



Teaching in Higher Education RDOC 9302
New Orleans Baptist Theological Seminary
Christian Education Division
July 26-29, 2016

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Mission Statement

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Characteristic Excellence – We do what we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are:

1. *Interpersonal relationships*: Students will interact in online and class forums that will provide opportunities to enhance their interpersonal skills.
2. *Spiritual and Character Formation*: Students will be led to understand and appreciate the role of the teacher in transformational learning.

Course Description

Students in this course will develop an undergraduate or graduate course of their own choosing, from the submission of a course rationale and description through the development of the course syllabus and lesson plans. In addition, they will construct their philosophy of teaching, a curriculum vitae, and demonstrate skill in teaching.

Student Learning Outcomes

By the end of this study, you will be able to:

1. *Understand* the instructional theory and practice related to higher education.
2. *Value* the use of instructional theory in the development of courses and the practice of teaching in higher education.
3. *Apply* instructional theory in the development of a course rationale, syllabus, and teaching

plans for a selected course in a theological higher education learning environment and individual student presentations.

Textbooks

- Bain, Ken. *What the Best College Teachers Do*. Cambridge, MA: Harvard University Press, 2004. (Kindle edition available) ISBN: 9780674013254
- Davis, Barbara Gross. *Tools for Teaching*. 2nd ed. San Francisco: Jossey-Bass, 2009. ISBN-13: 9780787965679
- Fink, Dee. *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*, 2nd ed. San Francisco, CA: Jossey-Bass, 2013. (Kindle edition available) ISBN: 9781118124253
- Ford, LeRoy. *Design for Teaching and Training: A Self-Study Guide to Lesson Planning*. Eugene, OR: Wipf and Stock Publishers, 2002. ISBN: 9781579109912
- Gabriel, Kathleen. *Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education*. Sterling, VA: Stylus Publishing, 2008. ISBN: 9781579222307

In this course it is assumed that you have a working knowledge of learning styles, multiple intelligences, role of Holy Spirit, role of teacher, and domains of learning. The following texts can facilitate that understanding.

Optional Texts:

- Armstrong, Thomas. *7 Kinds of Smart: Identifying and Developing Your Multiple Intelligences*. New York: Penguin Putnam Inc, 1999.
- Richards, Lawrence O. and Bredfeldt, Gary. *Creative Bible Teaching*. Chicago: Moody Publishers, 1998.
- Tobias, Cynthia. *The Way They Learn: How to Discover and Teach to Your Child's Strengths*. Wheaton, IL: Tyndale House Publishers, 1994.
- Yount, William. *Called to Teach: An Introduction to the Ministry of Teaching*. Nashville: B & H Academic, 1999.
- _____, William. *Created to Learn: A Christian Teacher's Introduction to Educational Psychology*. 2nd ed. Nashville: Broadman and Holman Academic, 2010.

Course Teaching Methodology

Students will engage in discussion boards, class discussion, hands-on learning in the ITC, and individual learning assignments. The workshop meets on the main campus Tuesday through Friday 8:30 – 4:30.

Teaching Method

This course will utilize lecture, class discussion, online learning, and student teaching demonstrations.

Course Requirements

Pre-Workshop

1. Reading: Read all texts prior to the workshop.
2. Pre-Workshop Discussion Boards: Discussion Boards on the texts are as follows:
 - January 2-6
 - *What the Best College Teachers Do* –
 - The week begins on MONDAY and ends on FRIDAY. Your initial post to the must be made by Wednesday at 5:00 p.m. CST of each week. Responses to other students'

posts must be made by Friday at 5:00 p.m. CST. See Course Policies for further information.

- January 2-6
 - *Creating Significant Learning Experiences*

This assignment is related to Student Learning Outcome #1.

3. Course Name and Rationale: You will be developing a complete course syllabus for a proposed course in Christian higher theological education. *This course must be one that is not taught presently at NOBTS (including Leavell College) nor taught at another institution or taken by you at another institution.* Prior to the workshop meeting submit:

- the name of the proposed course
- a one-paragraph rationale for the proposed course. A rationale explains why this course is needed in a course of study.

Due to Blackboard: Friday, January 6.

This assignment is related to Student Learning Outcome #3.

Post-Workshop

4. Student Created Discussion Board: You will be enrolled as an instructor in a separate Blackboard shell set up for the purpose of this assignment. As such, you will have access to instructor tools. All discussion prompts must be posted by Monday, January 16.

Your discussion group will create a Blackboard Discussion Board based on an assigned chapter(s) in *Teaching Unprepared Students*. The Discussion Board should “open” at the scheduled time for class discussion.

- Groups will be assigned during the first class meeting.

Due to Instructor Blackboard Shell: Monday, January 16

This assignment is related to Student Learning Outcome #1.

5. Syllabus. The proposed course syllabus must follow the course template of the Graduate Division of NOBTS. This template is posted on Blackboard under Course Documents. (This course’s syllabus is designed using the template.)

- *A textbook must be chosen and reflected in the course schedule.*

Due to Blackboard Friday, February 3

This assignment is related to Student Learning Outcome #3.

6. Teaching Unit: You will create a teaching unit related to the proposed course consisting of the following:

- 2 lesson plans
 - One 1.5 hour (as per template provided)
 - One “micro-teach” (10-15 minutes);
- 1.5 hour lesson plan components:
 - Handout(s) as required for the lesson
 - Visual presentation: (PowerPoint, Prezi)
 - Lecture notes (prompts for instructor)
 - Lecture guide (organized handout for students to follow lesson)
- Micro-teach lesson plan components:

- Dr. Yount will post and distribute documents for the completion of the micro-teach. You may also refer to Refer to [Microteaching, an efficient technique for learning effective teaching](#), and [Center for Teaching Excellence: MicroTeaching Details](#)
- - One test (to include objective and subjective test items of varying levels of difficulty). Refer to guidelines posted in Course Documents.

Due to Blackboard: Friday, February 10

This assignment is related to Student Learning Outcome #3.

7. Teaching Presentation and Rubrics: Present and record a 10-15 minute MicroTeach lesson from the teaching unit and upload it to the assigned Discussion Board. .

Due: Friday, September 30

Rubrics

You will complete a presentation rubric for each presentation, including your own. The presentation rubric is posted under Course Documents.

- Download and save the rubric.
- Complete the rubric for each presentation. Save each complete presentation rubric as a separate document in the following form: name.presentation
- Email the completed rubric to the student and cc the professors

Rubrics Due: Friday, March 3

This assignment is related to Student Learning Outcome #3.

8. Curriculum Vitae: You will create a curriculum vitae that reflects your academic experience and related educational experiences. The CV should be suitable for submission to an institution of higher learning.

Due to Blackboard: Friday, March 10

This assignment is related to Student Learning Outcome #1.

9. Philosophy of Teaching: You will write a philosophy of teaching and submit to Blackboard. Your philosophy:

- should consist of 2 pages minimum;
- should follow the guidelines found at <http://ucat.osu.edu/read/teaching-portfolio/philosophy> ; and
- may be either APA or Turabian
- This assignment should be completed in first person.

Due to Blackboard: Friday, October 21

This assignment is related to Student Learning Outcome #2.

Evaluation of Grade

The student's grade will be computed as follows:

Teaching Presentation	15%
Units	15%
Syllabus	25%
Student-led Discussion Boards	10%
Class Participation	15%
Curriculum Vitae	10%
Philosophy of Teaching	10%

Course Policies

Academic Policies: Academic policies relating to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Graduate Catalog](#).

Absences: Absences are not permitted. You must see the Associate Dean, Research Doctoral Programs, for any exception to this policy.

Academic Honesty Policy: All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Assignment Formatting: Unless otherwise noted, all assignments are to be created in Turabian format. All written assignments must be Word documents, written in third person unless otherwise instructed, and created in 12 pt. Times New Roman font. PDFs will not be accepted.

Assignment Grading: Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments.

Assignment Submission: All assignments are to be submitted to Blackboard by 11:59 p.m. of the due date unless otherwise indicated. Do not send files as attachments via email to the professor. For technical reasons, this mode of file transmission is extremely inefficient.

Cell phones: Phones must be silenced during class time. The use of a cell phone for the purposes of texting, email or other social media is not permitted. Anyone who is observed text messaging or using an electronic device during class may be asked to drop the course.

Classroom Decorum: Your participation is required for every session. You are expected to:

- Come to the sessions with a constructive point of view, prepared to interact with the readings and resources related to the course topic.
- Dress appropriately and in accordance with the NOBTS Student Handbook.
- Turn off cell phones and not accept any calls and/or text messages during class.
- Utilize laptops and other technology for class purposes only.
- Maintain confidentiality when someone shares personal information.
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Grading Scale: Your final grade will be based on your total accumulation of points as indicated under the *Assignments and Evaluation Criteria* section of this syllabus according to the grading scale in the NOBTS 2013-2014 catalog.

A 93-100 B 85-92 C 77-84 D 70-76 F 69 and below

Laptops: Laptops may be used in class only for taking notes and other activities assigned by the professor. Other activities are strictly prohibited. Laptops may not be open during presentations unless requested by the presenter. Anyone observed using a laptop in a way that violates this policy may be asked to drop the course.

Late Assignments: Only under extreme circumstances, and with prior approval, will a late assignment be accepted. Late assignments will be assessed an initial 10-point penalty and 1 point for each day after the due date. No

assignments will be accepted more than two weeks after the original due date. Missed presentations may not be made up.

Netiquette: Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Plagiarism: NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Recording Policy: Recordings of class, including any audio and/or video recordings, regardless of the media or format, and regardless of the intended or actual use, are not permitted without prior written permission of the professor. The class will be notified in advance should any such recording be approved. This policy is intended to protect the privacy of the students.

Revision of the Syllabus: The course syllabus is not a legal contract. Any syllabus revision will be preceded by a reasonable notice to students. The standards and requirements set forth in this syllabus may be modified at any time by the professor. Notice of such changes will be by announcement in class or by email notice.

Withdrawal from the Course: The administration has set deadlines for withdrawal. These dates and times are published in the academic calendar. Administration procedures must be followed. You are responsible to handle withdrawal requirements. A professor can't issue a withdrawal. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in the course if you choose not to attend once you are enrolled.

Additional Information

Blackboard and SelfServe: You are responsible for maintaining current information regarding contact information on Blackboard and SelfServe. The professor will utilize both to communicate with the class. Blackboard and SelfServe do not share information so you must update each. Assignment grades will be posted to Blackboard.

You will be enrolled in two Blackboard shells for this course – Teaching in Higher Education in which you will be enrolled as a student and Teaching in Higher Education Practice Shell, in which you will be enrolled as an instructor. *You will post assignments to both shells.* Pay careful attention to the instructions related to each assignment.

Correspondence with the Professor: Every effort is made to respond to emails and phone calls within 24-48 hours, excluding weekends. Please feel free to contact the professor(s) with any question you may have regarding this course.

Help for Writing Papers at “The Write Stuff”

This is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

Hurricane/Severe Weather Evacuation: For up-to-date weather information stay tuned to:

- WBSN FM-89.1

- WWL Channel 4
- WWL AM-870
- www.nobts.edu

Mandatory Evacuation: Hurricane season lasts from June 1 to November 30. If the Mayor or the President of NOBTS recommends that you leave the city, then do so. If a mandatory evacuation is called everyone except emergency personnel must leave. Staying on campus is not an option. See the *Student Handbook* for further information regarding hurricane preparedness, evacuation, and shelter.

NOBTS Emergency Text Messaging Service: Once you have established a SelfServe account you may sign up for the NOBTS emergency text messaging service by going to <http://nobts.edu/NOBTSEmergencyTextMessage.html> .

Special Needs: If you need an accommodation for any type of disability, please set up a time to meet with the professor(s) to discuss any modifications that you may need and we are able to provide.

Technical Support: For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

- Selfserve@nobts.edu - Email for technical questions/support request for help with the site (Access to online registration, financial account, online transcript, etc.).
- BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard System.
- [Student Bb Help](#) - Visit for student assistance in using Blackboard.
- ITCSupport@nobts.edu – Email for general technical questions/support requests.
- www.NOBTS.edu/itc/ - View general NOBTS technical help information on this website.

Course Schedule

Date	Assignments
December 26 - 30	<i>“Getting to Know You”</i> Discussion Board
January 2-6	Professor-led Discussion Boards: <i>Creating Significant Learning Experiences</i> <i>What the Best College Teachers Do</i> Submit Proposed Course Name and Rationale to Blackboard by Friday, January 6.
January 10-13	Class Meeting (see Class Meeting Schedule, pg. 6)
January 16-20	<i>Teaching Unprepared Students – Chapters 2-4: ALL Student Group-led Discussion Boards Due Monday, Jan. 19</i>
January 23-27	<i>Teaching Unprepared Students – Chapters 5.6.8</i>
February 3	Syllabus Due to Blackboard
February 10	Teaching Unit Due to Blackboard
February 24	Teaching Presentation Due
March 3	Rubrics Due to Presenters and Professors
March 10	Curriculum Vitae and Philosophy of Teaching Due to Blackboard

Class Meeting Schedule

Tuesday

8:30 – 11:30

Introductions- Review of Syllabus
Deconstruction of a Syllabus
Chapter Assignments for Student-led Discussion Boards

1:00-4:30

ITC Visit (Hardin Student Center)

- Discussion Board
- Course Documents
- Unlisted YouTube videos (for lesson presentation)

Wednesday

8:30 – 4:30

Domains and Levels of Learning
 Writing Objectives/Student Learning Outcomes

- Course
- Lesson

Discussion of *Design for Teaching and Training*

Thursday

8:30 – 4:30

Assessments/Assignments (Alignment with Student Learning Outcomes)
 Creating Lesson Plans/MicroTeach
 Methodologies

Friday

8:30-4:30

Creating a Test
 Discussion of *Tools for Teaching*
 Philosophy of Teaching
 Writing a Curriculum Vitae

*Topics may be reordered as need arises.

Selected Bibliography

Armstrong, Thomas. *7 Kinds of Smart: Identifying and Developing Your Multiple Intelligences*. New York: Penguin Putnam Inc, 1999.

_____. *Multiple Intelligences in the Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development, 1994.

Barone, Carole A., and Paul R. Hagner. *Technology-Enhanced Teaching and Learning: Leading and Supporting the Transformation on Your Campus*. San Francisco: Jossey-Bass, 2001.

Bateman, Walter L. *Open to Question: The Art of Teaching and Learning by Inquiry*. San Francisco: Jossey-Bass, 1990.

Brookfield, Stephen. *The Skillful Teacher*. San Francisco: Jossey-Bass, 2006.

Bryan, C. Doug. *Learning to Teach/Teaching to Learn: A Holistic Approach*. Nashville: Broadman and Holman, 1993.

Caine, Renate Nummela, and Geoffrey Caine. *Making Connections: Teaching and the Human Brain*. Alexandria, VA: Association for Supervision and Curriculum Development, 1991.

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- Claerbaut, David. *Faith and Learning on the Edge: A Bold New Look at Religion in Higher Education*. Grand Rapids, MI: Zondervan, 2004.
- Collins, Mallary M., and Don H. Fontenelle. *Changing Student Behaviors: A Positive Approach*. Cambridge, MA: Schenkman Publishing Co., 1982.
- Corder, Colin. *Teaching Hard, Teaching Soft: A Structured Approach to Planning and Running Effective Training Courses*. Brookfield, VT: Gower, 1990.
- Corder, Nicholas. *Learning to Teach Adults: An Introduction*. London: Routledge/Falmer, 2002.
- Fuhrmann, Barbara, Anthony Grasha. *Practical Handbook for College Teachers*. Boston: Little, Brown and Company, 1983.
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- Gangel, Kenneth O., and Warren S. Benson. *Christian Education: Its History and Philosophy*. Eugene, OR: Wipf and Stock Publishers, 2002.
- Greive, Donald. *A Handbook for Adjunct and Part-Time Faculty and Teachers of Adults*. Ann Arbor, MI: Adjunct Advocate, 2003.
- Halverson, Delia Touchton. *32 Ways to Become a Great Sunday School Teacher: Self-Directed Studies for Church Teachers*. Nashville: Abingdon Press, 1997.
- Harris, Duncan, and Chris Bell. *Evaluating and Assessing for Learning*. New Jersey: Nichols, 1994.
- Harris, Maria. *Teaching and Religious Imagination*. San Francisco: Harper & Row, 1987.
- Heimlich, Joe E., and Emmalou Norland. *Developing Teaching Style in Adult Education*. San Francisco: Jossey-Bass, 1994.
- Hendricks, Howard G. *Teaching to Change Lives*. Portland, OR: Multnomah Press, 1987.
- Herman, Lee, and Alan Mandell. *From Teaching to Mentoring: Principle and Practice, Dialogue and Life in Adult Education*. London: RoutledgeFalmer, 2004.
- Hinchey, Patricia. *Becoming a Critical Educator: Defining a Classroom Identity, Designing a Critical Pedagogy*. New York: P. Lang, 2004.
- Jarvis, Peter. *Adult Education and Lifelong Learning: Theory and Practice*. London: Routledge/Falmer, 2004.
- Joyce, Bruce R., and Marsha Weil. *Models of Teaching*, 5th ed. Boston: Allyn and Bacon, 1996.
- Kell, Peter, and Sue Shore. *Adult Education @ 21st Century*. New York: P. Lang, 2004.

- Lambert, Dan. *Teaching That Makes a Difference: How to Teach for Holistic Impact*. Grand Rapids, MI: Zondervan, 2004.
- Lautzenheiser, Tim. *The Art of Successful Teaching: A Blend of Content & Context*. Chicago, IL: GIA Publications, 1992.
- _____. *The Joy of Inspired Teaching*. Chicago: GIA Publications, 1993.
- Lazear, David. *Seven Pathways of Learning: Teaching Students and Parents about Multiple Intelligences*. Tucson, AR: Zephyr Press, 1994.
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- McCown, R. R., Marcy Driscoll, and Peter Geiger Roop. *Educational Psychology: A Learning-Centered Approach to Classroom Practice*. Boston: Allyn and Bacon, 1996.
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- Moran, Gabriel. *Showing How: The Act of Teaching*. Valley Forge, PA: Trinity Press International, 1997.
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- Oser, Fritz K., Andreas Dick, and Jean-Luc Patry, eds. *Effective and Responsible Teaching: The New Synthesis*. San Francisco: Jossey-Bass Publishers, 1992.
- Palmer, Parker J. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco, CA: Jossey-Bass, 1998.
- Pintrich, Paul R., and Dale H. Schunk. *Motivation in Education: Theory, Research, and Applications*. Upper Saddle River, NJ: Merrill, 2002.
- Poe, Harry Lee. *Christianity in the Academy: Teaching at the Intersection of Faith and Learning*. Grand Rapids, MI: Baker Academic, 2004.
- Richards, Lawrence O, Bredfeldt, Gary. *Creative Bible Teaching*. Chicago: Moody Publishers, 1998.
- Roe, Kathryn R. *Enhancing Student Learning Through Small Group and Class Discussions Following Inquiry-Based Laboratory Experiments*, 2002.
- Schultz, Thom, and Joani Schultz. *Why Nobody Learns Much of Anything at Church*. Loveland, CO: Group Pub., 1993.
- Shagoury, Ruth, and Brenda Miller Power. *The Art of Classroom Inquiry: A Handbook for Teacher-Researchers*. Portsmouth, NH: Heinemann, 2003.
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St. Clair, Ralph, and Jennifer A. Sandlin. *Promoting Critical Practice in Adult Education*. San Francisco: Jossey-Bass, 2004.

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Tobias, Cynthia U. *The Way They Learn: How to Discover and Teach to Your Child's Strengths*. Wheaton, IL: Tyndale House Publishers, 1994

Vella, Jane Kathryn. *Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults*. San Francisco: Jossey-Bass, 1994.

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_____, ed. *Almost Every Answer for Practically any Teacher!: A Resource Guide for all who Desire to Teach . . . for Lifechange!*. Portland, OR: Multnomah Press, 1992.

Yount, William R. *Called to Teach: An Introduction to the Ministry of Teaching*. Nashville: B & H Academic, 1999.

_____. *Created to Learn: A Christian Teacher's Introduction to Educational Psychology*. 2nd ed. Nashville: B & H Academic, 2010.

Student Services

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to www.nobts.edu/student-services, email us at studentservices@nobts.edu, or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.8003	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.8180	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.8180	nobts.blackboard.com
Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.8018	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.8018	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.4455 x4455	www.provhouse.com
Student Counseling	lmccc@nobts.edu	504.816.8004	www.nobts.edu/student-services/counseling-services.html
Women’s Programs	womensacademic@nobts.edu	504.282.4455 x3334	www.nobts.edu/women

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



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