schools. Additionally, they will apply these principles to becoming a culturally-proficient educator capable of forging equitable connections with students and families. Pre: admission to the program; Co-req: EDTL 7101

EDTL 7101 *Inquiry Into the Discipline* (new) (4 hours)

In this class, students will focus on gaining an in-depth knowledge of their discipline and the structure of the curriculum. They will also gain an understanding of the relatedness and sequencing of various disciplines and grade levels and learn to lead others in mapping and monitoring the curriculum.

Pre: admission to the program; Co-req: EDTL 7100

EDTL 7102 *Inquiry Into Professional Practices* (new) (4 hours)

The focus in this class is inquiry. Students will learn to access and analyze a variety of research and apply research to critical decision making in the school and classroom. Students will collaborate with each other to plan and conduct research on their content area using a Lesson Study protocol.

Pre: EDTL 7100 and EDTL 7101

EDTL 7103 *Leaders of Authentic Learning Communities* (new) (4 hours)

In this course, students focus on developing the knowledge and skills needed to mentor and coach teachers including the use of coaching protocols. They will also learn to conduct needs assessments and then plan and implement targeted professional development to guide teachers in developing quality and meaningful student work and learning experiences.

Pre: EDTL 7100 and EDTL 7101

EDTL 7104 *Practicum in Teacher Leadership* (new) (4 hours)

In this course, students will complete a 36 hour practicum in a school outside of their regular work hours. This practicum experience will be supervised by qualified individuals and will provide opportunities for candidates to observe and practice teacher leadership skills in a real-world setting. Supervision of this practicum will conform to PSC regulations (see appendix for further information). Pre: EDTL 7100, 7101, 7102 and 7103

EDTL 7105 *Teacher Leadership Capstone* (new) (4 hours)

Students in this final course of the teacher leadership core will apply their learning to help shape the local and national discourse on educational improvement. Candidates will complete an electronic portfolio, finalize their research report and share their learning through publication, conference presentation or professional development proposal.

Pre: EDTL 7100, 7101, 7102, 7103, 7104.

EDTL 7200 *Pedagogies for Teaching Children of Color* (4 hours)

Students in this elective content course will first focus on academic underperformance of children of color in order to help students gain an understanding of the educational significance of this topic. Next, students will investigate research-based strategies and dispositions which may help bridge the achievement gap. Students will then develop an intervention project based in the research and their learning which will be implemented in their specific content area and age level.

Pre: admission as a graduate student

EDIT 6225 *Introduction to Distance Education* (existing) (3 hours)

This elective content course presents an overview of distance learning, primarily in online learning settings, regarding its definition, history, current status, tools, pedagogies, and other critical issues.

Pre: admission as a graduate student

**Appendix C**

Course Rotation

**Outline of course rotation:**

**Summer I**

EDTL 7100 (4) *Leading for Collaborative Cultures* Summer I

EDTL 7101 (4) *Inquiry into the Discipline* Summer I

8 hours

**Fall**

EDTL 7102 (4) *Inquiry into Professional Practices* Fall

EDTL 7103 (4) *Leaders of Authentic Learning Communities*  Fall

8 hours

**Spring**

EDTL 7104 (4) *Practicum in Teacher Leadership* Spring

EDTL 7200 (4)*Pedagogies for Teaching Children of Color* Spring

8 hours

**Summer II**

EDTL 7105 (4) *Teacher Leadership Capstone* Summer II

EDIT 6225 (3) *Introduction to Distance Education* (existing) Summer II

7 hours

Total

30 hours

**Appendix D**

Standards and Learning Outcomes for Education Specialist in Teacher Leadership (GAPSC)

**1. Candidates who complete the program are teacher leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. The teacher leader:**

(i) Applies knowledge and strategies of adult learning theories across teacher leadership practices;

(ii) Models lifelong learning for students, colleagues, and community stakeholders by being reflective, by engaging in professional development, advocating for the profession, and staying current and knowledgeable of policy, trends, and practices in education;

(iii) Works with others to build viable professional learning communities designed to support the collaborative work of schools;

(iv) Identifies staff needs, works with administrators to implement strategies to address needs, and provides ongoing support;

(v) Advances the professional skills of colleagues by demonstrating and applying expertise in observational skills utilizing predetermined clear criteria and providing

 effective, descriptive feedback;

(vi) Stays current with research regarding best practices and features of effective professional learning based on identified teacher and student needs;

(vii) Involves colleagues in development, implementation, and evaluation of coherent professional learning plan based on school goals;

(viii) Teaches and models changes in teacher practices that are necessary for improvement in student learning;

(ix) Applies the knowledge and skills of effective mentoring and coaching to provide support for teaching learning and practice;

(x) Utilizes multiple methods to assess the effectiveness of professional learning activities and uses evidence of student leaning to make adjustments; and

(xi) Designs, facilitates, and implements professional development aligned to state and national professional learning standards.

**2. Candidates who complete the program are teacher leaders who work with stakeholders to promote the development of a school culture that fosters excellence and equity in teaching and learning and focuses on continuous improvement creating a sense of belonging and building a collaborative work environment. The teacher leader:**

(i) Works with others to create an environment where colleagues and students take learning risks, fear of initial failure is minimized, and mistakes are openly discussed;

(ii) Uses team building and effective conflict management , including consensus-building skills in a variety of contexts to build a culture of collaboration, equity,

 trust and high expectations;

(iii) Works with others to create an environment that encourages needed change using a research-based change model;

(iv) Supports analysis of the school’s culture and builds understanding of the impact of organizational culture in teaching and learning;

(v) Engages colleagues in creating a culture supportive of a collaborative learning community that embraces a shared vision of mission and desired results;

(vi) Considers the ethical and legal implications of decisions made and actions executed individually and collectively;

(vii) Remains current on emerging trends and initiatives, and as a result helps the school or school district refine, redefine, or sharpen its vision;

(viii) Facilitates the development of an interdependent culture of improvement and accountability grounded in the belief that collective responsibility and

 commitment to the team are fundamental to the school’s success;

(ix) Clarifies issues to sharpen the focus on the elements of student and adult learning and school culture that are most important to the school’s success; and

(x) Works with others to build a culture that personalizes the work and learning of colleagues and students.

**3. Candidates who complete the program are teacher leaders who demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction, and assessment to standards. The teacher leader:**

(i) Possesses an in-depth knowledge of his/her discipline, and is knowledgeable about the structure of the curriculum;

(ii) Understands how the program of studies from various disciplines and grade levels are related and sequenced in order to design and deliver meaningful and relevant

 professional learning and instructional strategies;

(iii) Uses a variety of processes to engage and focus teachers in collaborative planning to improve teaching and learning;

(iv) Uses appropriate, research-informed protocols to audit curriculum and analyze student work to assure high expectations for all students;

(v) Demonstrates deep understanding of the curriculum and is able to use a variety of appropriate protocols and organizing frameworks to engage in discussions about

 what students should know, understand, and do in each instructional unit based on those standards;

(vi) Identifies and recommends content specific resources that are important in the curriculum implementation process; and

(vii) Leads others in prioritizing, mapping, and monitoring the implementation of the curriculum.

**4. Candidates who complete the program are teacher leaders who model best practices in pedagogy and serve as a mentor and coach for other educators. The teacher leader:**

 (i) Models and articulates exemplary instructional practices and strategies based on current research;

(ii) Models the effective application of curriculum standards, instructional choices, student engagement, monitoring student learning;

(iii) Guides and assists teachers in designing and planning quality and meaningful student work and learning experiences;

(iv) Promotes and encourages teachers in developing higher order questions, thoughtful discourse, and critical thinking in the classroom;

(v) Guides teachers in the in-depth understanding of lesson planning and delivery of content in clear and meaningful ways; and

(vi) Models and assists teachers in the integration of technology to support classroom instruction and student learning.

**5. Candidates who complete the program are teacher leaders who work with others to design and implement assessment practices and analyze data for monitoring and improving**

**teaching and learning through data-informed decision making. The teacher leader:**

(i) Guides teachers in the selection of appropriate assessment instruments and practical assessment strategies to improve instruction and monitor student learning;

(ii) Assists teachers in identifying resources and providing appropriate support services for specific student needs;

(iii) Assists teachers in using formative and summative data to assess student progress toward and attainment of expected outcomes;

(iv) Facilitates teachers in the collection, analysis, use, and interpretation of varied assessment data for instructional decisions and changes;

(v) Facilitates the use of multiple sources of evidence to monitor and evaluate teaching and learning; and

(vi) Facilitates the use of technology and research to demonstrate valid and reliable use of assessment instruments and appropriate tools and techniques of data analysis.

**6. Candidates who complete the program are teacher leaders who access and conduct research, and apply research findings to improve teaching and learning. The teacher leader:**

(i) Guides colleagues to relevant research to find the appropriate method and solutions to instructional problems and challenges;

(ii) Conducts and engages others in appropriate research to improve educational outcomes and to help address critical educational issues;

(iii) Follows appropriate legal and ethical procedures when conducting research;

(iv) Reads and stays informed of current educational research, trends, and innovations; and shares current research with the school community;

(v) Analyzes a variety of valid, reliable, and published research before making decisions;

(vi) Implements original ideas based on valid, reliable, and systematic inquiry as a critical component of informed decision making; and

(vii) Engages and supports colleagues in collaborating with institutes of higher learning and other organizations involved in researching critical educational issues.

**7. Candidates who complete the program are teacher leaders who demonstrate the ability to collaborate with stakeholders to improve student learning and to guide positive change. The teacher leader:**

 (i)Facilitates group processes and builds alliances necessary for school improvement;

(ii) Exhibits strong interpersonal skills that establish and maintain effective working relationships;

(iii) Supports colleagues in the development and improvement of interpersonal skills;

(iv) Develops and sustains trusting, productive, and supportive relationships with stakeholders;

(v) Promotes an atmosphere of collaboration through the effective use of problem solving processes and protocols;

(vi) Promotes effective communication and collaboration with diverse groups of people;

(vii) Articulates and advocates to various audiences the rationale and processes of school improvement;

(viii) Facilitates open dialogue of ideas and information that support student achievement goals and the change of teaching and learning practices;

(ix) Identifies and utilizes resources to promote school and community relations.

(x) Advocates for student needs and for practices that promote student achievement.

(xi) Facilitates colleagues’ understanding of community culture and diversity and how culture and diversity enriches educational experiences of students to achieve high levels of

 learning for all students.

**Appendix E: Requirements for practicum (GAPSC)**

**The following guidelines are specific to Teacher Leadership programs:**

I. Coaching: The program shall provide coaching by qualified individuals who demonstrate competencies in the knowledge, skills, and dispositions required for accomplished leadership.

Guideline 1: The Provider assures trained and qualified individuals are assigned to fulfill the following responsibilities in supporting the residency experiences of the Teacher Leadership Candidates (Assure in this case means the program provider will monitor and track the qualifications of individuals who are responsible for the coaching and support of Candidates and the fulfillment of their responsibilities in Guideline 1: A and E. The Provider does not have to conduct the coaching itself, but ASSURES the coaching is provided by qualified individuals for at least the minimum number of visits or hours.)

1. Assure a full coaching cycle (pre-conference, observation, post-conference) with the Candidate is provided a minimum of four times during six-months of on-the-job residency experience. Additional coaching sessions are provided during the entire course of the residency to meet Candidate needs as indicated by performance assessment data in order for the Candidate to apply the knowledge and skills (Standards/Elements 1-7) on a full-time basis by the end of the residency experience. Examples of assuring coaching by a qualified individual:
	1. Train Candidates in Peer Coaching to meet some of the hours and number of coaching opportunities required thereby minimizing the burden placed on local school systems as well as Providers:
		1. Candidates video performance of identified skill to share in class;
		2. Peer Candidates view the videos, conduct Peer Coaching against  performance standards for Teacher Leadership, and provide feedback to  the Candidate;
		3. Microteaching: Candidates plan and implement a mini-leadership  experience for small group or whole group in the program classroom and  receive coaching by peers and/or course instructor.
	2. Develop other creative methods for providing shared-responsibility, no-cost  coaching opportunities.
2. Chair the CST team.
3. Meet with the Candidate Support Team (as defined by the partnership) at least three times during the school year. If more guidance is necessary, the Candidate Support Team should meet additional times. CST meetings may be electronic.



1. Examine portfolio documentation as collected by the Candidate to support implementation of Standards 1-7 and to provide feedback.
2. Initiate the residency experience.

2

Guideline 2: System- and/or school-based leader mentors (Principal, Assistant Principal, Lead Teacher, Instructional Coach, Department Head, or other school/system personnel with the knowledge and skills to support the Candidate) shall be assigned to share the following responsibilities in supporting the residency experiences of the Candidate:

1. Support the efforts of the program provider personnel and the activities of the Candidate.
2. Assist the institution/agency personnel in arranging the residency experience.
3. Provide time for the Candidate to fulfill the responsibilities of the residency.
4. Serve on the Candidate Support Team.
5. Ensure the Candidate receives a minimum of thirty-six clock hours for observations and  coaching and Candidate reflection over the course of the program.
6. Coach the Candidate to successfully apply the knowledge and skills (Teacher Leadership  Standards/Elements 1-7) delineated in the Teacher Leadership standards by the end of the residency experience. (To be recommended for certification, the Candidate must meet all performance standards during period in which they are leading real work, job- embedded experiences.)

Guideline 3: A Candidate Support Team composed of the Candidate, Provider personnel, and the System- and/or school-based leader mentors (Principal, Assistant Principal, Lead Teacher, Instructional Coach, Department Head, or other school/system personnel with the knowledge and skills to support the Candidate) shall be assigned to coach the Candidate to fulfill the following responsibilities:

1. Meet at least three times (beginning/middle/end of the residency) in order to provide formative assessment for the Candidate.
2. Develop and utilize the Individual Growth Plan.
3. Establish observation experiences (refer to Guideline 6).
4. Examine the Candidate performance portfolio including work samples.
5. Evaluate progress of the Candidate and establish areas to be addressed.
6. Determine if the Candidate has completed the requirements for the residency  satisfactorily and make recommendations for additional work if necessary.

II. Demonstration of applied knowledge and skills on a full-time basis:

Guideline 4: The Candidate shall develop a portfolio to demonstrate opportunities to apply skills, knowledge, and research contained in Standards 1-7.

3

A. The portfolio includes work samples or other artifacts which demonstrate meeting Standards and Elements 1-7.

B. Specific requirements for the portfolio shall be provided to the Candidate by Provider personnel at the beginning of the residency.

Guideline 5: The Candidate, in conjunction with the other Candidate Support Team Members, shall develop an Individual Growth Plan to guide the residency of the leader addressing the following:

1. The experiences should be based on Standards/Elements 1-7 and should provide Candidates with substantial responsibilities which increase over time in amount and complexity and involve direct interaction and involvement with appropriate staff, students, parents, school board members and community leaders.
2. Residency experiences occur in multiple settings allowing for the demonstration of a wide range of relevant knowledge and skills while working with appropriate community organizations such as social service groups, local businesses, community organizations, parent groups, and school boards.

Guideline 6: Based on the Individual Growth Plan developed by the Candidate Support Team, opportunities to observe highly skilled teachers and leaders in the Candidates’ identified areas for growth will be provided.

Guideline 7: The program shall meet the requirements specified in Rule 505-3-.01, Special Georgia Requirements.

Guideline 9: Each approved program provider will determine the appropriate program of study for each Candidate based on Candidate credentials. Transcripts and artifacts are reviewed to determine the coursework and experiences the Candidate must complete in order to meet the Teacher Leadership standards. The expectation is programs are designed and implemented with increased rigor and intensity demonstrated at each advanced degree and/or certificate level.

**Appendix F**

*Accommodating students from old degree program within the new program*

Below is a description of how students in the current EDS program will be serviced as the new degree begins.

Our current EDS program is based in a cohort model with all students starting in the summer and finishing the next summer. The new EDS will follow this same model. Once the new EDS degree in

Teacher Leadership is approved, all pending EDS student, those waiting for the next cohort to begin, (Early Childhood, Middle Grades and Secondary education students) will be invited to join the new degree program. No new EDS in Education students will be accepted.

Due to the cohort model, we do not anticipate many EDS students needing courses from the old program, but for those few students who may still need courses in the old program we will be able to accommodate them in two ways. One, several of the new courses meet the standards for the old courses and so could be easily substituted in. Second, all the old EDS courses are online, and EDS faculty are willing to teach any of these courses as independent studies if needed.

Several of the content courses offered in the new EDS degree, can also be used as content courses under the old degree. Therefore, these students may take their content courses with students in the new EDS program.

Georgia College & State University

Form for Proposal of New Graduate Courses

1. Department: Professional Learning and Innovation. Discipline: Foundations of Ed.

1. Number of credit hours and formula for courses requiring lab or field experience: 4, 1 hour of field experience will be required in this course and will be completed in the candidates classroom and assessed with class assignments. This 1 hour is part of the 4 credit hours.

1. Hours 3-1-4 Repeatable or Nonrepeatable: nonrepeatable

1. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal

1. Prerequisite or Co-requisite: co-requisite EDTL 7101

1. Required or elective in what program: required
2. Provide rationale for this course: this course is the first course in a new Teacher Leadership Education Specialist degree

1. How often is the course to be offered? Annually

1. Who will teach this course? Members of the Foundations program.

 Marcia Peck Yeprem Mehranian Jane Hinson

 Will additional faculty members be needed? No

1. Are there alternative faculty available to teach this course to ensure stability of the course over time? If necessary, pre-education foundations faculty could be used.

1. How does this course contribute to the existing or proposed program? Provides introduction to the degree field and helps meets PSC standards for this degree field.

1. How will an existing program of study change as a result of this course? As this is a new degree, a new program of study will be developed.

1. Does the proposed course duplicate other courses on this campus? If yes, explain: No

1. How will the demand be met for additional library and technology resources, if any?

 No additional demand is anticipated.

1. Will any additional library or other resources be required by the student? No

1. Attach course syllabus and proposed catalogue description to this form.

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Department Chairperson

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Dean of School

1. Course Title and Proposed Number

 EDTL 7100 (4) *Leading for Collaborative Cultures*

1. Catalog Description: This is the first class in the program. Students will learn the knowledge, skills and dispositions to equip them to create and sustain collaborative communities of adult learners in schools. Additionally, they will apply these principles to becoming a culturally-proficient educator capable of forging equitable connections with students and families.

1. Course Function: This course is a required core course in the proposed Teacher Leadership Education Specialist (EDS) degree program.

1. Course Topics:

 The goal of the course is to develop the following capabilities and dispositions in program

 participants:

 Create and maintain collaborative cultures with all stakeholders in the community

 Build authentic professional learning communities.

 Develop as culturally responsive educators.

 Advocate for issues of diversity.

 Engage in institutional and social change.

1. Expected Student Outcomes (1:iii 1:vii 2:i-v 2:viii-x 3:iii 7:i-vi 7:viii 7:xi):

The candidate will:

1.Work with others to build viable professional learning communities designed to support the collaborative work of schools;

2. Involve colleagues in development, implementation, and evaluation of a coherent professional learning plan based on school goals;

3.Work with others to create an environment where colleagues and students take learning risks, fear of initial failure is minimized, and mistakes are openly discussed;

4. Use team building and effective conflict management, including consensus-building skills in a variety of contexts to build a culture of collaboration, equity, trust and

 high expectations;

5.Work with others to create an environment that encourages needed change using a research-based change model;

6.Support analysis of the school’s culture and builds understanding of the impact of organizational culture in teaching and learning;

7.Engage colleagues in creating a culture supportive of a collaborative learning community that embraces a shared vision of mission and desired results;

8.Facilitate the development of an interdependent culture of improvement and accountability grounded in the belief that collective responsibility and commitment to the team are fundamental to the school’s success;

9.Clarify issues to sharpen the focus on the elements of student and adult learning and school culture that are most important to the school’s success;

10.Work with others to build a culture that personalizes the work and learning of colleagues and students.

11.Use a variety of processes to engage and focus teachers in collaborative planning to improve teaching and learning;

12.Facilitate group processes and builds alliances necessary for school improvement;

13.Exhibit strong interpersonal skills that establish and maintain effective working relationships;

14.Support colleagues in the development and improvement of interpersonal skills;

15.Develop and sustains trusting, productive, and supportive relationships with stakeholders;

16.Promote an atmosphere of collaboration through the effective use of problem solving processes and protocols;

17.Promote effective communication and collaboration with diverse groups of people;

18.Facilitate open dialogue of ideas and information that support student achievement goals and the change of teaching and learning practices;

19.Facilitate colleagues’ understanding of community culture and diversity and how culture and diversity enriches educational experiences of students to achieve high levels of learning for all students.

1. Grading Criteria:

Students will be assessed with course readings and assignments, online discussions and projects relating to the content of the course. Course work will be scored with scoring guides or rubrics at the instructor’s discretion.

1. All course work will foster independent thinking, enabling the graduate to contribute to her profession as a professional educator.

1. Prerequisites: Admission to the program.

1. Advanced Graduate Content: Cultural Autobiography, Diversity Interview, Parent Contact Project

|  |  |
| --- | --- |
| Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  | Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |
|    |  Department Chair  |
| Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  | Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |
|   |  Dean of School  |

Georgia College & State University

Form for Proposal of New Graduate Courses

1. Department: Professional Learning and Innovation. Discipline: Foundations of Ed.

2. Number of credit hours and formula for courses requiring lab or field experience: 4, 1 hour of field experience will be required in this course and will be completed in the candidates classroom and assessed with class assignments. This 1 hour is part of the 4 credit hours.

3. Hours 3-1-4 Repeatable or Nonrepeatable: nonrepeatable

4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal

5. Prerequisite or Co-requisite: co-requisite EDTL 7100

6. Required or elective in what program: required

7. Provide rationale for this course: this course is the second course in a new Teacher Leadership Education Specialist degree

8. How often is the course to be offered? Annually

9. Who will teach this course? Members of the Foundations program.

 Marcia Peck Yeprem Mehranian Jane Hinson

 Will additional faculty members be needed? No

10. Are there alternative faculty available to teach this course to ensure stability of the course over time? If necessary, pre-education foundations faculty could be used.

11. How does this course contribute to the existing or proposed program? Helps meet PSC standards for this degree field.

12. How will an existing program of study change as a result of this course? As this is a new degree, a new program of study will be developed.

13. Does the proposed course duplicate other courses on this campus? If yes, explain: No

14. How will the demand be met for additional library and technology resources, if any?

 No additional demand is anticipated.

15. Will any additional library or other resources be required by the student? No

16. Attach course syllabus and proposed catalogue description to this form.

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Department Chairperson

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Dean of School

1. Course Title and Proposed Number

EDTL 7101 (4) Inquiry Into the Discipline

Catalog Description: In this class, students will focus on gaining an in-depth knowledge of their discipline and the structure of the curriculum. They will also gain an understanding of the relatedness and sequencing of various disciplines and grade levels and learn to lead others in mapping and monitoring the curriculum.

2. Course Function: This course is a required core course in the proposed Teacher Leadership Education Specialist (EDS) degree program.

3. Course Topics:

 Adult Learning Theory

 Designing Professional Development

 Mapping the Curriculum

Analyzing Student Work

 In-depth knowledge of the discipline

Expected Student Outcomes (1:i 1:ii 1:vi 1:vii 1:xi 3:i 3:ii 3:iv-vii):

The candidate will:

1.Apply knowledge and strategies of adult learning theories across teacher leadership practices;

2.Model lifelong learning for students, colleagues, and community stakeholders by being reflective, by engaging in professional development, advocating for the profession,

and staying current and knowledgeable of policy, trends, and practices in education;

3. Involve colleagues in development, implementation, and evaluation of a coherent professional learning plan based on school goals;

4.Design, facilitates ,and implements professional development aligned to state and national professional learning standards.

5.Possess an in-depth knowledge of his/her discipline, and is knowledgeable about the structure of the curriculum;

 6.Understand how the program of studies from various disciplines and grade levels are related and sequenced in order to design and deliver meaningful and relevant

 professional learning and instructional strategies;

7.Use appropriate, research-informed protocols to audit curriculum and analyze student work to assure high expectations for all students;

8.Demonstrate deep understanding of the curriculum and is able to use a variety of appropriate protocols and organizing frameworks to engage in discussions about what

students should know, understand, and do in each instructional unit based on those standards;

 9.Identify and recommends content specific resources that are important in the curriculum implementation process;

 10: Lead others in prioritizing, mapping, and monitoring the implementation of the curriculum.

4. Grading Criteria:

Students will be assessed with course readings and assignments, online discussions and projects relating to the content of the course. Course work will be scored with scoring guides or rubrics at the instructor’s discretion.

5. All course work will foster independent thinking, enabling the graduate to contribute to her profession as a professional educator.

6. Prerequisites: Admission to the program.

7. Advanced Graduate Content: Annotated Bibliography for Discipline, Brochure on Adult Learning,

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Department Chair

Date

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Dean of School

Georgia College & State University

Form for Proposal of New Graduate Courses

1. Department: Professional Learning and Innovation. Discipline: Foundations of Ed.

2. Number of credit hours and formula for courses requiring lab or field experience: 4, 1 hour of field experience will be required in this course and will be completed in the candidates classroom and assessed with class assignments. This 1 hour is part of the 4 credit hours.

3. Hours 3-1-4 Repeatable or Nonrepeatable: nonrepeatable

4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal

5. Prerequisite or Co-requisite: EDTL 7100, EDTL 7101

6. Required or elective in what program: required

7. Provide rationale for this course: this course is the third course in a new Teacher Leadership Education Specialist degree

8. How often is the course to be offered? Annually

9. Who will teach this course? Members of the Foundations program.

 Marcia Peck Yeprem Mehranian Jane Hinson

 Will additional faculty members be needed? No

10. Are there alternative faculty available to teach this course to ensure stability of the course over time? If necessary, pre-education foundations faculty could be used.

11. How does this course contribute to the existing or proposed program? Helps meets PSC standards for this degree field.

12. How will an existing program of study change as a result of this course? As this is a new degree, a new program of study will be developed.

13. Does the proposed course duplicate other courses on this campus? If yes, explain: No

14. How will the demand be met for additional library and technology resources, if any?

 No additional demand is anticipated.

15. Will any additional library or other resources be required by the student? No

16. Attach course syllabus and proposed catalogue description to this form.

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Department Chairperson

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Dean of School

 1. Course Title and Proposed Number

EDTL 7102 (4) Inquiry Into Professional Practices

Catalog Description:

The focus in this class is inquiry. Students will learn to access and analyze a variety of research and apply research to critical decision making in the school and classroom. Students will collaborate with each other to plan and conduct research on their content area using a Lesson Study protocol.

2. Course Function: This course is a required core course in the proposed Teacher Leadership Education Specialist (EDS) degree program.

3. Course Topics:

Lesson Study

Analyzing research

Research-driven decision making

Legal Issues regarding research

Expected Student Outcomes (6:i-vi):

The candidate will:

1.Guide colleagues to relevant research to find the appropriate method and solutions to instructional problems and challenges;

 2.Conduct and engages others in appropriate research to improve educational outcomes and to help address critical educational issues;

 3.Follow appropriate legal and ethical procedures when conducting research;

 4.Read and stays informed of current educational research, trends, and innovations; and shares current research with the school community;

 5.Analyze a variety of valid, reliable, and published research before making decisions;

 6.Implement original ideas based on valid, reliable, and systematic inquiry as a critical component of informed decision making; and

4. Grading Criteria:

Students will be assessed with course readings and assignments, online discussions and projects relating to the content of the course. Course work will be scored with scoring guides or rubrics at the instructor’s discretion.

5. All course work will foster independent thinking, enabling the graduate to contribute to her profession as a professional educator.

6. Prerequisites: EDTL 7100 and EDTL 7101

7. Advanced Graduate Content:

Completion of Lesson Study protocol, IRB, Annotated Bibliography on critical education issue

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Department Chair

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Dean of School

Georgia College & State University

Form for Proposal of New Graduate Courses

1. Department: Professional Learning and Innovation. Discipline: Foundations of Ed.

2. Number of credit hours and formula for courses requiring lab or field experience: 4, 1 hour of field experience will be required in this course and will be completed in the candidates classroom and assessed with class assignments. This 1 hour is part of the 4 credit hours.

3. Hours 3-1-4 Repeatable or Nonrepeatable: nonrepeatable

4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal

5. Prerequisite or Co-requisite: EDTL 7100 and 7101

6. Required or elective in what program: required

7. Provide rationale for this course: this course is the third course in a new Teacher Leadership Education Specialist degree

8. How often is the course to be offered? Annually

9. Who will teach this course? Members of the Foundations program.

 Marcia Peck Yeprem Mehranian Jane Hinson

 Will additional faculty members be needed? No

10. Are there alternative faculty available to teach this course to ensure stability of the course over time? If necessary, pre-education foundations faculty could be used.

11. How does this course contribute to the existing or proposed program? Helps candidates meet PSC standards for this degree field.

12. How will an existing program of study change as a result of this course? As this is a new degree, a new program of study will be developed.

13. Does the proposed course duplicate other courses on this campus? If yes, explain: No

14. How will the demand be met for additional library and technology resources, if any?

 No additional demand is anticipated.

15. Will any additional library or other resources be required by the student? No

16. Attach course syllabus and proposed catalogue description to this form.

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Department Chairperson

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Dean of School

1. Course Title and Proposed Number

 EDTL 7103 (4) Leaders of Authentic Learning Communities

2. Course Function: This course is a required core course in the proposed Teacher Leadership Education Specialist (EDS) degree program.

3. Course Topics:

 Coaching and Mentoring

 Designing Professional Development

 Observation

 Improving student achievement

 Expected Student Outcomes (1:iv 1:v 1:viii-xi 4:i-vi):

 The candidate will:

1.Identify staff needs, works with administrators to implement strategies to address needs, and provides ongoing support;

 2.Advance the professional skills of colleagues by demonstrating and applying expertise in observational skills utilizing predetermined clear criteria and

 providing effective, descriptive feedback;

3.Teach and model changes in teacher practices that are necessary for improvement in student learning;

 4.Apply the knowledge and skills of effective mentoring and coaching to provide support for teacher learning and practice;

 5.Utilize multiple methods to assess the effectiveness of professional learning activities and uses evidence of student leaning to make adjustments;

 6.Design, facilitate, and implement professional development aligned to state and national professional learning standards.

7. Model and articulate exemplary instructional practices and strategies based on current research;

 8. Model the effective application of curriculum standards, instructional choices, student engagement, monitoring student learning;

 9. Guide and assist teachers in designing and planning quality and meaningful student work and learning experiences;

 10. Promote and encourage teachers in developing higher order questions, thoughtful discourse, and critical thinking in the classroom;

 11. Guide teachers in the in-depth understanding of lesson planning and delivery of content in clear and meaningful ways;

 12. Model and assist teachers in the integration of technology to support classroom instruction and student learning.

4. Grading Criteria:

Students will be assessed with course readings and assignments, online discussions and projects relating to the content of the course. Course work will be scored with scoring guides or rubrics at the instructor’s discretion.

5. All course work will foster independent thinking, enabling the graduate to contribute to her profession as a professional educator.

6. Prerequisites: EDTL 7100, EDTL 7101, EDTL 7102

7. Advanced Graduate Content: Coaching/Mentoring plan, Professional Development Plan

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Department Chair

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Dean of School

Georgia College & State University

Form for Proposal of New Graduate Courses

1. Department: Professional Learning and Innovation. Discipline: Foundations of Ed.

2. Number of credit hours and formula for courses requiring lab or field experience: 4, 1 hour of field experience will be required in this course and will be completed in the candidates classroom and assessed with class assignments. This 1 hour is part of the 4 credit hours.

3. Hours 3-1-4 Repeatable or Nonrepeatable: nonrepeatable

4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal

5. Prerequisite or Co-requisite: EDTL 7100, EDTL 7101, EDTL 7102, EDTL 7103

6. Required or elective in what program: required

7. Provide rationale for this course: this course fulfills the practicum requirement in the new Teacher Leadership Education Specialist degree

8. How often is the course to be offered? Annually

9. Who will teach this course? Members of the Foundations program.

 Marcia Peck Yeprem Mehranian Jane Hinson

 Will additional faculty members be needed? No

10. Are there alternative faculty available to teach this course to ensure stability of the course over time? If necessary, pre-education foundations faculty could be used.

11. How does this course contribute to the existing or proposed program? this course provides the practicum component

12. How will an existing program of study change as a result of this course? As this is a new degree, a new program of study will be developed.

13. Does the proposed course duplicate other courses on this campus? If yes, explain: No

14. How will the demand be met for additional library and technology resources, if any?

 No additional demand is anticipated.

15. Will any additional library or other resources be required by the student? No

16. Attach course syllabus and proposed catalogue description to this form.

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Department Chairperson

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Dean of School

1. Course Title and Proposed Number

 EDTL 7104 (4) Practicum in Teacher Leadership

2. Catalog Description:

In this course, students will complete a 36 hour practicum in a school outside of their regular work hours. This practicum experience will be supervised by qualified individuals and will provide opportunities for candidates to observe and practice teacher leadership skills in a real-world setting. Supervision of this practicum will conform to PSC regulations (see appendix for further information).

3. Course Function: This course is a required core course in the proposed Teacher Leadership Education Specialist (EDS) degree program.

4. Course Topics:

 Implementation of skills and strategies as a teacher leader.

5.Expected Student Outcomes (5:i-vi):

The candidate will:

1. Guides teachers in the selection of appropriate assessment instruments and practical assessment strategies to improve instruction and monitor student learning;

2. Assists teachers in identifying resources and providing appropriate support services for specific student needs;

3. Assists teachers in using formative and summative data to assess student progress toward and attainment of expected outcomes;

4. Facilitates teachers in the collection, analysis, use, and interpretation of varied assessment data for instructional decisions and changes;

5. Facilitates the use of multiple sources of evidence to monitor and evaluate teaching and learning; and

6. Facilitates the use of technology and research to demonstrate valid and reliable use of assessment instruments and appropriate tools and techniques of data analysis.

1. Grading Criteria:

Students will be assessed with course readings and assignments, online discussions and projects relating to the content of the course. Course work will be scored with scoring guides or rubrics at the instructor’s discretion. Practicum evaluation from school supervisor and university supervisor will be incorporated as well.

2. All course work will foster independent thinking, enabling the graduate to contribute to her profession as a professional educator.

3. Prerequisites: EDTL 7100, EDTL 7101, EDTL 7102, EDTL 7103

4. Advanced Graduate Content: Completion of Individual Growth Plan.

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Department Chair

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Dean of School

Georgia College & State University

Form for Proposal of New Graduate Courses

1. Department: Professional Learning and Innovation. Discipline: Foundations of Ed.

2. Number of credit hours and formula for courses requiring lab or field experience: 4, 1 hour of field experience will be required in this course and will be completed in the candidates classroom and assessed with class assignments. This 1 hour is part of the 4 credit hours.

3. Hours 3-1-4 Repeatable or Nonrepeatable: nonrepeatable

4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal

5. Prerequisite or Co-requisite: EDTL 7100, EDTL 7101, EDTL 7102, EDTL 7103, EDTL 7104

6. Required or elective in what program: required

7. Provide rationale for this course: this course is the final course in a new Teacher Leadership Education Specialist degree

8. How often is the course to be offered? Annually

9. Who will teach this course? Members of the Foundations program.

 Marcia Peck Yeprem Mehranian Jane Hinson

 Will additional faculty members be needed? No

10. Are there alternative faculty available to teach this course to ensure stability of the course over time? If necessary, pre-education foundations faculty could be used.

11. How does this course contribute to the existing or proposed program? Provides introduction to the degree field and helps meets PSC standards for this degree field.

12. How will an existing program of study change as a result of this course? As this is a new degree, a new program of study will be developed.

13. Does the proposed course duplicate other courses on this campus? If yes, explain: No

14. How will the demand be met for additional library and technology resources, if any?

 No additional demand is anticipated.

15. Will any additional library or other resources be required by the student? No

16. Attach course syllabus and proposed catalogue description to this form.

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Department Chairperson

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Dean of School

1. Course Title and Proposed Number

 EDTL 7105 (4) Teacher Leadership Capstone

2. Catalog Description:

Students in this final course of the teacher leadership core will apply their learning to help shape the local and national discourse on educational improvement. Candidates will complete an electronic portfolio, finalize their research report and share their learning through publication, conference presentation or professional development proposal.

3. Course Function: This course is a required core course in the proposed Teacher Leadership Education Specialist (EDS) degree program.

4. Course Topics:

Research on Educational Issues

School Improvement

Community Relations

Student Learning Improvements

5. Expected Student Outcomes (6:vii 7:vii 7:ix 7:x):

1. Engages and supports colleagues in collaborating with institutes of higher learning and other organizations involved in researching critical educational issues.

2. Articulates and advocates to various audiences the rationale and various processes of school improvement.

3. Identifies and utilizes resources to promote school and community relations.

4. Advocates for students needs and for practices that promote student achievement.

6. Grading Criteria:

Students will be assessed with course readings and assignments, online discussions and projects relating to the content of the course. Course work will be scored with scoring guides or rubrics at the instructor’s discretion.

7. All course work will foster independent thinking, enabling the graduate to contribute to her profession as a professional educator.

8. Prerequisites: EDTL 7100, EDTL 7101, EDTL 7102, EDTL 7103, EDTL 7104

9. Advanced Graduate Content: Electronic Portfolio, Evaluation of Field Hours, Community Project

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Department Chair

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Dean of School

Georgia College & State University

Form for Proposal of New Graduate Courses

1. Department: Professional Learning and Innovation. Discipline: Foundations of Ed.

2. Number of credit hours and formula for courses requiring lab or field experience: 4, 1 hour of field experience will be required in this course and will be completed in the candidates classroom and assessed with class assignments. This 1 hour is part of the 4 credit hours.

3. Hours 3-1-4 Repeatable or Nonrepeatable: nonrepeatable

4. Grade Type: Normal or Satisfactory/Unsatisfactory: Normal

5. Prerequisite or Co-requisite: admissions to program

6. Required or elective in what program: required

7. Provide rationale for this course: this course is a content elective in a new Teacher Leadership Education Specialist degree

8. How often is the course to be offered? Annually

9. Who will teach this course? Members of the Foundations program.

 Marcia Peck Yeprem Mehranian Jane Hinson

 Will additional faculty members be needed? No

10. Are there alternative faculty available to teach this course to ensure stability of the course over time? If necessary, pre-education foundations faculty could be used.

11. How does this course contribute to the existing or proposed program? Provides a content course and helps meets PSC standards for this degree field.

12. How will an existing program of study change as a result of this course? As this is a new degree, a new program of study will be developed.

13. Does the proposed course duplicate other courses on this campus? If yes, explain: No

14. How will the demand be met for additional library and technology resources, if any?

 No additional demand is anticipated.

15. Will any additional library or other resources be required by the student? No

16. Attach course syllabus and proposed catalogue description to this form.

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Department Chairperson

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Dean of School

1. Course Title and Proposed Number

 EDTL 7200 Pedagogies for Teaching Children of Color

2. Catalog Description:

Students in this content course will first focus on academic underperformance of children of color in order to help students gain an understanding of the educational significance of this topic. Next, students will investigate research-based strategies and dispositions which may help bridge the achievement gap. Students will then develop an intervention project based in the research and their learning which will be implemented in their specific content area and age level.

3. Course Function: This course is a content course in the proposed Teacher Leadership Education Specialist (EDS) degree program.

4. Course Topics:

 History of Education in America

 Achievement Gap for Children of Color, Pedagogies

 Explanations: stereotype threat, expectations, poverty, school culture, voluntary/involuntary minorities, etc.

5. Expected Student Outcomes (2:i 7:iv 7:viii-xi)

Teacher Leaders will:

1. Work with others to create an environment where colleagues and students take learning risks, fear of initial failure is minimized, and mistakes are openly discussed;

 2. Develop and sustains trusting, productive, and supportive relationships with stakeholders;

 3. Promote effective communication and collaboration with diverse groups of people;

 4. Facilitate open dialogue of ideas and information that support student achievement goals and the change of teaching and learning practices;

 5. Identify and utilizes resources to promote school and community relations.

 6. Advocate for student needs and for practices that promote student achievement.

 7. Facilitate colleagues’ understanding of community culture and diversity and how culture and diversity enriches educational experiences of students to achieve high

 levels of learning for all students.

6. Grading Criteria:

Students will be assessed with course readings and assignments, online discussions and projects relating to the content of the course. Course work will be scored with scoring guides or rubrics at the instructor’s discretion.

7. All course work will foster independent thinking, enabling the graduate to contribute to her profession as a professional educator.

8. Prerequisites: Admission as a graduate student.

9. Advanced Graduate Content: Historical Timeline of Education in US, Interviews: Parent, Student, Teacher, Classroom Observations: Elementary, Middle, High School, Group Research Report, Intervention Project

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Department Chair

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Dean of School

