

EDUL 6026: Planning for School Improvement

Fall 2007

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 - [picture](#)
 - [curriculum vita](#)

Catalogue Course Description

Oasis Title: PLAN FOR SCH IMPROV.

Based on the model followed in the SACS School Improvement Process, the course is designed to acquaint students with developing a five-part plan for improvement (school profile, beliefs and mission, desired results for learners, analysis of practices, action plan) and a plan for implementation and follow-up.

Non-traditional format: Course will be delivered via WebCT to students pursuing the add-on leadership certificate (L-5).

Offered every year.

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Required Reading

School Improvement: Focusing on Student Performance, National Study of School Evaluation (NSSE), , 1997

Recommended reading

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Program Evaluation Handbook, NSSE, 1998

These publications may be ordered from the National Study of School Evaluation (NSSE) by visiting their website at www.nsse.org or by calling (800) 843-6773. These books are also available in many schools, especially those accredited by the SACS Commission on Secondary and Middle Schools that have already completed a self-study using the SACS School Improvement Process.

The University of Georgia's Distance Learning Academic Honesty Policy

Taking a course via distance learning provides special flexibility but also can lead to intentional or unintentional misuse of resources. The learning that takes place, as well as the credit awarded, is predicated on the assumption that students submit their own work unless instructed otherwise. Students should note the following statement, which also appears in the bulletin and the Student Handbook:

While Independent and Distance Learning is designed to allow students to learn on their own, outside the traditional classroom, students may have the opportunity to study with other students who are enrolled in the course or may choose to engage the services of a tutor. Such opportunities may enhance learning. All written assignments (i.e., lessons, projects, etc.) must be completed independently unless the instructor indicates otherwise. As in many classroom courses, students may find studying together beneficial—asking each other questions, reviewing texts, exploring or discussing course guide information and exercises. As in the classroom courses, what is not the individual student's own work must be clearly indicated. The following are some examples of (or can lead to) inappropriate collaboration, plagiarism, and misrepresentation:

- copying and submitting answers prepared by another or from a general source
- copying and submitting material from the Internet without acknowledgment
- submitting answers verbatim that have been agreed upon in a study group
- failing to give proper documentation to words and/or ideas of another that are not common knowledge
- permitting one's own work to be submitted as another's

Independent and Distance Learning instructors are committed to the principles of academic honesty and subscribe to the UGA Academic Honesty Policy guidelines for the definition and processes of academic integrity. All Independent and Distance Learning students are subject to these academic guidelines; Independent and Distance Learning instructors have and will initiate academic dishonesty proceedings if in their courses they find reasonable cause to do so.

All Independent and Distance Learning students are encouraged to read and understand A Culture of Honesty (the UGA Academic Honesty Policy) found at http://www.uga.edu/ovpi/honesty/culture_honesty.htm . Printed copies of A Culture of Honesty may also be obtained from the office of the University of Georgia Vice President for Academic Affairs or from the Independent and Distance Learning office in summary form. Students may talk with their instructors and with Independent and Distance Learning student representatives about academic honesty. E-mail and/or telephone contact information is available in this course guide and in the Independent and Distance Learning Student Handbook.