Graduate Programs Committee Agenda  
Wednesday, March 13, 2019, 1:30PM in UCC 308

I. Approval of February Meeting Minutes

II. Course/Program Additions, Modifications, Deletions

ACTION ITEMS:

A. College of Education

1. Department of Early Childhood through Secondary Education
   
   A. Elementary Education, Ed.S.
      
      **Originator:** Janet Strickland. Presented by Jennifer Edelman.
      **Request:** Modify

      **Rationale:** The change comes due to degree name changes made by the Georgia Board of Regents in the Spring of 2018, which led the Georgia Professional Standards Commission (GaPSC) to change certification names. The requested modification is to change the program name from Master of Education in Early Childhood Education to Master of Education in Elementary Education is necessary in order to maintain consistency within the field of the initial certification. The ECED prefix will remain the same for program courses.

   2. Department of Educational Technology and Foundations

      A. Instructional Technology, Media & Design, Ed.S., Concentrations in Instructional Technology, School Library Media
         
         **Originator:** Lara Willox. Presented by Lara Willox.
         **Request:** Modify

         **Rationale:** Currently the degree is titled "Media" and we would like the degree to be changed to "Instructional Technology, Media, & Design," as the inclusion of Media in the title of the degree causes confusion that this is a degree associated with Mass Communications. Their students are mainly teachers seeking either a concentration in school library media or instructional technology. Neither are captured well in the degree name of media. Instructional Technology, Media & Design is a better representation of the programs offered.

   B. Instructional Technology, Media, & Design, M.Ed., Concentrations in Instructional Technology, School Library Media
      
      **Originator:** Lara Willox. Presented by Lara Willox.
      **Request:** Modify
Rationale: Currently the degree is titled "Media" and we would like the degree to be changed to "Instructional Technology, Media, & Design," as the inclusion of Media in the title of the degree causes confusion that this is a degree associated with Mass Communications. Their students are mainly teachers seeking either a concentration in school library media or instructional technology. Neither are captured well in the degree name of media. Instructional Technology, Media & Design is a better representation of the programs offered.

C. Media Specialist Educator Certification Program and Instructional Technology Educator Certification Program
   Request: Modify
   Rationale: The only change is the updating of two courses on the SLM NonDegree Certification program sheet. MEDT 6461 will become MEDT 7451 and MEDT 6465 will become MEDT 7455. These two course numbers have been updated to allow them to be included in the EDS program as well as the Master's program. They are cleaning up all of the program sheets so the courses can be fully replaced with the new numbering.

D. Media Specialist Educator Certification Program and Instructional Technology Educator Certification Program
   Request: Modify
   Rationale: This change is moving from a certification program sheet that shows both SLM options and IT options to having a program sheet for only IT certification. Having multiple programs on the same program sheet is confusing to students. Having one that is clearly for IT certification students will make it easier to read.

E. Media, M.Ed., Concentrations in Instructional Technology, School Library Media
   Request: Modify
   Rationale: This proposal concerns the SLM track, and reflects ongoing changes within the Master's program, which changing from having both the IT track and the SLM track on the same program sheet, as well as updating the courses on said sheet after recent number changes and the addition of two electives. They have also updated two courses on the SLM track. Having three tracks on one program sheet was causing confusion for students, and this will provide clarity.

F. Media, M.Ed., Concentrations in Instructional Technology, School Library Media
Request: Modify

Rationale: This proposal concerns the IT track, and reflects ongoing changes within the Master's program, which changing from having both the IT track and the SLM track on the same program sheet, as well as updating the courses on said sheet after recent number changes and the addition of three electives, and the removal of MEDT 7465 from the elective options. They have also updated two courses on the IT track. Having three tracks on one program sheet was causing confusion for students, and this will provide clarity.

G. MEDT 7479: Digital Game-Based Learning
Request: Add

Rationale: This course has been taught for several years as a special topics course, is very popular, and fills each semester it is offered. This course will become a permanent addition to their graduate media program.

H. MEDT 7480: Global Learning with Technology
Request: Add

Rationale: This course has been taught as a special topics course for several years and has been a very popular elective for their graduate media students. This will allow it to become a permanent part of their program moving forward.

I. MEDT 8461: Diffusion of Innovations
Request: Modify

Rationale: This is a core course in the EDS IT program and is being updated to better align with current practices and ISTE / GaPSC standards.

J. MEDT 8462: Leading and Managing Instructional Technology Programs
Request: Modify

Rationale: This is a core course in the EDS IT program and is being updated to better align with current practices and ISTE / GaPSC standards.

K. MEDT 8463: Issues in Instructional Technology
Request: Modify
Rationale: This is a core course in the EDS IT program and is being updated to better align with current practices and ISTE / GaPSC standards.

L. MEDT 8465: Human Performance Improvement  
   Request: Modify

Rationale: This is a core course in the EDS IT program and is being updated to better align with current practices and ISTE / GaPSC standards.

M. MEDT 8466: Comprehensive Exam for Ed.S. Media IT  
   Request: Add

Rationale: Currently students in the program are required to complete a portfolio prior to graduation. By adding a zero-credit required course for students to enroll in, they will better be able to track and grade portfolios. Students must be in their final semester of the EDS IT program to enroll.

B. College of Social Sciences

1. Department of Political Science

A. Graduate Certificate in Nonprofit Management and Community Development  
   Originator: Sooho Lee  
   Request: Modify

Rationale: The current program sheet of the certificate has outdated course information and needs to include newly developed courses and relevant courses. These modifications add those new courses and correct a few errors. These modifications also improve upon the application rate for the certificate and balance it with other similar certificate requirements.
FEBRUARY MEETING MINUTES
Graduate Programs Committee Meeting Minutes
Meeting Date: Wednesday, February 13, 2019, 1:30PM in UCC 308

Attendance: Colleen Vasconcellos, Christi Fain, David Nickell, Rebecca Harrison, Ericka Wentz (for Mai Naito), Clayton Drummond, Wanda Eidson (for Donna Haley), Rahmel Cowen (for Denise Overfield and Alicia Freed), Janet Genz, Ben Geyer, Judy Ruvalcaba, Shelley Rogers, Marie-Cécile Bertau, Abdollah Khodkar, Jill Drake, and O.P. Cooper

I. Approval of November 30 Meeting Minutes: Approved electronically on January 12, 2019

II. Course/Program Additions, Modifications, Deletions

ACTION ITEMS:

A. College of Social Sciences

2. Department of Psychology

A. Psychology, M.A.
   Originator: Mark Kunkel. Presented by Mark Kunkel.
   Request: Modify
   Decision: Approved

   Discussion: The proposed modifications were presented by Marie-Cécile Bertau at the October 2019 meeting, but the proposal was tabled until supporting documents were added and reviewed. The purpose of the modifications is to equalize thesis and non-thesis options to 36 hours each, reflects changes in credit hours for non-thesis option, outside department hours for both options, maximum hours of Independent Studies allowed to be applied to degree, the addition of a new required course (PSYC 6021), and the removal of two courses no longer being offered. These changes are intended to reflect an increasing emphasis on preparing students for critical thinking and methodological familiarity across all three levels of the departmental curriculum. Furthermore, 45-hour M.A. degrees are unusual.

3. Department of Political Science

A. Graduate Certificate in Nonprofit Management and Community Development
   Originator: Sooho Lee
   Request: Modify
   Decision: Tabled
Discussion: As no representative was present to discuss the modifications to this certificate, the proposal has been tabled. It will be added to the March GPC Meeting agenda.

B. College of Education

1. Department of Educational Technology and Foundations

A. MEDT 7451: Administration of the School Media Center  
Originator: Lara Willox. Presented by O.P. Cooper.  
Request: Modify  
Decision: Approved

Discussion: Currently the class is offered as MEDT 6461. By updating the course to a 7000 level, they are able to have more flexibility offering it in the Master's and EDS. This course will also be added new EDS with School Library Media Certification (EDS School Library Media Certification modification proposal is forthcoming). The content of the courses remains the same, although learning outcomes have been updated.

B. MEDT 7455: Selection and Materials  
Originator: Lara Willox. Presented by O.P. Cooper.  
Request: Modify  
Decision: Approved

Discussion: Currently the class is offered as MEDT 6465. By updating the course to a 7000 level, they are able to have more flexibility offering it in the Master's and EDS. This course will also be added new EDS with School Library Media Certification (EDS School Library Media Certification modification proposal is forthcoming). The content of the courses remains the same, although learning outcomes have been updated.

III. New Business

A. Review Teams were assigned to the following:  
   • SACSCOC 5th Year Interim Compliance Certification Reviews of Standards 9.1 and 10.5:  
     o Standard 9.1: Abdollah Khodhar, Shelley Rogers, and Colleen Vasconcellos  
     o Standard 10.5: Shelley Rogers and Colleen Vasconcellos  
   • Comprehensive Program Reviews  
     o RCOB:  
       ▪ MBA: Ben Geyer  
       ▪ MPAcc: Christi Fain  
     o COSS: Post-Baccalaureate Certificate in Nonprofit Management and Community Development: Rebecca Harrison and Marie-Cécile Bertau
ACTION ITEMS

- Elementary Education, Ed.S.
- Instructional Technology, Media & Design, Ed.S., Concentrations in Instructional Technology, School Library Media
- Instructional Technology, Media, & Design, M.Ed., Concentrations in Instructional Technology, School Library Media
- Media Specialist Educator Certification Program and Instructional Technology Educator Certification Program (GPC Chair’s Note: SLM Program Modifications)
- Media Specialist Educator Certification Program and Instructional Technology Educator Certification Program (GPC Chair’s Note: IT Program modifications)
- Media, M.Ed., Concentrations in Instructional Technology, School Library Media (GPC Chair’s Note: SLM Program Modifications)
- Media, M.Ed., Concentrations in Instructional Technology, School Library Media (GPC Chair’s Note: IT Program Modifications)
- MEDT 7479: Digital Game-Based Learning
- MEDT 7480: Global Learning with Technology
- MEDT 8461: Diffusion of Innovations
- MEDT 8462: Leading and Managing Instructional Technology Programs
- MEDT 8463: Issues in Instructional Technology
- MEDT 8465: Human Performance Improvement
- MEDT 8466: Comprehensive Exam for Ed.S. Media IT
- Graduate Certificate in Nonprofit Management and Community Development
### Introduction

Welcome to the University of West Georgia's curriculum management system.

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Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs for more information.

If you have any questions, please email curriculog@westga.edu.

**CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM**

### Curriculum Proposal

Select Program below, unless revising an Acalog Shared Core.

<table>
<thead>
<tr>
<th>Type of Program*</th>
<th>Program</th>
<th>Shared Core</th>
</tr>
</thead>
</table>

<table>
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<tr>
<th>Modifications (Check all that apply)*</th>
<th>Program Name</th>
<th>Track/Concentration</th>
<th>Catalog Description</th>
<th>Degree Name</th>
<th>Program Learning Outcomes</th>
<th>Program Curriculum</th>
<th>Other</th>
</tr>
</thead>
</table>

If other, please identify.
IMPORT curriculum data from the Catalog by clicking icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

**Program Name**  Elementary Education, Ed.S.

**Program ID**  1785

**Program Code**

**Program Type**  Specialist

**Degree Type**  Specialist in Education

**College - School/ Department**  Department of Early Childhood through Secondary Education

**Program Description**  Understandings and skills necessary for teaching children P-5 are the focus of this program. The program of 27 hours is based on a student's background. This program will include 6 hours of Students as Learners, 6 hours of Societal Issues, 6 hours of Classroom Issues, and 9 hours of Research and Inquiry. Admission to the program requires a level 5 clear, professional certificate in Early Childhood Education based on an earned Master of Education degree in Early Childhood Education. Any other master's degree with teacher certification must meet the content specialization requirement in the Early Childhood Education master's degree program in order to be admitted into the Ed.S. program. In addition to the requirements for regular admission, the following requirement applies for applicants to the Ed.S. degree in Early Childhood Education:

Applicants must have a minimum overall 3.0 GPA.

**Status**  Active-Visible

REVISE the items below as needed.

**If you are revising one of the following items, please modify above from what was imported in:**

Program Name
Program Description

**Modified Program Learning Outcomes**

**Modification Comments**  The requested modification is to change the program name from Master of Education in Early Childhood Education to Master of Education in Elementary Education. It should be noted the ECED prefix will remain the same for program courses.

**Rationale**  Beginning Spring 2018, the Georgia Board of Regents changed the undergraduate degree name from Bachelor of Science in Education with a major
in Early Childhood Education to Bachelor of Science in Education with a major in Elementary Education. As a result of the degree name change, the Georgia Professional Standards Commission (GaPSC) will also change the initial certification name from Early Childhood Education to Elementary Education to more accurately reflect the grade levels (PreK-5th grade) for certification (effective 07/01/19 and beyond).

In order to be consistent with the field of the initial certification, the new name for the Specialist’s degree should be Ed. S. in Elementary Education.

PROGRAM CURRICULUM

Follow these steps to propose changes to the program curriculum:

Step 1

If you are removing courses, proceed to Step 2.

- There are two options to add courses for proposed changes: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"– a box will open asking you for the Prefix, Course Number and Course Title.

Step 2

Click on "View Curriculum Schema." Click on the area/header of the program where you would like to add/remove courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the and proceed.

Prospective Curriculum

Plan of Study

Professional Education Sequence

Students as Learners: 6 Hours

CEPD 8102 Lifespan Human Development

ECSE 8562 Using Data to Meet the Needs of Diverse Learners
Societal Issues: 6 Hours

ECED 8272 Teacher as Leader
[Right] d
[Right] *
[Before] Select one of the following:
ECSE 7560 Contemporary Issues in Education
[Right] or
EDFD 7303 Culture and Society in Education
[Right] or
EDFD 7305 History of American Education
[Right] or
EDFD 7307 Critical Issues in Education
[Right] or
EDFD 7309 Philosophical Foundations of Education
[Right] or
PTED 7246 Comparative Education

Classroom Issues: 6 Hours

ECED 8271 Advanced Curriculum Seminar
[Right] a
[Right] *
ECSE 7566 Advanced Instructional Strategies for 21st Century
[Right] or
[After] Arts and Science Content 3 or
[After] Methods course 3 d

Research and Inquiry: 9 Hours (must be taken in sequence)

ECED 8284 Research Seminar
[Right] b
EDRS 8304 Data Analysis in Educational Research
[Right] c
ECED 8297 Professional Seminar
Total Program: 27 Hours

Program Notes  * Denotes required courses. ECSE 7566 and ECED 8272 should be taken early in the Ed.S. program. ECED 6290 or EDRS 6301 is required as a prerequisite for this course. ECED 8284 is required as a prerequisite for this course. Methods courses taken as part of the Early Childhood Education M.Ed. at UWG cannot be repeated.

Desired Effective Semester*  Fall
Desired Effective Year*  2019

Program Location*  Carrollton

Is this a School of Nursing Program?  Yes  No
Is this a College of Education Program?  Yes  No

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

Check all that apply to this program*
- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- Change in credit hours required to complete the program
- None of these apply

SACSCOC Comments

Is Senate Review required?*  Yes  No

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking in the top right corner.

LAUNCH proposal by clicking in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the icon in the Proposal Toolbox to make your decision.
Instructional Technology, Media & Design, Ed.S., Concentrations in Instructional Technology, School Library Media

2019-2020 Graduate Revise Program Request

Introduction

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Curriculum Proposal

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If other, please identify.

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<td>Program ID*</td>
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<td>Program Code</td>
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<tr>
<td>Program Type*</td>
<td>Specialist</td>
</tr>
<tr>
<td>Degree Type*</td>
<td>Specialist in Education</td>
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<tr>
<td>College - School/Department*</td>
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**Program Description**
This program provides advanced preparation for school library media specialists, instructional designers, instructional technology coordinators, and teachers seeking to gain additional skills in instructional technology for integration into the P-12 classroom. The Ed.S. in Media program consists of two program concentrations: (1) School Library Media and (2) Instructional Technology. Admission requires a master's degree in any field and at least a 3.0 GPA. Applicants for concentration one in School Library Media must be eligible for S-5 certification in School Library Media. Exit certification eligibility is determined by the certificate held during admission to the program. Students are advised individually concerning certification eligibility. A minimum of 27 semester hours of graduate study after completion of the master's degree are required. Concentrations one and two candidates take 9 hours of required media and instructional technology courses, 6 hours of educational research and program evaluation, and 12 hours of electives in media and instructional technology.

| Status* | Active-Visible |

REVISE the items below as needed.

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- Program Name
- Program Description

**Modified Program Learning Outcomes**

**Modification Comments*** Currently the degree is titled "Media" and we would like the degree to be changed to "Instructional Technology, Media, & Design"
**Rationale**  Currently the degree name of media is confusing students. There is confusion that this is a degree associated with mass communication. Our students are mainly teachers seeking either a concentration in school library media or instructional technology. Neither are captured well in the degree name of media. Instructional Technology, Media & Design is a better representation of the programs offered.

**PROGRAM CURRICULUM**

Follow these steps to propose changes to the program curriculum:

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If you are removing courses, proceed to Step 2.

There are two options to add courses for proposed changes: "Add Course" and "Import Course."

For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

**Step 2**

Click on "View Curriculum Schema." Click on the area/header of the program where you would like to add/remove courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the \( \times \) and proceed.

### Prospective Curriculum

#### School Library Media Concentration

#### Core Courses

- MEDT 7469 Supervision of School Library Media Programs
- MEDT 8461 Diffusion of Innovations
- MEDT 8464 Issues in School Library Media
- MEDT 8480 Program Evaluation
  [Right] (taken as last course in the program)
- MEDT 8484 Research on Media and Instructional Technology

#### Elective Courses (Choose 4)
MEDT 7464 Designing Technology Enhanced Instruction  
[Right] *
MEDT 7469 Supervision of School Library Media Programs  
MEDT 7471 Data Networks for Instruction  
MEDT 7472 Introduction to Distance Learning  
[Right] **
MEDT 7473 Advanced Multimedia  
MEDT 7475 The Distance Education Professional  
[Right] ***
MEDT 7476 Assessing Learning in Technology-Enhanced Instruction  
[Right] *
MEDT 7485 Special Topics in Media  
MEDT 7490 Visual and Media Literacy for Teaching and Learning  
[Right] *
MEDT 8464 Issues in School Library Media  
CEPD 8102 Lifespan Human Development  
[After] *These electives are required courses for candidates seeking Instructional Technology certification in Georgia.  
**MEDT 7461 or MEDT 7464 is a prerequisite for MEDT 7472.  
***MEDT 7472 is a prerequisite for MEDT 7475. Students must pass the appropriate GACE Content Assessment in order to be certified.

**Instructional Technology Concentration**

**Core Courses**

MEDT 8461 Diffusion of Innovations  
MEDT 8462 Leading and Managing Instructional Technology Programs  
MEDT 8463 Issues in Instructional Technology  
[Right] (taken as first course in the program)  
MEDT 8480 Program Evaluation  
[Right] (taken as last course in the program)  
MEDT 8484 Research on Media and Instructional Technology
Elective courses (Choose 4)

MEDT 7464 Designing Technology Enhanced Instruction
[Right] *
MEDT 7469 Supervision of School Library Media Programs
MEDT 7471 Data Networks for Instruction
MEDT 7472 Introduction to Distance Learning
[Right] **
MEDT 7473 Advanced Multimedia
MEDT 7475 The Distance Education Professional
[Right] ***
MEDT 7476 Assessing Learning in Technology-Enhanced Instruction
[Right] *
MEDT 7485 Special Topics in Media
MEDT 7490 Visual and Media Literacy for Teaching and Learning
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<td>☑ None of these apply</td>
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**SACSCOC Comments**  This is a major change because it will be changing the name of the degree.

**Is Senate Review required?**  ☐ Yes  ☐ No

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LAUNCH proposal by clicking in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

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Instructional Technology, Media, & Design, M.Ed., Concentrations in Instructional Technology, School Library Media

2019-2020 Graduate Revise Program Request

Introduction

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Curriculum Proposal

Select Program below, unless revising an Acalog Shared Core.

Type of Program*  
- Program
- Shared Core

Modifications (Check all that apply)*  
- Program Name
- Track/Concentration
- Catalog Description
- Degree Name
- Program Learning Outcomes
- Program Curriculum
- Other
If other, please identify.

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<td>Program Type*</td>
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<td>Degree Type*</td>
<td>Master of Education</td>
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<tr>
<td>College - School/Department*</td>
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**Program Description**
The online Master of Education with a major in media includes two tracks: Instructional Technology and School Library Media. Both degrees are designed to prepare students to be progressive, innovative, and academically grounded in theory and rooted in practice. Graduates of the Instructional Technology program apply their skills in the marketplace of the P – 12 school, as well as higher education, corporate environment, health care and governmental organizations. Graduates of the School Library Media program are well grounded in the day-to-day management of the P – 12 School Library Media Centers. While in the program, Instructional Technology students have the opportunity to collaborate with stakeholders through technology-based tools and applications while School Library Media students derive learning experiences from practical field experiences in library settings. Faculty teaching in the program are grounded in theoretical perspective and practical application of knowledge to ensure that candidates are able to immediately apply learning objectives in diverse educational settings.

| Status* | Active-Visible | Inactive-Hidden |

REVISE the items below as needed.

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**Modified Program Learning Outcomes**

**Modification Comments**
Currently the degree is titled "Media" and we would like the degree to be changed to "Instructional Technology, Media, & Design"
Rationale* Currently the degree name of media is confusing students. There is confusion that this is a degree associated with mass communication. Our students are mainly teachers seeking either a concentration in school library media or instructional technology. Neither are captured well in the degree name of media. Instructional Technology, Media & Design is a better representation of the programs offered.

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Step 2

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Prospective Curriculum*

Degree Requirements

The major in media is designed to prepare school library media specialists and instructional technologists at the graduate level. The master's program requires 36 semester hours and consists of three program concentrations: (1) media specialist with certification; (2) instructional technology with certification and (3) media specialist with certification and instructional technology certification. Concentration three is available only for candidates who already hold a professional teaching certificate. With concentration one, candidates are provided with educational experiences to prepare them to work in P-12 settings as media specialists. Students acquire skills that are necessary to design and deliver an effective school library media program as well as evaluate its effectiveness through formative and summative measures. With concentration two, candidates are provided with opportunities to prepare them for work in P-12 schools, higher education, corporate, health care, and government organizations. The focus is on developing skills that are essential to effective instructional design and technology, technology planning, integrating technology into the curriculum, problem solving for technology-related issues, and making use of formative and summative data for instructional decisions. With concentration three, candidates are provided with educational experiences to prepare them to work in P-12 settings as media
specialists. Students acquire skills that are necessary to design and deliver an effective school library media program as well as evaluate its effectiveness through formative and summative measures. There is also a focus on developing skills that are essential to effective instructional design and technology, technology planning, integrating technology into the curriculum, and problem solving for technology-related issues. All master's programs require a bachelor's degree from a regionally accredited institution. All concentrations require 36 hours of graduate credit.

School Library Media Concentration

Education Core (9 hrs)

EDRS 6301 Research in Education
[Right] (required)
CEPD 6101 Psychology of Classroom Learning
CURR 6575 Curriculum Trends and Issues

SLM Focused Core/SLM Certification (21hrs)

MEDT 6461 Administration of the School Media Center
[Right] (first semester)
MEDT 6465 Selection and Materials
MEDT 7478 Cataloging and Automating
MEDT 7474 Online Reference Sources and Services
MEDT 7477 Technology for Media Services
MEDT 7487 Practicum
[Right] (last semester)
MEDT 7461 Instructional Design

Electives - (6 hrs - select 2 courses)
MEDT 7462 Internet Tools, Resources, and Issues in Education
MEDT 7465 Digital Resources for Teaching and Learning
MEDT 7466 Digital Photography in Instruction
MEDT 7467 Web Design for Instruction
MEDT 7470 Digital Media Production and Utilization
MEDT 7472 Introduction to Distance Learning

[After] Georgia Technology requirement components embedded in the program. Special Education in the Regular Classroom - House Bill 671 requirement must be met - course or training or current Renewable Professional certificate. GACE Program Admission Assessment requirement must be met by passing the GACE, sufficient scores on ACT or SAT or GRE assessments, or current Renewable Professional certificate. Students must pass the GACE Content Assessment for SLM if they seek certification.

Instructional Technology Concentration

Education Core (6 hrs)

EDRS 6301 Research in Education
[Right] (required)
CEPD 6101 Psychology of Classroom Learning
CURR 6575 Curriculum Trends and Issues

Instructional Technology Certification (12 hrs)

MEDT 7461 Instructional Design
MEDT 7468 Instructional Multimedia Design and Development
MEDT 7476 Assessing Learning in Technology-Enhanced Instruction
MEDT 7490 Visual and Media Literacy for Teaching and Learning
IT Focused Core (3 hrs)

MEDT 7464 Designing Technology Enhanced Instruction

Electives - (15 hrs - select 5 courses)

MEDT 7462 Internet Tools, Resources, and Issues in Education
MEDT 7465 Digital Resources for Teaching and Learning
MEDT 7466 Digital Photography in Instruction
MEDT 7467 Web Design for Instruction
MEDT 7470 Digital Media Production and Utilization
MEDT 7472 Introduction to Distance Learning

[After] Students must pass the GACE Content Assessment for IT if they seek certification. Renewable Professional certificate upon admission required for eligibility for Instructional Technology certification.

Desired Effective Semester* | Spring
---|---
Desired Effective Year* | 2020
Program Location* | Online
Is this a School of Nursing Program? | Yes
Is this a College of Education Program? | Yes

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

Check all that apply to this program*
- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- Change in credit hours required to complete the program
- None of these apply
This is a major change because it will be changing the name of the degree.

**Is Senate Review required?**
- Yes
- No

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking in the top right corner.

LAUNCH proposal by clicking in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

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If you have any questions, please email curriculog@westga.edu.

**CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM**

Curriculum Proposal

Select Program below, unless revising an Acalog Shared Core.

Type of Program*  
- Program
- Shared Core

Modifications (Check all that apply)*  
- Program Name
- Track/Concentration
- Catalog Description
- Degree Name
- Program Learning Outcomes
- Program Curriculum
- Other
If other, please identify.

IMPORT curriculum data from the Catalog by clicking icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

<table>
<thead>
<tr>
<th>Program Name*</th>
<th>Media Specialist Educator Certification Program and Instructional Technology Educator Certification Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program ID*</td>
<td>1795</td>
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<tr>
<td>Program Code</td>
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<tr>
<td>Program Type*</td>
<td>Educator Certification</td>
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<tr>
<td>Degree Type*</td>
<td>Certificate</td>
</tr>
<tr>
<td>College - School/ Department*</td>
<td>Department of Educational Technology and Foundations</td>
</tr>
</tbody>
</table>

** Program Description* | In addition, the Department offers initial and add-on certification in Media Specialist and add-on certification in Instructional Technology. Students who possess a master's degree and hold or are eligible for a Georgia teaching certificate can do the add-on certification program in school library media and/or instructional technology; those with a master's degree and no teaching certification are eligible for the initial certification program in school library media only. In both cases, students are given individual programs that are based on their entry skills and previous course work. |

| Status* | ⭕ Active-Visible ☐ Inactive-Hidden |

REVISE the items below as needed.

**If you are revising one of the following items, please modify above from what was imported in:

- Program Name
- Program Description

** Modified Program Learning Outcomes

** Modification Comments* | The only change is the updating of two courses on the SLM NonDegree Certification program sheet. MEDT 6461 will become MEDT 7451 and MEDT 6465 will become MEDT 7455. |

** Rationale* | We have updated the course numbers to allow them to be included in the EDS program as well as the Master's program. We are just cleaning up all of the program sheets so the courses can be fully replaced with the new numbering. |
PROGRAM CURRICULUM

Follow these steps to propose changes to the program curriculum:

Step 1

If you are removing courses, proceed to Step 2.

There are two options to add courses for proposed changes: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

Step 2

Click on "View Curriculum Schema." Click on the area/header of the program where you would like to add/remove courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the X and proceed.

---

Prospective
Curriculum*

Media Specialist Educator Certification

Education Core Pre/Co-Requisites

EDRS 6301 Research in Education
CEPD 6101 Psychology of Classroom Learning
CURR 6575 Curriculum Trends and Issues
SPED 6706 Special Education in the Regular Classroom
[Right] Required if candidate has not already met House Bill 671 requirement (course/training or Renewable Professional Certificate).

Certification in School Library Media - SLM Focused Core (21 hrs)

MEDT 7451 Administration of School Library Media Center
[Right] (first semester)
MEDT 7455 Selection and Materials
MEDT 7461 Instructional Design
MEDT 7474 Online Reference Sources and Services
MEDT 7477 Technology for Media Services
MEDT 7478 Cataloging and Automating
MEDT 7487 Practicum
[Right] (last semester)
[After] Students without appropriate teacher certification must also pass or meet the exemption criteria for the GACE Program Admission Assessment. Students must pass the appropriate GACE content assessment(s) to be eligible for certification. Subscription to Tk20 required (or other program assessment database as directed).

Instructional Technology Educator Certification

Education Core Pre/Co-Requisites

EDRS 6301 Research in Education
CEPD 6101 Psychology of Classroom Learning
[After] and/or
SPED 6706 Special Education in the Regular Classroom
[Right] (A graduate or undergraduate course or equivalent that meets the House Bill 671 requirement)

Certification in Instructional Technology - IT Focused Core (12 hrs)

MEDT 7461 Instructional Design
MEDT 7468 Instructional Multimedia Design and Development
MEDT 7476 Assessing Learning in Technology-Enhanced Instruction
MEDT 7490 Visual and Media Literacy for Teaching and Learning
[After] Students must pass the GACE Content Assessment for IT if they seek certification. Renewable Professional certificate upon admission required for
eligibility for Instructional Technology certification.

<table>
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<tr>
<th>Desired Effective Semester*</th>
<th>Fall</th>
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<tr>
<td>Desired Effective Year*</td>
<td>2019</td>
</tr>
<tr>
<td>Program Location*</td>
<td>Online</td>
</tr>
<tr>
<td>Is this a School of Nursing Program?*</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>Is this a College of Education Program?*</td>
<td>Yes ☐ No ☐</td>
</tr>
</tbody>
</table>

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

Check all that apply to this program*
☐ Significant departure from previously approved programs
☐ New instructional site at which more than 50% of program is offered
☐ Change in credit hours required to complete the program
☑ None of these apply

SACSCOC Comments

Is Senate Review required?* ☐ Yes ☐ No

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking in the top right corner.

LAUNCH proposal by clicking in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ☑ icon in the Proposal Toolbox to make your decision.
University of West Georgia

Non-Degree Educator Certification in Media
Concentration: Instructional Technology (IT)

Entry Degree: Master’s Degree
Entry Certification: Renewable Professional Certificate

Exit Degree: No Change
Exit Certification: SRS-5 Instructional Technology Certification

Certification in Instructional Technology (12 hours)

<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Semester</th>
<th>Grade</th>
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<tbody>
<tr>
<td>MEDT 7461</td>
<td>Instructional Design</td>
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<tr>
<td>MEDT 7468</td>
<td>Instructional Multimedia Design and Development</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEDT 7476</td>
<td>Assessing Learning in Tech-Enhanced Instruction</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>MEDT 7490</td>
<td>Visual and Media Literacy for Teaching and Learning</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Subscription to Tk20 required (or other program assessment database as directed).
- Students must pass the GACE Content Assessment for Instructional Technology if they seek certification.
- Renewable Professional Certificate upon admission required for eligibility for Instructional Technology certification.

Student Information and Approval

Student Signature: ________________________________ Email Address: ________________________________

Student Phone Number: ________________________________

Student Phone Number: ________________________________

Departmental Approval

Advisor Signature: ________________________________ Date: ________________________________

Departmental Signature: ________________________________ Date: ________________________________

PROPOSED Fall 2018
**Education Core Prerequisites**

<table>
<thead>
<tr>
<th>Area</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<th>Grade</th>
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<tbody>
<tr>
<td></td>
<td>EDRS 6301</td>
<td>Research in Education</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CEPD 6101 or</td>
<td>Psychology of Classroom Learning and/or Curriculum Trends and Issues</td>
<td>3-6</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>CURR 6575</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>SPED 6706</td>
<td>Special Education in the Regular Classroom (A graduate or undergraduate course or equivalent that meets the House Bill 671 requirement)</td>
<td>3</td>
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**Certification in School Library Media - SLM Focused Core**

Students seeking SLM certification (21 hrs)

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<tr>
<th>Area</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Check if Required</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>MEDT 6461</td>
<td>Administration of School Media Centers (first semester)</td>
<td>3</td>
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<td></td>
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<tr>
<td></td>
<td>MEDT 6465</td>
<td>Selection and Materials</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>MEDT 7461</td>
<td>Instructional Design</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MEDT 7478</td>
<td>Cataloging and Automating</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td>MEDT 7474</td>
<td>Online Reference Sources and Services</td>
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<tr>
<td></td>
<td>MEDT 7477</td>
<td>Technology for Media Services</td>
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<td></td>
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<td></td>
<td>MEDT 7487</td>
<td>Practicum (last semester)</td>
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</table>

**Certification in Instructional Technology - IT Focused Core**

Students Seeking Instructional Technology certification (12 hrs)

<table>
<thead>
<tr>
<th>Area</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<td>Instructional Design</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>MEDT 7468</td>
<td>Instructional Multimedia Design and Development</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MEDT 7476</td>
<td>Assessing Learning in Tech-Enhanced Instruction</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>MEDT 7490</td>
<td>Visual and Media Literacy for Teaching and Learning</td>
<td>3</td>
<td></td>
<td></td>
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- Georgia Technology requirement components embedded in the program.
- GACE Program Admission Assessment requirement must be met by passing the GACE, sufficient scores on ACT or SAT or GRE assessments, or current Renewable Professional certificate.
- Students must pass the GACE Content Assessments for SLM and/or IT if they seek certification.
- Renewable Professional certificate upon admission required for eligibility for Instructional Technology certification.

Student Signature__________________________ e-mail address ____________________________

Student Mailing Address________________________

Phones ____________________________

Approved (Advisor Signature) ____________________________ Date ______

(Departmental Signature) ____________________________ Date ______

APPROVED Spring 2015
Media Specialist Educator Certification Program and Instructional Technology Educator Certification Program

2019-2020 Graduate Revise Program Request

**Introduction**

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**Curriculum Proposal**

Select Program below, unless revising an Acalog Shared Core.

<table>
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<tr>
<th>Type of Program*</th>
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</tr>
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<tbody>
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<td>Shared Core</td>
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<tr>
<th>Modifications (Check all that apply)*</th>
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<td></td>
<td>Track/Concentration</td>
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<td></td>
<td>Catalog Description</td>
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<td></td>
<td>Degree Name</td>
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<tr>
<td></td>
<td>Program Learning Outcomes</td>
</tr>
<tr>
<td></td>
<td>Program Curriculum</td>
</tr>
<tr>
<td></td>
<td>Other</td>
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https://westga.curriculog.com/proposal:876/print
If other, please identify.

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| Status* | Active-Visible | Inactive-Hidden |

REVISE the items below as needed.

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- Program Name
- Program Description

Modified Program Learning Outcomes

| Modification Comments* | The only change is the updating of two courses on the SLM NonDegree Certification program sheet. MEDT 6461 will become MEDT 7451 and MEDT 6465 will become MEDT 7455. |

Rationale* We have updated the course numbers to allow them to be included in the EDS program as well as the Master's program. We are just cleaning up all of the program sheets so the courses can be fully replaced with the new numbering.
PROGRAM CURRICULUM

Follow these steps to propose changes to the program curriculum:

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Media Specialist Educator Certification

Education Core Pre/Co-Requisites

EDRS 6301 Research in Education
CEPD 6101 Psychology of Classroom Learning
CURR 6575 Curriculum Trends and Issues
SPED 6706 Special Education in the Regular Classroom

[Right] Required if candidate has not already met House Bill 671 requirement (course/training or Renewable Professional Certificate).

Certification in School Library Media - SLM Focused Core (21 hrs)

MEDT 7451 Administration of School Library Media Center

[Right] (first semester)

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MEDT 7461 Instructional Design  
MEDT 7474 Online Reference Sources and Services  
MEDT 7477 Technology for Media Services  
MEDT 7478 Cataloging and Automating  
MEDT 7487 Practicum  
[Right] (last semester)  
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**Instructional Technology Educator Certification**

**Education Core Pre/Co-Requisites**

EDRS 6301 Research in Education  
CEPD 6101 Psychology of Classroom Learning  
[After] and/or  
SPED 6706 Special Education in the Regular Classroom  
[Right] (A graduate or undergraduate course or equivalent that meets the House Bill 671 requirement)

**Certification in Instructional Technology - IT Focused Core (12 hrs)**

MEDT 7461 Instructional Design  
MEDT 7468 Instructional Multimedia Design and Development  
MEDT 7476 Assessing Learning in Technology-Enhanced Instruction  
MEDT 7490 Visual and Media Literacy for Teaching and Learning  
[After] Students must pass the GACE Content Assessment for IT if they seek certification. Renewable Professional certificate upon admission required for
eligibility for Instructional Technology certification.

Desired Effective Semester*  Fall
Desired Effective Year*  2019

Program Location*  Online

Is this a School of Nursing Program?*  Yes  No
Is this a College of Education Program?*  Yes  No

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

Check all that apply to this program*
- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- Change in credit hours required to complete the program
- None of these apply

SACSCOC Comments

Is Senate Review required?*  Yes  No

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FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the icon in the Proposal Toolbox to make your decision.
University of West Georgia

Non-Degree Educator Certification in Media
Concentration: Instructional Technology (IT)

Entry Degree: Master’s Degree
Exit Degree: No Change
Entry Certification: Renewable Professional Certificate
Exit Certification: SRS-5 Instructional Technology

Certification in Instructional Technology (12 hours)

<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Semester</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
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<td>Instructional Design</td>
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<td></td>
<td></td>
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<td>Visual and Media Literacy for Teaching and Learning</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

- Subscription to Tk20 required (or other program assessment database as directed).
- Students must pass the GACE Content Assessment for Instructional Technology if they seek certification.
- Renewable Professional Certificate upon admission required for eligibility for Instructional Technology certification.

Student Information and Approval

Student Signature: ___________________________ Email Address: ___________________________

Student Phone Number: ___________________________

Student Phone Number: ___________________________

Departmental Approval

Advisor Signature: ___________________________ Date: ________________

Departmental Signature: ___________________________ Date: ________________

PROPOSED Fall 2018
University of West Georgia – Non-Degree in Media

Concentration(s): School Library Media  Instructional Technology

Entry Degree: Master’s degree  Exit Degree: no change
Entry Certification for SLM: Renewable Professional or no teaching certificate  Exit Certification: S-5 school library media
Entry Certification for IT: Renewable Professional certificate  Exit Certification: S-5 instructional technology

Specific courses are to be determined collaboratively between student and advisor

### Education Core Pre/Co-Requisites

<table>
<thead>
<tr>
<th>Area</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Check if Required</th>
<th>Grade</th>
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<tr>
<td>CEPR 6101 or CURR 6575</td>
<td>Psychology of Classroom Learning and/or Curriculum Trends and Issues</td>
<td>3-6</td>
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<td></td>
<td></td>
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<tr>
<td>SPED 6706</td>
<td>Special Education in the Regular Classroom (A graduate or undergraduate course or equivalent that meets the House Bill 671 requirement)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Certification in School Library Media - SLM Focused Core

**Students seeking SLM certification (21 hrs)**

<table>
<thead>
<tr>
<th>Area</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Check if Required</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>MDET 6461</td>
<td>Administration of School Media Centers (first semester)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MDET 6465</td>
<td>Selection and Materials</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MDET 7461</td>
<td>Instructional Design</td>
<td>3</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>MDET 7478</td>
<td>Cataloging and Automating</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MDET 7474</td>
<td>Online Reference Sources and Services</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>MDET 7477</td>
<td>Technology for Media Services</td>
<td>3</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>MDET 7487</td>
<td>Practicum (last semester)</td>
<td>3</td>
<td></td>
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</table>

### Certification in Instructional Technology - IT Focused Core

**Students Seeking Instructional Technology certification (12 hrs)**

<table>
<thead>
<tr>
<th>Area</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Check if Required</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDET 7461</td>
<td>Instructional Design</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MDET 7468</td>
<td>Instructional Multimedia Design and Development</td>
<td>3</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>MDET 7476</td>
<td>Assessing Learning in Tech-Enhanced Instruction</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>MDET 7490</td>
<td>Visual and Media Literacy for Teaching and Learning</td>
<td>3</td>
<td></td>
<td></td>
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</tbody>
</table>

- Georgia Technology requirement components embedded in the program.
- GACE Program Admission Assessment requirement must be met by passing the GACE, sufficient scores on ACT or SAT or GRE assessments, or current Renewable Professional certificate.
- Students must pass the GACE Content Assessments for SLM and/or IT if they seek certification.
- Renewable Professional certificate upon admission required for eligibility for Instructional Technology certification.

Student Signature ________________________________ e-mail address ________________________________

Student Mailing Address ________________________________

Phones ____________________________________________

Approved (Advisor Signature) ________________________________ Date __________

(Preparmental Signature) ________________________________ Date __________

APPROVED Spring 2015
Media, M.Ed., Concentrations in Instructional Technology, School Library Media

2019-2020 Graduate Revise Program Request

**Introduction**

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**CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM**

**Curriculum Proposal**

Select Program below, unless revising an Acalog Shared Core.

<table>
<thead>
<tr>
<th>Type of Program*</th>
<th>Program</th>
<th>Shared Core</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Modifications (Check all that apply)*</th>
<th>Program Name</th>
<th>Track/Concentration</th>
<th>Catalog Description</th>
<th>Degree Name</th>
<th>Program Learning Outcomes</th>
<th>Program Curriculum</th>
<th>Other</th>
</tr>
</thead>
</table>

https://westga.curriculog.com/proposal:874/print
If other, please identify.

IMPORT curriculum data from the Catalog by clicking icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

Program Name* Media, M.Ed., Concentrations in Instructional Technology, School Library Media

Program ID* 1793

Program Code

Program Type* Master's

Degree Type* Master of Education

College - School/Department* Department of Educational Technology and Foundations

Program Description* The online Master of Education with a major in media includes two tracks: Instructional Technology and School Library Media. Both degrees are designed to prepare students to be progressive, innovative, and academically grounded in theory and rooted in practice. Graduates of the Instructional Technology program apply their skills in the marketplace of the P – 12 school, as well as higher education, corporate environment, health care and governmental organizations. Graduates of the School Library Media program are well grounded in the day-to-day management of the P – 12 School Library Media Centers. While in the program, Instructional Technology students have the opportunity to collaborate with stakeholders through technology-based tools and applications while School Library Media students derive learning experiences from practical field experiences in library settings. Faculty teaching in the program are grounded in theoretical perspective and practical application of knowledge to ensure that candidates are able to immediately apply learning objectives in diverse educational settings.

Status* Active-Visible

REVISE the items below as needed.

**If you are revising one of the following items, please modify above from what was imported in:

Program Name
Program Description

Modified Program Learning Outcomes

Modification Comments* For the Master's program we are changing from having both the IT track and the SLM track on the same program sheet. We have also updated two courses on the SLM track. MEDT 6461 will become MEDT 7451 and MEDT 6465 will become
MEDT 7455. In addition, we are adding SPED 6706 and MEDT 7485 to electives. The old and proposed SLM program sheets are attached.

Rationale*
Currently we have one Media program sheet at the Master's level. However with three tracks currently listed it is difficult for students to understand program requirements. The tracks include IT, SLM, and SLM with IT certification. We have also added two courses at the 7000 level replacing two 6000 level courses. The updated SLM program sheet reflects this change as well.

PROGRAM CURRICULUM

Follow these steps to propose changes to the program curriculum:

Step 1

If you are removing courses, proceed to Step 2.

There are two options to add courses for proposed changes: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

Step 2

Click on "View Curriculum Schema." Click on the area/header of the program where you would like to add/remove courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the X and proceed.

Prospective Curriculum*

Degree Requirements

The major in media is designed to prepare school library media specialists and instructional technologists at the graduate level. The master's program requires 36 semester hours and consists of three program concentrations: (1) media specialist with certification; (2) instructional technology with certification and (3) media specialist with certification and instructional technology certification. Concentration three is available only for candidates who already hold a professional teaching certificate. With concentration one, candidates are provided with educational experiences to prepare them to work in P-12 settings as media specialists. Students acquire skills that are necessary to design and deliver an effective school library media program as well as evaluate its effectiveness through formative and summative measures. With concentration two, candidates are provided with opportunities to prepare them for work in P-12 schools, higher education, corporate, health care, and government organizations. The focus is on developing skills that are essential to effective instructional design and technology, technology planning, integrating technology into the curriculum,
problem solving for technology-related issues, and making use of formative and summative data for instructional decisions. With concentration three, candidates are provided with educational experiences to prepare them to work in P-12 settings as media specialists. Students acquire skills that are necessary to design and deliver an effective school library media program as well as evaluate its effectiveness through formative and summative measures. There is also a focus on developing skills that are essential to effective instructional design and technology, technology planning, integrating technology into the curriculum, and problem solving for technology-related issues. All master's programs require a bachelor's degree from a regionally accredited institution. All concentrations require 36 hours of graduate credit.

### School Library Media Concentration

#### Education Core (9 hrs)

- EDRS 6301 Research in Education
- CEPD 6101 Psychology of Classroom Learning
- CURR 6575 Curriculum Trends and Issues

#### SLM Focused Core/SLM Certification (21hrs)

- MEDT 7451 Administration of School Library Media Center
  [Right] (first semester)
- MEDT 7455 Selection and Materials
- MEDT 7461 Instructional Design
- MEDT 7474 Online Reference Sources and Services
- MEDT 7477 Technology for Media Services
- MEDT 7478 Cataloging and Automating
- MEDT 7487 Practicum
  [Right] (last semester)

#### Electives - (6 hrs - select 2 courses)
SPED 6706 Special Education in the Regular Classroom
[After] Required if candidate has not already met House Bill 671 requirement (course/training or Renewable Professional Certificate).
MEDT 7465 Digital Resources for Teaching and Learning
MEDT 7466 Digital Photography in Instruction
MEDT 7467 Web Design for Instruction
MEDT 7470 Digital Media Production and Utilization
MEDT 7472 Introduction to Distance Learning
MEDT 7485 Special Topics in Media
[After] Students without appropriate teacher certification must also pass or meet the exemption criteria for the GACE Program Admission Assessment. Students must pass the appropriate GACE content assessment(s) to be eligible for certification. Subscription to Tk20 required (or other program assessment database as directed).

Instructional Technology Concentration

Education Core (6 hrs)
EDRS 6301 Research in Education [Right] (required)
CEPD 6101 Psychology of Classroom Learning
CURR 6575 Curriculum Trends and Issues

Instructional Technology Certification (12 hrs)
MEDT 7461 Instructional Design
MEDT 7468 Instructional Multimedia Design and Development
MEDT 7476 Assessing Learning in Technology-Enhanced Instruction
MEDT 7490 Visual and Media Literacy for Teaching and Learning

IT Focused Core (3 hrs)

MEDT 7464 Designing Technology Enhanced Instruction

Electives - (15 hrs - select 5 courses)

MEDT 7462 Internet Tools, Resources, and Issues in Education
MEDT 7465 Digital Resources for Teaching and Learning
MEDT 7466 Digital Photography in Instruction
MEDT 7467 Web Design for Instruction
MEDT 7470 Digital Media Production and Utilization
MEDT 7472 Introduction to Distance Learning

[After] Students must pass the GACE Content Assessment for IT if they seek certification. Renewable Professional certificate upon admission required for eligibility for Instructional Technology certification.

Desired Effective Semester*  Fall  Desired Effective Year*  2019

Program Location*  Online

Is this a School of Nursing Program?  Yes  No

Is this a College of Education Program?  Yes  No

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

Check all that apply to this program*
- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
Change in credit hours required to complete the program

- None of these apply

SACSCOC Comments

Is Senate Review required?*  
- Yes
- No

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking in the top right corner.

LAUNCH proposal by clicking in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the icon in the Proposal Toolbox to make your decision.
## Student Information

**Student Name:** __________________________  
**Student ID#:** _____________________________  
**University of West Georgia – M.Ed. in Media**  
**Concentration: School Library Media**

**Entry Degree:** Bachelors  
**Exit Degree:** M.Ed. Media (36 hrs. required)  
**Entry Certification:** Renewable Professional or no teaching certificate  
**Exit Certification:** SRS-5 Media Specialist (P-12)  
**All courses are 3 credit hours**

Specific courses to be determined collaboratively between student and advisor.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester</th>
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<tbody>
<tr>
<td>M.Ed. Core</td>
<td>Required (9 hours)</td>
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<tr>
<td>CURR 6575</td>
<td>Curriculum Trends and Issues</td>
<td></td>
</tr>
<tr>
<td>EDRS 6301</td>
<td>Research in Education</td>
<td></td>
</tr>
<tr>
<td>CEPD 6101</td>
<td>Psychology for Classroom Learning</td>
<td></td>
</tr>
<tr>
<td>Media Specialist cert. sequence</td>
<td>Required (21 hours)</td>
<td></td>
</tr>
<tr>
<td>MEDT 7451</td>
<td>Administration of School Library Media Center (taken first semester)*</td>
<td></td>
</tr>
<tr>
<td>MEDT 7455</td>
<td>Selection and Materials*</td>
<td></td>
</tr>
<tr>
<td>MEDT 7461</td>
<td>Instructional Design*</td>
<td></td>
</tr>
<tr>
<td>MEDT 7474</td>
<td>Online Reference Sources and Services*</td>
<td></td>
</tr>
<tr>
<td>MEDT 7477</td>
<td>Technology for Media Services*</td>
<td></td>
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<tr>
<td>MEDT 7478</td>
<td>Cataloging and Automating*</td>
<td></td>
</tr>
<tr>
<td>MEDT 7487</td>
<td>Practicum (must be taken during last semester in program)*</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>Required (6 hours):</td>
<td></td>
</tr>
<tr>
<td>SPED 6706</td>
<td>Special Education in the Regular Education Classroom**</td>
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</tr>
<tr>
<td>MEDT 7465</td>
<td>Digital Resources for Teaching &amp; Learning</td>
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<tr>
<td>MEDT 7466</td>
<td>Digital Photography in Instruction</td>
<td></td>
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<tr>
<td>MEDT 7467</td>
<td>Web Design for Instruction</td>
<td></td>
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<tr>
<td>MEDT 7470</td>
<td>Digital Media Production &amp; Utilization</td>
<td></td>
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<tr>
<td>MEDT 7472</td>
<td>Introduction to Distance Education</td>
<td></td>
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<tr>
<td>MEDT 7485</td>
<td>Special Topics in Media</td>
<td></td>
</tr>
<tr>
<td>Other elective as approved by advisor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Required courses for certification through Georgia Professional Standards Commission (GaPSC).

**Required if candidate has not already met House Bill 671 requirement (course/training or Renewable Professional Certificate).**

Students without appropriate teacher certification must also pass or meet the exemption criteria for the GACE Program Admission Assessment. Students must pass the appropriate GACE content assessment(s) to be eligible for certification. Subscription to TK20 required (or other program assessment database as directed)

**Student Mailing Address:** ____________________________________________  
**E-mail Address:** __________________________  
**Day/Cell phone:** __________________________________________

**Approvals:**

**Academic Advisor** __________________________  
**Date** __________________________

**Department Chair** __________________________  
**Date** __________________________

---

*September 25, 2018 DRAFT*
University of West Georgia – M.Ed. in Media

Concentration:
____School Library Media (SLM) ____School Library Media & Instructional Technology (Dual) ____Instructional Technology (IT)

Entry Degree: Bachelors
Entry Certification: Renewable Professional or no certificate
Potential Exit Certification: S-5 school library media/S-5 instructional technology

Specific courses are to be determined collaboratively between student and advisor.

<table>
<thead>
<tr>
<th>Area</th>
<th>Course Title</th>
<th>SLM</th>
<th>Dual</th>
<th>IT</th>
<th>Credit hours</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education Core (SLM = 9 hrs; Dual = 6 hrs; IT = 6 hrs)</strong></td>
<td>EDRS 6301 Research in Education (required)</td>
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<td></td>
<td>CEPD 6101 Psychology of Classroom Learning</td>
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<td></td>
<td>CURR 6575 Curriculum Trends and Issues</td>
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<tr>
<td><strong>SLM Focused Core / SLM Certification (18 hrs)</strong></td>
<td>MEDT 6461 Administration of School Media Centers (first semester)</td>
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<tr>
<td></td>
<td>MEDT 6465 Selection and Materials</td>
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<tr>
<td></td>
<td>MEDT 7478 Cataloging and Automating</td>
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<td></td>
<td>MEDT 7474 Online Reference Sources and Services</td>
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<td>MEDT 7477 Technology for Media Services</td>
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<td></td>
<td>MEDT 7487 Practicum (last semester)</td>
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<tr>
<td><strong>Instructional Technology Certification (12 hrs)</strong></td>
<td>MEDT 7461 Instructional Design (also required for SLM certification)</td>
<td></td>
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<td></td>
<td>MEDT 7468 Instructional Multimedia Design and Development</td>
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<td>MEDT 7476 Assessing Learning in Tech-Enhanced Instruction</td>
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<td></td>
<td>MEDT 7490 Visual and Media Literacy for Teaching and Learning</td>
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<tr>
<td><strong>IT Focused Core (3 hrs)</strong></td>
<td>MEDT 7464 Designing Technology Enhanced Instruction</td>
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</tr>
<tr>
<td><strong>Electives – IT (15 hrs – select 5 courses); SLM (6 hours – select 2 courses)</strong></td>
<td>MEDT 7462 Internet Tools, Resources &amp; Applications</td>
<td></td>
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<td></td>
<td>MEDT 7465 Digital Resources for Teaching &amp; Learning</td>
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<td></td>
<td>MEDT 7466 Digital Photography in Instruction</td>
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<td></td>
<td>MEDT 7467 Web Design for Instruction</td>
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<td></td>
<td>MEDT 7470 Digital Media Production &amp; Utilization</td>
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<td></td>
<td>MEDT 7472 Introduction to Distance Education</td>
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<td></td>
<td>Others to be approved by advisor</td>
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- Georgia Technology requirement components embedded in the program.
- Special Education in the Regular Classroom – House Bill 671 requirement must be met – course or training or current Renewable Professional certificate.
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- Students must pass the GACE Content Assessments for SLM and/or IT if they seek certification.
- Renewable Professional certificate upon admission required for eligibility for Instructional Technology certification.

Student Signature ____________________________ e-mail address ____________________________

Student Mailing Address ____________________________

Phones ____________________________

Approved (Advisor Signature) ____________________________ Date ____________

(Departmental Signature) ____________________________ Date ____________

APPROVED Spring 2015
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Curriculum Proposal

Select Program below, unless revising an Acalog Shared Core.

Type of Program*
- [ ] Program
- [ ] Shared Core

Modifications (Check all that apply)*
- [ ] Program Name
- [ ] Track/Concentration
- [ ] Catalog Description
- [ ] Degree Name
- [ ] Program Learning Outcomes
- [x] Program Curriculum
- [x] Other
If other, please identify.

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Program Name* Media, M.Ed., Concentrations in Instructional Technology, School Library Media

Program ID* 1793

Program Type* Master's

Degree Type* Master of Education

College - School/Department* Department of Educational Technology and Foundations

Program Description* The online Master of Education with a major in media includes two tracks: Instructional Technology and School Library Media. Both degrees are designed to prepare students to be progressive, innovative, and academically grounded in theory and rooted in practice. Graduates of the Instructional Technology program apply their skills in the marketplace of the P – 12 school, as well as higher education, corporate environment, health care and governmental organizations. Graduates of the School Library Media program are well grounded in the day-to-day management of the P – 12 School Library Media Centers. While in the program, Instructional Technology students have the opportunity to collaborate with stakeholders through technology-based tools and applications while School Library Media students derive learning experiences from practical field experiences in library settings. Faculty teaching in the program are grounded in theoretical perspective and practical application of knowledge to ensure that candidates are able to immediately apply learning objectives in diverse educational settings.

Status* Active-Visible Inactive-Hidden

REVISE the items below as needed.

**If you are revising one of the following items, please modify above from what was imported in:

Program Name
Program Description

Modified Program Learning Outcomes

Modification Comments* For the Master's program we are changing from having both the IT track and the SLM track on the same program sheet. We have also updated two courses on the IT track. These two courses were previously special topics: MEDT 7479 and
MEDT 7480. We added MEDT 7485, MEDT 7491, and MEDT 7492 to electives. We removed MEDT 7465 from electives. The old and proposed IT program sheets are attached.

**Rationale**
Currently we have one Media program sheet at the Master's level. However with three tracks currently listed it is difficult for students to understand program requirements. The tracks include IT, SLM, and SLM with IT certification. We have also added two courses that have been previously taught as special topics.

**PROGRAM CURRICULUM**

Follow these steps to propose changes to the program curriculum:

**Step 1**

If you are removing courses, proceed to Step 2.

There are two options to add courses for proposed changes: "Add Course" and "Import Course."

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Click on "View Curriculum Schema." Click on the area/header of the program where you would like to add/remove courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the "X" and proceed.

**Prospective Curriculum**

**Degree Requirements**

The major in media is designed to prepare school library media specialists and instructional technologists at the graduate level. The master's program requires 36 semester hours and consists of three program concentrations: (1) media specialist with certification; (2) instructional technology with certification and (3) media specialist with certification and instructional technology certification. Concentration three is available only for candidates who already hold a professional teaching certificate. With concentration one, candidates are provided with educational experiences to prepare them to work in P-12 settings as media specialists. Students acquire skills that are necessary to design and deliver an effective school library media program as well as evaluate its effectiveness through formative and summative measures. With concentration two, candidates are provided with opportunities to prepare them for work in P-12 schools, higher education, corporate, health care, and government organizations. The focus is on developing skills that are essential to effective instructional design and technology, technology planning, integrating technology into the curriculum, problem solving for technology-related issues, and making use of formative and summative data for instructional decisions. With
concentration three, candidates are provided with educational experiences to prepare them to work in P-12 settings as media specialists. Students acquire skills that are necessary to design and deliver an effective school library media program as well as evaluate its effectiveness through formative and summative measures. There is also a focus on developing skills that are essential to effective instructional design and technology, technology planning, integrating technology into the curriculum, and problem solving for technology-related issues. All master's programs require a bachelor's degree from a regionally accredited institution. All concentrations require 36 hours of graduate credit.

### Instructional Technology Concentration

### Education Core (6 hrs)

- EDRS 6301 Research in Education
  [Right] (required)
- CEPD 6101 Psychology of Classroom Learning
- CURR 6575 Curriculum Trends and Issues

### Instructional Technology Certification (12 hrs)

- MEDT 7461 Instructional Design
- MEDT 7468 Instructional Multimedia Design and Development
- MEDT 7476 Assessing Learning in Technology-Enhanced Instruction
- MEDT 7490 Visual and Media Literacy for Teaching and Learning

### IT Focused Core (3 hrs)

- MEDT 7464 Designing Technology Enhanced Instruction
Electives - (15 hrs - select 5 courses)

MEDT 7462 Internet Tools, Resources, and Issues in Education
MEDT 7466 Digital Photography in Instruction
MEDT 7467 Web Design for Instruction
MEDT 7470 Digital Media Production and Utilization
MEDT 7472 Introduction to Distance Learning
MEDT 7479 Digital Game Based Learning
MEDT 7480 Global Learning and Collaboration with Technology
MEDT 7485 Special Topics in Media
MEDT 7491 Implementation, Assessment, and Evaluation of Online Learning
MEDT 7492 Leadership and Administration of Online Learning and e-Learning

[After] Subscription to Tk20 required (or other program assessment database as directed). Students must pass the GACE Content Assessment for IT if they seek certification. Renewable Professional certificate upon admission required for eligibility for Instructional Technology certification.

Desired Effective Semester*  Fall
Desired Effective Year*  2019

Program Location*  Online

Is this a School of Nursing Program?  Yes  No
Is this a College of Education Program?  Yes  No

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

Check all that apply to this program*
- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- Change in credit hours required to complete the program
- None of these apply
<table>
<thead>
<tr>
<th>SACSCOC Comments</th>
</tr>
</thead>
</table>

Is Senate Review required?*
- Yes
- No

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking in the top right corner.

LAUNCH proposal by clicking in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the icon in the Proposal Toolbox to make your decision.
University of West Georgia – M.Ed. in Media, Instructional Technology

Entry Degree: Bachelors
Entry Certification: Renewable Professional or no certificate
Potential Exit Certification: S-5 instructional technology
Specific courses are to be determined collaboratively between student and advisor.

<table>
<thead>
<tr>
<th>Course Prefix and Number</th>
<th>Course Title</th>
<th>Credit hours</th>
<th>Semester</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education Core (6 hours required)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDRS 6301</td>
<td>Research in Education <em>(required)</em></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEPD 6101</td>
<td>Psychology of Classroom Learning</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CURR 6575</td>
<td>Curriculum Trends and Issues</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*<em>Instructional Technology Certification</em></td>
<td></td>
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<tr>
<td>MEDT 7461</td>
<td>Instructional Design</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>MEDT 7468</td>
<td>Instructional Multimedia Design and Development</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>MEDT 7476</td>
<td>Assessing Learning in Tech-Enhanced Instruction</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>MEDT 7490</td>
<td>Visual and Media Literacy for Teaching and Learning</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>IT Focused Core</strong></td>
<td></td>
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<tr>
<td>MEDT 7464</td>
<td>Designing Technology Enhanced Instruction</td>
<td>3</td>
<td></td>
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<tr>
<td><strong>Electives (15 hours required)</strong></td>
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<tr>
<td>MEDT 7462</td>
<td>Internet Tools, Resources &amp; Applications</td>
<td>3</td>
<td></td>
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<tr>
<td>MEDT 7466</td>
<td>Digital Photography in Instruction</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEDT 7467</td>
<td>Web Design for Instruction</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEDT 7470</td>
<td>Digital Media Production &amp; Utilization</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>MEDT 7472</td>
<td>Introduction to Distance Education</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEDT 7479</td>
<td>Digital Game Based Learning</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEDT 7480</td>
<td>Global Learning and Collaboration with Technology</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>MEDT 7485</td>
<td>Special Topics (with advisor approval)</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>MEDT 7491</td>
<td>Implementation, Assessment, and Evaluation of Online Learning</td>
<td>3</td>
<td></td>
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<tr>
<td>MEDT 7492</td>
<td>Leadership and Administration of Online Learning and e-Learning</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>Others to be approved by advisor</td>
<td></td>
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</tr>
</tbody>
</table>

*Required courses for Instructional Technology Certification through the Georgia Professional Standards Commission (GaPSC) but can be taken as electives for non-certification students

- Subscription to Tk20 required (or other program assessment database as directed)
- Students must pass the GACE Content Assessments for IT if they seek certification.
- Renewable Professional certificate upon admission required for eligibility for Instructional Technology certification.

Student Signature ___________________________ e-mail address ___________________________

Student Mailing Address ___________________________

Phones ___________________________

Approved (Advisor Signature) ___________________________ Date ____________

(Departmental Signature) ___________________________ Date ____________

Draft Fall 2018
University of West Georgia – M.Ed. in Media

Concentration:
- School Library Media (SLM)
- School Library Media & Instructional Technology (Dual)
- Instructional Technology (IT)

Entry Degree: Bachelors
Exit Degree: M.Ed. Media (36 hrs required)

Entry Certification: Renewable Professional or no certificate
Potential Exit Certification: S-5 school library media/S-5 instructional technology

Specific courses are to be determined collaboratively between student and advisor.

<table>
<thead>
<tr>
<th>Area</th>
<th>Course Title</th>
<th>SLM</th>
<th>Dual</th>
<th>IT</th>
<th>Credit hours</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education Core (SLM = 9 hrs; Dual = 6 hrs; IT = 6 hrs)</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>EDRS 6301</td>
<td>Research in Education <em>(required)</em></td>
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<tr>
<td>CEPD 6101</td>
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<td></td>
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<tr>
<td>CURR 6575</td>
<td>Curriculum Trends and Issues</td>
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<td>3</td>
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<tr>
<td><strong>SLM Focused Core / SLM Certification (18 hrs)</strong></td>
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<tr>
<td>MEDT 6461</td>
<td>Administration of School Media Centers (first semester)</td>
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<td></td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>MEDT 6465</td>
<td>Selection and Materials</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
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<tr>
<td>MEDT 7478</td>
<td>Cataloging and Automating</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
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<tr>
<td>MEDT 7474</td>
<td>Online Reference Sources and Services</td>
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<td></td>
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<tr>
<td>MEDT 7477</td>
<td>Technology for Media Services</td>
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<td>3</td>
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<td>MEDT 7487</td>
<td>Practicum (last semester)</td>
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<td><strong>Instructional Technology Certification (12 hrs)</strong></td>
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<tr>
<td>MEDT 7461</td>
<td>Instructional Design <em>(also required for SLM certification)</em></td>
<td></td>
<td></td>
<td>3</td>
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<tr>
<td>MEDT 7468</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>IT Focused Core (3 hrs)</strong></td>
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<td>3</td>
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<tr>
<td><strong>Electives -- IT (15 hrs – select 5 courses); SLM (6 hours – select 2 courses)</strong></td>
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<tr>
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<td></td>
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<td>MEDT 7465</td>
<td>Digital Resources for Teaching &amp; Learning</td>
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<td></td>
<td></td>
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<td>MEDT 7470</td>
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<td>Introduction to Distance Education</td>
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<tr>
<td>Others to be approved by advisor</td>
<td></td>
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</tbody>
</table>

- Georgia Technology requirement components embedded in the program.
- Special Education in the Regular Classroom – House Bill 671 requirement must be met – course or training or current Renewable Professional certificate.
- GACE Program Admission Assessment requirement must be met by passing the GACE, sufficient scores on ACT or SAT or GRE assessments, or current Renewable Professional certificate.
- Students must pass the GACE Content Assessments for SLM and/or IT if they seek certification.
- Renewable Professional certificate upon admission required for eligibility for Instructional Technology certification.

Student Signature ___________________________ e-mail address __________________________________

Student Mailing Address __________________________

Phones __________________________________________

Approved (Advisor Signature) ___________________________ Date __________

(Departmental Signature) ___________________________ Date __________

APPROVED Spring 2015
MEDT - 7479 - Digital Game-Based Learning

2019-2020 Graduate New Course Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs for more information.

If you have any questions, please email curriculog@westga.edu.

Curriculum Proposal

FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

Course Prefix* MEDT

Course Number* 7479

Course Title* Digital Game-Based Learning

Long Course Title

Lec Hrs* 0

Lab Hrs* 0

Credit Hrs* 3

Course Type* Media and Instructional Technology

College - School/Department* Department of Educational Technology and Foundations
<table>
<thead>
<tr>
<th><strong>Catalog Course Description</strong></th>
<th>Students will examine the educational potential of digital games. Students will evaluate digital games, explore effective ways to integrate digital games for learning, and design and develop digital game-based learning environments.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Is this a School of Nursing course?</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Is this a College of Education course?</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Status</strong></td>
<td>Active-Visible</td>
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<td><strong>Desired Effective Semester</strong></td>
<td>Fall</td>
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<td><strong>Desired Effective Year</strong></td>
<td>2019</td>
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<td><strong>Frequency</strong></td>
<td>1</td>
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<tr>
<td><strong>Grading</strong></td>
<td>Graduate Standard Letter</td>
</tr>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
<td>Students will:</td>
</tr>
<tr>
<td></td>
<td>1. Describe the educational potential of digital games (ISTE Standards for Coaches 2a, 3f; ATD Competency Instructional Design, Learning Technologies).</td>
</tr>
<tr>
<td></td>
<td>2. Examine a variety of existing digital games for educational purposes (ISTE Standards for Coaches 2a, 3f; ATD Competency Instructional Design, Learning Technologies).</td>
</tr>
<tr>
<td></td>
<td>3. Develop a plan for integrating digital games for learning (ISTE Standards for Coaches 2a, 2b, 6a; ATD Competency Instructional Design, Learning Technologies, Managing Learning Programs).</td>
</tr>
<tr>
<td></td>
<td>4. Align research-based principles and strategies to the design of game-based learning environments (ISTE Standards for Coaches 2a, 2b, 2d, 2f; ATD Competency Instructional Design, Learning Technologies).</td>
</tr>
<tr>
<td></td>
<td>5. Create an educational digital game for targeted learners (ISTE Standards for Coaches 2a, 2b, 2d, 2f; ATD Competency Instructional Design, Learning Technologies).</td>
</tr>
<tr>
<td></td>
<td>6. Design a learning experience for implementing constructionist gaming (ISTE Standards for Coaches 2d; ATD Competency Instructional Design, Learning Technologies, Training Delivery)</td>
</tr>
<tr>
<td><strong>Rationale</strong></td>
<td>This course has been taught for several years as a special topics course. It has been very popular and fills each semester it is offered. This course will become a permanent addition to our graduate media program.</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Corequisites</strong></td>
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<tr>
<td><strong>Cross-listing</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Restrictions</strong></td>
<td>May be repeated</td>
</tr>
<tr>
<td><strong>Fee</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Fee Justification</strong></td>
<td></td>
</tr>
</tbody>
</table>
**Additional Stipulations**

**Planning Info**  
- Library Resources are Adequate
- Library Resources Need Enhancement

**Present or Projected Annual Enrollment**  
35

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking in the top right corner.

**Attach syllabus**  
- Syllabus has been attached - This is required

**LAUNCH** proposal by clicking in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

**FINAL TASK:** After launching the proposal, you must make a decision on your proposal. Select the icon in the Proposal Toolbox to make your decision.
PROPOSED COURSE MEDT 7479
DIGITAL GAME-BASED LEARNING

Semester Hours  3
Semester/Year
Time/Location  This course is completely online.
Instructor
Office Location
Office Hours
Online Hours
Telephone
Email
Fax
Distance Support  CourseDen (D2L) Home Page  https://westga.view.usg.edu/
CourseDen Help & Troubleshooting  https://uwgonline.westga.edu/uwg-online-contact-us.php
OR  https://d2lhelp.view.usg.edu
NEED LIVE PHONE SUPPORT?
1-855-772-0423 to initiate support by telephone.
1-800-892-4315
For callers who are deaf or hard of hearing, call 1-800-892-4315.
UWG Online  http://uwgonline.westga.edu
Distance Learning Library Services  https://www.westga.edu/library/distance-learning-library-services.php
Ingram Library Services  http://www.westga.edu/library
University Bookstore  http://www.bookstore.westga.edu/

COURSE PREREQUISITES: None.
COURSE DESCRIPTION

Students will examine the educational potential of digital games. Students will evaluate digital games, explore effective ways to integrate digital games for learning, and design and develop digital game-based learning environments.

COLLEGE OF EDUCATION VISION

The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that change lives and contribute to the betterment of society.

COLLEGE OF EDUCATION MISSION

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings within three dynamic areas of focus: Teaching, Leadership, and Wellness. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards, e.g., International Society for Technology in Education (ISTE), Association for Talent Development (ATD), are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

COURSE OBJECTIVES

Students will:

1. Describe the educational potential of digital games (ISTE Standards for Coaches 2a, 3f; ATD Competency Instructional Design, Learning Technologies).

2. Examine a variety of existing digital games for educational purposes (ISTE Standards for Coaches 2a, 3f; ATD Competency Instructional Design, Learning Technologies).

3. Develop a plan for integrating digital games for learning (ISTE Standards for Coaches 2a, 2b, 6a; ATD Competency Instructional Design, Learning Technologies, Managing Learning Programs).

4. Align research-based principles and strategies to the design of game-based learning environments (ISTE Standards for Coaches 2a, 2b, 2d, 2f; ATD Competency Instructional Design, Learning Technologies).
5. Create an educational digital game for targeted learners (ISTE Standards for Coaches 2a, 2b, 2d, 2f; ATD Competency Instructional Design, Learning Technologies).

6. Design a learning experience for implementing constructionist gaming (ISTE Standards for Coaches 2d; ATD Competency Instructional Design, Learning Technologies, Training Delivery)

APPROACHES TO INSTRUCTION

This course uses a combination of direct and constructivist pedagogical approaches. This course is delivered 100% online. This requires the online equivalent of 2,250 minutes of instruction (seat-time) and an additional 4,500 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

Assignments (50%) 3,375 minutes
Discussions (10%) 675 minutes
Readings (15%) 1,012.5 minutes
Text/Audio/Video Instruction (25%) 1,687.5 minutes

Additionally, it is anticipated that students could need to work independently for twice the number of minutes listed above to complete the online activities. **Instructor Note:** Expect to work approximately 12 – 15 hours per week to complete the course requirements. The actual time needed will vary according to your prior knowledge, technical skills, and the amount of time you will need personally to read assignments, plan your work, and complete your assignments.

TEXTS, READINGS AND INSTRUCTIONAL RESOURCES

**Required Text**
None required.

**REQUIRED INSTRUCTIONAL RESOURCE:** Tk20 Subscription

Tk20 is an online database required by the College of Education for students to upload certain assignments for classes. The assessments based on the particular assignments are used to support evidence that students in our programs are meeting standards for national accreditation.

Tk20 is available online at [https://www.westga.edu/academics/education/tk20-system.php](https://www.westga.edu/academics/education/tk20-system.php)

Here is the direct link to order your subscription: [https://www.westga.edu/assets-opentext/assetsDept/coe/How_to_Purchase_Tk20_8.25.14.pdf](https://www.westga.edu/assets-opentext/assetsDept/coe/How_to_Purchase_Tk20_8.25.14.pdf)

For assistance, email tk20@westga.edu.
RESOURCES ON ACADEMIC WRITING

Writing Center @ UWG. (2019). Retrieved from http://www.westga.edu/~writing/


MINIMUM TECHNICAL SKILLS

To participate in this course, students must have the following minimum technical skills:
- navigating in CourseDen/D2L (see https://uwgonline.westga.edu/uwg-online-student-help.php#)
- uploading files in the CourseDen Assignment Link
- copying and pasting text (especially for course discussions)
- sending email with file attachments
- entering data in a spreadsheet

LINKS TO PRIVACY POLICIES

Be sure to review the following link to Technology Requirements: https://uwgonline.westga.edu/technology-requirements.php
This is where you will find information on Privacy Policies.

COMPUTER ACCESS

All students at UWG are required to have access to a computer with an Internet connection.

Recommended Course Materials

A computer that meets the following minimum specifications:

- **Computer Type**
  - PC Computer or MAC Computer

- **Operating System**
  - Windows 7, 8, or 10 or Mac OS X or later

- **RAM**
  - Minimum 256 MB

- **Processor Speed**
  - 500 MHz Pentium Processor or 500MHz G3 processor or better

- **Internet Connection**
Broadband Internet connection (DSL/Cable/LAN) for streaming media

**Software**
Microsoft Office 365 Pro Plus (available at no cost for students through University of West Georgia Student Information Technology Services) – [http://www.westga.edu/sits/](http://www.westga.edu/sits/)

**File Storage**
Google Drive/One Drive/orDropbox and/or Removable Disks/USB Flash/Jump Drive to store your files for the class. Be sure to back up your work constantly!


Be sure to review the following link to **Technology Requirements**: [https://uwgonline.westga.edu/technology-requirements.php](https://uwgonline.westga.edu/technology-requirements.php)

This is where you will find additional information on hardware and software, **Privacy Policies**, and information for **Accessibility Statements** for Brightspace by D2L, Blackboard Collaborate, and YouTube.

**ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY**

**ASSIGNMENTS**

**Assignment 1:** Infographic for Value and Benefits of Game-Based Learning (100 points)
Students will create an infographic to describe the benefits of game-based learning. (Course Objectives 1, 2)

**Assignment 2:** Game Integration Plan (100 points)
Students will develop a plan for integrating games for learning (Course Objectives 2, 3)

**Assignment 3:** Gamification Plan (100 points)
Students will design gamification strategies for learning. (Course Objectives 3, 4)

**Assignment 4:** Design Game-Based Learning Environment (200 points)
Students will design a game-based learning environment. (Course Objective 4)

**Assignment 5:** Develop Game-Based Learning Environment (200 points)
Students will create an educational, digital game for targeted learners. (Course Objective 5)

**Assignment 6:** Constructionist Gaming (100 points)
Students will design a plan for learners to participate in constructionist gaming (Course Objective 6)

**Assignment 7:** Reflective Statements (100 points)
Students will demonstrate the skills of a reflective practitioner by writing reflective statements. (Course Objectives 1 – 6)

**Assignment 8: Participation/Online Discussions and Activities (100 points)**
Students are expected to participate in all online discussions and all online class activities and are accountable for all materials covered. (Course Objectives 1 – 6)

**EVALUATION PROCEDURES**

Students will be evaluated in the following way:

The *total points* for all assignments are 1,000 points.

Professionalism and Participation are very important. *Possible points can be deducted* for lack of professionalism or participation. Professionalism and Participation are evaluated with a checklist and instructor observation.

**Important Note:** All work in this course must be original work developed this semester. Extra credit assignments will not be made.

**GRADING POLICY**

The following grading scale will be used:

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**Due dates** - All assignments will be due on the due dates posted. *Late submissions will not be accepted except in the case of emergencies or illness.* Students checking in late or not completing an activity on time will receive a zero on their activity grades. Missed assignments can be made up only in the event of emergencies or illness. If you do have any emergency or illness, be sure to contact me as soon as possible to reschedule a due date.

**Assignment Feedback** – Be sure to check the Assignment Submissions location for instructor feedback when assignments have been graded. Course projects may take up to three weeks for grading to be completed. Discussions are usually graded within one week of submission.

**NOTE:** All assignments must be submitted. In the past, some students have made the wrong assumption that if they had enough points to make an A or B in the class, they did not need to submit the final assignment. Refusing to submit an assignment shows a lack of professionalism. If an assignment is not submitted, points will be deducted not only for the missing assignment but a letter grade will be dropped from the final grade.

**PROFESSIONALISM**
Students are expected to conduct themselves professionally. This is an essential quality for all professionals. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in an online environment in a positive manner
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- Be sensitive and reflective to what others are saying.
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- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

**ACCESSIBILITY POLICY**

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Accessibility Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Accessibility Services at the University of West Georgia: [https://www.westga.edu/student-services/counseling/accessibility-services.php](https://www.westga.edu/student-services/counseling/accessibility-services.php)
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### CLASS OUTLINE

**Dates:** January 5 – 14  
**Topics:** Introduction and Getting Acquainted; Gaming Experiences  
**What’s Due:**  
✓ *Discussion* for Introductions with C.V. Attached *Due Monday, January 14*  
✓ *Discussion* for Gaming Experiences *Due Monday, January 14*

**Dates:** January 15 – 28  
**Topics:** Educational Potential of Digital Games  
**What’s Due:**  
✓ *Assignment 1:* Infographic Game-Based Learning *Due Monday, January 28*

**Dates:** January 29 – February 11  
**Topics:** Using Digital Games for Learning  
**What’s Due:**  
✓ *Assignment 2:* Game Integration Plan *Due Monday, February 11*

**Dates:** February 12 – 25  
**Topics:** Gamification  
**What’s Due:**  
✓ *Assignment 3:* Gamification Plan *Due Monday, February 25*

**Dates:** February 26 – March 11  
**Topics:** Designing Game-Based Learning Environments  
**What’s Due:**  
✓ *Assignment 4:* Design Game-Based Learning Environment *Due Monday, March 11*  
✓ *Discussion* for Design of Game-Based Learning *Due Monday, March 11*

**Dates:** March 12 – 15, March 25 – April 8  
[Spring Break March 18 – 23]
Topics: Developing Game-Based Learning Environments
What’s Due:
✓ Assignment 5: Develop Game-Based Learning Environment Due Monday, April 8
✓ Discussion for Development of Game-Based Learning Due Monday, April 8

Dates: April 9 – 22
Topics: Constructionist Gaming/Students as Game Designers
What’s Due:
✓ Assignment 6: Constructionist Gaming Due Monday, April 22

Dates: April 23 – 29
Topics: Looking Back and Looking Forward
What’s Due:
✓ Assignment 7: Reflective Statements Due Monday, April 29
MEDT - 7480 - Global Learning with Technology

2019-2020 Graduate New Course Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs for more information.

If you have any questions, please email curriculog@westga.edu.

Curriculum Proposal

FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

<table>
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**Catalog Course Description**

Global Learning and Collaboration with Technology is a course for preparing education professionals to connect with partners in other countries to support learners in implementing collaborative projects.

<table>
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<tr>
<td>Is this a College of Education course?</td>
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**Status**  
Active-Visible  Inactive-Hidden

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<td>Desired Effective Year*</td>
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**Student Learning Outcomes**

Students will:

1. Identify technology resources for global learning. (ISTE Standards for Coaches 3a; ATD Competency Learning Technologies)
2. Identify topics of global significance appropriate for collaborative learning. (ISTE Standards for Coaches 2c, 3g, 5c; ATD Competency Instructional Design)
3. Align global projects with curriculum standards. (ISTE Standards for Coaches 1a, 2a; ATD Competency Instructional Design)
4. Prepare learners for cross-cultural communications. (ISTE for Standards Coaches 3g, 5c; ATD Competency Training Delivery, Manage Learning Programs)
5. Promote student voice in global learning. (ISTE Standards for Coaches 2b, 3g; ATD Competency Instructional Design)
6. Collaborate with U.S. and international education professionals and learners to promote international perspectives on learning. (ISTE Standards for Coaches 3f, 5c; ATD Competency Training Delivery, Manage Learning Programs)

**Rationale**

This course has been taught as a special topics course for several years. It has been a very popular elective for our graduate media students. This will allow it to become a permanent part of our program moving forward.

**Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

May be repeated  No

| Fee* | None |

**Fee Justification**

**Additional Stipulations**

**Planning Info**  
Library Resources are Adequate  Library Resources Need Enhancement
ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking in the top right corner.

LAUNCH proposal by clicking in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the icon in the Proposal Toolbox to make your decision.
PROPOSED COURSE MEDT 7480
GLOBAL LEARNING AND COLLABORATION WITH TECHNOLOGY

Semester Hours: 3

Semester/Year

Time/Location: This course is completely online.

Instructor

Office Location

Office Hours

Online Hours

Telephone

Email

Fax

Distance Support: CourseDen (D2L) Home Page [https://westga.view.usg.edu/]

CourseDen Help & Troubleshooting: [http://uwgonline.westga.edu/students.php]
OR [https://d2lhelp.view.usg.edu] (Click on GeorgiaVIEW - NEED LIVE PHONE SUPPORT?
or call 1-855-772-0423 to initiate support by telephone.)
For callers who are deaf or hard of hearing, call 1-800-892-4315.

UWG Online: [http://uwgonline.westga.edu]

Distance Learning Library Services: [http://westga.edu/~library/depts/offcampus/]

Ingram Library Services: [http://www.westga.edu/library]

University Bookstore: [http://www.bookstore.westga.edu/]

COURSE PREREQUISITES: None.
COURSE DESCRIPTION

*Global Learning and Collaboration with Technology* is a course for preparing education professionals to connect with partners in other countries to support learners in implementing collaborative projects.

COLLEGE OF EDUCATION VISION

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that change lives and contribute to the betterment of society.

COLLEGE OF EDUCATION MISSION

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings within three dynamic areas of focus: Teaching, Leadership, and Wellness. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards, e.g., International Society for Technology in Education (ISTE), Association for Talent Development (ATD), are incorporated as criteria against which candidates are measured. This course’s objectives, activities, and assignments are related directly to the appropriate standards.

COURSE OBJECTIVES

Students will:

1. Identify technology resources for global learning. (ISTE Standards for Coaches 3a; ATD Competency Learning Technologies)
2. Identify topics of global significance appropriate for collaborative learning. (ISTE Standards for Coaches 2c, 3g, 5c; ATD Competency Instructional Design)
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6. Collaborate with U.S. and international education professionals and learners to promote international perspectives on learning. (ISTE Standards for Coaches 3f, 5c; ATD Competency Training Delivery, Manage Learning Programs)
APPROACHES TO INSTRUCTION

This course uses a combination of direct and constructivist pedagogical approaches. This course is delivered 100% online. This requires the online equivalent of 2,250 minutes of instruction (seat-time) and an additional 4,500 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

- Assignments (50%) 3,375 minutes
- Discussions (10%) 675 minutes
- Readings (15%) 1,012.5 minutes
- Text/Audio/Video Instruction (25%) 1,687.5 minutes

Additionally, it is anticipated that students could need to work independently for twice the number of minutes listed above to complete the online activities.

Instructor Note: Expect to work approximately 12 – 15 hours per week to complete the course requirements. The actual time needed will vary according to your prior knowledge, technical skills, and the amount of time you will need personally to read assignments, plan your work, and complete your assignments.

TEXTS, READINGS AND INSTRUCTIONAL RESOURCES

Required Text

REQUIRED INSTRUCTIONAL RESOURCE: Tk20 Subscription

Tk20 is an online database required by the College of Education for students to upload certain assignments for classes. The assessments based on the particular assignments are used to support evidence that students in our programs are meeting standards for national accreditation.

Tk20 is available online at https://www.westga.edu/academics/education/tk20-system.php

Here is the direct link to order your subscription: https://www.westga.edu/assets-opentext/assetsDept/coe/How_to_Purchase_Tk20_8.25.14.pdf

For assistance, email tk20@westga.edu.

References


RESOURCES ON ACADEMIC WRITING

Writing Center @ UWG. (2017). Retrieved from http://www.westga.edu/~writing/


MINIMUM TECHNICAL SKILLS

To participate in this course, students must have the following minimum technical skills:

- navigating in CourseDen/D2L (see http://uwgonline.westga.edu/students.php)
- uploading files in the CourseDen Assignment Submission Upload Folder
- copying and pasting text (especially for course discussions)
- sending email with file attachments
- entering data in a spreadsheet

LINKS TO PRIVACY POLICIES

Be sure to review the following link to Technology for Courses: http://uwgonline.westga.edu/course_dev_technology_for_courses.php

This is where you will find information on Privacy Policies

COMPUTER ACCESS

All students at UWG are required to have access to a computer with an Internet connection.

Recommended Course Materials

- A computer that meets the following minimum specifications:

  Computer Type
  PC Computer or MAC Computer

  Operating System
  Windows 7, 8, or 10 or Mac OS X or later

  RAM
Minimum 256 MB

Processor Speed
500 MHz Pentium Processor or 500MHz G3 processor or better

Internet Connection
Broadband Internet connection (DSL/Cable/LAN) for streaming media

Software

Microsoft Office 365 Pro Plus (available at no cost for students through University of West Georgia Student Information Technology Services) – [http://www.westga.edu/sits/](http://www.westga.edu/sits/)

File Storage

Google Drive/One Drive/or Dropbox and/or Removable Disks/USB Flash/Jump Drive to store your files for the class. Be sure to back up your work constantly!

Online Course Tools


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ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY

ASSIGNMENTS

Assignment 1: Connections Plan (100 points)
Students will set up an RSS reader and a blog relevant to a global learning and collaboration project. (Course Objectives: 1, 6)

Assignment 2: Video Message (100 points)
Students will develop a video message to be shared on the Internet with a learning group. (Course Objectives: 1, 6)

Assignment 3: Classroom Monitoring Portal (50 points)
Students will use an RSS reader to create a Classroom Monitoring Portal. (Course Objectives 1 - 6)
Assignment 4: Collaborative Online Project Participation and Contribution (100 points)
Students will participate and contribute to a collaborative online project. (Course Objectives 1 - 6)

Assignment 5: Global Learning and Collaboration Plan (300 Points)
Students will develop a plan to implement a collaborative learning project with an educator and students in another country. (Course Objectives 1 - 6)

Assignment 6: Reflective Summit (100 points)
Students will demonstrate the skills of a reflective practitioner by creating a graphic to share with the class. (Course Objectives: 1 – 6)

Assignment 7: Synchronous Communication/Collaboration (100 points)
Students are expected to participate in all online discussions and all online class activities and are accountable for all materials covered. (Course Objectives: 1 – 6)

Assignment 8: Participation/Online Discussions and Activities (150 points)
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EVALUATION PROCEDURES

Students will be evaluated in the following way:

The Connections Plan is worth 100 points. The assignment is evaluated with a checklist.

The Video Message is worth 100 points. The assignment is evaluated with a checklist.

The Classroom Monitoring Portal is worth 50 points. The assignment is evaluated with a checklist.

The Collaborative Online Project Participation and Contribution is worth 100 points. The assignment is evaluated with a checklist.

The Global Learning and Collaboration Plan is worth 300 points. The assignment is evaluated with a rubric.

The Reflective Summit is worth 100 points. The assignment is evaluated with a checklist.

The Synchronous Communication/Collaboration is worth 100 points. The assignment is evaluated with a checklist.
Participation in discussions and activities is worth 150 points. Participation is evaluated with a checklist and instructor observation.

The total points for all assignments are 1,000 points.

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Class Outline

Dates: August 9 – 16
Topics: Introduction and Getting Acquainted; Global Experiences
What’s Due:
✓ Discussion for Introductions with C.V. Attached Due Wednesday, August 16
✓ Discussion for Global Experiences Due Wednesday, August 16

Dates: August 17 – 30
Topics: Step 1: Connection; Step 2 Communication
What’s Due:
✓ Assignment 1: Connections Plan Due Wednesday, August 23
✓ Assignment 2: Video Message Due Wednesday, August 30

Dates: August 31 – September 20
Topics: Step 3: Citizenship
What’s Due:
✓ Discussion for Global Citizenship Due Wednesday, September 13
✓ Assignment 3: Classroom Monitoring Portal Due Wednesday, September 20

Dates: September 21 – October 18
Topics: Step 4: Contribution and Collaboration
What’s Due:
✓ Assignment 4: Collaborative Online Project Participation and Contribution Due in Two Parts – Wednesdays, October 11 and October 18

Dates: October 19 – November 8
Topics: Step 5: Choice and Step 6: Creation
What’s Due:
✓ Assignment 5: Global Learning and Collaboration Plan Due Wednesday, November 8

Dates: November 9 – 15
Topics: Looking Back and Looking Forward
What’s Due:
✓ Assignment 6: Reflective Summit Due Wednesday, November 15

Dates: August 9 – November 17 (Schedule will be posted for you to select one date.)
Topics: Synchronous Communication/Collaboration
What’s Due:
✓ Assignment 7: Synchronous Communication/Collaboration – When the dates have been posted for Synchronous Communications, you will choose one for your participation.
Due (according to time selected from the schedule)
MEDT - 8461 - Diffusion of Innovations
2019-2020 Graduate Revise Course Request

**Introduction**

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking 🔄 next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](https://westga.curriculog.com/proposal:883/print).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](https://westga.curriculog.com/proposal:883/print) for more information.

If you have any questions, please email curriculog@westga.edu.

**Curriculum Proposal**

<table>
<thead>
<tr>
<th>Proposed Modifications (Check all that apply)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Course Title (list new title in imported boxes below)</td>
</tr>
<tr>
<td>☐ Prerequisites</td>
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<tr>
<td>☐ Corequisites</td>
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<tr>
<td>☐ Cross-listing</td>
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<tr>
<td>☑ Catalog Description (list new description in imported box below)</td>
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<tr>
<td>☐ Credit Hours (list new credit hours in imported boxes below)</td>
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<tr>
<td>☑ Student Learning Outcomes</td>
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<td>☐ Restrictions</td>
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<tr>
<td>☐ Repetition</td>
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<tr>
<td>☐ Other</td>
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</tbody>
</table>

If other, please identify.

**IMPORT** curriculum data from the Catalog by clicking 🔄 icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.
<table>
<thead>
<tr>
<th>Course Prefix*</th>
<th>MEDT</th>
<th>Course Number*</th>
<th>8461</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong>*</td>
<td>Diffusion of Innovations</td>
<td><strong>Long Course Title</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Course Type</strong>*</td>
<td>Media and Instructional Technology</td>
<td><strong>College - School/Department</strong>*</td>
<td>Department of Educational Technology and Foundations</td>
</tr>
<tr>
<td><strong>Catalog Course Description</strong>*</td>
<td>The course focuses on the processes of innovation and change as they apply to educational systems. Students learn how to apply change models and diffusion theory in order to successfully integrate technology-driven procedures and resources into educational organizations.</td>
<td><strong>Frequency</strong></td>
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<tr>
<td><strong>Grading</strong></td>
<td>Graduate Standard Letter</td>
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<tr>
<td><strong>Status</strong>*</td>
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</tbody>
</table>

REVISE the items below as needed.

**If you are revising one of the following items, please modify above from what was imported in:**
- Course Title
- Credit Hours
- Catalog Description
- Revised Prerequisites
- Revised Corequisites
- Revised Cross-listing
- Revised Credit Hours
Revised Student Learning Outcomes

1. Identify the elements and personnel involved in diffusing an innovation into a variety of educational organizations (GaPSC-IT 1.4, 5.2; ISTE-C-1d, 4b);

2. Identify characteristics of successful change agents (GaPSC-IT 1.4; ISTE-C-1d);

3. Give examples of innovation diffusion in various educational systems, and use diffusion theory principles to explain why each was successful or unsuccessful (GaPSC-IT 1.4; ISTE-C-1d);

4. Compare and contrast current models of diffusion and change management discussed in the education and social sciences literature (GaPSC-IT 1.4; ISTE-C-1d);

5. Analyze the design of research studies in the area of diffusion of innovations in terms of their literature review, research questions, data collection strategies, findings, and implications (GaPSC-IT 2.2; ISTE-C-2b);

6. Select and develop data collection instruments for analyzing an organization’s readiness to change (GaPSC-IT 2.8, 5.1; ISTE 2h, 4a); and

7. Develop a plan for integrating an innovative technology into a school, district, or other learning organization (GaPSC-IT 1.1, 1.2, 1.3, 1.4, 2.3, 3.2, 4.2; ISTE-C 1a, 1b, 1c, 1d, 2c, 3b, 5b).

Revised Restrictions

Revised Fee

Revised Frequency

Revised Grading

Revised - Is this course repeatable for credit? ☐ Yes ☑ No

If yes, how many times?

Modification Comments*

This is a core course in the EDS IT program and is being updated to better align with current practices and ISTE / GaPSC standards.

FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

Present or Projected Annual Enrollment*

150

Library Resources are Adequate

Library Resources Need Enhancement

Is this a School of Nursing course?* ☐ Yes ☑ No

Is this a College of Education course?* ☑ Yes ☐ No

Desired Effective Semester* Fall

Desired Effective Year* 2019
ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking in the top right corner.

LAUNCH proposal by clicking in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the icon in the Proposal Toolbox to make your decision.

**Administrative Use Only - DO NOT EDIT**

| Course ID* | 21402 |
PROPOSED: MEDT 8461: Diffusion of Innovations

Instructor Information
Instructor: TBD
Class Meeting Time & Location: TBD
Office Location: TBD
Telephone (direct): TBD
Telephone (department): TBD
Online Hours: TBD
Westga email: TBD
Skype or Google+ name: TBD

Support for Courses
Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

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Ingram Library Services
Accessibility Services
678-839-6428
counseling@westga.edu

College of Education Vision
The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that change lives and contribute to the betterment of society.

College of Education Mission
Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings within three dynamic areas of focus: Teaching, Leadership, and Wellness. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (e.g., Instructional Technology Standards from the Georgia Professional Standards Commission, based on the ISTE NETS-C) are incorporated as criteria against which candidates are measured. This course’s objectives, activities, and assignments are related directly to the appropriate standards.
Course Information

Course Description
The course focuses on the processes of innovation and change as they apply to educational systems. Students learn how to apply change models and diffusion theory in order to successfully integrate technology-driven procedures and resources into educational organizations.

Credit Hours: 3
Prerequisites: none
Co-requisites: none

Texts, Readings, and Instructional Resources

Required Text(s) None

Required Instructional Resource: TK20 Subscription
Please select the link to access a pdf guide on how to purchase your account. If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on how to log into your Tk20 account. For additional information about this resource, and to access the “How to” guides, visit the Tk20 webpage.

Approaches to Instruction
Instruction in this course will be delivered 100% online. Online tools such as discussion boards and chat rooms are required. Students are expected to use CourseDen for information and communication.

Course Objectives and Learning Outcomes
The student will:

1. Identify the elements and personnel involved in diffusing an innovation into a variety of educational organizations (GaPSC-IT 1.4, 5.2; ISTE-C 1d, 4b);

2. Identify characteristics of successful change agents (GaPSC-IT 1.4; ISTE-C-1d);

3. Give examples of innovation diffusion in various educational systems, and use diffusion theory principles to explain why each was successful or unsuccessful (GaPSC-IT 1.4; ISTE-C-1d);

4. Compare and contrast current models of diffusion and change management discussed in the education and social sciences literature (GaPSC-IT 1.4; ISTE-C-1d);

5. Analyze the design of research studies in the area of diffusion of innovations in terms of their literature review, research questions, data collection strategies, findings, and implications (GaPSC-IT 2.2; ISTE-C 2b);
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7. Develop a plan for integrating an innovative technology into a school, district, or other learning organization (GaPSC-IT 1.1, 1.2, 1.3, 1.4, 2.3, 3.2, 4.2; ISTE-C 1a, 1b, 1c,1d, 2c, 3b, 5b).

Assignments
This course consists of Discussions, Quizzes, and Projects. Always refer to CourseDen for additional assignment details and due dates.

Discussions
- In Discussion: How do you do, everybody? you will introduce yourself to the class and follow up with at least two peers’ posts. See CourseDen discussion board for specific prompt and instructions.
- In Discussion: Project Team Formation, you will work with classmates to form teams for the major class project. See CourseDen discussion board for specific prompt and instructions.
- In Discussion: A Case of Innovation, you will describe an innovation that was recently adopted in your work environment and discuss the consequences of the innovation. See CourseDen discussion board for specific prompt and instructions.
- In Discussion: Reflection, you will reflect on your learning in the course and discuss your next steps for working with innovations in your current or future work context. See CourseDen discussion board for specific prompt and instructions.

Projects
- Through Annotated Bibliography – Part 1, you will analyze instructor-selected research in the field of organizational change and educational technology (three to five articles) using both descriptive and evaluative approaches.
- Through Annotated Bibliography – Part 2, you will analyze research you have selected for your Technology Integration Project (ten to fifteen articles) using both descriptive and evaluative approaches.
- Through the Technology Integration Project – Part 1, you and your teammates will select an educational innovation to examine in depth and a context in which to consider that innovation. You will describe the innovation and context in written form on your team website. See CourseDen for detailed instructions.
- Through the Technology Integration Project – Part 2, you and your teammates will examine and analyze stakeholders’ perspectives regarding the innovation’s suitability for the given context; and you will present your findings on your team website. See CourseDen for detailed instructions.
• Through the Technology Integration Project – Part 3, you and your teammates will outline a plan to diffuse the selected innovation into the context, including references to research to support the rationale for each step of the plan. See CourseDen for detailed instructions.

The following table indicates when the assignment occurs (in terms of Session), how many points the assignment is worth, how it will be graded, and how (if applicable) it aligns to course objectives.

<table>
<thead>
<tr>
<th>Session</th>
<th>Assignment</th>
<th>Points</th>
<th>Grading</th>
<th>Course Objective Alignment</th>
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</thead>
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<tr>
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<td>Discussion: How do you do, everybody?</td>
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<td>checklist</td>
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<td>Annotated Bibliography – Part 1</td>
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<td>1</td>
<td>Discussion: Project Team Formation</td>
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<td>checklist</td>
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<td>3</td>
<td>Dropbox: Infographic</td>
<td>40</td>
<td>checklist</td>
<td>4</td>
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<td>4</td>
<td>Dropbox: Video/Prezi Presentation</td>
<td>40</td>
<td>checklist</td>
<td>2</td>
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<tr>
<td>5</td>
<td>Discussion: A Case of Innovation</td>
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<td>checklist</td>
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<tr>
<td>5</td>
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<td>Annotated Bibliography – Part 2</td>
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<td>6</td>
<td>Dropbox: Technology Integration Project (Part 3)</td>
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<td>checklist</td>
<td>2, 3, 4, 7</td>
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<tr>
<td>7</td>
<td>Discussion: Reflection</td>
<td>10</td>
<td>checklist</td>
<td>4</td>
</tr>
</tbody>
</table>

Grading Information and Policy

Total Points Possible = 400

Students will be graded using the following scale:
A = 90% - 100% (358 - 400 points)
B = 80% - 89% (318 - 357 points)
C = 70% - 79% (278 - 317 points)
F = 0% - 69% (0 - 277 points)

Course Policies
Attendance Policy:
In order to distribute Title IV funding, student attendance verification is required. You must post in the online discussion during Session 1 to be considered as attending class. If you do not, you may be dropped from the class for non-attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in the online discussion.

Extra Credit:
There is no extra credit in this course.

Late Work:
Late work is not accepted in this course. However, any work submitted on time may be revised for full points using the Regrade Request Form.

Professional Conduct:
Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. Professionalism includes but is not limited to the following:
- Collaborating and working equitably with students in the class
- Actively participating in class each week
- Creating products and projects which are appropriate for use in K-12 schools and Higher Education Institutions.
- Turning in assignments on time
- Treating class members and colleagues with respect in and out of the classroom
- Participating in interactions and class activities in a face-to-face or online environment in a positive manner, observing standard rules of Network Etiquette, or netiquette.

UWG Policies
As of July 1, 2017, “campus carry” is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the USG Campus Carry Guidance webpage. Answers to specific questions can be found under the “Additional Information” tab.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi. Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Americans with Disabilities Act Statement:
If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the Center for Accessibility Services. UWG also provides Accessibility Statements for Technology that you may be required to use for this course.
Communication Rules

Network Etiquette:
Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times
Work will be assessed within 1 week past the submission deadline of the given assignment. For revised assignments re-submitted via the Regrade Request Form, work will be assessed by the end of the semester, but probably much sooner.

Class Schedule Information
Please see the Course Plan for information on when Sessions occur, when Optional Online meetings occur, and when assignments are due.

**Note:** Dates may change at the instructor’s discretion. All changes will be posted in the News/Announcements section of CourseDen.

Additional Support Information
Technical Support
Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at UWG Online Student Help.

Center for Academic Success
The Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops though the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.
Smarthinking
Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services
Here is a great resource of Student Services for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out UWG Cares.

Full URL Support for Courses

- **CourseDen D2L Home Page**
  https://westga.view.usg.edu/
- **D2L UWG Online Help** (8 AM – 5 PM)
  http://uwgonline.westga.edu/students.php
  online@westga.edu
- **24/7/365 D2L Help Center**
  https://d2lhelp.view.usg.edu/
- **University Bookstore**
  http://www.bookstore.westga.edu/
- **Common Language for Course Syllabi**
  https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php
- **UWG Cares**
  http://www.westga.edu/UWGCaress/
- **Center for Disability**
  https://www.westga.edu/student-services/counseling/accessibility-services.php
- **Student Services**
  http://uwgonline.westga.edu/online-student-guide.php
- **Center for Academic Success**
  http://www.westga.edu/cas/
- **Distance Learning Library Services**
  https://www.westga.edu/library/resource-sharing.php
- **Ingram Library Services**
  http://www.westga.edu/library/
- **Proctored Exams**
  http://uwgonline.westga.edu/exams.php#student
- **Student Services**
  https://uwgonline.westga.edu/online-student-guide.php
- **UWG Accessibility Statements for Technology**
  https://docs.google.com/document/d/16RjIXqaXiGx28ooO-zRvYPrav3aq3F52NvbbVDGvNkEA/edit?ts=57b4c82d#heading=h.yrggeffvts1f

References


CURRENT: MEDT 8461: Diffusion of Innovations, Summer 2018

Instructor Information
Instructor: TBD
Class Meeting Time & Location: TBD
Office Location: TBD
Telephone (direct): TBD
Telephone (department): TBD
Online Hours: TBD
Westga email: TBD
Skype or Google+ name: TBD

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The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (e.g., Instructional Technology Standards from the Georgia Professional Standards Commission, based on the ISTE NETS-C) are incorporated as criteria against which candidates are measured. This course’s objectives, activities, and assignments are related directly to the appropriate standards.
Course Information

Course Description
This course will study effective communication skills, group dynamics, time management, and facilities planning with special emphasis on applying these skills to facilitate the integration of newer technologies into school library media centers and classrooms.

Credit Hours: 3
Prerequisites: none
Co-requisites: none

Texts, Readings, and Instructional Resources

Required Text(s) None

Required Instructional Resource: TK20 Subscription
Please select the link to access a pdf guide on how to purchase your account. If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on how to log into your Tk20 account. For additional information about this resource, and to access the “How to” guides, visit the Tk20 webpage.

Approaches to Instruction
Instruction in this course will be delivered 100% online. Online tools such as discussion boards and chat rooms are required. Students are expected to use CourseDen for information and communication.

Course Objectives and Learning Outcomes
The student will:

1. Identify the elements and personnel involved in diffusing an innovation into a social system such as a school or a classroom (Havelock, 1995; Rogers, 1995) (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective; NBPTS 4a, 4b, 5b; ISTE/NTES-T II-b, II-e);

2. Give examples of innovation diffusion in various school systems and use diffusion theory principles to explain why each was successful or unsuccessful (Carson & Smith, 1993; Havelock, 1995; Rogers, 1995, Saettler, 1992) (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective; NBPTS 4a, 4b, 5b; ISTE/NTES-T II-b, II-e);

3. Compare and contrast current models of diffusion discussed in the education and social sciences literature (Havelock, 1995; Rogers, 1995; Tenner, 1996; Valente, 1995) (Decision
Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective; NBPTS 4a, 4b, 5b; ISTE/NTES-T II-b, II- e);

4. Identify characteristics of educators who are successful change agents (Havelock, 1995; Roblyer & Edwards, 2000; Rogers, 1995, Saettler, 1990) (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective; NBPTS 4a, 4b, 5b; ISTE/NTES-T II-b, II- e);

5. Develop a plan for integrating an innovative technology successfully into a school or district (Carson & Smith, 1993; Havelock, 1995; Rogers, 1995) (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective; NBPTS 4a, 4b, 5b; ISTE/NTES-T II-b, II- e).

**Assignments**

This course consists of Discussions, Quizzes, and Projects. Always refer to CourseDen for additional assignment details and due dates.

**Discussions**

- In **Discussion: How do you do, everybody?** you will introduce yourself to the class and follow up with at least two peers’ posts. See CourseDen discussion board for specific prompt and instructions.
- In **Discussion: Session 1 Readings**, you will respond to three readings on learner-centered technology integration. See CourseDen discussion board for specific prompt and instructions.
- In **Discussion: Project Team Formation**, you will work with classmates to form teams for the major class project. See CourseDen discussion board for specific prompt and instructions.
- In **Discussion: A Case of Innovation**, you will describe an innovation that was recently adopted in your work environment and discuss the consequences of the innovation. See CourseDen discussion board for specific prompt and instructions.
- In **Discussion: Reflection**, you will reflect on your learning in the course and discuss your next steps for working with innovations in your current or future work context. See CourseDen discussion board for specific prompt and instructions.

**Quizzes**

- **Quiz: Session 2** assesses your knowledge of the elements and attributes of diffusion. See CourseDen quiz instructions for specifics.
- **Quiz: Session 3** assesses your knowledge of adopter categories, opinion leadership, and change agents. See CourseDen quiz instructions for specifics.

**Projects**
• Through the *Technology Integration Project – Part 1*, you and your teammates will select an educational innovation to examine in depth and a context in which to consider that innovation. You will describe the innovation and context in written form on your team website. See CourseDen for detailed instructions.

• Through the *Technology Integration Project – Part 2*, you and your teammates will examine and analyze stakeholders’ perspectives regarding the innovation’s suitability for the given context; and you will present your findings on your team website. See CourseDen for detailed instructions.

• Through the *Technology Integration Project – Part 3*, you and your teammates will outline a plan to diffuse the selected innovation into the context, including references to research to support the rationale for each step of the plan. See CourseDen for detailed instructions.

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<th>Course Objective Alignment</th>
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<tr>
<td>0</td>
<td>Discussion: How do you do, everybody?</td>
<td>10</td>
<td>checklist</td>
<td>n/a</td>
</tr>
<tr>
<td>1</td>
<td>Discussion: Session 1 Readings</td>
<td>20</td>
<td>checklist</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>Discussion: Project Team Formation</td>
<td>10</td>
<td>checklist</td>
<td>n/a</td>
</tr>
<tr>
<td>2</td>
<td>Quiz: Session 2</td>
<td>20</td>
<td>checklist</td>
<td>1, 4</td>
</tr>
<tr>
<td>2</td>
<td>Dropbox: Technology Integration Project (Part 1)</td>
<td>40</td>
<td>checklist</td>
<td>1, 5</td>
</tr>
<tr>
<td>3</td>
<td>Quiz: Session 3</td>
<td>30</td>
<td>checklist</td>
<td>1, 4</td>
</tr>
<tr>
<td>3</td>
<td>Dropbox: Infographic</td>
<td>40</td>
<td>checklist</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Dropbox: Video/Prezi Presentation</td>
<td>40</td>
<td>checklist</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Discussion: A Case of Innovation</td>
<td>20</td>
<td>checklist</td>
<td>2, 4</td>
</tr>
<tr>
<td>5</td>
<td>Dropbox: Technology Integration Project (Part 2)</td>
<td>60</td>
<td>checklist</td>
<td>1, 4</td>
</tr>
<tr>
<td>6</td>
<td>Dropbox: Technology Integration Project (Part 3)</td>
<td>80</td>
<td>checklist</td>
<td>2, 3, 4, 5</td>
</tr>
<tr>
<td>6</td>
<td>Dropbox: Technology Integration Project (Part 4)</td>
<td>20</td>
<td>checklist</td>
<td>n/a</td>
</tr>
<tr>
<td>7</td>
<td>Discussion: Reflection</td>
<td>10</td>
<td>checklist</td>
<td>3</td>
</tr>
</tbody>
</table>

**Grading Information and Policy**

Total Points Possible = 400

Students will be graded using the following scale:
A = 90% - 100% (358 - 400 points)
B = 80% - 89% (318 - 357 points)
C = 70% - 79% (278 - 317 points)
F = 0% - 69% (0 - 277 points)

Course Policies

Attendance Policy:
In order to distribute Title IV funding, student attendance verification is required. You must post in the online discussion during Session 1 to be considered as attending class. If you do not, you may be dropped from the class for non-attendance. Students who add classes during drop/add are responsible for ensuring that they are verified as being in attendance by contacting the course instructor and participating in the online discussion.

Extra Credit:
There is no extra credit in this course.

Late Work:
Late work is not accepted in this course. However, any work submitted on time may be revised for full points using the Regrade Request Form.

Professional Conduct:
Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. Professionalism includes but is not limited to the following:
- Collaborating and working equitably with students in the class
- Actively participating in class each week
- Creating products and projects which are appropriate for use in K-12 schools and Higher Education Institutions.
- Turning in assignments on time
- Treating class members and colleagues with respect in and out of the classroom
- Participating in interactions and class activities in a face-to-face or online environment in a positive manner, observing standard rules of Network Etiquette, or netiquette.

UWG Policies
As of July 1, 2017, “campus carry” is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the USG Campus Carry Guidance webpage. Answers to specific questions can be found under the “Additional Information” tab.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi. Additions and updates are made as institution, state, and federal standards change, so please review it each semester.
**Americans with Disabilities Act Statement:**
If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the Center for Accessibility Services. UWG also provides Accessibility Statements for Technology that you may be required to use for this course.

**Communication Rules**

**Network Etiquette:**
Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

**Expected Response Times**
Work will be assessed within 1 week past the submission deadline of the given assignment. For revised assignments re-submitted via the Regrade Request Form, work will be assessed by the end of the semester, but probably much sooner.

**Class Schedule Information**
Please see the Course Plan for information on when Sessions occur, when Optional Online meetings occur, and when assignments are due.

**Note:** Dates may change at the instructor’s discretion. All changes will be posted in the News/Announcements section of CourseDen.

**Additional Support Information**

**Technical Support**
Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at UWG Online Student Help.

**Center for Academic Success**
The Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated
collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops though the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

Smarthinking
Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services
Here is a great resource of Student Services for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out UWG Cares.

Full URL Support for Courses

- CourseDen D2L Home Page
  https://westga.view.usg.edu/
- D2L UWG Online Help (8 AM – 5 PM)
  http://uwgonline.westga.edu/students.php
  online@westga.edu
- 24/7/365 D2L Help Center
  https://d2lhelp.view.usg.edu/
- University Bookstore
  http://www.bookstore.westga.edu/
- Common Language for Course Syllabi
  https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php
- UWG Cares
  http://www.westga.edu/UWGCares/
- Center for Disability
  https://www.westga.edu/student-services/counseling/accessibility-services.php
- Student Services
  http://uwgonline.westga.edu/online-student-guide.php
- Center for Academic Success
  http://www.westga.edu/cas/
- Distance Learning Library Services
  https://www.westga.edu/library/resource-sharing.php
- Ingram Library Services
  http://www.westga.edu/library/
- Proctored Exams
  http://uwgonline.westga.edu/exams.php#student
- Student Services
  https://uwgonline.westga.edu/online-student-guide.php
- UWG Accessibility Statements for Technology
  https://docs.google.com/document/d/16R1XgaXiGx28ooOzRvYPraV3Aq3F5ZNUybVDGVnEA/edit?ts=57b4c82d#heading=h.yrqefffvts1f

References


MEDT - 8462 - Leading and Managing Instructional Technology Programs
2019-2020 Graduate Revise Course Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs for more information.

If you have any questions, please email curriculog@westga.edu.

Curriculum Proposal

Proposed Modifications (Check all that apply)*

- Course Title (list new title in imported boxes below)
- Prerequisites
- Corequisites
- Cross-listing
- Catalog Description (list new description in imported box below)
- Credit Hours (list new credit hours in imported boxes below)
- Student Learning Outcomes
- Restrictions
- Frequency
- Grading
- Fee
- Repetition
- Other

If other, please identify.

IMPORT curriculum data from the Catalog by clicking icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.
<table>
<thead>
<tr>
<th>Course Prefix*</th>
<th>MEDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number*</td>
<td>8462</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title*</th>
<th>Leading and Managing Instructional Technology Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long Course Title</td>
<td>Leading and Managing Instructional Technology Programs</td>
</tr>
</tbody>
</table>

| Lec Hrs | 3 |
| Credit Hrs | 3 |
| Lab Hrs | 0 |

<table>
<thead>
<tr>
<th>Course Type*</th>
<th>Media and Instructional Technology</th>
</tr>
</thead>
</table>

| College - School/ Department* | Department of Educational Technology and Foundations |

| Catalog Course Description* | This course provides an overview of the procedures in planning, designing, developing, implementing and managing instructional technology programs in educational organizations. Emphasized are leadership skills, managing people and resources, effective training techniques, program development, funding, and trends and issues associated with use of instructional technology in educational contexts. |

| Frequency | 3 |
| Grading | Graduate Standard Letter |

| Status* | Active-Visible |

REVISE the items below as needed.

**If you are revising one of the following items, please modify above from what was imported in:**

Course Title
Credit Hours
Catalog Description

Revised Prerequisites
Revised Corequisites
Revised Cross-listing
Revised Credit Hours
### Revised Student Learning Outcomes

Students will:

1. Identify professional organizations and publications in the field of instructional technology, and promote awareness of the importance and the role of instructional technology in the teaching/learning process (ISTE-C: 6a, 6b, 6c) (GaPSC 6.1)

2. Discuss concepts and principles of program implementation and evaluation in educational settings (ISTE-C: 1a, 1b, 1c, 4c) (GaPSC 1.1, 1.2)

3. Discuss state and federal laws and programs as they relate to instructional technology programs and their funding (ISTE-C: 1a, 1b, 1c, 2.a., 2.b., 2.f.) (GaPSC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2)

4. Describe and discuss effective instructional technology management and supervision techniques in educational settings (ISTE-C 1.a., 1.c., 2.c., 2.f., 2.g., 2.h.) (GaPSC 1.2, 1.3, 1.4)

5. Select and/or develop data collection instruments for program implementation and evaluation (ISTE-C 4.a., 4.b., 4.c.) (GaPSC 2.7, 2.8)

6. Develop a proposal and budget for instructional technology funding (ISTE-C: 1a, 1b, 1c) (GaPSC 1.1, 1.3, 1.4)

---

### Revised Restrictions

### Revised Fee

<table>
<thead>
<tr>
<th>Revised Frequency</th>
<th>Revised Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>If yes, how many times?</td>
</tr>
</tbody>
</table>

### Revised - Is this course repeatable for credit?

- Yes
- No

### Modification Comments*

This is a core course in the EDS IT program and is being updated to better align with current practices and ISTE / GaPSC standards.

FILL IN all fields required marked with an * . You will not be able to launch the proposal without completing required fields.

### Present or Projected Annual Enrollment*

- 150

### Planning Info*

- Library Resources are Adequate
- Library Resources Need Enhancement

### Is this a School of Nursing course?*

- Yes
- No

### Is this a College of Education course?*

- Yes
- No

### Desired Effective Semester*

- Fall

### Desired Effective Year*

- 2019
Is Senate Review Required?  
- Yes
- No

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking in the top right corner.

LAUNCH proposal by clicking in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the icon in the Proposal Toolbox to make your decision.

Administrative Use Only - DO NOT EDIT

Course ID*  21403
PROPOSED: MEDT 8462 Leading and Managing Instructional Technology Programs. Semester TBD

*Instructor Information*
Instructor: Dr. Adriana D’Alba

**Class Meeting Time & Location:** This course is delivered 100% online (no face-to-face meetings)
**Office Location:** 140 Education Annex
**Telephone (department):** 678-839-6129

**Online Hours:** By appointment

**Westga email:** adalba@westga.edu. Email is the best way to reach me. If you have course related issues you can also use the "Course Questions" forum. I usually respond within 48 hours. If I am out of town, replies may be sent within 72 hours

*Support for Courses*
Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

CourseDen D2L Home Page
D2L UWG Online Help (8 AM – 5 PM)
Call: 678-839-6248 or 1-855-933-8946 or
email: online@westga.edu

24/7/365 D2L Help Center
Call 1-855-772-0423
University Bookstore
Student Services
Center for Academic Success
678-839-6280
Distance Learning Library Services
Ingram Library Services
Accessibility Services
678-839-6428
counseling@westga.edu

COE Vision
The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that change lives and contribute to the betterment of society.

COE Mission
Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings within three dynamic areas of focus: Teaching, Leadership, and Wellness. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.
The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (ISTE Standards for Coaches and GaPSC) are incorporated as criteria against which candidates are measured. This course’s objectives, activities, and assignments are related directly to the appropriate standards.

**COURSE INFORMATION**

**Course Description**
This course provides an overview of the procedures in planning, designing, developing, implementing and managing instructional technology programs in educational organizations. Emphasized are leadership skills, managing people and resources, effective training techniques, program development, funding, and trends and issues associated with use of instructional technology in educational contexts.

**Credit Hours:** 3  
**Prerequisites:** None  
**Co-requisites:** None  
**Required Text(s)** None, readings will be provided in CourseDen

**Suggested Text(s)**


Purdue University. (2016). *Purdue Online Writing Lab (OWL).*  
Retrieved from https://owl.english.purdue.edu/owl/

**Required Instructional Resource:** Tk20 Subscription  
Please select the link to access a pdf guide on [how to purchase your account](#).  
**If you have purchased a subscription previously, DO NOT re-subscribe.** For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu).  
You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).  
For additional information about this resource, and “How to” guides, visit the [Tk20 webpage](#).

**Approaches to Instruction**
This course will be delivered entirely at a distance with no face-to-face meetings (FTF). The following are the minimum requirements for completing this class successfully. You must meet these requirements to participate in the class.

- Access to a personal computer (PC or MAC) with speakers, a webcam, and a microphone to complete the course work.
High-speed internet service (DSL, Cable, etc.) is **strongly recommended**. If high-speed internet is not available in your area, contact your instructor immediately. Completion of course requirements will be very difficult and cumbersome without high-speed service, especially the synchronous meetings.

Software requirements: *Microsoft Office 2007* or higher (available for free at UWG), *Adobe Reader*, *BlackBoard Collaborate*, *Canvas*, *Wikispaces*, blogs, *Twitter*, *SecondLife* and other potentially required downloads listed in *D2L CourseDen*.

Each major assignment contributes to the development of the next one. This form of scaffolding strategy ensures that students have the appropriate foundations in acquiring and retaining the appropriate knowledge and skills in order to meet the stated course objectives.

This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, you will be required to complete the following online activities during this course (times are approximate):

- **Discussion posts/blogging/** 600 minutes
- **Audio/video instruction/** 600 minutes
- **Other online assignments/activities** 1050 minutes

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

**Instructor Note:** What the above is trying to say is that you have to work about 9 hours (540 minutes) per week. The verbiage is required for our SACS accreditation, and it is awkward because we are using the old face-to-face “seat-time” trying to quantify “online seat time”. It satisfies the needs of administrators to count things. Just try to schedule in 9 hours per week for this course. If you struggle with technology, add a few more hours to that number. If you require assistance with D2L, please contact online@westga.edu or call (678)-839-6587.

**Course Objectives and Learning Outcomes**

Students will:

1. Identify professional organizations and publications in the field of instructional technology, and promote awareness of the importance and the role of instructional technology in the teaching/learning process (ISTE-C: 6a, 6b, 6c) (GaPSC 6.1)

2. Discuss concepts and principles of program implementation and evaluation in educational settings (ISTE-C: 1a, 1b, 1c, 4c) (GaPSC 1.1, 1.2)

3. Discuss state and federal laws and programs as they relate to instructional technology programs and their funding (ISTE-C: 1a, 1b, 1c, 2.a., 2.b., 2.f.) (GaPSC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2)

4. Describe and discuss effective instructional technology management and supervision techniques in educational settings (ISTE-C 1.a., 1.c., 2.c., 2.f., 2.g., 2.h.) (GaPSC 1.2, 1.3, 1.4)

5. Select and/or develop data collection instruments for program implementation and evaluation (ISTE-C 4.a., 4.b., 4.c.) (GaPSC 2.7, 2.8)

6. Develop a proposal and budget for instructional technology funding (ISTE-C: 1a, 1b, 1c) (GaPSC
Assignments and Evaluation Procedures

Class Participation
This course lives or dies by YOUR participation and participation is expected. This included you engaging in conversations with your peers in the weekly discussions, and your attendance to the few synchronous online meetings scheduled for the course. Lack of participation, failure to complete work or discussions in a timely manner, or your absence in the synchronous sessions may lower your cumulative point total by **100 points**.

You will find a discussion forum named “Course questions” in D2L. This forum will serve to post all your inquiries related to the class, as well as a channel to communicate course related announcements. Check it often!

Online Discussions (200 points)
One of the most important aspects of this course are the discussion forums, and this course lives or dies with your participation. Those discussions are an informal way for you and your peers to communicate and engage in meaningful conversations related to the course. Be aware that for the discussions where you are not required to reply to other postings, you can wait until Sunday to post your thoughts; however, for those discussions where you are required to reply to your peers, you are expected to make an initial posting on or before Wednesday of the week the discussion posting is first available, and follow up with remaining postings and replies during the week (Check your course schedule!). **Fifty percent of the discussion’s grade will be deducted if you miss the Wednesday initial posting, even if you submit it with your replies before the deadline on Sundays.**

In previous semesters, I have had students posting everything the day or the hour before the deadline. This is not acceptable and does not contribute to build a meaningful discussion.

Imagine a room full of people engaging in conversation. Then, they move to the next room and at that moment you decide to start voicing your opinions about the topic. No one will be there to hear you, and what you have to say becomes meaningless, even if you think is very thoughtful. **It is exactly the same with online discussions.** This is why, without exceptions, discussion board postings/replies that miss the Sunday deadline will result in a grade of zero, and no discussions will be accepted after the Sunday deadline. If you post your thoughts but fail to reply to your peers, you will receive 50% of the grade.

You are expected to read and participate in ALL online discussions. **Missing one discussion can be the difference between an A and a B grade.** You are required to post your initial thoughts and respond to AT LEAST two other postings in order for a discussion to be considered complete (unless stated otherwise). **You have to respond to the postings in a meaningful manner** (“I agree” or “this is interesting” are not proper responses). Video posting of discussion responses is encouraged. A reflective response includes new information, personal perspectives, or other input that shows thought and consideration of the issue. It goes beyond simple agreement with or endorsement of responses that have already been posted. (Course Objectives 1, 2, 3, 4; Teacher ObservationD2L CourseDen DB postings, online discussions). In addition, **try to monitor your threads, and answer your colleagues’ questions.** It is polite!

**Note that I may add/delete discussions** in addition to the ones listed in the syllabus and class schedule. If this is the case, you will be promptly notified of this addition. It is for this reason that your grade for discussions will be tallied and added at the end of the semester. You will receive grades to your discussions during the semester, but be advised that the values might change if discussions are added/deleted.
Student Work
All student work submitted during the course is required to be original. All projects must be completed to be graded. It is strongly recommended that you begin work on ALL of the projects as soon as they are made available and where you can work ahead. Do not rely solely on the suggested schedule to tell you when to start and finish these projects. Please work early and often!

Due Dates
All products/assignments/discussions will be due on the due dates posted. Late assignments and/or resubmissions will not be accepted and will be assigned a score of zero. Missed assignments may be made up only in the event of emergencies (this does not apply to discussions). It is my intention to follow the calendar, but I might change the course outline as necessary to ensure adequate student progress. You should expect feedback and a grade to be posted within 7 days of assignment deadline. If you do not see a grade, please contact me by email ASAP because this may indicate I did not receive the assignment. If you know you will have any issues submitting any of your assignments on time, contact me PRIOR to the deadline to make possible arrangements (preferably 2-3 days in advance). I know sometimes real life situations happen that can affect your class performance, which is why I insist if you have any issue, to contact me as soon as possible.

Assignments:
Below you will find a list of each of the assignments. Full descriptions and requirements will be provided on each of the modules in CourseDen. Group work is not permitted on any of the assignments.

Evaluation Procedures
Students are evaluated in the following areas:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Total Points</th>
<th>Type of Assessment</th>
<th>Due Dates/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation and Course Discussions</td>
<td>200</td>
<td>Teacher Observations</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Project 1: Needs assessment of Technology</td>
<td>350</td>
<td>checklist</td>
<td>At 11:59 PM</td>
</tr>
<tr>
<td>Project 2: Technology plan</td>
<td>250</td>
<td>Rubric</td>
<td>at 11:59 PM</td>
</tr>
<tr>
<td>Project 3: Grant proposal</td>
<td>300</td>
<td>Rubric</td>
<td>at 11:59 PM</td>
</tr>
<tr>
<td><strong>Total points:</strong></td>
<td><strong>1100</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GRADING SCALE:
A = 1100 – 1000 Points
B = 999 - 900 Points
C = 899 -800 Points
F = 799 or below Points

COURSE SCHEDULE
You can access the course schedule which is posted in the “Start here” module in CourseDen. Download it for your easy access and use it as a guide of what is due and when. Remember that this course schedule may change given unpredictable circumstances beyond your professor's control, but you will be promptly notified of those changes.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

1. Submitting Assignments
   You are expected to submit assignments on time. All components must be completed to receive a grade. In most cases, projects are graded as a complete whole and partial credit is not awarded. Valid reasons for submitting work late must be cleared by the professor in advance. It is your responsibility to contact me when extenuating circumstances take place. Ten percent of the total grade might be deducted for each day an assignment is late up to 50%. No resubmissions will be accepted.

   All CourseDen assignments are due by 11:59 on the due date. Any assignments posted after midnight are considered late. Each assignment in D2L CourseDen has a due date and a cut-off date. The cut-off date is five days after the due date. For instance, if an assignment is due October 22, the final cut-off date is October 27. After October 22, the assignment is “late.” After October 27, the assignment is GONE. No assignments more than 5 days late will be accepted. This does not apply to online discussions (see proper section for discussion rules).

2. Professionalism
   You are expected to conduct yourself professionally. This is an essential quality for all professionals who are and will be working in schools. You are expected to display a positive attitude. Professionalism includes but is not limited to the following:

   - Participating in interactions and class activities in a positive manner.
   - Collaborating and working equitably with students in the class.
   - Actively participating in class each week.
   - Turning in assignments on time.
   - Treating class members, professor, and colleagues with respect in and out of the classroom.

   Students who display a lack of professionalism will be contacted by the instructor immediately when violations take place and informed of the consequences. If there is a second violation the student will meet with a departmental committee and may be dismissed from the program for at least one year.

UWG Cares
   If you or someone you know is in a distressing situation, support is available at http://www.westga.edu/UWGCaress/. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Student Services
   Click on the following link Student Services for a listing of all services available to students at UWG.

STUDENT NETIQUETTE
   Communication in an online class takes special consideration. Please read the short list of tips below:
• Be sensitive and reflective to what others are saying.
• Don't use all caps. It is the equivalent of screaming.
• Don't flame - These are outbursts of extreme emotion or opinion.
• Think before you hit the post (enter/reply) button. You can't take it back!
• Don't use offensive language.
• Use clear subject lines.
• Don't use abbreviations or acronyms unless the entire class knows them.
• Be forgiving. Anyone can make a mistake.
• Keep the dialog collegial and professional.

For further information, please consult the following “How to be a successful online student” manual: http://nursing.westga.edu/assetsNursing/msn/how-to-be-a-successful-online-student.pdf

DISABILITY STATEMENT

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index 8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations are available to all students, within constraints of time and space.

CAMPUS CARRY

As of July 1, 2017, “campus carry” is in effect at all public universities in Georgia. There are several restrictions to this law, which are explained at http://www.usg.edu/hb280. Answers to specific questions can be found under the “Additional Information” tab.

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- Your last name followed by an underscore ("_") - with NO SPACES - (e.g., Dalba_)
- The initials of your first and middle names followed by an underscore ("_") - with NO SPACES - (e.g., BA_)
- The Assignment Title (a concise version - keep it short) and an underscore ("_") - with NO SPACES - (e.g., FinalReflection_)
- The course number (i.e., for this course, 7472)
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  http://uwgonline.westga.edu/students.php
- 24/7/365 D2L Help Center
  https://d2lhelp.view.usg.edu/
- University Bookstore
  http://www.bookstore.westga.edu/
- Common Language for Course Syllabi
  https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php
- UWG Cares
  http://www.westga.edu/UWGCares/
- Center for Disability
  https://www.westga.edu/student-services/counseling/accessibility-services.php
- Student Services
  http://uwgonline.westga.edu/online-student-guide.php
- Distance Learning Library Services
  https://www.westga.edu/library/resource-sharing.php
- Ingram Library Services
  http://www.westga.edu/library/
- Proctored Exams
  http://uwgonline.westga.edu/exams.php
- Student Services
  https://uwgonline.westga.edu/online-student-guide.php
- UWG Accessibility Statements for Technology
  https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEAA/edit?ts=57b4c82d#heading=h.yrqefffvts1f
*Instructor Information*

**Instructor:** Dr. Adriana D’Alba  
**Class Meeting Time & Location:** This course is delivered 100% online (no face-to-face meetings)  
**Office Location:** 140 Education Annex  
**Telephone (department):** 678-839-6129  
**Online Hours:** By appointment  
**Westga email:** adalba@westga.edu. Email is the best way to reach me. If you have course related issues you can also use the "Course Questions" forum. I usually respond within 48 hours. If I am out of town, replies may be sent within 72 hours

*Support for Courses*

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.  
[CourseDen D2L Home Page](#)  
[D2L UWG Online Help](#) (8 AM – 5 PM)  
Call: 678-839-6248 or 1-855-933-8946 or  
email: [online@westga.edu](mailto:online@westga.edu)  
[24/7/365 D2L Help Center](#)  
Call 1-855-772-0423  
[University Bookstore](#)  
[Student Services](#)  
[Center for Academic Success](#)  
678-839-6280  
[Distance Learning Library Services](#)  
[Ingram Library Services](#)  
[Accessibility Services](#)  
678-839-6428  
[counseling@westga.edu](mailto:adualba@westga.edu)

**COE Vision**

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that change lives and contribute to the betterment of society.

**COE Mission**

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings. With three dynamic areas of focus – Educator Preparation, Clinical Practice, and Human Performance – and programs that range from undergraduate through doctoral study, we are committed to excellence in teaching, professional service, engaged partnerships, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (ISTE Standards for Coaches and
GaPSC) are incorporated as criteria against which candidates are measured. This course’s objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description
This course provides an overview of the procedures in planning, designing, developing, implementing and managing instructional technology programs in schools. Emphasized are leadership skills, managing people and resources, effective training techniques, program development, funding, and trends and issues associated with school uses of instructional technology.

Credit Hours: 3
Prerequisites: None
Co-requisites: None
Required Text(s) None, readings will be provided in CourseDen

Suggested Text(s)


Purdue University. (2016). Purdue Online Writing Lab (OWL). Retrieved from https://owl.english.purdue.edu/owl/

Required Instructional Resource: Tk20 Subscription
Please select the link to access a pdf guide on how to purchase your account.
**If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu.
You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on how to log into your Tk20 account. For additional information about this resource, and “How to” guides, visit the Tk20 webpage.

Approaches to Instruction
This course will be delivered entirely at a distance with no face-to-face meetings (FTF). The following are the minimum requirements for completing this class successfully. You must meet these requirements to participate in the class.

- Access to a personal computer (PC or MAC) with speakers, a webcam, and a microphone to complete the course work.
- High-speed internet service (DSL, Cable, etc.) is strongly recommended. If high-speed internet is not available in your area, contact your instructor immediately. Completion of
course requirements will be very difficult and cumbersome without high-speed service, especially the synchronous meetings.

- **Software requirements:** *Microsoft Office 2007* or higher (available for free at UWG), *Adobe Reader*, *BlackBoard Collaborate*, *Canvas*, *Wikispaces*, blogs, *Twitter*, *SecondLife* and other potentially required downloads listed in *D2L CourseDen*.

Each major assignment contributes to the development of the next one. This form of scaffolding strategy ensures that students have the appropriate foundations in acquiring and retaining the appropriate knowledge and skills in order to meet the stated course objectives.

This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, you will be required to complete the following online activities during this course (times are approximate):

- Discussion posts/blogging/ 600 minutes
- Audio/video instruction/ 600 minutes
- Other online assignments/activities 1050 minutes

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

**Instructor Note:** What the above is trying to say is that you have to work about 9 hours (540 minutes) per week. The verbiage is required for our SACS accreditation, and it is awkward because we are using the old face-to-face “seat-time” trying to quantify “online seat time”. It satisfies the needs of administrators to count things. Just try to schedule in 9 hours per week for this course. If you struggle with technology, add a few more hours to that number. If you require assistance with D2L, please contact online@westga.edu or call (678)-839-6587.

**Course Objectives and Learning Outcomes**

Students will:

7. Provide leadership to the schools to facilitate the successful infusion of technology (Adaptive, Collaborative, Knowledgeable, Reflective)

8. Identify and promote awareness of the importance and the role of instructional technology in the teaching/ learning process (Decisive, Leading, Adaptive, Proactive, Reflective)

9. Discuss state and federal laws and programs as they relate to school instructional technology programs and their funding (Decisive, Leading, Adaptive, Collaborative)

10. Identify professional organizations and publications that focus on instructional technology, administration, and media, (Adaptive, Collaborative, Proactive, Reflective)

11. Describe and discuss effective instructional technology management and supervision techniques in educational settings (Decisive, Leading, Adaptive, Culturally Sensitive, Empathetic)

12. Develop a proposal and budget for technology funding (Decisive, Leading, Adaptive, Collaborative, Culturally Sensitive, Knowledgeable, Proactive, Reflective)
Assignments and Evaluation Procedures

Class Participation
This course lives or dies by YOUR participation and participation is expected. This included you engaging in conversations with your peers in the weekly discussions, and your attendance to the few synchronous online meetings scheduled for the course. Lack of participation, failure to complete work or discussions in a timely manner, or your absence in the synchronous sessions may lower your cumulative point total by 100 points.
You will find a discussion forum named “Course questions” in D2L. This forum will serve to post all your inquiries related to the class, as well as a channel to communicate course related announcements. Check it often!

Online Discussions (200 points)
One of the most important aspects of this course are the discussion forums, and this course lives or dies with your participation. Those discussions are an informal way for you and your peers to communicate and engage in meaningful conversations related to the course. Be aware that for the discussions where you are not required to reply to other postings, you can wait until Sunday to post your thoughts; however, for those discussions where you are required to reply to your peers, you are expected to make an initial posting on or before Wednesday of the week the discussion posting is first available, and follow up with remaining postings and replies during the week (Check your course schedule!). Fifty percent of the discussion’s grade will be deducted if you miss the Wednesday initial posting, even if you submit it with your replies before the deadline on Sundays. In previous semesters, I have had students posting everything the day or the hour before the deadline. This is not acceptable and does not contribute to build a meaningful discussion.

Imagine a room full of people engaging in conversation. Then, they move to the next room and at that moment you decide to start voicing your opinions about the topic. No one will be there to hear you, and what you have to say becomes meaningless, even if you think is very thoughtful. It is exactly the same with online discussions. This is why, without exceptions, discussion board postings/replies that miss the Sunday deadline will result in a grade of zero, and no discussions will be accepted after the Sunday deadline. If you post your thoughts but fail to reply to your peers, you will receive 50% of the grade.

You are expected to read and participate in ALL online discussions. Missing one discussion can be the difference between an A and a B grade. You are required to post your initial thoughts and respond to AT LEAST two other postings in order for a discussion to be considered complete (unless stated otherwise). You have to respond to the postings in a meaningful manner (“I agree” or “this is interesting” are not proper responses). Video posting of discussion responses is encouraged. A reflective response includes new information, personal perspectives, or other input that shows thought and consideration of the issue. It goes beyond simple agreement with or endorsement of responses that have already been posted. (Course Objectives 1, 2, 3, 4; Teacher ObservationD2L CourseDen DB postings, online discussions). In addition, try to monitor your threads, and answer your colleagues’ questions. It is polite!

Note that I may add/delete discussions in addition to the ones listed in the syllabus and class schedule. If this is the case, you will be promptly notified of this addition. It is for this reason that your grade for discussions will be tallied and added at the end of the semester. You will receive grades to your discussions during the semester, but be advised that the values might change if discussions are added/deleted.
**Student Work**
All student work submitted during the course is required to be original. All projects must be completed to be graded. It is strongly recommended that you begin work on ALL of the projects as soon as they are made available and where you can work ahead. Do not rely solely on the suggested schedule to tell you when to start and finish these projects. Please work early and often!

**Due Dates**
All products/assignments/discussions will be due on the due dates posted. Late assignments and/or resubmissions will not be accepted and will be assigned a score of zero. Missed assignments may be made up only in the event of emergencies (this does not apply to discussions). It is my intention to follow the calendar, but I might change the course outline as necessary to ensure adequate student progress. You should expect feedback and a grade to be posted within 7 days of assignment deadline. If you do not see a grade, please contact me by email ASAP because this may indicate I did not receive the assignment. If you know you will have any issues submitting any of your assignments on time, contact me **PRIOR** to the deadline to make possible arrangements (preferably 2-3 days in advance). I know sometimes real life situations happen that can affect your class performance, which is why I insist if you have any issue, to contact me as soon as possible.

**Assignments:**
Below you will find a list of each of the assignments. Full descriptions and requirements will be provided on each of the modules in CourseDen. Group work is **not permitted** on any of the assignments.

**Evaluation Procedures**
Students are evaluated in the following areas:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Total Points</th>
<th>Type of Assessment</th>
<th>Due Dates/Location See CourseDen and class schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation and Course Discussions</td>
<td>200</td>
<td>Teacher Observations</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Project 1: Needs assessment of Technology</td>
<td>350</td>
<td>checklist</td>
<td>At 11:59 PM</td>
</tr>
<tr>
<td>Project 2: Technology plan</td>
<td>250</td>
<td>Rubric</td>
<td>at 11:59 PM</td>
</tr>
<tr>
<td>Project 3: Grant proposal</td>
<td>300</td>
<td>Rubric</td>
<td>at 11:59 PM</td>
</tr>
<tr>
<td><strong>Total points:</strong></td>
<td><strong>1100</strong></td>
<td>主义思想</td>
<td></td>
</tr>
</tbody>
</table>

**GRADING SCALE:**
- **A** = 1100 – 1000 Points
- **B** = 999 - 900 Points
- **C** = 899 -800 Points
- **F** = 799 or below Points

**COURSE SCHEDULE**
You can access the course schedule which is posted in the “Start here” module in CourseDen. Download it for your easy access and use it as a guide of what is due and when. Remember that this course schedule may change given unpredictable circumstances beyond your professor's control, but you will be promptly notified of those changes.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

1. Submitting Assignments
You are expected to submit assignments on time. All components must be completed to receive a grade. In most cases, projects are graded as a complete whole and partial credit is not awarded. Valid reasons for submitting work late must be cleared by the professor in advance. It is your responsibility to contact me when extenuating circumstances take place. Ten percent of the total grade might be deducted for each day an assignment is late up to 50%. No resubmissions will be accepted.

All CourseDen assignments are due by 11:59 on the due date. Any assignments posted after midnight are considered late. Each assignment in D2L CourseDen has a due date and a cut-off date. The cut-off date is five days after the due date. For instance, if an assignment is due October 22, the final cut-off date is October 27. After October 22, the assignment is “late.” After October 27, the assignment is GONE. No assignments more than 5 days late will be accepted. This does not apply to online discussions (see proper section for discussion rules).

2. Professionalism
You are expected to conduct yourself professionally. This is an essential quality for all professionals who are and will be working in schools. You are expected to display a positive attitude. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a positive manner.
- Collaborating and working equitably with students in the class.
- Actively participating in class each week.
- Turning in assignments on time.
- Treating class members, professor, and colleagues with respect in and out of the classroom.

Students who display a lack of professionalism will be contacted by the instructor immediately when violations take place and informed of the consequences. If there is a second violation the student will meet with a departmental committee and may be dismissed from the program for at least one year.

UWG Cares
If you or someone you know is in a distressing situation, support is available at http://www.westga.edu/UWGCaress/. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

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STUDENT NETIQUETTE
Communication in an online class takes special consideration. Please read the short list of tips below:
• Be sensitive and reflective to what others are saying.
• Don't use all caps. It is the equivalent of screaming.
• Don't flame - These are outbursts of extreme emotion or opinion.
• Think before you hit the post (enter/reply) button. You can't take it back!
• Don't use offensive language.
• Use clear subject lines.
• Don't use abbreviations or acronyms unless the entire class knows them.
• Be forgiving. Anyone can make a mistake.
• Keep the dialog collegial and professional.

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- University Bookstore
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- Common Language for Course Syllabi
  https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php
- UWG Cares
  http://www.westga.edu/UWGCares/
- Center for Disability
  https://www.westga.edu/student-services/counseling/accessibility-services.php
- Student Services
  http://uwgonline.westga.edu/online-student-guide.php
- Distance Learning Library Services
  https://www.westga.edu/library/resource-sharing.php
- Ingram Library Services
  http://www.westga.edu/library/
- Proctored Exams
  http://uwgonline.westga.edu/exams.php
- Student Services
  https://uwgonline.westga.edu/online-student-guide.php
- UWG Accessibility Statements for Technology
  https://docs.google.com/document/d/16Ri1XgaxIxGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnE/hs/edit?ts=57b4c82d#heading=h.yrqefffvts1f
MEDT - 8463 - Issues in Instructional Technology

2019-2020 Graduate Revise Course Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking on the print icon next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs for more information.

If you have any questions, please email curriculog@westga.edu.

Curriculum Proposal

Proposed Modifications (Check all that apply)*

- Course Title (list new title in imported boxes below)
- Prerequisites
- Corequisites
- Cross-listing
- Catalog Description (list new description in imported box below)
- Credit Hours (list new credit hours in imported boxes below)
- Student Learning Outcomes
- Restrictions
- Frequency
- Grading
- Fee
- Repetition
- Other

If other, please identify.

IMPORT curriculum data from the Catalog by clicking icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.
### Course Details

<table>
<thead>
<tr>
<th><strong>Course Prefix</strong></th>
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<tr>
<td><strong>Course Number</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Course Title</strong></th>
<th>Issues in Instructional Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Long Course Title</strong></td>
<td>Issues in Instructional Technology</td>
</tr>
</tbody>
</table>

| **Lec Hrs** | 3 |
| **Credit Hrs** | 3 |
| **Lab Hrs** | 0 |

<table>
<thead>
<tr>
<th><strong>Course Type</strong></th>
<th>Media and Instructional Technology</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>College - School/Department</strong></th>
<th>Department of Educational Technology and Foundations</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Catalog Course Description</strong></th>
<th>Advanced topics in the theory, selection, production, and utilization of technology-based instructional materials will be examined, and issues, trends and problems in instructional technology will be emphasized.</th>
</tr>
</thead>
</table>

| **Frequency** | 3 |
| **Grading** | Graduate Standard Letter |

| **Status** | Active-Visible |

**REVISE the items below as needed.**

**If you are revising one of the following items, please modify above from what was imported in:**

- Course Title
- Credit Hours
- Catalog Description
- Revised Prerequisites
- Revised Corequisites
- Revised Cross-listing
- Revised Credit Hours

**Revised Student Learning** Students will:

1. Identify, evaluate, and plan for the use of new and emerging instructional
Outcomes technologies in educational settings, including those related to special groups (such as multicultural groups and gifted or disabled students); (ISTE-C: 2b, 2d, 2e, 3d, 5b, 6a, 6b, 6c; GaPSC: 1.1, 1.4, 2.2, 2.4, 2.5, 2.6, 3.4, 4.2, 6.1, 6.2),
2. Investigate and evaluate trends and issues in instructional media and technology; (ISTE-C: 1a, 1c, 2a, 2b, 2d, 2f, 2g, 5a, 6a, 6b, 6c; GaPSC: 1.1, 1.3, 2.1, 2.2, 2.4, 2.6, 2.7, 4.1, 6.1, 6.2)
3. Examine and evaluate problems related to instructional media and technology; (ISTE-C: 1a, 1c, 2c, 2f, 3a, 3d, 6a, 6b, 6c; GaPSC: 1.1, 1.3, 2.3, 2.6, 3.1, 6.1, 6.2)
4. Discuss the impact of existing and emerging media and technology on homes, schools, school library media centers, and industry. (ISTE-C: 1a, 1b, 1c, 6a, 6b, 6c; GaPSC: 1.1, 1.2, 1.3, 6.1, 6.2)
5. Analyze past and current debates on specific topics and methods for research on media and instructional technology; ISTE-C 2.b., 2.f., 3.a., 6.a., 6.c.; GaPSC: 2.2, 2.6, 3.1, 6.1, 6.2)
6. Discuss specific historical research on media and instructional technology. ISTE-C 1a, 1c, 2c, 2f, 2g, 2h, 4b, 5a, 5b, 5c, 6a, 6b, 6c; GaPSC: 1.1, 1.3, 2.3, 2.6, 2.7, 2.8, 4.1, 4.2, 4.3, 5.2, 6.1, 6.2)

Revised
Restrictions

Revised Fee

Revised Frequency

Revised - Is this course repeatable for credit?  
☑ Yes  ☐ No

Revised Grading

If yes, how many times?

Modification Comments* This is a core course in the EDS IT program and is being updated to better align with current practices and ISTE / GaPSC standards.

FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

Present or Projected Annual Enrollment*

150

Planning Info*  
☐ Library Resources are Adequate  
☐ Library Resources Need Enhancement

Is this a School of Nursing course?*  
☐ Yes  ☐ No

Is this a College of Education course?  
☐ Yes  ☐ No

Desired Effective Semester*

Fall

Desired Effective Year*

2019

Is Senate Review Required?*  
☐ Yes  ☐ No
ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking in the top right corner.

LAUNCH proposal by clicking in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the icon in the Proposal Toolbox to make your decision.

Administrative Use Only - DO NOT EDIT

| Course ID | 21404 |
### PROPOSED MEDT 8463 section XX: Issues in Instructional Technology, FX/xxxx

<table>
<thead>
<tr>
<th>Class Meeting Time/Location</th>
<th>Online</th>
<th>Online Hours</th>
</tr>
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<tbody>
<tr>
<td>Instructor</td>
<td></td>
<td>Telephone</td>
</tr>
<tr>
<td>Office Location</td>
<td>westga email</td>
<td>Skype or Google+ username</td>
</tr>
<tr>
<td>Office Hours</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Support for Courses

<table>
<thead>
<tr>
<th>CourseDen D2L Home Page</th>
<th>Student Services</th>
</tr>
</thead>
</table>

**D2L UWG Online Help** (M-F: 8 AM – 5 PM)  
[http://uwgonline.westga.edu/students.php](http://uwgonline.westga.edu/students.php)  
Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu

<table>
<thead>
<tr>
<th>24/7/365 D2L Help Center</th>
<th>Distance Learning Library Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Call 1-855-772-0423 or search: <a href="https://d2lhelp.view.usg.edu/">https://d2lhelp.view.usg.edu/</a></td>
<td><a href="http://libguides.westga.edu">http://libguides.westga.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University Bookstore</th>
<th>Ingram Library Services</th>
</tr>
</thead>
</table>

### COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that change lives and contribute to the betterment of society.

### COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings within three dynamic areas of focus: *Teaching, Leadership, and Wellness*. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (e.g., ISTE Standards for Coaches, GaPSC) are incorporated as criteria against which candidates are measured. This course’s objectives, activities, and assignments are related directly to the appropriate standards.
COURSE INFORMATION

Course Description
Advanced topics in the theory, selection, production, and utilization of technology-based instructional materials will be examined, and issues, trends, and problems in instructional technology will be emphasized.

Credit Hours: 3
Prerequisites: None
Co-requisites: None

Required Text(s)


Suggested Text(s): None

Required Instructional Resource: Tk20 Subscription
Please select the link to access a pdf guide on how to purchase your account.
**If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu.**
You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on how to log into your Tk20 account.
For additional information about this resource, and “How to” guides, visit the Tk20 webpage.

Computer Access
All students at UWG are required to have access to a computer with an Internet connection.

Recommended Course Materials
- Microsoft Office 20013, 16 or 365 (available at no cost for students through University of West Georgia Student Information Technology Services – http://www.westga.edu/sits/)
- Removable Disks - USB Flash/Jump Drive to store your files for the class. Be sure to backup your work constantly!

Course References:
Approaches to Instruction

This course uses a constructivist pedagogical approach.

This course will be delivered 100% online. This requires the online equivalent to 2400 minutes of instruction (seat-time) and an additional 4800 minutes of supporting activities.

As such, students will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>4540 minutes</td>
</tr>
<tr>
<td>Assignments</td>
<td>2400 minutes</td>
</tr>
<tr>
<td>Assessments</td>
<td>240 minutes</td>
</tr>
</tbody>
</table>

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

Course Objectives and Learning Outcomes

Students will:

1. Identify, evaluate, and plan for the use of new and emerging instructional technologies in educational settings, including those related to special groups (such as multicultural groups and gifted or disabled students); (ISTE-C: 2b, 2d, 2e, 3d, 5b, 6a, 6b, 6c; GaPSC: 1.1, 1.4, 2.2, 2.4, 2.5, 2.6, 3.4, 4.2, 6.1, 6.2),
2. Investigate and evaluate trends and issues in instructional media and technology; (ISTE-C: 1a, 1c, 2a, 2b, 2d, 2f, 2g, 5a, 6a, 6b, 6c; GaPSC: 1.1, 1.3, 2.1, 2.2, 2.4, 2.6, 2.7, 4.1, 6.1, 6.2)
3. Examine and evaluate problems related to instructional media and technology; (ISTE-C: 1a, 1c, 2c, 2f, 3a, 3d, 6a, 6b, 6c; GaPSC: 1.1, 1.3, 2.3, 2.6, 3.1, 6.1, 6.2)
4. Discuss the impact of existing and emerging media and technology on homes, schools, school library media centers, and industry. (ISTE-C: 1a, 1b, 1c, 6a, 6b, 6c; GaPSC: 1.1, 1.2, 1.3, 6.1, 6.2)

5. Analyze past and current debates on specific topics and methods for research on media and instructional technology; ISTE-C 2.b., 2.f., 3.a., 6.a., 6.c.; GaPSC: 2.2, 2.6, 3.1, 6.1, 6.2)

6. Discuss specific historical research on media and instructional technology. ISTE-C 1.a., 1.c., 2.c., 2.f., 2.g., 2.h., 4.b., 5.a., 5.b., 5.c., 6.a., 6.b., 6.c.; GaPSC: 1.1, 1.3, 2.3, 2.6, 2.7, 2.8, 4.1, 4.2, 4.3, 5.2, 6.1, 6.2)

**Assignments and Evaluation Procedures**

The following are the major categories of tasks you complete in this course. Detailed instructions for these activities are provided in CourseDen D2L.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Objective(s)/Key Assessment</th>
<th>Points</th>
<th>Assessment Tools</th>
<th>Submit via:</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SWOT Analysis</td>
<td>Course Objectives 1-6</td>
<td>50</td>
<td>Rubric</td>
<td>CourseDen</td>
<td></td>
</tr>
<tr>
<td>2. Clark-Kozma Position Paper</td>
<td>Course Objectives 2,3,4,5,6</td>
<td>100</td>
<td>Rubric</td>
<td>CourseDen &amp; TK20</td>
<td></td>
</tr>
<tr>
<td>3. ID Model Presentation</td>
<td>Course Objectives 1,2,3,6</td>
<td>100</td>
<td>Checklist/Rubric</td>
<td>CourseDen</td>
<td></td>
</tr>
<tr>
<td>4. Discussions</td>
<td>Course Objectives 1-6</td>
<td>10@10=100pts</td>
<td>Rubric</td>
<td>CourseDen</td>
<td></td>
</tr>
<tr>
<td>5. Quizzes</td>
<td>Course Objectives 1-6</td>
<td>4@25=100pts</td>
<td>Objective Quizzes</td>
<td>CourseDen</td>
<td></td>
</tr>
<tr>
<td>6. Final Reflection</td>
<td>Course Objectives 1-6</td>
<td>50</td>
<td>Checklist/Observations</td>
<td>CourseDen</td>
<td></td>
</tr>
</tbody>
</table>

**Total Points**

<table>
<thead>
<tr>
<th>Professionalism/Participation</th>
<th>500</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 Possible points deducted</td>
<td></td>
</tr>
</tbody>
</table>

**Grading**

- **A** = 500 – 450 Points
- **B** = 449 -- 400 Points
- **C** = 399 -- 350 Points
- **F** = Below 349 Points
CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Submitting Assignments

Students are expected to submit assignments on time. All components must be completed to receive a grade. In most cases, projects are graded as a complete whole and partial credit is not awarded. Valid reasons for submitting work late must be cleared by the professor in advance. It is the student’s responsibility to contact the professor when extenuating circumstances take place.

Resubmissions

If the professor has accepted a resubmission, this has to be submitted no later than five days after the approval date. An approved resubmission of a project can receive a grade no higher than 85% of the maximum.

Late Submissions

All CourseDen assignments are due by midnight on the date due. No Late Assignments are accepted.

2. Class discussions and participation

One of the most important aspects of this course are the discussion forums, and this course lives or dies with your participation. Those discussions are both a formal and informal way for you and your peers to communicate and engage in meaningful conversations related to the course.

Be aware that for the discussions where you are not required to reply to other postings, you can wait until Sunday to post your thoughts; however, for those discussions where you are required to reply to your peers, you are expected to make an initial posting on or before Wednesday of the week the discussion posting is first available and follow up with remaining postings and replies during the week (Check your course schedule!).

Fifty percent of the discussion’s grade will be deducted if you don’t follow this schedule. In previous semesters, I have had students posting everything the day, or the hour before the deadline. This is not acceptable and does not contribute to build a meaningful discussion.

Imagine a room full of people engaging in conversation. Then, they move to the next room and at that moment you decide to start voicing your opinions about the topic. No one will be there to hear you, and what you have to say becomes meaningless even if you think is very thoughtful. It is the same with online discussions. Therefore, without exceptions, late discussion board postings/replies will result in a grade of zero.

You are expected to read and participate in ALL online discussions. Missing one discussion can be the difference between an A and a B grade. You are required to post your initial thoughts and respond to AT LEAST two other postings for a discussion to be considered complete. You must respond to the postings in a meaningful manner (“I agree” or “this is interesting” are not proper
responses). Video posting of discussion replies are encouraged, however, initial responses need to be written.

A reflective response includes new information, personal perspectives, or other input that shows thought and consideration of the issue. It goes beyond simple agreement with or endorsement of responses that have already been posted. (Course Objectives 1, 2, 3, 4; Teacher Observation D2L CourseDen DB postings, online discussions)

**Note** that I may add/delete discussions in addition to the ones listed in the syllabus and class schedule. If this is the case, you will be promptly notified of this addition. It is for this reason that your grade for discussions will be tallied and added at the end of the semester. You will receive grades to your discussions during the semester, but be advised that the values might change if discussions are added/deleted.

3. **Professionalism**

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. All students are expected to display a positive attitude. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a positive manner.
- Collaborating and working equitably with students in the class.
- Actively participating in online discussions.
- Turning in assignments on time.
- Arriving to and leaving scheduled virtual classes punctually.
- Treating class members, professor, and colleagues with respect in and out of the online course environment.

Students who display a lack of professionalism will be contacted by the instructor immediately and informed of the consequences (e.g., grade point deduction). If a second violation occurs, the student will meet with a departmental committee and may be dismissed from the program for at least one year.

**Attendance**

**Synchronous Attendance:**

We have **NO required face-to-face meeting(s)** scheduled this semester.

**Online Attendance:**

In an online class, online attendance counts. I believe that regular logging in is one of the single most important behaviors you can adopt that will impact your performance. Regular logging in keeps you in touch with the class, both in terms of the learning going on and relevant course announcements that occur weekly.
Students who do not login regularly in the online environment can experience frustration, anxiety, guilt, fear, alienation, etc. (varying by student). These are not ideal learning conditions. The online attendance policy encourages your regular online attendance and participation so that you have a better learning experience.

I strongly recommend that you login 4 or more days per week. I can only help you if you are attending to the course.

If a computer crash/explosion/catastrophe occurs, you must use your back-up computer (see Required Materials section above). I do not want to hear “I won’t be able to login to the course for 2 weeks till my laptop comes back…..” You must go to your local library, Aunt Jill’s house, or someplace to ensure that you are regularly logging in to the course. Period.

Professionalism

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. All students are expected to display a positive attitude. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a positive manner.
- Collaborating and working equitably with students in the class.
- Actively participating in online discussions.
- Turning in assignments on time.
- Arriving to and leaving scheduled virtual classes punctually.
- Treating class members, professor, and colleagues with respect in and out of the online course environment.

As of July 1, 2017, “campus carry” is in effect at all public universities in Georgia. There are several restrictions to this law, which are explained at http://www.usg.edu/hb280. Answers to specific questions can be found under the “Additional Information” tab.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information, the following policies apply to this course.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a
student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.

**Additional Support Information**

**Center for Academic Success**
The Center for Academic Success (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops though the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280 or the email address is cas@westga.edu.

**UWG Cares**
If you or someone you know is in a distressing situation, support is available at [http://www.westga.edu/UWGCaeres/](http://www.westga.edu/UWGCaeres/). The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

**Student Services**
Click on the following link [Student Services](#) for a listing of all services available to students at UWG.

**Communication Rules**

**Professional Conduct**

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. Professionalism includes but is not limited to the following:

- Collaborating and working equitably with students in the class
- Actively participating in class each week
- Creating products and projects which are appropriate for use in K-12 schools and Higher Education Institutions.
- Turning in assignments on time
- Treating class members and colleagues with respect in and out of the classroom
- Participating in interactions and class activities in a face-to-face or online environment in a positive manner, observing standard rules of Network Etiquette, or netiquette.

---

**Netiquette** - Communication in an online class takes special consideration. Please read the short list of tips below.

- Be sensitive and reflective to what others are saying.
Student Email Policy

University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. Be sure that you keep your inbox cleaned out. If you are “over quota,” this means that you have reached the limit for the amount of messages you can receive. When you are over quota, others cannot email you.

The Course Schedule

You can access the course schedule that is posted in the “Start here” module in CourseDen. Please download it for your easy access. Use it as a guide of what is due and when. Remember that this course schedule may change given unpredictable circumstances beyond your professor’s control.
CURRENT MEDT 8463 Issues in Instructional Technology

<table>
<thead>
<tr>
<th>Class Meeting Time/Location</th>
<th>Online</th>
<th>Online Hours</th>
<th>Monday and Thursdays, 7p.m. - 9:00 p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Dr. Jonathan Gratch</td>
<td>Telephone</td>
<td>Mobile: 682-233-0441 (Text available)</td>
</tr>
<tr>
<td>Office Location</td>
<td>Education Annex 124</td>
<td>westga email</td>
<td><a href="mailto:jgratch@westga.edu">jgratch@westga.edu</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>Tuesday and Wednesday 12-3PM</td>
<td>Skype</td>
<td>jsgratch</td>
</tr>
</tbody>
</table>

Support for Courses

**CourseDen D2L Home Page**
https://westga.view.usg.edu/

**Student Services**
http://uwgonline.westga.edu/online-student-guide.php

**D2L UWG Online Help** (M-F: 8 AM – 5 PM)
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Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu

**Center for Academic Success**
http://www.westga.edu/cas/
678-839-6280

**24/7/365 D2L Help Center**
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https://d2lhelp.view.usg.edu/

**Distance Learning Library Services**
http://libguides.westga.edu/content.php?pid=194430

**University Bookstore**
http://www.bookstore.westga.edu/

**Ingram Library Services**
http://www.westga.edu/library/

COURSE DESCRIPTION

Advanced topics in the theory, selection, production, and utilization of technology-based instructional materials will be examined. Issues, trends, and problems in instructional technology will be emphasized.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence, (b) Field-Based Inquiry, and (c) the Betterment of Society. These
themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework, as identified below.

**APPROACHES TO INSTRUCTION**
This course uses a constructivist pedagogical approach. This course will be delivered 100% online. This requires the online equivalent to 2400 minutes of instruction (seat-time) and an additional 4800 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

- **Assignments (60%)**  5184 minutes
- **Discussions (30%)**  2592 minutes
- **Assessments (10%)**  864 minutes

Additionally, it is anticipated that students could need to work independently for twice the number minutes listed above to complete online activities.

**Instructor Note:** What the above is trying to say is that you have to work about 9 hours (540 minutes) per week. The verbiage is required for our SACS accreditation, and it is awkward because we are using the old face-to-face “seat-time” trying to quantify “online seat time”. It satisfies the needs of administrators to count things. Just try to schedule in 9 hours per week for this course. If you struggle with technology, add a few more hours to that number. If you require assistance with D2L, please contact online@westga.edu or call (678)-839-6587.

**COURSE OBJECTIVES**
At the end of the course students will be able to do the following:

1. identify, evaluate, and plan for the use of new and emerging instructional technologies in K-12 settings, including those related to special groups (such as multicultural groups and gifted or disabled students) (Bitter & Pierson, 2007; Christensen, Johnson, & Horn, 2010; Forcier & Descy, 2008; Grabe & Grabe, 2007; Lamb, 2005; Morrison & Lowther, 2010; Reiser & Dempsey, 2011; Roblyer & Doering, 2010; Smaldino, Lowther, & Russell, 2012) (Knowledgeable; Leading; Proactive; NBPTS Propositions 4, 5);

2. investigate and evaluate trends and issues in instructional media and technology (Bitter & Pierson, 2007; Forcier & Descy, 2008; Grabe & Grabe, 2007; Lamb, 2005; Morrison &
Lowther, 2010; Christensen, Johnson, & Horn, 2010; Reiser & Dempsey, 2011; Roblyer & Doering, 2010; Smaldino, Lowther, & Russell, 2012) (Adaptive, Knowledgeable, Leading, Proactive, Reflective; NBPTS Propositions 4, 5);

3. examine and evaluate problems related to instructional media and technology (Bitter & Pierson, 2007; Christensen, Johnson, & Horn, 2010; Forcier & Descy, 2008; Grabe & Grabe, 2007; Lamb, 2005; Morrison & Lowther, 2010; Reiser & Dempsey, 2011; Roblyer & Doering, 2010; Smaldino, Lowther, & Russell, 2012) (Decision Making, Leading, Adaptive, Culturally Sensitive, Empathetic, Knowledgeable, Reflective, NBPTS Propositions 4, 5);

4. discuss the impact of existing and emerging media and technology on homes, schools, and school library media centers (Bitter & Pierson, 2007; Christensen, Johnson, & Horn, 2010; Forcier & Descy, 2008; Grabe & Grabe, 2007; Lamb, 2005; Morrison & Lowther, 2010; Reiser & Dempsey, 2011; Roblyer & Doering, 2010; Smaldino, Lowther, & Russell, 2012) (Decision Making, Leading, Inquisitive, Adaptive, Knowledgeable, Proactive, Reflective; NBPTS Propositions 4, 5);

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text


Required Materials   TK20 Subscription—At UWG, we use the TK20 assessment system. This is required by the Professional Standards Commission (PSC), the body that regulates educational programs in the state.

You can obtain your TK20 subscription at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do

If you have purchased a subscription previously, DO NOT re-subscribe.

For more information about this resource, see http://www.westga.edu/coe/index_550.php.

For assistance, please email tk20@westga.edu.
Computer Access
All students at UWG are required to have access to a computer with an Internet connection.

Recommended Course Materials

- A computer that meets the following minimum specifications:

<table>
<thead>
<tr>
<th>Computer Type</th>
<th>Operating System</th>
<th>RAM</th>
<th>Processor Speed</th>
<th>Internet Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC Computers</td>
<td>Windows 7 or 8, XP, Vista</td>
<td>256 MB</td>
<td>500 MHz Pentium Processor</td>
<td>Broadband Internet connection (DSL/Cable/LAN) for streaming media</td>
</tr>
<tr>
<td>MAC Computers</td>
<td>Mac OS X or later</td>
<td>256 MB</td>
<td>500MHz G3 processor or better</td>
<td></td>
</tr>
</tbody>
</table>

- Microsoft Office 2007 or 2010 (available at no cost for students through University of West Georgia Student Information Technology Services – [http://www.westga.edu/sits/](http://www.westga.edu/sits/))

- Removable Disks - USB Flash/Jump Drive to store your files for the class. Be sure to backup your work constantly!

Related References


Relevant Websites
Assignments/Projects

The following are general descriptions of the projects required for the course. A more detailed description will be provided on each module in CourseDen.

1: Video/Presentation of a selected instructional design model: (100 points): You will develop a video presentation of a chosen instructional design model.

2: Personal Technology SWOT Analysis, Goals, and Plan (50 points): You will write a short paper assessing your personal technology Strengths, Weaknesses, Opportunities, and Threats (SWOT). In addition to the SWOT analysis, you will identify your personal technology goals for the coming years and develop a personal technology plan for achieving your technology goals.

3: Position paper on media (100 points): You will develop a one or two page position paper on the Clark-Kozma debate. (Course Objective 2, 3, 4: knowledge, skills, dispositions)

4: Online Discussions/Activities (100 points): You will participate in online discussions/activities. (Course Objectives 1 - 4: knowledge, skills, dispositions)
5: Quizzes (100 points): You will complete five quizzes related to the readings. (Course Objectives 1 - 4: knowledge, skills)

6: Final Course Reflection (50 points): You will write a review and reflection of your learning in this class and the application to your professional practice. (Course Objectives 1 - 4: knowledge, skills, dispositions)

Professionalism/Participation (Individual) (Possible Grade Reduction for Unprofessional Conduct): Students are expected to participate in all discussions and class activities in a professional manner and submit all assignments as outlined in this syllabus. Exceptions for emergencies will be decided on an individual basis. (Course Objectives 1 - 4: knowledge, skills, dispositions)

Evaluation Procedures

Students will be evaluated in the following way:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points Available</th>
<th>Assessment Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SWOT</td>
<td>50</td>
<td>Rubric</td>
</tr>
<tr>
<td>2. Position paper Clark-Kozma</td>
<td>100</td>
<td>Rubric</td>
</tr>
<tr>
<td>3. ID Model Presentation</td>
<td>100</td>
<td>Checklist</td>
</tr>
<tr>
<td>3. Discussions/Activities/initial course quiz</td>
<td>100</td>
<td>Checklist</td>
</tr>
<tr>
<td>4. Quizzes</td>
<td>100</td>
<td>Objective Quizzes</td>
</tr>
<tr>
<td>5. Final Reflection</td>
<td>50</td>
<td>Rubric</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td><strong>500</strong></td>
<td>Checklist/Observation</td>
</tr>
<tr>
<td>Professionalism/Participation</td>
<td><strong>50</strong> Possible points deducted</td>
<td></td>
</tr>
</tbody>
</table>

Dual Submission: Work completed in another course may not be submitted for credit.

Extra Credit: Extra credit assignments will not be made.

Due Dates: All products/assignments/discussions will be due on the due dates posted. Do not fall behind in the class. Late assignments will not be accepted and will be assigned a score of zero. Missed assignments may be made up only in the event of emergencies. It is my intention to follow the calendar, but I might change the course outline as necessary to ensure adequate student progress.
You should expect feedback and a grade to be posted within 7 days of assignment deadline. If you do not see a grade, please contact me by email ASAP because this may indicate I did not receive the assignment. If you know you will have any issues submitting any of your assignments on time, contact me PRIOR to the deadline to make possible arrangements. I know sometimes real life situations happen that can affect your class performance, which is why I insist if you have any issue, to contact me as soon as possible.

**GRADING SCALE:**

- **A** = 500 – 450 Points
- **B** = 449 -- 400 Points
- **C** = 399 -- 350 Points
- **F** = Below 349 Points

**COURSE SCHEDULE**

You can access the course schedule that is posted in the “Start here” module in CourseDen. Please download it for your easy access. Use it as a guide of what is due and when. Remember that this course schedule may change given unpredictable circumstances beyond your professor’s control.

**CLASS POLICIES**

1. **Submitting Assignments**

   Students are expected to submit assignments on time. All components must be completed to receive a grade. In most cases, projects are graded as a complete whole and partial credit is not awarded. Valid reasons for submitting work late must be cleared by the professor *in advance*. It is the student’s responsibility to contact the professor when extenuating circumstances take place.

   **Resubmissions**

   If the professor has accepted a resubmission, this has to be submitted no later than five days after the *approval date*. An approved resubmission of a project can receive a grade no higher than 85% of the maximum.

   **Late Submissions**

   All CourseDen assignments are due by midnight on the date due. No Late Assignments are accepted.

2. **Class discussions and participation**
One of the most important aspects of this course are the discussion forums, and this course lives or dies with your participation. Those discussions are both a formal and informal way for you and your peers to communicate and engage in meaningful conversations related to the course.

Be aware that for the discussions where you are not required to reply to other postings, you can wait until Sunday to post your thoughts; however, for those discussions where you are required to reply to your peers, you are expected to make an **initial posting on or before Wednesday** of the week the discussion posting is first available and follow up with remaining postings and replies during the week (Check your course schedule!).

**Fifty percent of the discussion’s grade will be deducted if you don’t follow this schedule.** In previous semesters, I have had students posting everything the day, or the hour before the deadline. This is not acceptable and does not contribute to build a meaningful discussion.

Imagine a room full of people engaging in conversation. Then, they move to the next room and at that moment you decide to start voicing your opinions about the topic. No one will be there to hear you, and what you have to say becomes meaningless even if you think is very thoughtful. **It is exactly the same with online discussions.** This is why, **without exceptions**, late discussion board postings/replies will result in a grade of zero.

You are expected to read and participate in ALL online discussions. Missing one discussion can be the difference between an A and a B grade. You are required to post your initial thoughts and respond to AT LEAST two other postings in order for a discussion to be considered complete. **You have to respond to the postings in a meaningful manner** (“I agree” or “this is interesting” are not proper responses). Video posting of discussion replies are encouraged, however, initial responses need to be written.

A reflective response includes new information, personal perspectives, or other input that shows thought and consideration of the issue. It goes beyond simple agreement with or endorsement of responses that have already been posted. (Course Objectives 1, 2, 3, 4; Teacher Observation D2L CourseDen DB postings, online discussions)

**Note** that I may add/delete discussions in addition to the ones listed in the syllabus and class schedule. If this is the case, you will be promptly notified of this addition. It is for this reason that your grade for discussions will be tallied and added at the end of the semester. You will receive grades to your discussions during the semester, but be advised that the values might change if discussions are added/deleted.

*3. Professionalism*
Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. All students are expected to display a positive attitude. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a positive manner.
- Collaborating and working equitably with students in the class.
- Actively participating in online discussions.
- Turning in assignments on time.
- Arriving to and leaving scheduled virtual classes punctually.
- Treating class members, professor, and colleagues with respect in and out of the online course environment.

Students who display a lack of professionalism will be contacted by the instructor immediately and informed of the consequences (e.g., grade point deduction). If a second violation occurs, the student will meet with a departmental committee and may be dismissed from the program for at least one year.

**ACADEMIC HONESTY**

All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connection and Student Handbook and the Graduate Catalog.

Disciplinary procedures described in the latest University of West Georgia Connection and Student Handbook will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

Students must also follow guidelines included in the University of West Georgia’s ITS Policies located at the following URL: [http://www.westga.edu/policy/index_3827.php](http://www.westga.edu/policy/index_3827.php)

**DISABILITY STATEMENT**

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to class accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that
appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class as needed) are available to all students, within constraints of time and space.

COMMUNICATION STATEMENT

University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. Students are responsible for checking this email account for important University related information. For email communications with the instructor of this course, emails should be sent and received within the CourseDen (D2L) email feature.
MEDT - 8465 - Human Performance Improvement

2019-2020 Graduate New Course Request

**Introduction**

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking 🔄 next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs for more information.

If you have any questions, please email curriculog@westga.edu.

**Curriculum Proposal**

FILL IN all fields required marked with an *. You will not be able to launch the proposal without completing required fields.

<table>
<thead>
<tr>
<th>Course Prefix*</th>
<th>MEDT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number*</td>
<td>8465</td>
</tr>
<tr>
<td>Course Title*</td>
<td>Human Performance Improvement</td>
</tr>
<tr>
<td>Long Course Title</td>
<td></td>
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<tr>
<td>Lec Hrs*</td>
<td>3</td>
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<td>Lab Hrs*</td>
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<tr>
<td>Credit Hrs*</td>
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</tr>
<tr>
<td>Course Type*</td>
<td>Media and Instructional Technology</td>
</tr>
<tr>
<td>College - School/Department*</td>
<td>Department of Educational Technology and Foundations</td>
</tr>
</tbody>
</table>
**Catalog Course Description**
Human Performance Improvement is a course for applying a systematic approach for identifying gaps in human performance and developing strategies to close the gaps. Students will work with a variety of models and techniques to identify performance requirements and develop multiple approaches for improving human performance across multiple types of organizations.

**Is this a School of Nursing course?** Yes  No

**Is this a College of Education course?** Yes  No

**Status**
Active-Visible  Inactive-Hidden

**Desired Effective Semester**
Fall

**Desired Effective Year**
2019

**Frequency**
3

**Grading**
Graduate Standard Letter

**Student Learning Outcomes**
1. Explain principles of human performance improvement (GaPSC-IT 6; ISTE-C 6; ATD Performance Improvement, Change Management).

2. Review literature relevant to human performance improvement (GaPSC-IT 6; ISTE-C 6; ATD Performance Improvement, Change Management).

3. Review and critique performance measurement instruments (GaPSC-IT 2; ISTE-C 2; ATD Performance Improvement, Evaluating Learning Impact, Integrated Talent Management).


5. Given a specific context, develop strategies and interventions for improving human performance (GaPSC-IT 1, 5; ISTE-C 1, 4; ATD Performance Improvement, Learning Technologies, Managing Learning Programs, Integrated Talent Management, Coaching, Knowledge Management, Change Management).

**Rationale**
This course will be a core course in the EDS IT program. The course objectives and activities better align to the ISTE and GaPSC standards for IT.

**Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

**May be repeated**
No

**Fee**
None

**Fee Justification**

**Additional Stipulations**
ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking in the top right corner.

LAUNCH proposal by clicking in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the icon in the Proposal Toolbox to make your decision.
MEDT 8465: Human Performance Improvement

*Instructor Information*
Instructor: TBD
Class Meeting Time & Location: TBD
Office Location: TBD
Telephone (direct): TBD
Telephone (department): TBD
Online Hours: TBD
Westga email: TBD
Skype or Google+ name: TBD

*Support for Courses*
Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

**CourseDen D2L Home Page**
**D2L UWG Online Help** (8 AM – 5 PM)
Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu

**24/7/365 D2L Help Center**
Call 1-855-772-0423

**University Bookstore**
**Student Services**

**Center for Academic Success**
678-839-6280

**Distance Learning Library Services**

**Ingram Library Services**

**Accessibility Services**
678-839-6428
counseling@westga.edu

**College of Education Vision**
The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that change lives and contribute to the betterment of society.

**College of Education Mission**
Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings within three dynamic areas of focus: Teaching, Leadership, and Wellness. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards (e.g., Instructional Technology Standards from the Georgia Professional Standards Commission, based on the ISTE NETS-C; ATD Competencies) are incorporated as criteria against which candidates are
measured. This course’s objectives, activities, and assignments are related directly to the appropriate standards.

**Course Information**

**Course Description**

*Human Performance Improvement* is a course for applying a systematic approach for identifying gaps in human performance and developing strategies to close the gaps. Students will work with a variety of models and techniques to identify performance requirements and develop multiple approaches for improving human performance across multiple types of organizations.

**Credit Hours:** 3  
**Prerequisites:** None  
**Co-requisites:**

**Texts, Readings, and Instructional Resources**

**Required Text(s)**  

**Suggested Text(s)**  
None

**Required Instructional Resource: TK20 Subscription**

Please select the link to access a pdf guide on [how to purchase your account](#). If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu). You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#). For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

**Approaches to Instruction**

Instruction in this course will be delivered 100% online. Online tools such as discussion boards and chat rooms are required. Students are expected to use CourseDen for information and communication.

This course uses a combination of direct and constructivist pedagogical approaches. This requires the online equivalent of 2,250 minutes of instruction (seat-time) and an additional 4,500 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

- Assignments (50%)  
  3,375 minutes
- Discussions (10%)  
  675 minutes
- Readings (15%)  
  1,012.5 minutes
- Text/Audio/Video Instruction (25%)  
  1,687.5 minutes
Additionally, it is anticipated that students could need to work independently for twice the number of minutes listed above to complete the online activities.

Instructor Note: Expect to work approximately 12 – 15 hours per week to complete the course requirements. The actual time needed will vary according to your prior knowledge, technical skills, and the amount of time you will need personally to read assignments, plan your work, and complete your assignments.

**Course Objectives and Learning Outcomes**

Students will:

1. Explain principles of human performance improvement (GaPSC-IT 6; ISTE-C 6; ATD Performance Improvement, Change Management).

2. Review literature relevant to human performance improvement (GaPSC-IT 6; ISTE-C 6; ATD Performance Improvement, Change Management).

3. Review and critique performance measurement instruments (GaPSC-IT 2; ISTE-C 2; ATD Performance Improvement, Evaluating Learning Impact, Integrated Talent Management).


5. Given a specific context, develop strategies and interventions for improving human performance (GaPSC-IT 1, 5; ISTE-C 1, 4; ATD Performance Improvement, Learning Technologies, Managing Learning Programs, Integrated Talent Management, Coaching, Knowledge Management, Change Management).

**Assignments**

Always refer to CourseDen for additional assignment details and due dates.

1: **Human Performance Improvement Literature Review (200 points)**

   Students will write a review of literature relevant to human performance improvement. (Course Objectives 1, 2)

2: **Gap Analysis Report (300 points)**

   Students will conduct a gap analysis relevant to human performance. (Course Objective 3, 4)

3: **Human Performance Improvement Report (300 points) (Key Assessment in Tk20)**

   Students will write a report that discusses strategies and interventions for improving human performance. (Course Objectives 5)

4: **Online Discussions and Module Activities (200 points)**

   Students are expected to participate in all online discussions and all module activities and are accountable for all materials covered. (Course Objectives: 1 – 5)
**Grading Information and Policy**

Due dates - All assignments will be due on the due dates posted. Late submissions will not be accepted except in the case of emergencies or illness. Students checking in late or not completing an activity on time will receive a zero on their activity grades. Missed assignments can be made up only in the event of emergencies or illness. If you do have any emergency or illness, be sure to contact me as soon as possible.

Students will be graded using the following scale:
A = 90-100%, B = 80-89%, C = 70-79%, F = Below 70%

**Course Policies**

**Assignment Feedback** – Be sure to check the Assignment Submissions location for instructor feedback when assignments have been graded. Course projects may take up to three weeks for grading to be completed. Discussions are usually graded within one week of submission.

**Attendance Policy:**
Students are required to login 3-4 times per week.

**Late Work:**
Due dates - All assignments will be due on the due dates posted. Late submissions will not be accepted except in the case of emergencies or illness. Students checking in late or not completing an activity on time will receive a zero on their activity grades. Missed assignments can be made up only in the event of emergencies or illness. If you do have any emergency or illness, be sure to contact me as soon as possible.

**Professional Conduct:**
Students are expected to conduct themselves professionally. This is an essential quality for all professionals. Professionalism includes but is not limited to the following:
- Participating in interactions and class activities in an online environment in a positive manner
- Collaborating and working equitably with students in the class
- Actively participating in all online class activities
- Submitting assignments on time
- Treating class members and colleagues with respect in and out of the class

Students must also follow guidelines included in the University of West Georgia’s *Acceptable Use Policy* located at the following URL: [http://www.westga.edu/its/570_1379.php](http://www.westga.edu/its/570_1379.php)

Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences. If a second violation occurs, the student will meet with a departmental committee and may be dismissed from the program for at least one year. In addition, points may be deducted from the course grade for a lack of professionalism or participation.

**Netiquette**

Communication in an online class requires special consideration. Please read the short list of tips.
• Be sensitive and reflective to what others are saying.
• Do not use all capital letters. It is the equivalent of screaming.
• Do not flame. These are outbursts of extreme emotion or opinion.
• Think before you hit the post (enter/reply) button. You can't take it back!
• Do not use offensive language.
• Use clear subject lines.
• Do not use abbreviations or acronyms unless the entire class knows them.
• Be forgiving. Anyone can make a mistake.
• Keep the dialog collegial and professional.

References
UWG Policies
As of July 1, 2017, “campus carry” is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the USG Campus Carry Guidance webpage. Answers to specific questions can be found under the “Additional Information” tab.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi. Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Americans with Disabilities Act Statement:
If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the Center for Accessibility Services. UWG also provides Accessibility Statements for Technology that you may be required to use for this course.

Communication Rules
Network Etiquette:
Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response Times
Assignment Feedback – Be sure to check the Assignment Submissions location for instructor feedback when assignments have been graded. Course projects may take up to three weeks for grading to be completed. Discussions are usually graded within one week of submission.

Class Schedule Information (can be a separate document)

<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Topic/Activity/Reading Assignment</th>
<th>Assignment Name &amp; Due Date **</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>TBD by Professor</td>
<td>TBD by Professor</td>
</tr>
</tbody>
</table>
**Note:** Dates may change at the instructor’s discretion. All changes will be posted in the News/Announcements section of CourseDen.

## Additional Support Information

### Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](https://uwgonline.westga.edu/students.php).

### Center for Academic Success

The [Center for Academic Success](https://uwgonline.westga.edu/students.php) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops though the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

### Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

### Student Services

Here is a great resource of [Student Services](https://uwgonline.westga.edu/students.php) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](https://uwgonline.westga.edu/students.php).

## Full URL Support for Courses

- **CourseDen D2L Home Page**  
  [https://westga.view.usg.edu/](https://westga.view.usg.edu/)
- **D2L UWG Online Help** (8 AM – 5 PM)  
  [https://d2lhelp.view.usg.edu/](https://d2lhelp.view.usg.edu/)
- **24/7/365 D2L Help Center**  
  [https://d2lhelp.view.usg.edu/](https://d2lhelp.view.usg.edu/)
• University Bookstore
  http://www.bookstore.westga.edu/
• Common Language for Course Syllabi
  https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php
• UWG Cares
  http://www.westga.edu/UWGCaress/
• Center for Disability
  https://www.westga.edu/student-services/counseling/accessibility-services.php
• Student Services
  http://uwgonline.westga.edu/online-student-guide.php
• Center for Academic Success
  http://www.westga.edu/cas/
• Distance Learning Library Services
  https://www.westga.edu/library/resource-sharing.php
• Ingram Library Services
  http://www.westga.edu/library/
• Proctored Exams
  http://uwgonline.westga.edu/exams.php#student
• Student Services
  https://uwgonline.westga.edu/online-student-guide.php
• UWG Accessibility Statements for Technology
  https://docs.google.com/document/d/16Ri1XgaXIGx28ooOzRvYPraV3Ag3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqefffvts1f
MEDT - 8466 - Comprehensive Exam for Ed.S. Media IT

2019-2020 Graduate New Course Request

**Introduction**

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<tbody>
<tr>
<td>Course Number*</td>
<td>8466</td>
</tr>
<tr>
<td>Course Title*</td>
<td>Comprehensive Exam for Ed.S. Media IT</td>
</tr>
<tr>
<td>Long Course Title</td>
<td></td>
</tr>
<tr>
<td>Lec Hrs*</td>
<td>0</td>
</tr>
<tr>
<td>Lab Hrs*</td>
<td>0</td>
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<td>Credit Hrs*</td>
<td>0</td>
</tr>
<tr>
<td>Course Type*</td>
<td>Media and Instructional Technology</td>
</tr>
<tr>
<td>College - School/Department*</td>
<td>Department of Educational Technology and Foundations</td>
</tr>
</tbody>
</table>
**Catalog Course Description**  
A comprehensive final examination, in the form of a portfolio, is administered during the semester immediately preceding graduation to all candidates seeking an Ed.S. in Media (Instructional Technology Concentration) degree. The comprehensive exam will be submitted via CourseDen.

<table>
<thead>
<tr>
<th>Is this a School of Nursing course?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this a College of Education course?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

| Status | Active-Visible | Inactive-Hidden |

| Desired Effective Semester | Fall |
| Desired Effective Year | 2019 |

| Frequency | 3 |
| Grading | Satisfactory/Unsatisfactory - No IP |

**Student Learning Outcomes**  
1) Create a portfolio aligned to the ISTE Standards for Coaches (ISTE-C) or the Association for Talent Development Competency Model (ATD);  
2) Explain how their learning and professional growth align to the standards (i.e., ISTE-C or ATD) as supported by appropriate artifacts;  
3) Describe how their knowledge and skills gained in the program have influenced their professional development.

| Rationale | Currently students in our program are required to complete a portfolio prior to graduation. By adding a zero credit required course for students to enroll in we will better be able to track and grade portfolios. |

**Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**  
Students need to be in their final semester of the EDS IT program.

| May be repeated | |

| Fee | None |

**Fee Justification**

**Additional Stipulations**

**Planning Info**  
- Library Resources are Adequate  
- Library Resources Need Enhancement

| Present or Projected Annual Enrollment | 150 |
ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking + in the top right corner.

**Attach syllabus**  
Syllabus has been attached - This is required

LAUNCH proposal by clicking ✓ in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the ✓ icon in the Proposal Toolbox to make your decision.
MEDT 8466 Comprehensive Exam for Ed.S. Media IT
Semester/Year

Instructor Information
Instructor: [Name]
Class Meeting Time & Location: [Time and Location]
Office Location: [Location]
Telephone (direct): [Number]
Telephone (department): [Number]
Online Hours: [Hours]
Westga email: [Email]
Skype or Google+ name: [Name]

Support for Courses
Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.
CourseDen D2L Home Page
D2L UWG Online Help (8 AM – 5 PM)
Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu
24/7/365 D2L Help Center
Call 1-855-772-0423
University Bookstore
Student Services

College of Education Vision
The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that change lives and contribute to the betterment of society.

College of Education Mission
Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings within three dynamic areas of focus: Teaching, Leadership, and Wellness. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards, i.e., ISTE Standards for Coaches (ISTE-C) or the Association for Talent Development Competency Model (ATD), are incorporated as criteria against which candidates are measured. This course’s objectives, activities, and assignments are related directly to the appropriate standards.
Course Information

Course Description
A comprehensive final examination, in the form of a portfolio, is administered during the semester immediately preceding graduation to all candidates seeking an Ed.S. in Media (instructional technology track) degree. The comprehensive exam will be submitted via CourseDen.

Credit Hours: 0

Texts, Readings, and Instructional Resources

Required Text(s) None

Required Instructional Resource: TK20 Subscription
Please select the link to access a pdf guide on how to purchase your account. If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on how to log into your Tk20 account. For additional information about this resource, and to access the “How to” guides, visit the Tk20 webpage.

Approaches to Instruction
Instruction in this course will be delivered through 100% online. Online tools such as discussion boards and chat rooms are required. Students are expected to use CourseDen for information and communication. Students should continue to monitor their progress in the IT Advising Course at https://westga.view.usg.edu/d2l/home/1585425.

Course Objectives and Learning Outcomes
The student will:
1) Create a portfolio aligned to the ISTE Standards for Coaches (ISTE-C) or the Association for Talent Development Competency Model (ATD);
2) Explain how their learning and professional growth align to the standards (i.e., ISTE-C or ATD) as supported by appropriate artifacts;
3) Describe how their knowledge and skills gained in the program have influenced their professional development.

Assignments
Always refer to CourseDen for additional assignment details and due dates.
Portfolio: All students in Instructional Technology are required to submit an electronic portfolio. An eportfolio is a collection of work used to illustrate competency or mastery in some defined area of knowledge and/or set of skills. It also provides a means for reflection on personal and professional development. (Aligns to Objectives 1, 2, and 3; Rubric).

Required Elements
1. Introduction
2. Resume
   a. The resume should include information such as name, degrees/certifications earned with the year, contact information, and professional experiences.
3. Standards/Artifacts/Reflection
   a. For each standard (ISTE-C or ATD Competency):
      i. Select and present at least two artifacts that demonstrate your knowledge and skill in the area. Provide a brief annotation for each artifact. In the annotation, include (1) a title for the artifact, (2) a brief description of the artifact, (3) the course number and course title where the artifact was created, and (4) the relevant Conceptual Framework Descriptors.
      ii. Include a reflection on your learning and professional growth in the area related to the standards and the artifacts.
4. Overall Reflection
   a. Include a reflection to describe how your learning in the program overall has influenced your professional development.
5. Future Career Plans
   a. Include a description of your future career plans.

Graduate Exit Survey: All students will complete an exit survey at the end of the semester.

Grading Information and Policy
The pass/fail grade for MEDT 8466 will be recorded as “S” (Satisfactory, Pass) or “U” (Unsatisfactory, Fail). Candidates who receive a grade of “U” will have to re-enroll in MEDT 8466 during a following semester.

A rubric for the portfolio/comprehensive exam is provided in CourseDen.

Course Policies

Attendance Policy:
Students should continue to monitor their progress in the IT Advising Course at https://westga.view.usg.edu/d2l/home/1585425. At the beginning of the graduation semester, students must contact their advisor; participation and engagement with academic advisor up to the date of the delivery of the comprehensive exam is required.
**Late Work:**
There will not be a make-up date. Failure to submit the comprehensive exam by the deadline will be recorded as an “F.” The student will be required to re-enroll in a future semester.

**Professional Conduct:**
Students are expected to act as the professionals they are by this point in their careers. Attendance and promptness are at the top of that list. Confidentiality is also important. Discussions in class and online are to be respected as confidential and should not be discussed outside of class, except with the professor or University Supervisors.

**UWG Policies**
As of July 1, 2017, “campus carry” is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the [USG Campus Carry Guidance webpage](link). Answers to specific questions can be found under the “Additional Information” tab.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the [Common Language for Course Syllabi](link). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

**Americans with Disabilities Act Statement:**
If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Accessibility Services](link). UWG also provides [Accessibility Statements for Technology](link) that you may be required to use for this course.

**Communication Rules**
University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. Do not use the email function within CourseDen. ALL communication should transpire via the official UWG e-mail.

**Network Etiquette:**
Communication in an online class takes special consideration. Please read the short list of tips below:

- Be sensitive and reflective to what others are saying.
- Don’t use all caps. It is the equivalent of screaming.
- Don’t flame - These are outbursts of extreme emotion or opinion.
● Think before you hit the post (enter/reply) button. You can't take it back!
● Don't use offensive language.
● Use clear subject lines.
● Don't use abbreviations or acronyms unless the entire class knows them.
● Be forgiving. Anyone can make a mistake.
● Keep the dialog collegial and professional.

**Expected Response Times**
The score on the portfolio will be returned up to four weeks after submission.

**Class Schedule Information**
The portfolio/comprehensive exam is due by the following deadline:

- Spring Semester Deadline: March 1
- Summer Semester Deadline: June 20
- Fall Semester Deadline: October 31

*Note:* Dates may change at the instructor's discretion. All changes will be posted in the News/Announcements section of CourseDen.

**Additional Support Information**

**Technical Support**
Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

**Center for Academic Success**
The [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops though the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

**Smarthinking**
Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.
**Student Services**

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

**Full URL Support for Courses**

- **CourseDen D2L Home Page**
  [https://westga.view.usg.edu/](https://westga.view.usg.edu/)
- **D2L UWG Online Help** (8 AM – 5 PM)
  [http://uwgonline.westga.edu/students.php](http://uwgonline.westga.edu/students.php)
  [online@westga.edu](mailto:online@westga.edu)
- **24/7/365 D2L Help Center**
  [https://d2lhelp.view.usg.edu/](https://d2lhelp.view.usg.edu/)
- **University Bookstore**
  [http://www.bookstore.westga.edu/](http://www.bookstore.westga.edu/)
- **Common Language for Course Syllabi**
  [https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php](https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php)
- **UWG Cares**
  [http://www.westga.edu/UWGCares/](http://www.westga.edu/UWGCares/)
- **Center for Disability**
  [https://www.westga.edu/student-services/counseling/accessibility-services.php](https://www.westga.edu/student-services/counseling/accessibility-services.php)
- **Student Services**
- **Center for Academic Success**
  [http://www.westga.edu/cas/](http://www.westga.edu/cas/)
- **Distance Learning Library Services**
  [https://www.westga.edu/library/resource-sharing.php](https://www.westga.edu/library/resource-sharing.php)
- **Ingram Library Services**
  [http://www.westga.edu/library/](http://www.westga.edu/library/)
- **Proctored Exams**
  [http://uwgonline.westga.edu/exams.php#student](http://uwgonline.westga.edu/exams.php#student)
- **Student Services**
  [https://uwgonline.westga.edu/online-student-guide.php](https://uwgonline.westga.edu/online-student-guide.php)
- **UWG Accessibility Statements for Technology**
  [https://docs.google.com/document/d/16Ri1XgaxIGx28ooOzRvYPravV3Ag3F5ZNJYbVdGVnEA/edit?ts=57b4c82d#heading=h.yrgeffvts1](https://docs.google.com/document/d/16Ri1XgaxIGx28ooOzRvYPravV3Ag3F5ZNJYbVdGVnEA/edit?ts=57b4c82d#heading=h.yrgeffvts1)
Graduate Certificate in Nonprofit Management and Community Development

2019-2020 Graduate Revise Program Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit here.

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs for more information.

If you have any questions, please email curriculog@westga.edu.

**CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM**

Curriculum Proposal

Select Program below, unless revising an Acalog Shared Core.

Type of Program*

- Program
- Shared Core

Modifications (Check all that apply)*

- Program Name
- Track/Concentration
- Catalog Description
**Program Name**  Graduate Certificate in Nonprofit Management and Community Development

**Program ID**  1816

**Program Type**  Certificate

**Degree Type**  Certificate

**College - School/Department**  Department of Political Science

**Program Description**  Purpose

Students may earn the Graduate Certificate in Nonprofit Management and Community Development (GCNMCD) after completing 15 graduate semester credit hours. The GCNMCD is designed to train future leaders in non-profit organizations and community development. The certificate program helps students pursue the goal of career advancement in nonprofit organizations. A bachelor's degree is prerequisite. The program provides opportunities to learn:

- The theoretical principles and practical applications of management for charities and nonprofit organizations
- Leadership for nonprofit organizations, focusing on community development
- Unique management tools for nonprofit organizations such as fundraising, marketing, accounting strategies, and strategic planning
- Capacity building, sustainable strategy, and collaborative network.
- Nonprofit entrepreneurship to deal with community developmental issues

IMPORT curriculum data from the Catalog by clicking icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.
Learning Outcomes
Certificate students will demonstrate the knowledge and understanding of:

Theoretical principles and management applications in nonprofit organizations

Leadership and problem-solving techniques and skills in nonprofit management

Roles of nonprofit organizations in delivering public values in local communities

Admission
The GCNMCD is open to all prospective students who have a bachelor’s degree with a GPA of 2.5 or above. Any bachelor's degree meets the requirements for admission. Prospective students must complete the Graduate School online application form and submit it along with official college transcripts prior to being accepted into the GCNMCD. All prospective students also should submit two letters of recommendation and a statement of purpose that includes reasons for seeking a certificate in Nonprofit Management and Community Development.

<table>
<thead>
<tr>
<th>Status*</th>
<th>Active-Visible</th>
<th>Inactive-Hidden</th>
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<tbody>
<tr>
<td>REVISE the items below as needed.</td>
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<tr>
<td><strong>If you are revising one of the following items, please modify above from what was imported in:</strong></td>
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<tr>
<td>Program Name</td>
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<td>Program Description</td>
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<tr>
<td><strong>Modified Program Learning Outcomes</strong></td>
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<tr>
<td><strong>Modification Comments</strong>*</td>
<td>The Modifications:</td>
<td></td>
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<tr>
<td>1. The Research Methods section is removed and the courses (SOCI 6613, SOCI 6660, SOCI 6013, POLS 6202, SOCI 6015, and SOCI 6003) in the section are moved to the elective course section.</td>
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<tr>
<td>2. In the elective course section, POLS 6203 Public Personnel Administration is outdated and wrong. The current course titles are</td>
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<td>- POLS 6203: Public Organizational Theory</td>
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<td>- POLS 6206: Public Human Resource Management</td>
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<td>3. In the elective course section, POLS 6211 Disaster Management is newly included since more nonprofit organizations are involved in supporting disaster and emergency issues.</td>
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<tr>
<td><strong>Rationale</strong>*</td>
<td>The Background:</td>
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<tr>
<td>The current program sheet of the certificate has outdated course information and needs to include newly developed courses and relevant courses. In</td>
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</table>
addition, students in the programs often report that technical discussions such as statistics and research methods are useful but too advanced for utilizing in their daily problem solving activities. In fact, the “research method course” requirement has prevented potential applicants from applying for the certificate. Thus, the courses under research methods section need to be moved to the elective course sections. This modification will improve admission opportunity for local nonprofit leaders and provide better learning opportunity for the current and future students who are working for daily problem-solving activities in nonprofit organizations.

The Rationale:
1. Updating the new course development and correcting the errors
2. Improving the learning opportunity for the students
3. Improving the application rate for the certificate
4. Balancing with other similar certificate requirements

PROGRAM CURRICULUM

Follow these steps to propose changes to the program curriculum:

Step 1

If you are removing courses, proceed to Step 2.

There are two options to add courses for proposed changes: "Add Course" and "Import Course." For courses already in the catalog, click on "Import Course" and find the courses needed. For new classes going through a Curriculog Approval Process click on "Add Course"—a box will open asking you for the Prefix, Course Number and Course Title.

Step 2

Click on "View Curriculum Schema." Click on the area/header of the program where you would like to add/remove courses. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the X and proceed.

Program of Study

The GCNMCD requires the completion of 15 semester hours of graduate credit. The program is built on five tiers of course work:

Foundation course (3 hours):
All students must complete this core: POLS 5215 Management of Nonprofit Organizations

Note:
(Those students who have taken POLS 4215 (Management of Nonprofit Organizations) with a grade of C or higher at UWG can substitute POLS 5215 with other elective courses in the program.)

Resource development and management (3 hours):

One course from the following:

- POLS 5217 Grant Writing for Nonprofit Organizations
- POLS 6200 Public Budgeting and Financial Management
- ACCT 6264 Nonprofit Accounting and Auditing

Elective (6 hours):

Two of the following electives in your area of interest or expertise (or any of the above):

- SOCI 5734 Social Work Skills
- SOCI 5803 Environmental Sociology
- SOCI 5300 Housing and Homelessness
- SOCI 6255 Delinquency, Family, and the Community
- POLS 5721 Housing and Community Development
- SOCI 6700 Social Movements, Protest and Change
- SOCI 6280 Seminar in Social Justice
- POLS 5210 Public Management
- POLS 5211 State and Local Politics and Administration
POLS 6203 Public Organizational Theory
POLS 6204 Public Policy Analysis and Program Evaluation
CRIM 6275 Planning and Evaluation
SOCI 6275 Planning and Evaluation
PSYC 7030 Introduction to Organizational Development
PSYC 6400 Psychology, Culture, and Society
SOCI 6013 Social Research
SOCI 6613 Qualitative Research
SOCI 6660 Institutional Ethnography
POLS 6202 Research Methods for Public Administration
POLS 6211 Disaster Management
POLS 6206 Public Human Resource Management
SOCI 6015 Managing Data
SOCI 6003 Advanced Statistics for Sociology

Internship (3 hours):

POLS 6286 Public Administration Internship
[Right] (or)
SOCI 6286 Internship

Note:
(In lieu of an internship, students can take an elective graduate course in any area of interest)

Desired Effective Semester*: Spring
Desired Effective Year*: 2019
Program Location*: Carrollton
Is this a School of Nursing Program?  Yes ☐ No ☐

Is this a College of Education Program?  Yes ☐ No ☐

SACSCOC Substantive Change

Please review the Policy Summary and Decision Matrix
Send questions to cjenks@westga.edu

Check all that apply to this program:
☐ Significant departure from previously approved programs
☐ New instructional site at which more than 50% of program is offered
☐ Change in credit hours required to complete the program
☒ None of these apply

SACSCOC Comments

Is Senate Review required?  Yes ☐ No ☐

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking in the top right corner.

LAUNCH proposal by clicking in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the icon in the Proposal Toolbox to make your decision.
Graduate Certificate in Nonprofit Management and Community Development

Students may earn the Graduate Certificate in Nonprofit Management and Community Development after completing 15 graduate semester credit hours as specified below:

Foundation course:
POLS 5215: Management of Nonprofit Organizations -- FALL
(Those students who have taken POLS 4215 (management of nonprofit organizations) with a grade of c or higher at UWG can substitute POLS 5215 with other elective courses in the program)

One course in resource development and management:
POLS 5217: Grant Writing for Nonprofit Organizations -- SPRING
ACCT 6264: Nonprofit Accounting and Auditing -- FALL
POLS 6200: Public Budgeting and Financial Management -- SPRING

One course in research methods:
SOCI 6613: Qualitative Research
SOCI 6660: Institutional Ethnography
SOCI 6013: Social Research
POLS 6202: Research Methods for Public Administration -- FALL
CRIM 6015: Managing Data
SOCI 6003: Advanced Statistics for Sociology

One of the following electives in your area of interest or expertise (or any of the above):
SOCI 5734: Social Work Skills
SOCI 5803: Environmental Sociology
SOCI 5300: Housing and Homelessness
SOCI 6255: Delinquency, Family, and the Community
POLS 5721: Housing and Community Development
POLS 6209: Theories of Public Organization
SOCI 6700: Social Movements, Protest and Change
SOCI 6280: Seminar in Social Justice
POLS 5210: Modern Public Management
POLS 5211: State and Local Politics and Administration
POLS 6203: Public Personnel Administration
POLS 6204: Public Policy Analysis and Evaluation -- SPRING
CRIM or SOCI 6275: Planning and Evaluation
PSYC 7030: Intro to Organizational Development
PSYC 6400: Psychology, Culture and Society
Internship
POLS 6286: Internship – ANY SEMESTER
SOCI 6286: Internship – ANY SEMESTER
(In lieu of an internship, students can take an elective graduate course in any area of interest)

Overlap with Existing Degree Programs and Additional Course Needs

Students enrolled in the Nonprofit Management and Community Development may use certificate courses toward the completion of MA degrees in Criminology, Psychology, and Sociology. Students seeking the certificate in conjunction with any of the above listed MA degree programs in the college of Social Sciences must consult their graduate advisors to ensure that they are on track to meet degree requirements.

Student Signature  

Date  

Director of Graduate Studies/Authorized Representative  

Date  

(Revised: 10/20/2016)
Program Modification

Graduate Certificate for Nonprofit Management and Community Development (GCNMCD)

Proposed by Dr. Sooho Lee,
Director of GCNMCD and MPA

The Background:
The current program sheet of the certificate has outdated course information and needs to include newly developed courses and relevant courses. In addition, students in the programs often report that technical discussions such as statistics and research methods are useful but too advanced for utilizing in their daily problem solving activities. In fact, the “research method course” requirement has prevented potential applicants from applying for the certificate. Thus, the courses under research methods section need to be moved to the elective course sections. This modification will improve admission opportunity for local nonprofit leaders and provide better learning opportunity for the current and future students who are working for daily problem-solving activities in nonprofit organizations.

The Modifications:

1. The Research Methods section is removed and the courses (SOCI 6613, SOCI 6660, SOCI 6013, POLS 6202, CRIM 6015, and SOCI 6003) in the section are moved to the elective course section.
2. In the elective course section, POLS 6203 Public Personnel Administration is outdated and wrong. The current course titles are
   - POLS 6203: Public Organizational Theory
   - POLS 6206: Public Human Resource Management
3. In the elective course section, POLS 6211 Disaster Management is newly included since more nonprofit organizations are involved in supporting disaster and emergency issues.

The Rationale:

1. Updating the new course development and correcting the errors
2. Improving the learning opportunity for the students
3. Improving the application rate for the certificate
4. Balancing with other similar certificate requirements

Appendix. The Program Sheet of GCNMCD
Graduate Certificate in Nonprofit Management and Community Development

Students may earn the Graduate Certificate in Nonprofit Management and Community Development after completing 15 graduate semester credit hours as specified below:

I. **Foundation Course:**
POLS 5215: Management of Nonprofit Organizations  
(Those students who have taken POLS 4215 (management of nonprofit organizations) with a grade of C or higher at UWG can substitute POLS 5215 with other elective courses in the program)

II. **Resource Development and Management (one course):**
POLS 5217: Grant Writing for Nonprofit Organizations  
ACCT 6264: Nonprofit Accounting and Auditing  
POLS 6200: Public Budgeting and Financial Management

One course in research methods:  
SOCI 6613: Qualitative Research  
SOCI 6660: Institutional Ethnography  
SOCI 6013: Social Research  
POLS 6202: Research Methods for Public Administration  
CRIM 6015: Managing Data  
SOCI 6003: Advanced Statistics for Sociology

III. **Electives Courses for Social Issues, Management, Assessment, and Public/Nonprofit Sectors (two courses):**
SOCI 5734: Social Work Skills  
SOCI 5803: Environmental Sociology  
SOCI 5300: Housing and Homelessness  
SOCI 6255: Delinquency, Family, and the Community  
POLS 5721: Housing and Community Development  
POLS 6209: Theories of Public Organization  
SOCI 6700: Social Movements, Protest and Change  
SOCI 6280: Seminar in Social Justice  
POLS 5210: Modern Public Management  
POLS 5211: State and Local Politics and Administration  
POLS 6203: Public Organizational Theory  
POLS 6203: Public Personnel Administration  
POLS 6206 Public Human Resource Management  
POLS 6204: Public Policy Analysis and Evaluation  
POLS 6211: Disaster Management  
CRIM or SOCI 6275: Planning and Evaluation  
SOCI 6613: Qualitative Research
SOCI 6660: Institutional Ethnography
SOCI 6013: Social Research
POLS 6202: Research Methods for Public Administration
CRIM 6015: Managing Data
SOCI 6003: Advanced Statistics for Sociology
PSYC 7030: Intro to Organizational Development
PSYC 6400: Psychology, Culture and Society

IV. Internship (either one internship)
POLS 6286: Internship
SOCI 6286: Internship
(In lieu of an internship, students can take an elective graduate course in any area of interest)

Overlap with Existing Degree Programs and Additional Course Needs

Students enrolled in the Nonprofit Management and Community Development may use certificate courses toward the completion of MA degrees in Criminology, Psychology, and Sociology. Students seeking the certificate in conjunction with any of the above listed MA degree programs in the college of Social Sciences must consult their graduate advisors to ensure that they are on track to meet degree requirements.

_________________________  __________________________
Student Signature                      Date

_________________________  __________________________
Director of Graduate Studies/Authorized Representative  Date

(Revised: 08/20/2018)
(Revised: 10/20/2016)