

Graduate Council

Agenda November 17, 2015

Review of minutes

Old Business

Campbell School

Creating an online/in-class hybrid MBA

Charter School

- ADD Master of Education in Leadership
- ADD Educational Leadership Add-on certificate program at both the Master's and Ed.S. level.

Credit Hour Policy

New Business:

Campbell School

None

Charter School

| | |
|--------------------------|----------------------------|
| Catalog 2015 | Add-on Certificate Layouts |
| Catalog Changes for 2016 | EDU681 |
| EDU510 MAT | EDU682 |
| EDU591 | EDU683 |
| EDU597 | EDU684 |
| EDU599 | EDU685 |
| EDU601 | EDU686 |
| EDU Med Elective | EDU687 |
| | EDU688 |
| | EDU689 |
| | EDU690 |
| | EDU691 |
| | EDU692 |

Next Meeting: December 15, 2015 11 a.m. – Hermann Hall Boardroom

Graduate Council

Minutes of October 20, 2015

Dr. Richardson called the meeting to order at 11:00 a.m. In attendance were Jill Cochran, Duane Inman, Leslie Marlow-Inman, Eliana Hirano, Andrew Bressette, Bryce Durbin, John Grout, Sherre Harrington, Brett Kennedy, Karen Kurz, Jacqueline McDowell, Nancy Mercer, Monica Willingham, Davis Nelson, Elise Masciantonio (EDU GR student).

The minutes of September 15 were approved by voice vote.

Old Business

Charter School

Dr. Kurz submitted the following for approval:

- Proposal: CHANGE EDU 714 Leadership in Diverse Schools. Change description to indicate required field experience.

Proposal was *approved by voice vote*.

New Business

Campbell School

Creating an online/in-class hybrid MBA:

Nancy Mercer provided an overview of efforts in the Campbell School to introduce online/in-class hybrid components to the MBA program. Dean Grout indicated that the process would be implemented gradually. He asked for clarification about how to judge the percentage of course that would make it qualify as an online. Dr. Bressette clarified that the current draft policy would classify a course as online if the online component exceeded 50% of the total. Dean Grout commented that while a course might be considered online according to such a policy, if it still had substantial in-class requirements it probably shouldn't be marketed as online, but rather as a "hybrid" course.

Dr. Kurz questioned the threshold for when a program is considered online for SACS. Dr. Bressette outlined that if there is less than 25% of the credit hours are offered online it does not require SACS notification. If the program has between 25-49 percent online, we must notify SACS; if 50% or more of the program is online, we are required to get prior approval from SACS.

Dean Grout questioned when courses will have to be submitted to the SREB to be offered to students in other states. Dr. Bressette indicated that the courses would be submitted according to our policy; making the policy is very important. Dr. Richardson clarified that the issue is that if students who reside in other states attend the online course, the college must be authorized to provide the coursework in that state. The new agreement negotiating this authorization of institutions and courses offering online

courses is the State Authorization Reciprocity Agreement (SARA). This will replace the former SREB Electronic Campus Regional Reciprocity Agreement beginning January 2016.

Dr. Richardson also commented that a concern of SACS is whether the student data is kept confidential for these hybrid courses. Dr. Bressette added that we also have to be careful to provide in the catalog as well as the registration screenshot if there are fees associated with the course, proving students were appropriately notified prior to registration.

Charter School

Ms. Willingham and Dr. Davis introduced the new program proposal from the Charter school:

- Proposal: ADD Master's in Education Leadership. 34 credit hours.

Discussion: Dr. Richardson: will the Residency I and Residency II courses require coaches? Dr. Kurz responded that the classes would require coaches. Dr. Bressette asked whether the term "internship" could be used instead of "residency?" Dean McDowell accepted the suggestion as a friendly amendment to change EDU 686 & 689 to Supervised Residency Internship I & 2.

- Proposal: ADD Educational Leadership Add-on certificate program at both the Master's and Ed.S level.

For the Master's level, "Candidates must have School Law and Ethics and Introduction to School Administration as pre-service courses. If candidates do not have these courses then they would be required to take them as part of the add-on certificate." For the Ed.S level, "Candidates must have a course in school law and ethics and curriculum. If candidates do not have these pre-service courses then they will be required to take them as part of the add-on certificate."

Discussion: Dr. Durbin questioned whether these students would be receiving a certificate from Berry. If so, it may trigger additional Gainful Employment documentation reporting requirements. Dr. Bressette asked whether we would be granting the certificate or would the state be doing so? Dr. Kurz responded that the Professional Standards Commission (PSC) would be granting the certification, not Berry. The students would not be seeking a degree but we would not be awarding a certificate. Dr. Bressette commented that if the students were not degree-seeking, they may not qualify for financial aid. We may want to discuss the best path forward with the Financial Aid office.

Dr. Richardson commented that we may want to look at the proposal and description. She added that a group including Registrar, Admissions, and the Ed school should meet and discuss the best way forward and the proper classification of these students.

Next meeting November 17.

Chair: Kathy Brittain Richardson

Secretary: Bryce E. Durbin

Draft Credit Hour Policy for Berry College
Revised November 6, 2015

In creating a Credit Hour Policy for Berry College, the college provides the following definitions of key terms that are used within the policy:

Traditional Course

A course that delivers content in writing or orally. Most interaction between students and instructor is face-to-face and occurs in a classroom or laboratory setting. Such a course may use an online course management system (such as VikingWeb) as a repository for posting such items as a syllabus or assignments.

Web Enhanced Course

A course that uses web-based technology to enhance learning. Typically, there is very little or no reduction in seat time, but a portion of class activities is web based. Students may complete and/or submit assignments via the Internet or the course management system.

Experiential Learning

Courses that incorporate direct experiences outside a traditional classroom setting, including internships, service learning, independent student research, study abroad, and other creative and professional work experiences. As seat time is reduced, there is an increase in the expectations placed on the student as an active learner. While all classes typically include valuable experiential learning components, courses that replace more than 50% of the face-to-face instructional time with experiential components must be approved prior to being offered.

Blended/Hybrid Learning

Courses that blend online and face-to-face learning in which there is considerable work online, amounting to at least 25 percent but no more than 75 percent of the face-to face instructional time being replaced with online delivery. With the reduction in seat time there is a corresponding increase in the expectations placed on the student as an active learner.

Online Learning

A course where more than 75% of the face-to-face instructional time has been replaced with online delivery/instruction. Typically these courses will have no or few face-to-face meetings although they may have exams in face-to-face format. At the undergraduate level, online courses are typically only offered during the summer and require prior approval.

Course Hour

Consistent with common practices in higher education, an hour of classroom instruction is traditionally defined as 50 minutes and an hour of laboratory or clinical instruction is defined as 50 – 60 minutes of instructional time.

Traditional Coursework

1. For each credit hour earned students are expected to complete at least 42 hours of work in a semester. These 42 hours may include various combinations of classroom, laboratory, and/or clinical experiences, as well as out of class work. These 42 hours are equivalent to at least one hour of traditional classroom instruction along with a minimum of two hours of out of class student work each week for at least fourteen weeks.
2. For coursework that does not extend the full duration of the semester, or for shortened semesters, the student is still expected to complete an amount of work equivalent to that described above, albeit in a different timeframe.
3. Department chairs and Deans will regularly review course syllabi to ensure the standard is being applied consistently. Traditional coursework submitted to the Registrar that does not include an appropriate amount of face-to-face instructional time on the course schedule will be returned to the department for correction.

Blended, Experiential, and Online Learning

1. In some cases the college may choose to use Blended/Hybrid Courses, Experiential Learning, Online Learning, or other non-traditional instruction in place of or as part of a traditional classroom experience. In these cases, for each credit hour earned the total work expected as outlined in the course syllabus (which may include various combinations of direct instruction and/or out of class work) will approximate the equivalent time requirements stated in item 1 above for traditional coursework. Department chairs and Deans will regularly review course syllabi to ensure the standard is being applied consistently.
2. If greater than 50% of the face-to-face instructional time is to be replaced with Experiential Learning, Online Learning, or other non-traditional instruction the appropriate Department Chair and Dean will review the syllabus to ensure compliance with the policy before approving the course and submitting it to the registrar for scheduling.

Directed Studies, Field Experiences, Internships, Performances, Practica, Summer International Programs, and other Non-Traditional Coursework

1. These types of course experiences typically include a substantial amount of supervised work, independent work, field experiences, site visits, and projects that fall outside the realm of traditional classes. The combination of work required to successfully complete these experiences must represent an equivalent amount of work as required for traditional courses; faculty may determine how the hours will be split between face-to-face instruction, supervised work, independent student work, and academically appropriate educational experiences. Each credit hour granted requires work that approximates 2,100 minutes. The syllabus should clearly include the frequency and type of direct instruction or supervised work and the additional work that will be expected so that the student meets the learning outcomes stated on the syllabus.
2. The appropriate Department Chair and Dean will review the syllabus to ensure compliance with the policy before approving the course and submitting it to the registrar for scheduling.
3. In cases where academically appropriate educational experiences (including field trips and site visits, etc.) are used to meet the credit hour standard, only one course may claim the experience as part of the workload of the course. Summer International Programs or any other proposal that involves multiple courses as part of the same trip/experience must be reviewed jointly to ensure common experiences are counted appropriately.

Catalog Changes for 2016-2017

M.Ed. program

- GPA 2.75
- Name change for EDU 601- Contemporary Foundations of Education
-

M.Ed. C&I

- Deleting required elective that changes the required amount of credit hours from 18-15

M.Ed. ECE

- Add EDU 626 Action-Based Applied Projects – 3 credit hours changes the number of hours of the core requirements from 15 to 18
- Delete required elective- credit hour requirement does not change since EDU 626 was added

M.Ed. MG

- Under Social-Science Concentration – Delete EDU 630 Educators in Industry- has not made in 11 years
- Delete required elective

MAT program

- Add complete and pass the GA Educator Entry Ethics Assessment (350)
- Delete copy of Praxis II or GACE Content
- Add Clinical Experiences- All graduate education courses have required clinical experiences. Most are embedded in coursework.

MAT ECE

- Delete EDU 505- Instructional Management 2 credit hours and replace with EDU 642 Instructional Management 3 credit hours
- Delete EDU 510 Professional Dispositions – 1 credit hour
- Delete EDU 599 Student Teaching – 9 credit hours
- Delete required elective

MAT MG

- Delete EDU 505 - Instructional Management 2 credit hours and replace with EDU 642 Instructional Management 3 credit hours
- Delete EDU 510 Professional Dispositions – 1 credit hour
- Delete EDU 599 Student Teaching – 9 credit hours
- Delete required elective

MAT SEC

- Delete EDU 505 - Instructional Management 2 credit hours and replace with EDU 642 Instructional Management 3 credit hours
- Delete EDU 510 Professional Dispositions – 1 credit hour

- Delete EDU 599 Student Teaching – 9 credit hours
- Delete required elective

Ed.S. program

- Under program standards delete all references to NBPTS
- Under program standards add In addition candidates must meet the discipline standards for the two Ed.S. majors, Curriculum and Instruction or Educational Leadership. Program Standards for Curriculum and Instruction and Educational Leadership (ELCC).
- Under Program Majors – delete first sentence of this paragraph – Add **CURRICULUM AND INSTRUCTION**

The program addresses the growing need of classroom teachers who desire to strengthen and increase their competencies to design, implement and evaluate curriculum and instruction. It is designed to provide candidates with experiences to further strengthen and enhance their competencies to serve as instructional leaders within their school settings and to maximize the learning of every student. For those interested in attaining the service certification, this major provides the courses and performance-based field experiences required for S certification and could be used to move up to the Advanced Professional level of tiered-certification. The program is aligned to the Curriculum and Instruction Standards and Performance Indicators defined by the Georgia Professional Standards Commission.

- Add Leadership- The program addresses the growing need for administrators in Georgia schools. It is designed to train administrators who can bring a perspective on leadership grounded in teaching and performance-based practices. For those interested in attaining administrative certification, this major provides the courses and performance-based residency needed for Georgia L-6 certification and is aligned with the Standards, Elements and Indicators for the Preparation of Georgia Educational Leaders and Educational Leadership Policy Standards: ISLLC 2011. The candidate may also add other endorsements by completing courses in other areas to fulfill requirements of the Professional Standards Commission (PSC).
- Change credit hours for EDU 715- Applied Action Research 0-2-2 to 2-0-2
- Change credit hours for EDU 717- Applied Action Research 0-1-1 to 1-0-1

Course Descriptions

- Delete EDU 505 – Instructional Management
- Delete EDU 510- Professional Dispositions
- Change to EDU 589- Clinical Practice (Grades 4-12) to Grades P-12, 4-12)
 - Delete pre-req EDU 500, 501, and EDU 505
- Add corequisites EDU 591, EDU 595 and 598 to EDU 590
- EDU 591- add course description from course amendment form
- EDU 595 Student Teaching add One Semester in title
 - Add pre-req: Approval for student teaching
 - Add co-req: EDU 590
- EDU 597- delete pre-req of EDU 505
- Delete EDU 599
- EDU 601 Foundations of Education change to Contemporary Foundations of Education

- EDU 605- do we need to establish a set number of hours?
- Delete EDU 609- Economic Education Institute for Teachers I- Principles
- Delete EDU 610- Economic Education Institute for Teachers II- Advanced Topics
- Delete EDU 620- Creative Activities
- Delete EDU 630-Educators in Industry
- EDU 638- change course description- see curriculum amendment form
- Delete EDU 670- Women and Education
- Delete EDU 698-699- Thesis
- Delete EDU 701- Interpersonal Relations: Personnel and Leadership for a Diverse World
- Delete EDU 703- Organizations: Design and Development
- EDU 729 title should be Supervised Residency –
 - delete wording in parenthesis in title and add to last sentence of course description

Personnel Descriptions

- Add Davis Nelson
- Add Victor Morgan

Instructions: Use this form to add, delete or change a major.

Registrar's Use OnlyRevised 1/12/12

Instructions: Use this form to add, delete or change a major.

Registrar's Use OnlyRevised 1/12/12

Berry College Curriculum Amendment Form

| | | | | | |
|---|--|--|---|------------------------------------|--|
| 1. Action: C (Add /Change/ Delete) | 2. School EdHS (BUS, EdHS, EHSS, MNS) | 3. Course Prefix and Number (if known) EDU 591 | 4. Course Title (catalog text) Student Teaching | | |
| 5. Label Title (abbreviated transcript text) (15 characters) | 6. Designators (W/H/N/C) | 7. Type of Instruction | 8. Hours (lecture-lab-credit) 6 hours | 9. Range of hours (if variable) | |
| 10. Prerequisites EDU 588 or EDU 589 | | 11. Co-requisites EDU 590 A or B | | 12. Exclusionary Courses | |
| 13. Catalog Description Observation, participation and teaching under the guidance of a qualified supervising teacher in the school setting. Seminars on campus, journal writing, and conferences with the supervising teacher and college supervisor stress reflection on the teaching experience. Fee required. <i>PR: Approval for Student Teaching. CR: EDU 590.</i> | | | | | |
| 14. Degree Requirement | 15. Off-Campus location | 16. Comments (attach additional documentation if needed) Course description did not get into the catalog. | | | |
| 17. Library Resources adequate Approved: _____ Director, Memorial Library | | | 18. Writing Intensive recommendation _____ Writing Across the Curriculum Committee | | |
| 19. Term effective Original submission for Fall 2012 - Summer 2015 | | | 20. Date Submitted to Academic Council | | |
| 21. Submitted by: (please print or type) Dr. Karen Kurz _____ Name Date 9/1/15 | | | 22. Approved by: (Dean of School) _____ Name Date | | |

Registrar's Use Only

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|---------------------|--------------------|--------------|-------------------------|
| 23. Course Division | 24. Inst. Division | 25. CIP Code | 26. Approved? Y/N, Date |
| | | | |

Berry College Curriculum Amendment Form

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|--|--|--|---|------------------------------------|--|
| 1. Action: C (Add /Change/ Delete) | 2. School EdHS (BUS, EdHS, EHSS, MNS) | 3. Course Prefix and Number (if known) EDU 597 | 4. Course Title (catalog text) Internship 1 | | |
| 5. Label Title (abbreviated transcript text) (15 characters) | 6. Designators (W/H/N/C) | 7. Type of Instruction | 8. Hours (lecture-lab-credit) | 9. Range of hours (if variable) | |
| 10. Prerequisites | | 11. Co-requisites Delete CR of EDU 505 | | 12. Exclusionary Courses | |
| 13. Catalog Description | | | | | |
| 14. Degree Requirement | 15. Off-Campus location | 16. Comments (attach additional documentation if needed) | | | |
| 17. Library Resources adequate Approved: _____ Director, Memorial Library | | | 18. Writing Intensive recommendation _____ Writing Across the Curriculum Committee | | |
| 19. Term effective | | | 20. Date Submitted to Academic Council | | |
| 21. Submitted by: (please print or type) Dr. Karen Kurz Name _____ 9/1/15 _____ Date | | | 22. Approved by: (Dean of School) Name _____ Date | | |

Registrar's Use Only

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|---------------------|--------------------|--------------|-------------------------|
| 23. Course Division | 24. Inst. Division | 25. CIP Code | 26. Approved? Y/N, Date |
| | | | |

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|--|---|--|--|------------------------------------|
| 1. Action: D (Add /Change/ Delete) | 2. School CSEHS (BUS, EdHS, EHSS, MNS) | 3. Course Prefix and Number (if known) EDU 599 | 4. Course Title (catalog text) Student Teaching | |
| 5. Label Title (abbreviated transcript text) (15 characters) | 6. Designators (W/H/N/C) | 7. Type of Instruction | 8. Hours (lecture-lab-credit) | 9. Range of hours (if variable) |
| 10. Prerequisites | | 11. Co-requisites | | 12. Exclusionary Courses |
| 13. Catalog Description | | | | |
| 14. Degree Requirement | 15. Off-Campus location | 16. Comments (attach additional documentation if needed) | | |
| 17. Library Resources adequate Approved: _____ _____ Director, Memorial Library | | 18. Writing Intensive recommendation _____ Writing Across the Curriculum Committee | | |
| 19. Term effective | | 20. Date Submitted to Academic Council | | |
| 21. Submitted by: (please print or type) Karen Kurz Name 9/1/15 Date | | 22. Approved by: (Dean of School) _____ Name Date | | |
| Registrar's Use Only | | | | |
| 23. Course Division | 24. Inst. Division | 25. CIP Code | 26. Approved? Y/N, Date | |

| | | | | |
|---|--|--|--|------------------------------------|
| 1. Action: C (Add /Change/ Delete) | 2. School EdHS (BUS, EdHS, EHSS, MNS) | 3. Course Prefix and Number (if known) EDU 601 | 4. Course Title (catalog text) Current: Foundations of Education Change: Contemporary Foundations of Education: | |
| 5. Label Title (abbreviated transcript text) (15 characters) | 6. Designators (W/H/N/C) | 7. Type of Instruction | 8. Hours (lecture-lab-credit) | 9. Range of hours (if variable) |
| 10. Prerequisites | | 11. Co-requisites | | 12. Exclusionary Courses |
| 13. Catalog Description | | | | |
| 14. Degree Requirement | 15. Off-Campus location | 16. Comments (attach additional documentation if needed) | | |
| 17. Library Resources adequate Approved: _____ _____ Director, Memorial Library | | 18. Writing Intensive recommendation _____ Writing Across the Curriculum Committee | | |
| 19. Term effective Summer 16 | | 20. Date Submitted to Academic Council | | |
| 21. Submitted by: (please print or type) Karen A. Kurz & Duane Inman 9/1/15 Name _____ Date _____ | | 22. Approved by: (Dean of School) _____ Name _____ Date _____ | | |

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|---------------------|--------------------|--------------|-------------------------|
| 23. Course Division | 24. Inst. Division | 25. CIP Code | 26. Approved? Y/N, Date |
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Berry College Curriculum Form for Majors/Minors

Instructions: Use this form to add, delete or change a major.

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|--|---|--|------------------------------------|
| 1. Action: D <i>(Add /Change/ Delete)</i> | 2. School EdHS <i>(BUS, EdHS, EHSS, MNS)</i> | 3. Major code M.Ed. 933 -ECE 932 - MG 934 - Reading 941 - C & I | 4. Major title M.Ed. |
| <p>5. List courses required for major (if major is new). If adding or deleting courses to a major or minor already in the catalog, just list the courses to add or delete.</p> <p>Delete: Required Elective</p> <p>Effective: Summer 2016</p> | | | |
| 6. Hours /number of courses | | 7. Comments (attach additional documentation if needed) This will reduce number of total credit hours for the M.Ed. from 33 hour to 30 hours. Allow for restructuring of programs to be completed in a timelier manner by candidates and increase marketability of the programs. This will require substantive change to be presented to GaPSC. | |
| 8. Library Resources adequate Approved: _____ _____ Director, Memorial Library | | | |
| 9. Submitted by: (please print or type) Karen A. Kurz 9/1/15 <hr/> Name Date | | 10 Approved by: (Dean of School) <hr/> Name Date | |
| 11. Date Submitted to Academic Council | | | |

Registrar's Use Only

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|-----------------------------|-------------------|---------------------|--|---|
| 23. Major Department | 24. School | 25. CIP Code | 26. 1st reading date: Approved? Y/N, Date | Effective year/term: Inactive date: _____ |
|-----------------------------|-------------------|---------------------|--|---|

Preparation for GaPSC Add-on Certification for Leadership Programs

Master's level

| | |
|---|----------------|
| EDU 684- Human Resources for School Leaders | 3 credit hours |
| EDU 685- Mentoring and Coaching | 3 credit hours |
| EDU 686- Supervised Residency Internship I | 3 credit hours |
| EDU 688- Using Assessment to Drive Learning | 3 credit hours |
| EDU 689- Supervised Residency Internship II | 3 credit hours |
| EDU 692- Leadership Capstone | 1 credit hour |
| <hr/> | |
| 16 credit hours | |

Candidates must have School Law and Ethics and Introduction to School Administration as pre-services courses. If candidates do not have these courses then they would be required to take them as part of the program (EDU 681 Legal and Ethical Issues in Education and EDU 682 Introduction to School Administration).

Ed.S. level

| | |
|--|----------------|
| EDU 725- Current Issues in Facilities, Budgets, & School Stakeholders | 3 credit hours |
| EDU 741- Supervised Residency Internship I | 3 credit hours |
| EDU 723- Personnel Leadership and HR | 3 credit hours |
| EDU 733- Sustaining School Improvement: Data Based Decision Making | 3 credit hours |
| EDU 742- Supervised Residency Internship II | 4 credit hours |
| EDU 791- Educational Leadership Capstone | 1 credit hour |
| <hr/> | |
| 17 credit hours | |

Candidates must have a course in school law and ethics and curriculum. If candidates do not have these pre-service courses then they will be required to take them as part of the program (EDU 707 Design and Evaluation of Curriculum and Instruction and EDU 713 Ethical Decision Making for Leaders).

Berry College Curriculum Form for New Classes

| | | | | | |
|--|---|--|---|---|--------------------------|
| 1. Action: ADD | 2. School CSEHS (BUS, CSEHS, HASS, MNS, NUR, Nonschool) | 3. Course Prefix - Number (contact Registrar's office for number) EDU 681 | 4. Course Title (36 character/space maximum) Legal and Ethical Issues in Education | | |
| 5. Short Title (abbreviated text – 15 characters) | | 6. Designators (I, H, L) | 7. Instruction Type (LEC, SEM, LAB, DIR, INT) LEC | 8. Hours (lecture-lab-credit) 3-0-3 | 9. Faculty Load 4 |
| <p>10. Catalog Description</p> <p>This course is designed to provide educational leaders with an overview of educational law, policy and related issues. Candidates will examine the ethical and legal implications of school operations that lead to the successful matriculation of all students, including those with disabilities, English Language Learners, as well as students from other linguistically and diverse backgrounds. The primary purpose of this course is to provide an overview of educational law and policy. Candidates will be introduced to processes and procedures both nationally and locally as they relate to specific legal topics. The course will equip educational leaders with a thorough understanding of how education law impacts their practice. Emphasis will be placed on the candidate's understanding of educational equity and acting with integrity as required by Georgia and federal law and the Georgia Code of Ethics for Educators.</p> | | | | | |
| 11. Prerequisites | | 12. Co-requisites | | 13. Exclusionary Courses | |
| 14. Degree Requirement | | 15. Comments (attach additional documentation if needed) | | | |
| <p>16. Library Resources adequate</p> <p>Approved: _____</p> <p style="text-align: center;">Director, Memorial Library</p> | | | <p>17. Writing Intensive recommendation</p> <p>_____</p> <p style="text-align: center;">Writing Across the Curriculum Committee</p> | | |
| <p>18. Submitted by: (please print or type)</p> <p>Davis Nelson & Monica Willingham</p> <p>Name _____ Date _____</p> | | | <p>19. Approved by: (Dean of School)</p> <p>_____</p> <p>Name _____ Date _____</p> | | |
| 20. Date Submitted to Academic Council | | | | | |

Registrar's Use Only

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|-----------------|----------------|----------|---|----------------------|
| Course Division | Inst. Division | CIP Code | 1 st reading date: Approved? Y/N Date: | Effective year/term: |
|-----------------|----------------|----------|---|----------------------|

Berry College Curriculum Form for New Classes

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|--|---|--|---|---|--------------------------|
| 1. Action: ADD | 2. School CSEHS (BUS, CSEHS, HASS, MNS, NUR, Nonschool) | 3. Course Prefix - Number (contact Registrar's office for number) EDU 682 | 4. Course Title (36 character/space maximum) Introduction to School Administration | | |
| 5. Short Title (abbreviated text – 15 characters) | | 6. Designators (I, H, L) | 7. Instruction Type (LEC, SEM, LAB, DIR, INT) LEC | 8. Hours (lecture-lab-credit) 3-0-3 | 9. Faculty Load 4 |
| <p>10. Catalog Description</p> <p>In this course, educational leadership candidates will develop an understanding of trends and implications of the key historical, philosophical, equitable and ethical influences affecting school organization and leadership. The prospective school leaders will acquire a sound understanding of the most current Interstate School Leaders Licensure Consortium (ISLLC) Standards, as well as the skills and attributes they need to put them into practice. Current leadership theories and styles are inspected as they relate to democratic values. Processes are examined for use in the collaborative shaping of a school vision with all stakeholders in the school community. Research on school improvement and effective schools is included. State laws and regulations governing school quality in the United States will be covered. Candidates will explore and apply course content as they develop a prototypical school vision, mission and goal statement. The candidate will do a self-assessment for leadership.</p> | | | | | |
| 11. Prerequisites | | 12. Co-requisites | | 13. Exclusionary Courses | |
| 14. Degree Requirement | | 15. Comments (attach additional documentation if needed) | | | |
| <p>16. Library Resources adequate</p> <p>Approved: _____</p> <p style="text-align: center;">Director, Memorial Library</p> | | | <p>17. Writing Intensive recommendation</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Writing Across the Curriculum Committee</p> | | |
| <p>18. Submitted by: (please print or type)</p> <p>____Davis Nelson & Monica Willingham____</p> <p>Name Date</p> | | | <p>19. Approved by: (Dean of School)</p> <p>_____</p> <p>Name Date</p> | | |
| 20. Date Submitted to Academic Council | | | | | |

Registrar's Use Only

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|-----------------|----------------|----------|---|----------------------|
| Course Division | Inst. Division | CIP Code | 1 st reading date: Approved? Y/N Date: | Effective year/term: |
|-----------------|----------------|----------|---|----------------------|

Berry College Curriculum Form for New Classes

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|---|---|--|---|---|
| 1. Action: ADD | 2. School CSEHS (BUS, CSEHS, HASS, MNS, NUR, Nonschool) | 3. Course Prefix - Number (contact Registrar's office for number) EDU 683 | 4. Course Title (36 character/space maximum) School Finance | |
| 5. Short Title (abbreviated text – 15 characters) | | 6. Designators (I, H, L) | 7. Instruction Type (LEC, SEM, LAB, DIR, INT) LEC | 8. Hours (lecture-lab-credit) 3-0-3 |
| 9. Faculty Load 4 | | | | |
| <p>10. Catalog Description</p> <p>This course will provide candidates with an overview of the major areas of school business and resource management focusing on the duties of a school administrator including school finance and budgeting. Candidates will compare a school-based educational leader's daily role of decision-making related to finance and budgeting with the district level educational leader. The course examines the basic conceptual issues in school finance including the sources of funding for local schools; the basis of fiscal federalism; and different conceptions of equity. It also includes the major programs of federal and state funding and introduces budgets and the budgeting process. These topics also will be examined: school safety, educational facilities planning and management, school accounting and auditing, cash management, risk management, purchasing and central distribution, school food service, student transportation, property tax, SPLOST and construction funding. The course equips leaders to engage the community in understanding and supporting the educational process of all students including those from culturally and linguistically diverse backgrounds and other underrepresented populations.</p> | | | | |
| 11. Prerequisites | | 12. Co-requisites | | 13. Exclusionary Courses |
| 14. Degree Requirement | | 15. Comments (attach additional documentation if needed) | | |
| <p>16. Library Resources adequate</p> <p>Approved: _____</p> <p style="text-align: center;">Director, Memorial Library</p> | | | <p>17. Writing Intensive recommendation</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Writing Across the Curriculum Committee</p> | |
| <p>18. Submitted by: (please print or type)</p> <p>Davis Nelson & Monica Willingham</p> <p>Name _____ Date _____</p> | | | <p>19. Approved by: (Dean of School)</p> <p style="text-align: center;">_____</p> <p>Name _____ Date _____</p> | |
| 20. Date Submitted to Academic Council | | | | |

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| Course Division | Inst. Division | CIP Code | 1 st reading date: Approved? Y/N Date: | Effective year/term: |
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Berry College Curriculum Form for New Classes

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|---|---|--|--|---|--------------------------|
| 1. Action: ADD | 2. School CSEHS (BUS, CSEHS, HASS, MNS, NUR, Nonschool) | 3. Course Prefix - Number (contact Registrar's office for number) EDU 684 | 4. Course Title (36 character/space maximum) Human Resources for School Leaders | | |
| 5. Short Title (abbreviated text – 15 characters) | | 6. Designators (I, H, L) | 7. Instruction Type (LEC, SEM, LAB, DIR, INT) LEC | 8. Hours (lecture-lab-credit) 3-0-3 | 9. Faculty Load 4 |
| <p>10. Catalog Description</p> <p>In this class, candidates examine key areas of school personnel/human resources management. The class provides a comprehensive overview of human resources administration as it relates to identification and selection of talented teachers/personnel from diverse cultural backgrounds, maintaining and supporting a quality staff, relevant state and federal laws and local school district policies, conflict resolutions, evaluation, employee documentation, discipline, dismissal and salary and fringe benefits. This course offers skills essential for educational leaders to act professionally, ethically and equitably in carrying out their responsibilities in this area.</p> | | | | | |
| 11. Prerequisites | | 12. Co-requisites | | 13. Exclusionary Courses | |
| 14. Degree Requirement | | 15. Comments (attach additional documentation if needed) | | | |
| <p>16. Library Resources adequate</p> <p>Approved: _____ Director, Memorial Library</p> | | | <p>17. Writing Intensive recommendation</p> <p>_____ Writing Across the Curriculum Committee</p> | | |
| <p>18. Submitted by: (please print or type)</p> <p>Davis Nelson & Monica Willingham</p> <p>_____ Name Date</p> | | | <p>19. Approved by: (Dean of School)</p> <p>_____ Name Date</p> | | |
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Berry College Curriculum Form for New Classes

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|---|---|--|--|---|--------------------------|
| 1. Action: ADD | 2. School CSEHS (BUS, CSEHS, HASS, MNS, NUR, Nonschool) | 3. Course Prefix - Number (contact Registrar's office for number) EDU 685 | 4. Course Title (36 character/space maximum) Mentoring and Coaching | | |
| 5. Short Title (abbreviated text – 15 characters) | | 6. Designators (I, H, L) | 7. Instruction Type (LEC, SEM, LAB, DIR, INT) LEC | 8. Hours (lecture-lab-credit) 3-0-3 | 9. Faculty Load 4 |
| 10. Catalog Description This course will explore the theoretical concepts for coaching and mentoring. The candidates will develop knowledge and understanding of coaching theories as they implement mentoring and coaching models. The candidates will practice the implementation of relevant theories and competencies, to include, but not be limited to, listening, feedback, dialogue, analysis, reflection and accountability. They will develop a range of skills as educational leaders to help and support others. The candidates will explore coaching as a collaborative relationship between equal partners in the educational environment using proven models of human and/or organizational development to achieve a goal that will result in enhanced development and performance. | | | | | |
| 11. Prerequisites | | 12. Co-requisites | | 13. Exclusionary Courses | |
| 14. Degree Requirement | | 15. Comments (attach additional documentation if needed) | | | |
| 16. Library Resources adequate Approved: _____ _____ Director, Memorial Library | | | 17. Writing Intensive recommendation _____ Writing Across the Curriculum Committee | | |
| 18. Submitted by: (please print or type) Davis Nelson & Monica Willingham Name _____ Date _____ | | | 19. Approved by: (Dean of School) Name _____ Date _____ | | |
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Berry College Curriculum Form for New Classes

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| 1. Action: ADD | 2. School CSEHS (BUS, CSEHS, HASS, MNS, NUR, Nonschool) | 3. Course Prefix - Number (contact Registrar's office for number) EDU 686 | 4. Course Title (36 character/space maximum) Supervised Residency Internship I | | |
| 5. Short Title (abbreviated text -- 15 characters) | 6. Designators (I, H, L) | 7. Instruction Type (LEC, SEM, LAB, DIR, INT) LEC | 8. Hours (lecture-lab-credit) 3-0-3 | 9. Faculty Load 4 | |
| 10. Catalog Description Candidates will participate in performance-based activities in building-or system-level education settings. Specific residency experiences will be collaboratively designed through an Individualized Induction Plan by the Beginning Leader Candidate Support Team (candidate, district and college supervisor) to define evidence that addresses the Leadership Standards in ethics, mentoring and coaching, human resources, school administration, and school finance. Candidates will complete two semesters of residency accomplishing designated experiences at a satisfactory level. Fee required. Grading: Satisfactory or Unsatisfactory. | | | | | |
| 11. Prerequisites | | 12. Co-requisites | | 13. Exclusionary Courses | |
| 14. Degree Requirement | | 15. Comments (attach additional documentation if needed) | | | |
| 16. Library Resources adequate Approved: _____ _____ <div style="text-align: right;">Director, Memorial Library</div> | | | 17. Writing Intensive recommendation _____ <div style="text-align: center;">Writing Across the Curriculum Committee</div> | | |
| 18. Submitted by: (please print or type) Davis Nelson & Monica Willingham Name _____ Date _____ | | | 19. Approved by: (Dean of School) Name _____ Date _____ | | |
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Berry College Curriculum Form for New Classes

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| 1. Action: ADD | 2. School CSEHS (BUS, CSEHS, HASS, MNS, NUR, Nonschool) | 3. Course Prefix - Number (contact Registrar's office for number) EDU 687 | 4. Course Title (36 character/space maximum) Curriculum Development, Implementation and Assessment for Leaders | | |
| 5. Short Title (abbreviated text – 15 characters) | | 6. Designators (I, H, L) | 7. Instruction Type (LEC, SEM, LAB, DIR, INT) LEC | 8. Hours (lecture-lab-credit) 3-0-3 | 9. Faculty Load 4 |
| <p>10. Catalog Description</p> <p>This course is designed to provide candidates with the knowledge, skills, and dispositions necessary to make critical curriculum and assessment decisions that focus on instructional best practices. Candidates will develop the understanding and skills necessary to lead curriculum and instructional practices that will garner academic success of all P-12 students. Candidates will examine relevant theory and current research related to how children and adolescents learn. Best instructional practices for all students will be investigated including those with disabilities, English Language Learners and students from other linguistically and culturally diverse backgrounds. Effective school leadership and school improvement are measured by increased student learning and achievement; therefore candidates plan, develop, and implement effective, data-informed instructional programs; align instruction vertically and horizontally with state and local school district curriculum standards; monitor and evaluate the implementation of curriculum standards, both individually and systematically; and effectively improve curriculum and instruction practices.</p> | | | | | |
| 11. Prerequisites | | 12. Co-requisites | | 13. Exclusionary Courses | |
| 14. Degree Requirement | | 15. Comments (attach additional documentation if needed) | | | |
| <p>16. Library Resources adequate</p> <p>Approved: _____</p> <p style="text-align: center;">Director, Memorial Library</p> | | | <p>17. Writing Intensive recommendation</p> <p style="text-align: center;">Writing Across the Curriculum Committee</p> | | |
| <p>18. Submitted by: (please print or type)</p> <p>Davis Nelson & Monica Willingham</p> <p>Name _____ Date _____</p> | | | <p>19. Approved by: (Dean of School)</p> <p>Name _____ Date _____</p> | | |
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Berry College Curriculum Form for New Classes

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| 1. Action: ADD | 2. School CSEHS (BUS, CSEHS, HASS, MNS, NUR, Nonschool) | 3. Course Prefix - Number (contact Registrar's office for number) EDU 688 | 4. Course Title (36 character/space maximum) Using Assessment to Drive Learning | | |
| 5. Short Title (abbreviated text – 15 characters) | | 6. Designators (I, H, L) | 7. Instruction Type (LEC, SEM, LAB, DIR, INT) LEC | 8. Hours (lecture-lab-credit) 3-0-3 | 9. Faculty Load 4 |
| <p>10. Catalog Description</p> <p>In this course, candidates will utilize data to make informed decisions to support efforts for school improvement. The purpose of this course is to develop educational leaders who effectively collect, analyze, and use data to improve schools successfully. The educational leader candidates will acquire skills to systematically collect and analyze multiple sources of data to identify improvement needs, determine an effective response, monitor progress, and explain success to stakeholders. The candidates will garner opportunities to lead and sustain change in a collegial environment, culminating in their understanding of, and ability to use, a wide range of applicable leadership practices. These candidates will acquire a variety of technology tools to use for data analysis.</p> | | | | | |
| 11. Prerequisites | | 12. Co-requisites | | 13. Exclusionary Courses | |
| 14. Degree Requirement | | 15. Comments (attach additional documentation if needed) | | | |
| <p>16. Library Resources adequate</p> <p>Approved: _____ _____ Director, Memorial Library</p> | | | <p>17. Writing Intensive recommendation</p> <p>_____ Writing Across the Curriculum Committee</p> | | |
| <p>18. Submitted by: (please print or type)</p> <p>Davis Nelson & Monica Willingham</p> <p>_____ Name Date</p> | | | <p>19. Approved by: (Dean of School)</p> <p>_____ Name Date</p> | | |
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Berry College Curriculum Form for New Classes

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| 1. Action: ADD | 2. School CSEHS (BUS, CSEHS, HASS, MNS, NUR, Nonschool) | 3. Course Prefix - Number (contact Registrar's office for number) EDU 689 | 4. Course Title (36 character/space maximum) Supervised Residency Internship II | | |
| 5. Short Title (abbreviated text – 15 characters) | | 6. Designators (I, H, L) | 7. Instruction Type (LEC, SEM, LAB, DIR, INT) LEC | 8. Hours (lecture-lab-credit) 3-0-3 | 9. Faculty Load 4 |
| <p>10. Catalog Description</p> <p>Candidates will continue to participate in performance-based activities in building-or system-level education settings. Specific residency experiences will be collaboratively designed through an Individualized Induction Plan by the Beginning Leader Candidate Support Team (candidate, district and college supervisor) to define evidence that addresses the Leadership Standards in curriculum, assessment, technology, and leading innovation and change. Candidates will complete two semesters of residency accomplishing designated experiences at a satisfactory level. Fee required. Grading: Satisfactory or Unsatisfactory.</p> | | | | | |
| 11. Prerequisites | | 12. Co-requisites | | 13. Exclusionary Courses | |
| 14. Degree Requirement | | 15. Comments (attach additional documentation if needed) | | | |
| <p>16. Library Resources adequate</p> <p>Approved: _____</p> <p style="text-align: center;">Director, Memorial Library</p> | | | <p>17. Writing Intensive recommendation</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Writing Across the Curriculum Committee</p> | | |
| <p>18. Submitted by: (please print or type)</p> <p>Davis Nelson & Monica Willingham</p> <p>_____ Name Date</p> | | | <p>19. Approved by: (Dean of School)</p> <p>_____ Name Date</p> | | |
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| 1. Action: ADD | 2. School CSEHS (BUS, CSEHS, HASS, MNS, NUR, Nonschool) | 3. Course Prefix - Number (contact Registrar's office for number) EDU 690 | 4. Course Title (36 character/space maximum) Instructional Technology for Leaders | | |
| 5. Short Title (abbreviated text – 15 characters) | | 6. Designators (I, H, L) | 7. Instruction Type (LEC, SEM, LAB, DIR, INT) LEC | 8. Hours (lecture-lab-credit) 3-0-3 | 9. Faculty Load 4 |
| <p>10. Catalog Description</p> <p>In this course, the candidates will gain experience in leading, planning and implementing educational technology initiatives through the school improvement planning process. The principal's role and responsibilities in using technology to improve the academic success of all P-12 students has evolved significantly over the last five to ten years. The candidates in the class will explore the essential conditions to effectively integrate the National Education Technology Standards for Students (NETS-S) into standards-based instruction. The candidates will complete a local assessment of these conditions in their own school; identify technology needs in their school; and form strategies to address those needs. The candidates will explore group procedures for effectively engaging students, teachers, staff, parents and community by creating, disseminating, and sustaining a research-based vision for instructional technology.</p> | | | | | |
| 11. Prerequisites | | 12. Co-requisites | | 13. Exclusionary Courses | |
| 14. Degree Requirement | | 15. Comments (attach additional documentation if needed) | | | |
| <p>16. Library Resources adequate</p> <p>Approved: _____</p> <p style="text-align: center;">Director, Memorial Library</p> | | | <p>17. Writing Intensive recommendation</p> <p>_____</p> <p style="text-align: center;">Writing Across the Curriculum Committee</p> | | |
| <p>18. Submitted by: (please print or type)</p> <p>Davis Nelson & Monica Willingham</p> <p>_____ Name Date</p> | | | <p>19. Approved by: (Dean of School)</p> <p>_____ Name Date</p> | | |
| 20. Date Submitted to Academic Council | | | | | |

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Berry College Curriculum Form for New Classes

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| 1. Action: ADD | 2. School CSEHS (BUS, CSEHS, HASS, MNS, NUR, Nonschool) | 3. Course Prefix - Number (contact Registrar's office for number) EDU 691 | 4. Course Title (36 character/space maximum) Leading Innovation and Change | | |
| 5. Short Title (abbreviated text – 15 characters) | | 6. Designators (I, H, L) | 7. Instruction Type (LEC, SEM, LAB, DIR, INT) LEC | 8. Hours (lecture-lab-credit) 3-0-3 | 9. Faculty Load 4 |
| 10. Catalog Description In this course, the educational leader candidates will acquire experience in how to use professional learning to develop their faculties and lead change. The candidates will inspect research findings on effective professional learning, examine National Staff Development Council standards, and identify areas of strength and need related to the implementation of the professional development standard in their school. The students will acquire strategies to provide and protect time for job-embedded professional learning such as active learning, collaborative learning, sustained learning over multiple days over multiple weeks, and deeper knowledge of content and how to teach it. The ultimate goal is to facilitate the acquisition of knowledge, skills and disposition related to the importance of developing and implementing a clear vision for school improvement within a school using professional learning. | | | | | |
| 11. Prerequisites | | 12. Co-requisites | | 13. Exclusionary Courses | |
| 14. Degree Requirement | | 15. Comments (attach additional documentation if needed) | | | |
| 16. Library Resources adequate Approved: _____ Director, Memorial Library | | | 17. Writing Intensive recommendation _____ Writing Across the Curriculum Committee | | |
| 18. Submitted by: (please print or type) Davis Nelson & Monica Willingham Name _____ Date _____ | | | 19. Approved by: (Dean of School) _____ Name _____ Date _____ | | |
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Berry College Curriculum Form for New Classes

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| 1. Action: ADD | 2. School CSEHS (BUS, CSEHS, HASS, MNS, NUR, Nonschool) | 3. Course Prefix - Number (contact Registrar's office for number) EDU 692 | 4. Course Title (36 character/space maximum) Leadership Capstone | |
| 5. Short Title (abbreviated text – 15 characters) | | 6. Designators (I, H, L) | 7. Instruction Type (LEC, SEM, LAB, DIR, INT) LEC | 8. Hours (lecture-lab-credit) 1-0-1 |
| 9. Faculty Load 2 | | | | |
| <p>10. Catalog Description- This course will allow candidates to create a technology-based presentation on their knowledge, skills and dispositions learned in the performance-based activities throughout their program of study, Educational Leadership. Candidates are expected to cover all the educational leadership standards in their presentation. The presentation will be a scholarly, personal culmination of their experiences throughout the program including courses, readings, papers, research, observations, organizational leadership initiatives, reflections, insights, changes, epiphanies, and implications for leadership practices. The candidate will present to an audience of faculty and peers. An oral presentation of 30 to 40 minutes that will include an effective assortment of writings, demonstrations, power-points, videos, CDs, static displays, etc. – plus a notebook of documentation to support any element in the presentation that is deemed necessary. Each presentation will conclude with time for questions from evaluators and members of the audience. As the final assessment of the candidate's achievement in the program, the Capstone Technology Presentation provides an opportunity for the candidate to demonstrate mastery in Educational Leadership.</p> | | | | |
| 11. Prerequisites | | 12. Co-requisites | | 13. Exclusionary Courses |
| 14. Degree Requirement | | 15. Comments (attach additional documentation if needed) | | |
| 16. Library Resources adequate Approved: _____ _____ Director, Memorial Library | | | 17. Writing Intensive recommendation _____ Writing Across the Curriculum Committee | |
| 18. Submitted by: (please print or type) Davis Nelson & Monica Willingham _____ Name Date | | | 19. Approved by: (Dean of School) _____ Name Date | |
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Instructions

If Adding a course, complete items 1 - 22. To change a course, complete items 1-4, items 19 - 22, and the data to be changed. To delete a course, complete items 1-4 and items 19 - 22.

Item 3: Please contact the Registrar's Office for a course number before submitting this form.

Item 4: The computer file allows 36 characters. If you exceed this in the catalog text, we will abbreviate the course name in our file.

Item 5: Unless indicated, the Registrar's Office will provide an abbreviation for use on transcripts. This field is only 15 characters.

Item 6: Designators are W (Writing course), H (Honors), N (NWGATES), C (Contract)

Item 7: Types of Instruction are: LEC (Lecture), SEM (Seminar), LAB (Laboratory), DIR (Directed Study), INT (Internship), STC (Student Teaching)

Item 8: Please provide the number of credit hours in the standard, three-digit format (3-0-3).

Item 9: If the course is offered for variable credit, please provide the lower and upper limits (1-6)

Item 12: Are there other courses that a student may have taken that will preclude them from taking this course?

Item 14: Which degree requirement will this course fulfill: General Education, Major Required, Major Elective?

Item 15: Is this course to be taught at an off-campus location, and if so, where?

Item 17: Are the library resources adequate to support this course? If not, supply needed materials and resources. Attach additional pages if needed.

Item 18: Courses that are to be designated as writing-intensive require the signature of the chair of The Writing Across the Curriculum Committee.