

**Delta State University
College of Education
Division of Family and Consumer Sciences**

FCS 447 Professional Development
Fall 2014
T-Th 9:25 – 10:40 Ewing 109

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COURSE SYLLABUS

Course Description

FCS 447 Professional Development. Preparation for the professional job search. Emphasizes goal setting, resume preparation, interviewing, business etiquette, dressing for success and letter writing skills needed by college seniors.

Prerequisite: Senior standing, should be within two semesters of graduation.

Course Objectives:

The student will be able to:

1. Identify personal and professional long and short-term goals.
2. Analyze individual skills, interests and experiences related to specific personal and professional goals across various cultures.
3. Use current technology to develop a resume of personal, professional and educational qualifications.
4. Use current technology to compose appropriate business letters related to the job search.
5. Use current technology to research a potential employer or job.
6. Identify effective interviewing techniques.
7. Organize a professional development portfolio.
8. Participate in a business luncheon or brunch (optional)
9. Participate in a mock interview.
10. Acquire knowledge of cultural differences in the workplace as related to communication, team-building, time, and attitude.
11. Develop and improve writing skills through written assignments.
12. Develop and improve presentation skills through oral presentations and mock interview.

Required Texts:

Trittin, D. (2011). *What I Wish I Knew at 18: Life Lessons for the Road Ahead*. LifeSmart Publishing: Gig Harbor, WA.

TENTATIVE SCHEDULE

| Day | Date | Topic | Assignment |
|------|---------|---|---|
| Tues | 8/19/14 | Overview of Class; Class Expectations; Goal Setting; | Choose a country for cultural presentation |
| Thur | 8/21/14 | The Professional Portfolio Review of sample portfolios | Goal Sheets Due; Decide on country to present |
| Tues | 8/26/14 | Developing Effective Presentation Skills; Introduction to Company Research; Feedback on Goal Sheets | |
| Thur | 8/28/14 | Ch 1 – Life Perspectives Ch 2 -- Character Ch 3 – Relationships & Communication Ch 4 – Spiritual Life What Color is Your Parachute – Ch 1 | Read Chapters 1 - 4 Presentation Chapter 1 Presentation Chapter 2 Presentation Chapter 3 Presentation Chapter 4 Presentation Chapter 1 |
| Tues | 9/2/14 | Ch 5 – Handling Adversity Ch 6 – Miscellaneous Ch 7 – College Academics Ch 8 – Career Selection & Advancement What Color is Your Parachute – Ch 2 | Read Chapters 5-8 Presentation Chapter 5 Presentation Chapter 6 Presentation Chapter 7 Presentation Chapter 8 Presentation Chapter 2 |
| Thur | 9/4/14 | “Researching Careers, Jobs, and Companies” – Mr. David Salinero | Meet in Room 157 at the Library Have Q’s prepared related to Career/Company Research |
| Tues | 9/9/14 | Ch 9 – Love and Marriage Ch. 10 – Managing Your Finances What Color is Your Parachute – Ch 3 What Color is Your Parachute – Ch 4 What Color is Your Parachute – Ch 5 | Read Chapters 9 & 10 Presentation Chapter 9 Presentation Chapter 10 Presentation Chapter 3 Presentation Chapter 4 Presentation Chapter 5 |
| Thur | 9/11/14 | What Color is your Parachute – Ch 6 Resume; Cover Letter; Professional References ; Writing a Business Letter | Presentation Chapter 6 |
| Tues | 9/16/14 | -Mr. Wayne Smith: “What Employers look for in a Potential Employee” | 1 st Dft Resume/Cover Ltr./Prof Ref Due; 1 st Draft Business Letter Due |
| Thur | 9/18/14 | Getting Ready for the Job Interview- Mrs. Amy Korb - Student Relations Specialist, DSU Career Services Feedback on Resumes, Cover Ltr, Prof. References, Business Letter | |
| Tues | 9/23/14 | Present Company Research to Class | Company Research Presentation |
| Thur | 9/25/14 | Present Company Research to Class | Company Research Presentation |
| Tues | 9/30/14 | Getting Ready for the Job Interview- Mrs. Amy Korb - Student Relations Specialist, | Company Written Report Due 2 nd Dft Res/Cov Ltr./Prof Ref. |

| | | | |
|------|----------|---|---|
| | | DSU Career Services | Due; 2 nd Draft Bus. Letter Due; |
| Thur | 10/2/14 | Etiquette and Table Setting; Writing a Personal Thank you Note Feedback on Resumes, Cover Ltr, Prof. References, Business Thank you Letter | |
| Tues | 10/7/14 | The Professional Portfolio; Review of sample portfolios; <u>Peer Reviews</u> -Resume/Cover Letter/Professional References/Business Letter | Etiquette /Table Setting Quiz; 3 rd Dft Res/Cov Ltr./Prof Ref. Due 3 rd Draft Business Letter Due Bring Printed Copy to Class |
| Thur | 10/9/14 | Professional Dress – Guest Speaker Dr. Jan Haynes; | -Final Cover Letter, Resume, Professional References, and Business Thank you Letter Due |
| Tues | 10/14/14 | Meet in Computer Lab to work on Portfolios – Ewing 238 Review of Sample Portfolios Schedule for Mock Interviews | |
| Thur | 10/16/14 | NO CLASS – FALL BREAK | |
| Tues | 10/21/14 | Instructor and Peer Review of Draft Portfolios | Draft Portfolio due |
| Thur | 10/23/14 | Meet in Computer Lab to work on Portfolios – Ewing 238 | -Bring Draft Portfolio & Jump Drive -Submit Final Draft of Resume, Cover Letter, Prof. Ref, Business Thank you Letter on Canvas |
| Tues | 10/28/14 | Practice for Mock Interview-Mrs. Farris & Mrs. Korb | Bring your Resume and be ready to practice your interview skills Each interview will be 5-10 minutes |
| Thur | 10/30/14 | Mock Interviews with Mr. Wayne Smith; and Mrs. Korb Ewing 149 | Wear Professional Dress; Bring your Resume. Interviews will be from 9:00 am until 11:00 am to allow 15 minutes per interview. Check schedule for your time & arrive <u>before</u> your scheduled time. |
| Tues | 11/4/14 | Meet in Computer Lab to work on Portfolios – Ewing 238 Review Mock interview on camera | |
| Thur | 11/6/14 | Leadership Presentations | Presentations on Leadership; Submit written Reflection of Mock Interview on Canvas |
| Tues | 11/11/14 | Leadership Presentations | - Portfolios Due Presentations on Leadership |
| Thur | 11/13/14 | Leadership Presentations | Presentations on Leadership |
| Tues | 11/18/14 | Leadership Presentations | Presentations on Leadership |

| | | | |
|------|----------|--|-----------------------|
| Thur | 11/20/14 | Presentations on Cultural Attributes of Selected Countries | |
| | | Thanksgiving Break | |
| Tues | 12/2/14 | Presentations on Cultural Attributes of Selected Countries | |
| Thur | 12/4/14 | Presentations on Cultural Attributes of Selected Countries | |
| Tues | 12/9/14 | FINALS WEEK | -Cultural Quiz |

Tentative Grade

Goal Setting - 25
 Presentation # 1- 50
 Presentation # 2- 50
 Presentation # 3- 50
 Presentation # 4 – 50
 Presentation # 5 - 50
 Company Research Written Report – 50
 1st Draft Resume -25
 2nd Draft Resume-25
 Final Resume – 100
 1st Draft Cover Letter -25
 2nd Draft Cover Letter-25
 Cover Letter – 50
 1st Draft Professional References – 25
 2nd Draft Professional References - 25
 Final Professional References – 50
 1st Draft Business Letter – 25
 2nd Draft Business Letter - 25
 Final Business Letter - 50
 Mock Interview - 100
 Mock Interview Written Reflection - 25
 Professional Portfolio - 100
 Etiquette and Table Setting Quiz -50
 Cultural Attributes of Selected Countries Quiz-25
 Class Attendance/participation - 100
Total Possible Points - 1175

Detailed information on assignments will be given later. Final grades will be calculated based on an accumulation of points. To determine a percentage grade, divide the number of points earned by the number of total possible points. This percentage grade will be converted to a letter grade using the university scale.

University Grading Scale

A 94-100
 B 84-93
 C 74-83
 D 65-73
 F below 65

Attendance Policy

Class attendance is required and expected. Students will be expected to be on time and remain for the entire class period. University policy will be followed in determining a student's eligibility to pass the course as related to absences (total of both excused and unexcused absences). Three tardies or early departures constitute one absence. Excused absences should be cleared with the instructor in advance whenever possible; however, they will still be counted as absences.

Absences will reduce the potential points for class participation and the maximum grade that a student can receive for the course. One cannot participate in a class if he/she is absent. As the objective for this class is to learn to behave professionally, two points will be deducted for each tardy or early departure. If a student has a legitimate reason that they must be late to class, it is their responsibility to notify the instructor of the legitimate reason. Inability to find a parking space is not a legitimate reason.

General Information

- Labs or group work cannot be made up
- No make-up work is allowed for unexcused absences
- Make-up work will be due within a week of the excused absences unless other arrangements are made in advance. The student is responsible for obtaining all makeup work, handouts and/or notes missed.
- Canvas will be used as a supplement to this course. All students must have a Canvas ID and check the website regularly.
- Assignments are due at the beginning of the class period on the due date.
- Assignments turned in after that time are late. Points will be deducted from late assignments. Assignments to be turned in through Canvas must be turned in by the beginning of the class period for which they are assigned. Students having trouble accessing Canvas may find help through the help desk 24 hour number.
- It is the responsibility of the student to schedule make-up quizzes with the instructor and the secretary for excused absences within one week of an absence. If the student does not appear at the agreed upon time, and does not notify the secretary that he/she will not appear, another time will not be scheduled.
- Cell phones and pagers must be turned off during class. Use of cell phones during class is unprofessional and will negatively impact your class participation grade. This includes texting. If an emergency call is expected, special arrangements can be made with the instructor at the beginning of the class.
- Prior to leaving the room during a test, the instructor or proctor must be notified. Students will be allowed to leave only if a true emergency exists.
- Students may, at any time ask to see their class average. It will be the student's responsibility to ask. All assignment grades will be posted on the Canvas website.
- You will be expected to write thoughtful, comprehensive answers, using correct spelling and grammar. Organization, accuracy, and content will account for 75% of the grade; grammar, spelling, and punctuation will account for the remaining 25%. Students needing additional assistance are encouraged to contact the Writing Center on campus.

University Policy on Cheating and Plagiarism

Cheating and plagiarism are not to be tolerated. If it is established that a violation has occurred, instructors determine the penalty. In this course, the penalty for a first offense involves a grade of zero on the test or assignment. A second offense will be reviewed for more stringent action and will be reported to the division/department chair, the student's advisor, and dean, and will usually result in suspension. Any additional offenses will usually result in expulsion from the university. Please see the university policy on cheating and plagiarism in the current undergraduate bulletin.

Please be informed that copying and pasting from another student's work is considered cheating, as is copying and pasting from websites. All assignments and tests in this course are to be completed independently.

Students with Disabilities

Delta State University is committed to a policy of equal employment and educational opportunity. Delta State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. This policy extends to all programs and activities supported by the university.

Reference List

Note: the Roberts-LaForge Library has 5 copies of the following book:

Bolles, R. (2013). *What Color Is Your Parachute? 2014: A Practical Manual for Job-Hunters and Career-Changer*. New York: Random House, Inc.

Web Sites

Delta State University/Career Services (<http://www.deltastate.edu/pages/752.asp>)
National Center for Cultural Competence (<http://nccc.georgetown.edu/features/CCHPA.html>)
What Color Is Your Parachute (<http://www.jobhuntersbible.com/>)

Career/Job Search Reference List

Note: The following annotated bibliography was compiled by the American Library Association.

Journal Articles:

DeVelder, C. J. (2013). Mind Your Mannerisms: It's Not Just What You Say But How You Say It. *Student Lawyer*, Vol. 41(7), 14-15.

The article highlights the importance of being wary about mannerisms during an employment interview. Words, tone of voice and nonverbal behaviors were the three elements found by communication studies as the essential in any face-to-face communication. The author advises

job hunters to arrive early for their interview so that they are already calm and unflustered when it starts. She adds one must also be aware of using filler words like "urn," "uhh" and "like."

Easton, B. (2012), Career Reality Check. *Library Journal*, Vol. 137 (1), 49-51.

The article offers advice for young adults of Generation Y in their post-college graduation job search. Tips include looking for jobs at small companies and nonprofit organizations, considering relocation, and asking advice from professionals within one's chosen career. Several books, websites, and subscription databases are recommended as ways librarians and public libraries can aid these searches.

Editorial Board. **"What Not To Do When Applying For Library Jobs."** In the Library With the Lead Pipe.org. (June 24, 2009).

<http://www.inthelibrarywiththeleadpipe.org/2009/what-not-to-do-when-applying-for-library-jobs/>

Snippets of suggestions about the full process of applying, from preparing application materials to interviewing to accepting an offer. This is the website of a team of librarians working in various types of libraries that also features articles by guests representing other perspectives including educators, administrators, library support staff, and community members. Each article is peer-reviewed by at least one external and one internal reviewer.

Hernandez, Jessica Holbrook. **"Your Next Boss Needs To Hear THIS In The Job Interview."** California Job Journal, Vol. 31, No. 1309 (March 10, 2013): 5.

The article offers tips on what to say during a job interview to help convince the employer to consider the applicant. It is said that employers would want an employee who can understand instructions easily and gets the job done. Letting the employer know that the applicant is a team player is important. Loyalty and commitment to the job and the organization is also essential to be communicated to prospective employer.

Hodge, Megan, and Nicole Spoor. **"Congratulations! You've Landed An Interview: What Do Hiring Committees Really Want?."** New Library World, Vol. 113, No. 3/4 (2012), 139-161.

Although the job market remains extremely competitive for entry-level librarian positions, only individual, anecdotal stories of what hiring committees are looking for in the candidates they invite to interview, currently exist; no formal studies have been conducted since the recession began in early 2008. This survey was created with the aim of allowing those with recent experience on hiring committees to provide advice to those on the market for entry-level public and academic librarian positions and to answer what are, for many job-seekers, burning questions.

Keith, Brian. **"The Ins and Outs of Job Hunting for Library Positions - An Insider's Perspective."** (<http://ufdc.ufl.edu/UF00103153/00004/1j>)

Slides from a talk given at the ALA Placement Center at ALA Annual 2011. Includes advice on cover letters & interviews for academic library positions but adaptable for all types of libraries.

Jacobs, Deborah L. **"How To Use Social Media To Find A Job."** Forbes.com (March 4, 2013).

The article offers tips on using social media to find a job. It suggests concentrating the job search on the social networking Web site LinkedIn, which is purely professional, rather than using Facebook, which gives emphasis to friends. Job applicants are advised to personalize their message to people with experience, contacts or knowledge of the industry in which they want to work. It also stresses the importance of keeping all of their correspondences professional and courteous.

Scudder, Ken. "**Preparation Is Key.**" *Public Relations Tactics*, Vol. 20, No. 4 (April, 2013), 16.

The article discusses the importance of preparation for job interviews using media training techniques. Media trainers, it says, help clients in creating an agenda for an interview that could have a similar pattern in job interviews with regards to making a specific agenda by being focused and showing good leadership qualities. It also notes practicing before a job interview, thinking about questions for opportunities to make some points and checking on body language.

Smart, Karl L. "**Articulating Skills In The Job Search.**" *Business Communication Quarterly* , Vol. 67, No. 2 (January 1, 2004), 198-205.

No matter how skilled students may be, those skills will not lead to a job if potential employers do not know the applicant has them. This article provides a strategy to help students seeking jobs identify skills and articulate them in proof statements that are supported by detailed examples. Such achievement statements can be used in job letters as well as in interviews. Effective proof statements show rather than just tell potential employers of job seekers' qualifications.

Smith, Jacquelyn. "**How Social Media Can Help (Or Hurt) You In Your Job Search.**" *Forbes.com* (April 16, 2013).

The article offers helpful tips for getting a job through the social media as to the way hiring managers and recruiters use them to learn about job applicants. According to a CareerBuilder.com survey of 2,303 human resource professionals, 37% of employers are using social networks to screen job candidates, saying they offer jobs to those who present themselves professionally. It also notes being consistent in highlighting qualifications and accomplishments in Facebook, LinkedIn or Twitter.

Smith, Jacquelyn. "**How To Talk About Your Biggest Weakness in a Job Interview.**" *Forbes.com* (February 19, 2013).

The article offers tips on presenting one's weaknesses in a job interview. It states that managers usually ask employees for weaknesses to know how a person faces challenges. According to the author, the best way to tell one's weakness is to be truthful but avoid telling weaknesses that could conflict the job description.

Spector, Richard. "**10 Résumé Revising Tips.**" *Public Relations Tactics*, Vol. 20, No. 2 (February, 2013): 22.

In this article, the author offers tips for resume writing and revising which include addition of background summary, groundwork on the types of jobs, and feedback from friends.

Sternberg, Robert J. "**12 Bloopers To Avoid In Job Interviews.**" *Chronicle Of Higher Education*, Vol. 59, No. 25 (March 1, 2013), A31-A32.

The article offers advice for interviewees for positions at colleges and universities. It is said that interviewees need to be aware of the social dynamics of campus visits. Advice given includes answering the questions that are asked, admitting the limits of one's knowledge, and not lying about one's background or achievements. Also addressed are the need to competently discuss personal weaknesses, the necessity of not making demands before having a job offer, and problems with using technology during job talks.

Weddle, Peter. "**Who Are You Again? (Cover Story).**" *California Job Journal*, Vol. 31, No. 1308 (February 24, 2013), p1-9.

The article shares tips on how jobseekers can ensure that employers and recruiters remember them. It was mentioned that as of 2013, many recruiters are under enormous pressure as hiring has climbed with the easing of the recession in the U.S. It is stated that jobseekers who have been previously interviewed by an employer or recruiter should treat the next interviewer as their first. In addition, jobseekers should update recruiters if they have added a credential to their resume.

Wright, Edward W., Theresa A. Domagalski, and Ronald Collins. "**Improving Employee Selection With A Revised Resume Format.**" *Business Communication Quarterly*, Vol. 74, No. 3 (September, 2011), 272-286.

This study investigates the acceptance of a prototype resume that includes candidate personality assessment information. Data were obtained from hiring managers and human resource professionals in regional chapters of the Society for Human Resource Management. Respondents found the new content useful and that the new information added value when compared with a traditional resume. This study suggests the possibility of improving the effectiveness of candidate screening and selection with the inclusion of such data in a standard resume and may be useful for instructing new business school graduates in the preparation of their professional resumes.

Books:

Cracking the New Job Market: The 7 Rules for Getting Hired In Any Economy. William R. Holland and Barbara Ehrenreich. New York: American Management Association, 2012.

How To Get a Great Job: A Library How-To Handbook. American Library Association Staff. Chicago: American Library Association, 2011.

How To Say It On Your Resume: a Top Recruiting Director's Guide to Writing the Perfect Resume for Every Job. Brad Karsh with Courtney Pike. New York: Prentice Hall, 2009.

A Librarian's Guide to an Uncertain Job Market. Jeannette Woodward. Chicago: American Library Association, 2011.

The Job Search Solution: The Ultimate System For Finding A Great Job Now! Tony Beshara. New York: AMACOM, 2012.

The New Professional's Toolkit. Bethan Ruddock. London: Facet Publishing, 2012.

Resume Magic: Trade Secrets of a Professional Resume Writer. Susan Britton Whitcomb. Indianapolis: JIST, 2010.

Thank You For Firing Me!: How To Catch the Next Wave of Success After You Lose Your Job. Kitty Martini and Candice Reed. New York: Sterling, 2010.

Use Your Head to Get Your Foot in the Door: Job Search Secrets No One Else Will Tell You. Harvey Mackay. New York: Penguin Group (USA) Incorporated, 2011.

Working in the Virtual Stacks: the New Library & Information Science. Laura Townsend Kane. Chicago: American Library Association, 2011

Websites

Disclaimer: Links to websites are provided purely for educational purposes. No responsibility is assumed for any content on the linked sites nor any problems associated with the use of products or services mentioned in the websites. No endorsement of products or companies is intended, nor is criticism of unnamed products or companies implied.

American Library Association. <http://joblist.ala.org/>.

Coordinated by ALA's Office for Human Resource Development and Recruitment, this is the premier site for job listings for all types of libraries all over the country. It offers one-stop-access for career leads, communicating with employers, and tips for success in the library and information science profession.

[Blog] Ask A Manager.org. <https://www.askamanager.org/>

When Alison Green started her blog, she was chief of staff for a medium-sized successful organization with full HR responsibilities. In 2010, she left the organization and became a consultant on the management issues she now covers in the blog. She offers great tips on resumes, interviewing, hiring, and firing.

Career Transitions. <http://www.careertransitions.com/>

For new job seekers. This is an aggregate of information from such websites as O*NET (<http://www.onetonline.org/>) and the mega--job search engine SimplyHired (<http://www.simplyhired.com/>), with job search tips and videos of mock interviews.

In the Library With the Lead Pipe. <http://www.inthelibrarywiththeleadpipe.org/>

Website of a team of librarians working in various types of libraries who provide a forum for educators, administrators, library support staff, and community members.

[Blog] Hiring Librarians (An Inside Look at Library Hiring). <http://hiringlibrarians.com>

This blog was started in February, 2012, by a self-described "frustrated job-hunting librarian." Emily Weak began asking people who make hiring decisions to explain their thinking. Quickly noting the great diversity in what libraries and librarians are looking for in job candidates, she created a survey instrument to solicit the opinions of people who hire librarians, presenting each result so the reader may examine it individually and also determine for themselves what the

aggregate looks like. This resultant website contains unique information, including hundreds of survey-based interviews with library hiring managers and library job hunters.

Library Career People. <http://librarycareerpeople.com/>.

Begun as an advice column in 2003, this helpful site has evolved into a Q&A/discussion/blog forum of professional guidance and advice for librarians, library staff, and those thinking of entering the profession.

[Blog] Mister Library Dude. (<http://mrlibrarydude.wordpress.com/nailing-the-library-interview/>)

The blog of Joe Hardenbrook, an academic librarian who addresses libraries, technology, and teaching. Resources cited in one of his blogs, “Nailing the Library Interview,” (updated March 4, 2013) is taken from personal files that reflect his experience of having served on a number of search committees and the questions he likes to ask potential librarians.

The Occupational Outlook Handbook. www.bls.gov/oco

The print version of this title is a reference staple that is the government’s premier source of career guidance featuring hundreds of occupations. This is the online version of the annually printed book.

The Wikiman. <http://thewikiman.org/blog/?p=1561>

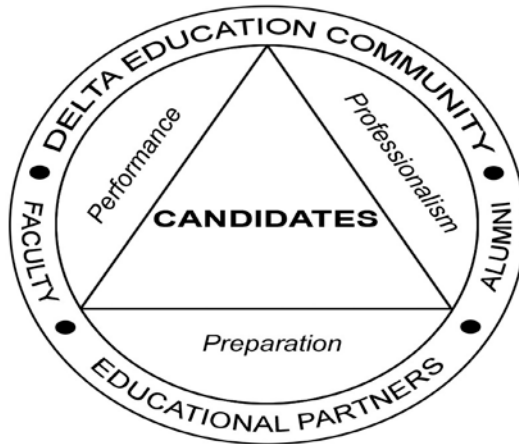
In 2009, Ned Potter who works in Higher Education, started this website to support his blog in which he covers new professionals issues, hot library topics, social media, marketing libraries, and guides to online platforms. “What’s the Key to a Good Interview – Beyond the Usual Truisms We All Know Already?” (<http://thewikiman.org/blog/?p=1561>, April 2011) is one of many useful thought pieces.

Presentation – Grading Rubric

Name(s) _____
 Presentation Title _____
 Date _____ Course _____

| Criteria | Notes | Points | |
|---|-------|--------|------------|
| Preparation – Evidence of preparation for the presentation (handout, slides, notes) | | | /10 |
| Visual Aids -- Visual Aids were relevant and helpful | | | /4 |
| Organization – The presentation had a clear introduction , content, and conclusion | | | /8 |
| Knowledge of subject – Demonstrated an understanding of the material | | | /9 |
| Vibrancy – Engaged the audience; made topic interesting | | | /4 |
| Proper grammar and language use | | | /5 |
| Demonstrated time management skills by delivering presentation in time allotted | | | /5 |
| Delivered Presentation on Date Assigned | | | /5 |
| Total Points Earned | | | /50 |

Adapted from a rubric developed by Dr. Sarah Elaine Eaton.



Delta State University
College of Education and Human Sciences
Conceptual Framework
DELTA P3 MODEL

Vision: The Delta State University College of Education promotes a vibrant educational community committed to preparing capable and confident candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects candidate development through the triad of preparation, performance and professionalism, supported by the greater Delta educational community (faculty, educational partners, and alumni).

Guiding Principles:

- 1. Education is a lifelong endeavor**, requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1)
- 2. Education is interactive and reflective**, a process that is accomplished through assessment and reflection of a collaborative nature. (GP2)
- 3. Education is culturally contextualized**, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3)
- 4. Education is dynamic**, with change being driven by assessment data and the needs of all segments of the educational community. (GP4)
- 5. Education is enhanced by technology**, infused throughout programs and services. (GP5)