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

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

II. Course/Program Additions, Modifications, Deletions

ACTION ITEMS:

A. College of Social Sciences

1. Department of Psychology

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

      Rationale: The modified program description 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, as well as 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, and they want to reduce their non-thesis option to 36 hours for the reasons described.

2.  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      Rationale: The current program sheet of the certificate has outdated course information and needs to include newly developed courses and relevant courses.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

B. College of Education

1. Department of Educational Technology and Foundations

   A. MEDT 7451: Administration of the School Media Center

Request: Modify

Rationale: 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).

B. MEDT 7455: Selection and Materials
Request: Modify

Rationale: 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).

III. New Business
A. Review Teams:
   • SACSCOC 5th Year Interim Compliance Certification Reviews of Standards 9.1 and 10.5
   • Comprehensive Program Reviews
     o RCOB: MBA and MPAcc
     o COSS: Post-Baccalaureate Certificate In Nonprofit Management and Community Development
ACTION ITEMS

Psychology, MA
Graduate Certificate in Nonprofit Management and Community Development
MEDT 7451: Administration of the School Media Center
MEDT 7455: Selection and Materials
# Psychology, M.A.

2018-2019 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 the info 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

Select Program below, unless revising an Acalog Shared Core.

<table>
<thead>
<tr>
<th><strong>Type of Program</strong></th>
<th>Program</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Shared Core</td>
</tr>
</tbody>
</table>

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

DO NOT edit the imported information below.

<table>
<thead>
<tr>
<th><strong>Program Name</strong></th>
<th>Psychology, M.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program ID</strong></td>
<td>1174</td>
</tr>
<tr>
<td><strong>Program Code</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Program Type</strong></td>
<td>Master's</td>
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## Master of Arts

### Program Description

The Master of Arts degree in Psychology offered by the Psychology Department is accredited by the Council for Humanistic and Transpersonal Psychologies. It is a unique psychology program in that it has a broadly humanistic orientation, with roots in phenomenological and existential thought, but is closely related to transpersonal approaches. This leads to a holistic view on human beingness, which acknowledges particularly subjective and spiritual experiences. Our students will develop self-awareness, critical and creative thinking, and sensitivities to cultural, interpersonal, and dialogical processes as well as social injustices. Graduates have found these capacities valuable in a variety of contexts, including further graduate study, teaching, social service, public and private sector organizations, and community intervention. We value self-inquiry and academic rigor, thus we urge self-reflection and radical personal exploration as well as sustained research and scholarship.

There is no provision for independent practice of psychology at the Masters level, as regulated by state licensing boards. There are, however, other options for Masters-level practice of mental health in related fields such as Licensed Clinical Social Work, Licensed Marriage and Family Therapy, and Licensed Professional Counseling. Although we offer coursework corresponding to some content areas similar to those required for some of these mental health related fields, we are not accredited by CACREP or any other professional practice body, and our departmental curriculum is not organized around those licensure requirements. Matters related to licensure in any professional field are between an applicant and a licensing board, and we encourage you to investigate thoroughly your areas of interest.

Students wishing to receive training as Licensed Professional Counselors, for example, will be better served pursuing specific training in that field, for example in the Department of Communication and Professional Counseling on campus.

### Admission

Along with general Graduate School requirements, we require a minimum GPA of 2.5 and GRE Quantitative score of 140 and a Verbal score of 146. Following initial screening, we invite selected applicants for graduate study in psychology to have an interview as part of the admission process. Considering the humanistic orientation of this program, the potential for self-awareness, exploratory research, and some knowledge of the humanistic tradition in psychology is given considerable weight in selection of applicants and program planning.

### Program Requirements

There are two options to complete requirements toward graduation:

Under Option I, students must complete a minimum of 33 hours of course work plus an acceptable original thesis. Thesis will result in a minimum of 3 additional hours for a total of at least 36 credit hours. Up to 9 hours of course work can be taken in graduate courses in departments other than psychology without special permission.

Under Option II, students must complete a total of 45 hours of course work. Up to 12 hours can be taken in graduate courses in departments other than psychology without special permission.
Under both options, students may accumulate hours of credit for Independent Study, available in areas for which there is no existing coursework and following the Graduate School guidelines for Independent Study.

Under both options, students must pass an oral comprehensive exam based on coursework and individual research or projects developed over the student's course of study. This requirement is fulfilled under Option I through the student's oral defense of their thesis. Under Option II, students must submit a written document as directed by their committee. The guidelines for this document are found on the program website.

Thesis Proposal
The nature of the thesis proposal will reflect the type of thesis undertaken by the student as approved by the thesis Chair. Please refer to the program website for additional thesis guidelines.

Thesis Defense
Following approval of the masters thesis by the thesis committee, the student will give an oral presentation followed by a question-and-answer period led by the student's advisor. The thesis defense is open to the public.

There are two required courses: PSYC 6000 - Foundations of Humanistic Psychology, and PSYC 6010 - Human Growth and Potential. All other courses are elective, giving students the freedom and responsibility to develop their own plans of study. Ideally, a student's individualized plan is developed in collaboration with a faculty mentor. We assign incoming students to a program faculty mentor at admission based on apparent compatibility of interests and approach, and we also encourage students to invite faculty members to serve in that capacity.

Within the broad generalist frame, some students may choose an informal area of emphasis, concentration, or focus. We offer the following as examples of areas of interest pursued by students in our program. Descriptions are available on our program website. Note that many of these areas of focus are overlapping and are NOT intended to suggest exclusivity of emphasis:

Applied Humanistic Psychology (Humanism and Praxis)
Critical Psychology
Consciousness Studies
Dialogical Psychology
Feminist Psychology
Historical and Theoretical Foundations of Psychology
Parapsychology
Psychology of Mind and Body
Community Psychology, Social, and Cultural Approaches to Social Justice
Spirituality and Transpersonal Psychology

Please refer to our program website for detailed examples of coursework corresponding to each area of emphasis.
FILL IN all fields required marked with an *.
You will not be able to launch the proposal without completing required fields.

**Program Description**
The Master of Arts degree in Psychology offered by the Psychology Department is accredited by the Council for Humanistic and Transpersonal Psychologies. It is a unique psychology program in that it has a broadly humanistic orientation, with roots in phenomenological and existential thought, but is closely related to transpersonal approaches. This leads to a holistic view on human beingness, which acknowledges particularly subjective and spiritual experiences. Our students will develop self-awareness, critical and creative thinking, and sensitivities to cultural, interpersonal, and dialogical processes as well as social injustices. Graduates have found these capacities valuable in a variety of contexts, including further graduate study, teaching, social service, public and private sector organizations, and community intervention. We value self-inquiry and academic rigor, thus we urge self-reflection and radical personal exploration as well as sustained research and scholarship.

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Under Option II, students must complete a total of 36 hours of course work. Up to 6 hours can be taken in graduate courses in departments other than psychology without special permission.

Under both options, students may accumulate six hours of credit for Independent Study, available in areas for which there is no existing coursework and following the Graduate School guidelines for Independent Study.

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Modification Comments*
Modified program description reflects:
1. Change in credit hours for non-thesis option
2. Change in outside department hours for both options
3. Change in maximum hours of Independent Studies allowed to be applied to degree.
4. Addition of new required course (PSYC 6021, Psychology as Human Science)
5. Removal of two courses no longer being offered.

Rationale*
1. This change would accommodate some sociocultural realities (e.g., not imposing undue hardship on students in a climate in which a 45-hour Master’s degree is unusual), allow us to streamline and focus our curriculum, and enhance our recruitment efforts.

2. We want students to have access to coursework outside of the Department, but to limit the maximum number of hours applied to the degree.

3. Independent Studies are an important component of our curriculum, but need to be limited in scope and number.

4. This change is intended to reflect an increasing emphasis on preparing students for critical thinking and methodological familiarity across all three levels of our departmental curriculum (we presently have similar psychology and human science courses at the undergraduate and Ph.D. levels).

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**

**Required M.A. Courses**

PSYC 6000 Foundations of Humanistic Psychology  
PSYC 6021 Psychology as Human Science

**M.A. Psychology Electives**

In addition to the eight credit hours of the two required courses, the M.A. degree requires 28 additional credit hours. Twenty-two of these credit hours must be from Psychology coursework at the 5000, 6000, or 7000 level; six credit hours from outside the Psychology Department at the 5000, 6000, or 7000 level may be applied to the degree.

**New Core**

**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](https://westga.curriculog.com/proposal:280/print)

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
- [X] Change in credit hours required to complete the program
- [ ] None of these apply
45-hour M.A. degrees are unusual, and we want to reduce our non-thesis option to 36 hours for the reasons described.

**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.
Master of Arts in Psychology: Program Map  
2017

THESIS TRACK (33 required course credit hours + 3 thesis hours)

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Summer or Semester 3</th>
<th>Semester 4</th>
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<tbody>
<tr>
<td>PSYC 6010 (4)</td>
<td>PSYC 6100 (4)</td>
<td>Elective (3 or 4)</td>
<td>Elective (as necessary)</td>
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<td>Elective (3 or 4)</td>
<td>Elective (3 or 4)</td>
<td>Elective (3 or 4)</td>
<td>Thesis (3)</td>
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<tr>
<td>Elective (3 or 4)</td>
<td>Elective (3 or 4)</td>
<td>Independent Study (1-3)</td>
<td>Prepare, defend, revise, and format thesis</td>
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NON-THESIS TRACK (45 required course credit hours)

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<th>Semester 1</th>
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<tbody>
<tr>
<td>PSYC 6010(4)</td>
<td>PSYC 6100 (4)</td>
<td>Elective (3 or 4)</td>
<td>Additional electives to accumulate 45 total hours</td>
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<tr>
<td>Elective (3 or 4)</td>
<td>Elective (3 or 4)</td>
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<td>Schedule oral examination</td>
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<td>Elective (3 or 4)</td>
<td>Conduct oral examination</td>
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Master of Arts in Psychology: Program Map  
Updated Fall, 2018

THESIS TRACK (33 required course credit hours + 3 thesis hours)

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<th>Semester 1</th>
<th>Semester 2</th>
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NON-THESIS TRACK (36 required course credit hours)

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<th>Summer or Semester 3</th>
<th>Semester 4</th>
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Students will demonstrate achievement of these objectives through:

- foster an ongoing commitment to contributing to the social good.
- engage in a process of self-reflection and personal growth with consequent implications for life and vocation; and
- develop a finer conceptual understanding of the field of psychology in general, and of human science psychologies in particular;

Honoring our roots in Humanistic Psychology, our mission is to provide a generalist graduate educational experience that allows our students to:

- have written the assessment criteria and metrics.
- Here is our recently approved Mission Statement, around which I accordingly.

We are in an ongoing process of examining program curriculum and policy to make suitable Exit Interview criteria and in our exit examination students’ learning, and in our exit examination our evaluation of psychology as a Human Science emphasis on Social Science methods. We will require all students to prepare and submit a two-page "Psychology as a Human Science" integrative exploration paper. Such knowledge, and understanding uniformly and critically applying the dominant themes, conflicts, and perspectives within psychology;

Students will submit a portfolio to include mandatory sections on (a) Personal Growth and (b) Implications

We have posted (and pending) a new criterion for new SLO for new SLO

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More students will complete Master’s theses using appropriate human science methods. We will require students to prepare and submit a two-page "Psychology as a Human Science" integrative exploration paper. Such knowledge, and understanding uniformly and critically applying the dominant themes, conflicts, and perspectives within psychology;

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<th>PL-510 1</th>
<th>PL-510 2</th>
<th>PL-510 3</th>
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<tbody>
<tr>
<td><strong>MA Psychology</strong></td>
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<td><strong>Psychology</strong></td>
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<td><strong>Understanding of Psychology</strong></td>
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<td><strong>Appreciation for Human Sciences</strong></td>
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**PROGRAM:** MA Psychology

**DEPARTMENT:** Psychology

**COURSES**

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<td>PSYC 6999 Theories</td>
<td>PSYC 6283 Contemporary Research</td>
<td>PSYC 6899 Theories</td>
<td>PSYC 6083 Research Methods</td>
<td>PSYC 5030 History and Philosophy of Psychology</td>
<td>PSYC 5230 Phenomenological Psychology</td>
<td>PSYC 6010 Human Growth and Potential</td>
<td>PSYC 6021 Psychology as Human Science</td>
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<tr>
<td><strong>Enhanced Self</strong></td>
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**INSTRUCTIONS**

1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)

2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)

3. Under the "Courses" column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)

4. Under the "PL-SLO" column, list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)

**REINFORCED:** Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities focus on reinforcing and strengthening knowledge, skills, and/or competencies.

**MASTERED:** Students are expected to have a high level of knowledge and proficiency with the content or skills at the collegiate level. Instruction and learning activities focus on expanding competency.

**INTRODUCED:** Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Level</th>
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<tbody>
<tr>
<td>PSYC 5085</td>
<td>PSYC 5085 Horizon Seminar</td>
<td>Mastered</td>
</tr>
<tr>
<td>PSYC 5040</td>
<td>PSYC 5040 Psychology of Dreams</td>
<td>Mastered</td>
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<tr>
<td>PSYC 5030</td>
<td>PSYC 5030 History and Philosophy of Psychology</td>
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</tr>
<tr>
<td>PSYC 5090</td>
<td>PSYC 5090 Groups and Group Process</td>
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<td>PSYC 5200</td>
<td>PSYC 5200 Parapsychology</td>
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<td>PSYC 5030</td>
<td>PSYC 5030 History and Philosophy of Psychology</td>
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<td>PSYC 6400</td>
<td>PSYC 6400 Psychology, Culture and Society</td>
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<td>PSYC 5700</td>
<td>PSYC 5700 Ecopsychology</td>
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<td>PSYC 6000</td>
<td>PSYC 6000 Foundations of Humanistic Psychology</td>
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<tr>
<td>PSYC 6200</td>
<td>PSYC 6200 Theoretical Approaches to Psychotherapy</td>
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</tr>
<tr>
<td>PSYC 6284</td>
<td>PSYC 6284 Psychopathology and Health</td>
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</tr>
<tr>
<td>PSYC 7430</td>
<td>PSYC 7430 Cross-Cultural Communication</td>
<td>Mastered</td>
</tr>
</tbody>
</table>

**Instructions:**

5. In the remainder of the spreadsheet, align where your Student Learning Outcomes (SLO's) are taught throughout your offered courses.

6. Go through and mark with an “A”, which courses you will be collecting Assessment Data in.

**Please note:** All assessment data may not be collected directly within a course. The step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.

**REINFORCED:** Students are expected to possess a basic level of knowledge and familiarity with the basic level of knowledge and competency required within a course. This step is only to strengthen and reinforce students’ knowledge and skills.

6. Go through and mark with an “R,” which courses you will be mastering.

**MASTERED:** Students are expected to possess an advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple levels of competency.
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

Modifications (Check all that apply)*  ☐ Program Name

☐ Track/Concentration

☐ Catalog Description
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**  Graduate Certificate in Nonprofit Management and Community Development

**Program ID**  1816

**Program Type**  Certificate

**Degree Type**  Certificate

**College - School/Department**  Department of Political Science

**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
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.

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

Program Name  
Program Description  

The Modifications:
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.
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 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 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 \( \text{x} \) 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
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
- [x] 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 Name: _____________________________________
UWG ID: ________________________________________

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
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)
MEDT - 7451 - Administration of the School Media Center
2019-2020 Graduate New Course Request

Introduction

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

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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>7451</td>
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<tr>
<td>Course Title*</td>
<td>Administration of the School Media Center</td>
</tr>
<tr>
<td>Long Course Title</td>
<td></td>
</tr>
<tr>
<td>Lec Hrs*</td>
<td>3</td>
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<tr>
<td>Lab Hrs*</td>
<td>0</td>
</tr>
<tr>
<td>Credit Hrs*</td>
<td>3</td>
</tr>
</tbody>
</table>
**Course Type**  
Media and Instructional Technology

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

**Catalog Course Description**  
This course provides an overview of the procedures in planning, administering and evaluating school media programs.

**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**  
Spring

**Desired Effective Year**  
2019

**Frequency**  
2

**Grading**  
Graduate Standard Letter

**Student Learning Outcomes**  
Students will:

1. be able to describe the standards, policies, and procedures pertaining to operation of school media program.
2. be able to assess the quality of existing media programs.
3. be able to analyze school library media center facilities.
4. be able to design a school library media center facility.
5. be able to construct a budget with spending justifications for a school library media program.
6. develop strategies for motivating, training, and evaluating staff and volunteers.
7. be able to select effective interpersonal and group relations and strategies for effective communication, including issues of diversity, cultural differences, and special learner needs.
8. be able to construct and support through research their understanding of the leadership role of the school library media specialist.
9. be able to compare professional organizations for school library media specialists.
10. be able to research current trends and issues of school librarianship using recognized publications of the field.

**Rationale**  
Currently we offer this course as MEDT 6461. By updating the course to a 7000 level we are able to have more flexibility offering it in the Master's and EDS. We will be proposing a modification of our program to add this course to our new EDS with School Library Media certification.

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

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 7451: Administration of the School Media Center

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Fall 2018</th>
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<tbody>
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<td>Time/Location</td>
<td>100% online</td>
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<td>Instructor</td>
<td></td>
</tr>
<tr>
<td>Office Location</td>
<td>Room 127, Education Annex</td>
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<td>Office Hours</td>
<td>By appointment</td>
</tr>
<tr>
<td></td>
<td>Monday: 8:00 am – 11:00 am</td>
</tr>
<tr>
<td></td>
<td>Tuesday: 8:00 am – 11:00 am</td>
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<tr>
<td>Online Hours</td>
<td>By appointment</td>
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<td>Monday: 1:00 pm – 3:00 pm</td>
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<td></td>
<td>Tuesday: 1:00 pm – 3:00 pm</td>
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<tr>
<td>Telephone</td>
<td></td>
</tr>
<tr>
<td>Email/Twitter</td>
<td><a href="mailto:abranyon@westga.edu">abranyon@westga.edu</a> - Email at this address is the BEST way to reach me!</td>
</tr>
</tbody>
</table>

**Online Support**
- Course Den D2L Home Page: [http://westga.view.usg.edu](http://westga.view.usg.edu)
- D2L UWG Online Help (M-F 8-5): (678) 839-6248
- D2L UWG Helpline after hours: 1-877-855-8946
- D2L UWG Online help: [http://uwgonline.westga.edu/students.php](http://uwgonline.westga.edu/students.php)
- D2L 24 hour Help Center: [https://d2lhelp.view.usg.edu/](https://d2lhelp.view.usg.edu/)
- UWG Distance Learning: [http://uwgonline.westga.edu/](http://uwgonline.westga.edu/)
- Distance Learning Library Services: [http://libguides.westga.edu/content.php?pid=194430](http://libguides.westga.edu/content.php?pid=194430)
- Ingram Library Services: [http://www.westga.edu/library/](http://www.westga.edu/library/)
- University Bookstore: [http://www.bookstore.westga.edu/](http://www.bookstore.westga.edu/)
- Center for Academic Success: [http://www.westga.edu/cas/](http://www.westga.edu/cas/)
COURSE DESCRIPTION
This course provides an overview of the procedures in planning, administering and evaluating school media programs.

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 contribute to educational improvement and the betterment of society.

COE MISSION
Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, 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 (AASL) and state standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES
Required Text(s):

Required Instructional Resource:
• Tk20 Subscription is required for all students who began taking courses in their program Summer 2011 or later. These are available 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, email tk20@westga.edu.
• Student Microsoft Agreement – Office Software package: https://www.westga.edu/its/microsoft-campus-agreement.php

Suggested Text:
APPROACHES TO INSTRUCTION

Instruction in this course will take place through optional face-to-face class time and online tools such as discussion boards, chat rooms, posting materials within Course Den, wikis, webpages, etc.

This course will be delivered approximately 100% online. This requires the online equivalent of 2200 minutes of instruction (seat-time) and an additional 4400 minutes of supporting activities.

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instruction Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online discussion</td>
<td>400 minutes</td>
</tr>
<tr>
<td>Audio/video instruction</td>
<td>400 minutes</td>
</tr>
<tr>
<td>Online assignments</td>
<td>1400 minutes</td>
</tr>
</tbody>
</table>

Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities. Since students work at various paces in an online environment, the total number of minutes required to complete the course will vary among students. The minutes indicated above are estimates.

Course Learning Outcomes

Students will:

1. be able to describe the standards, policies, and procedures pertaining to operation of school media program.
2. be able to assess the quality of existing media programs.
3. be able to analyze school library media center facilities.
4. be able to design a school library media center facility.
5. be able to construct a budget with spending justifications for a school library media program.
6. develop strategies for motivating, training, and evaluating staff and volunteers.
7. be able to select effective interpersonal and group relations and strategies for effective communication, including issues of diversity, cultural differences, and special learner needs.
8. be able to construct and support through research their understanding of the leadership role of the school library media specialist.
9. be able to compare professional organizations for school library media specialists.
10. be able to research current trends and issues of school librarianship using recognized publications of the field.
ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING
Students are expected to participate fully in all assignments and discussions. This is a brief overview of assignments - directions, details, specific due dates, and expectations for each assignment will be found in Course Den.

Participation in Online Activities (100 pts.)
Students must participate in all assigned online activities. A variety of online communication tools such as Skype, GoToTraining, GoToMeeting, GoogleHangout and chat may be used for live sessions. There will be one REQUIRED online session in this course – students will either attend the session or watch the recording. An important part of the participation grade in this course is completing all the sections of your website per assignment directions. All online assignments must be submitted by the due dates – see details in Course Den and on the Course Schedule. At any point during the semester, if students realize they are not going to be able to meet a deadline they must contact the instructor immediately and consider withdrawing prior to the last day to withdraw. Completion of the Course Evaluations (online) is also a portion of this score. (Objectives 1, 2, 3, 4, 5; knowledge, disposition; checklist)

Leader Role Module

Project 1 - School Library Media Center Website (50 pts):
As a leader and a program administrator the school library media specialist (SLMS) should establish an online presence for their school library media program (SLMP). The school library media center's Website can be a powerful tool for communication, advocacy, and access for all stakeholders. While seemingly an overwhelming "extra" task, the smart media specialist will use an effective website to attract patrons, manage knowledge, and solve problems. This will be the first step in developing your website that you will utilize the rest of the semester. Students will Setup a SLMP shell website – You may base this on a real school library or you may make up one for the purposes of this project. I suggest you use Weebly, GoogleSites, or Wix for your site for this assignment, but if there is something else you feel more comfortable using that will be fine as well – just email me ahead of time for pre-approval. You will setup pages on this site that will you will be filling in throughout the semester – this will be part of your participation grade. Post the URL for your website to the SLMP Website Discussion board. Please see the Assignments directions in Course Den site for more details, expectations, and due dates.

Project 2: Leadership Through Professional Involvement (50 pts.)
In our field, it is critical to have avenues for keeping up with new developments, for continuing professional development, and for connecting with our colleagues in other schools. On your website, under the Professional Development tab or page you will post links to a state AND national (or international) organization related to school library media and/or technology with a brief three sentence description of why you would want to join that organization. Please see the Assignments directions in Course Den site for more details, expectations, and due dates.

Project 3 — Current Trends & Issues Presentations (100 pts.)
School library media specialists need to know the issues and trends that affect their jobs and what the arguments are concerning them. Students will work with a partner on this project to research current trends using a variety of sources. Then prepare a 5-8 minute presentation on the topic using a Web 2.0 presentation tool such as Prezi, Powtoon, Animoto, Google Slides - there are many choices for this!
See list of Web 2.0 Tools in the Course Resource Library for ideas. MS Word and Power Point are NOT acceptable for this assignment. Be sure to include a reference list at the end of your presentation (APA style). (Course Objective 13; instructor observation, peer observation, rubric) Please see the Assignments directions in Course Den site for more details, expectations, and due dates.

Instructional Partner & Teacher Roles Modules
As you look at the expectations and the responsibilities of the SLMS, it may seem overwhelming. However all of these things alone. That's the reason that collaboration, leadership, and technology are three key themes in a library media program.

Project 4: Collaboration Articles Reviews & Reflections (100 pts.): Students will read two articles on the topic of collaboration that emphasize the importance of collaboration and/or describe how-to collaborate for school library media specialists. Write a summary of the articles (describing the content) and one paragraph of your thoughts and reactions to the collaboration described. List complete bibliographic information (APA format) at the beginning of each review. These reviews will be posted to Course Den Discussion Board for small group discussion opportunity. (Course Objective: 7; instructor observation, peer observation, rubric) Please see the Assignments directions in Course Den site for more details, expectations, and due dates.

Information Specialist Role Module
The SLMS must be an expert in locating, evaluating, and synthesizing information. Additionally the media specialist must also be the spokesman for the ethical use of information in a variety of formats. The idea of using information in an educational setting ethically can be a confusing and the media specialist will need to act as a leader helping both teachers and students to understand how to use information ethically.

Project 5: Information Ethics and Access Flyer & Response (100 pts.) Students will work individually to research and create a one-page flyer/poster/infographic utilizing an online tool (see list of Web 2.0 Tools in the Course Resource Library) on a topic related to the information ethics (see list of topics in Course Den) and school library media centers. Include a bibliography, in APA format, as a second page – there will be No in-text references on your flyer. Conduct research on your topic and create a one-page flyer/poster/infographic for a specified audience. This assignment requires creativity to make it interesting to classmates! Links to your creations will be posted to the Course Den Information Ethics Db and to your website. You will respond to ALL of your classmates’ flyers on the Course Den Information Ethics Db. (See assignment information for detailed description of this project). (Course Objectives: 1; Instructor Observation, peer observation, rubric) Please see the Assignments directions in Course Den site for more details, expectations, and due dates.

Program Administrator Role
Effectively managing the school media program requires the SLMS to be able to meet the various needs of their learning community. While building a successful program, media specialists need to effectively plan their program mission, manage the budget and media staff, and ensure that the resources they acquire are accessible and interesting to the students who will be using them. School media specialists also often serve on
school committees, run the school website, oversee a morning news program, and coordinate the distribution of school equipment especially dealing with technology.

Project 6 – Program Administration
In the multiple parts of this project during this module you will research and learn about the various practical functions of the day to day running of the SLMP. Please see the Assignments directions in CourseDen site for more details, expectations, and due dates.

a. SLMP Mission (25 pts.)– Students will develop a mission statement for their library media program and post on their website. Creating a mission statement for the media program is a crucial first step for projects and plans. Many administrators, teachers, parents, and students are not fully aware of the possibilities for improved student achievement when teachers and the SLMS collaborate. An effective mission statement can promote a greater understanding of the role of the SLMS in student learning. A mission statement is a short, succinct statement focusing on the purpose of the organization, its reason for existence, and what it hopes to accomplish. Please see the Assignments directions in CourseDen site for more details, expectations, and due dates.

b. Budget (75 pts.) - An immediate and critical responsibility of every media specialist is to manage the budget. An even more difficult responsibility is designing a budget that will meet strategic goals and therefore curricular needs. Students will interview a current SLMS and work individually to prepare a three-year budget that includes justifications or rationales for your allocation of funds. Prior to writing a budget, you must decide what your mission is for improving the media center in the next three years (see above). A statement of needs or rationale should accompany the budget that spells out in detail how the budget will serve to meet the mission for the SLMP three-year period. Justifying items in the budget is necessary for this assignment. You must state why you need each item in the budget and how it will meet your vision for the school and LMCSLMP. It is almost certain that the GPSs and Common Core standards will impact your justification for purchase of some items in your proposed budget. Submit assignment to Drop box and post on your website under budget. (Course Objective: 7; Instructor Observation, peer observation, rubric). Please see the Assignments directions in CourseDen site for more details, expectations, and due dates.

c. Facilities (75 pts.): In this assignment, students will demonstrate your knowledge of the relationship of facility to program needs. Here you will describe the physical facility and how the learning community can utilize it. Students will physically visit a media center conveniently located to them if possible and talk to a media specialist about media center facilities. Also construct a floor plan for the school library they visit. Based course readings, and your own knowledge and opinions, analyze the facility for needed changes and develop a renovation plan, including floor plan and rationale narrative with reasoning WHY you made the changes you made in your proposed renovation floor plan. You will need to include references (APA style) to course readings in your rationale narrative. Students should use the drawing tools in PPT, Word, or online to complete the floor plan. Students will submit to Drop box, in in one continuous document, all 3 components of the assignment: The current floor plan of the school library you visited; Your renovation floor plan (showing your final product); The narrative addressing the justification / explanation of why changes were made (include grade level of the media center) AND post to
their SLMP website under Facilities. (Course Objective 6: instructor observation, peer observation, rubric). Please see the Assignments directions in CourseDen site for more details, expectations, and due dates.

d. Policies & Procedures (25 pts.): Visit the Georgia Department of Education website or the Department of Education for the state where you are currently located for the purpose of identifying resources and information related to school library media specialists, school library media programs, funding, physical facilities, staffing, etc.

Post two things you learned about personnel and the SLMP. Post the link to your website on the Discussion Board. After you’ve posted, explore some of your classmates’ websites to identify various types of information available at the GA DOE website. (Course Objectives 2, 3, 4, 7; instructor observation, rubric) Please see the Assignments directions in CourseDen site for more details, expectations, and due dates

Project 7 – Evaluation: School Library Annual Report (100 pts.)
An annual report communicates to the stakeholders what goes on in your media center. It is important to remember that not everyone knows what you do and you may need to be able to defend your job. And when it comes time to defend your job or your program it will be too late. What will you have at hand that will help you do that? An annual report and the planning that goes into it will be a place to start. For this assignment read all the readings about annual reports and look at some examples. Find three components you really like in an annual report that you feel would be important information to convey about what goes on in your media program. For each of these components write about the component you chose, including why you think this component of the annual report is something you would want in your report and about how you would collect the data.
Submit to Course Den Drop box. (Objectives 2, 5, 6, 7; rubric) Please see the Assignments directions in CourseDen site for more details, expectations, and due dates

All assignments should be submitted as MSWord docs unless otherwise specified in assignment directions.

**Evaluation Procedures**

<table>
<thead>
<tr>
<th>Activity/assignment</th>
<th>Points</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in online class activities (INCLUDES any REQUIRED Online sessions, Tk20 Assignments, collaboration with classmates and instructor, DB postings, additional readings/ assignments, etc.)</td>
<td>100</td>
<td>Instructor observation, online participation rubric</td>
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<tr>
<td>Project 1 - School Library Media Website</td>
<td>50</td>
<td>Checklist</td>
</tr>
<tr>
<td>Project 2 – Leadership Through Professional Involvement</td>
<td>50</td>
<td>Checklist</td>
</tr>
<tr>
<td>Project 3 - Current Trends Presentation</td>
<td>100</td>
<td>Rubric</td>
</tr>
<tr>
<td>Project 4 – Collaboration Article Reviews</td>
<td>100</td>
<td>Rubric</td>
</tr>
<tr>
<td>Project 5 – Information Ethics and Access Flyer &amp;</td>
<td>100</td>
<td>Rubric</td>
</tr>
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</table>
Grading Policy:
Grades for assignments will be posted on CourseDen. Final grades will be assigned according to the University Grading Scale (shown below in total points value out of 800):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
<td>720 - 800</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
<td>640 - 719</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
<td>560 - 639</td>
</tr>
<tr>
<td>F</td>
<td>0 – 69%</td>
<td>0 - 559</td>
</tr>
</tbody>
</table>

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES
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](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

<table>
<thead>
<tr>
<th>Responses</th>
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</thead>
<tbody>
<tr>
<td>Project 6 – Program Administration</td>
</tr>
<tr>
<td>a. SLMP Mission Statement (25 pts.)</td>
</tr>
<tr>
<td>b. Budgeting (75 pts.)</td>
</tr>
<tr>
<td>c. Facilities (75 pts.)</td>
</tr>
<tr>
<td>d. Policies &amp; Procedures (25 pts.)</td>
</tr>
<tr>
<td>200 total</td>
</tr>
<tr>
<td>Checklist</td>
</tr>
</tbody>
</table>

| Project 7: Evaluation: Annual Report |
| 100 |
| Checklist |

| 9. Tk20Assignments: First AASL Competencies, First Dispositions. |
| Course final grade will not be assigned until info is posted at Tk20 |
| Posting |
with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.

Disciplinary procedures described in the latest State 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.

CLASS ATTENDANCE AND PARTICIPATION
Respectful interaction with your colleagues, the professor, and all guest speakers is expected. You are part of a community of learners. In discussion postings please read your classmates’ postings and respond thoughtfully.

Class requirements
• Failure to complete online assignments will be counted as ‘class’ absences. Late assignments, for which there is no legitimate reason, will be assessed a 10% penalty per day.
• Poor writing, lack of proper APA citations, or instances of plagiarism can result in point reduction or a failing grade regardless of point spread listed on the syllabus.
• Incidents of documented plagiarism will result in an automatic 0 (F) for the assignment.
• Students are to put their name on all submitted work. Failure to put your name on submitted assignments will result in a 10 point deduction.
• Students are required to check their UWG email, CourseDen email and CourseDen discussion board at least 1 time a day.
• Students must participate in online chats (if scheduled).
• Students will complete the assigned online activities by the specified timelines. If students have any problems they are to contact the Distance Office for assistance and the instructor immediately. The help line e-mail address is on page one of this syllabus as well as the distance office e-mail address and phone number. If this plan fails, call the Distance Learning Office and then the instructor for assistance.
• Do not wait to ask for help with CourseDen. Seek assistance immediately. Failure to complete online assignments and accesses will be counted as ‘class’ absences.
• Students will be prepared with materials and readings according to the schedule indicated in the Tentative Class Outline, participate in CourseDen discussion board discussions, and respond to topics presented. Internet and CourseDen access are required.
• Free MS software is available to UWG students ([https://www.westga.edu/its/microsoft-campus-agreement.php](https://www.westga.edu/its/microsoft-campus-agreement.php)) – all assignments are to be submitted as MS Word docs unless otherwise noted in assignment directions. For details, go to
• Students are expected to keep up with the SCOOP and registration deadlines so they do not miss registration dates.

Attendance: Participation in all online components of the course is required and will be factored into the course grade.

MEDT File Naming Protocol: MEDT instructors use a file naming convention that all students should adhere to for full credit on projects. This protocol is designed to make things easier on you when it comes to compiling required assessment and portfolio materials when you take MEDT 7487 Practicum before graduating from the program.
The file naming protocol is a simple one: course number (for instance, 6461) followed by an underscore, followed by assignment name and another underscore, followed by your first, middle and last initials, followed by a period and the file extension. Note: the file name should contain NO SPACES, and all characters should be lowercase.

So, Lauren Heather Mandel, a student in MEDT 6461, submitting her budget assignment, would name that file like this: 6461_budget_lhm.doc.

STUDENT WORK
All projects must be completed to be graded. The official communication method will be through Course Den and campus email (MyUWG). Students are required to post some required assignments Tk20.

Questions should be posted to the DB under the Questions topic area. It is each student’s responsibility to read these questions on a regular basis (at least 3 times per week) because they may pertain to students’ common questions.

LATE WORK
Students are expected to submit assignments on time, by 11:59 pm on due date. All components must be completed to receive a grade. 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. 10% penalty will be deducted for each day late. Late online assignments such as DB postings will result in a loss of points from participation grade.

EXTRA CREDIT/DUPPLICATIVE COURSEWORK
Coursework that will be completed in another course that dovetails with an assignment in this course may be submitted if prior approval is granted by the instructor during the first 10 days of class. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission. Extra credit activities are not available in this course.

COMMUNICATION POLICY
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 students. It is the student’s responsibility to check this email account for important University related information. The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost’s website.

I believe communication is vital in online education! Also I can't help you if you don't communicate there is a problem with me. I check email several times a day – you will usually get a response from me within 24 hours (more than often in a couple of hours) unless I happen to be traveling and am without wifi. The best way to contact me is through my email: abranvon@westga.edu Note that you should email me at my email address and not via Course Den. If you email via Course Den there may be a delay in my response

Communication Expectations: Students are expected to check their UWG email AND Course Den email at least once a day.

I encourage you to take advantage of the many ways to contact me in order to receive constructive feedback on your works in progress. I am very happy to discuss the work for our class at any point in the semester.

Effective learning involves questions and communication. When asking course related questions please post to the appropriate course website discussion area. Several others may have the same question. Answering the
question in a public forum assures that each student is receiving the same information and instruction. I will also communicate important class information via Course Den News so please check the site regularly for such information. Timely information will be accompanied by email announcement to assure you are informed.

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

• Participating in interactions and class activities in a face-to-face or online environment in a positive manner.
• Collaborating and working equitably with students in the class in group work.
• Actively participating in class online.
• Turning in assignments on time.
• Arriving at and leaving class punctually.
• Treating class members, colleagues, and instructor with respect in and out of the classroom.
• Eliminating interruptions in class. (This includes cell phones and disruptive behavior during class meetings or during online chats).

Students who display a lack of professionalism will be contacted by the instructor immediately after the violation takes 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.

IMPORTANCE OF WRITING QUALITY
It is important that you take your writing in this class very seriously. In addition to the criteria delineated above, structural, grammar, and/or mechanical errors will result in a loss of points. Papers or projects with numerous structural, grammar or mechanical errors will NOT pass. If you are not a very good writer, you will need to find a writing tutor or helper to proofread your papers. If you are concerned about your proficiency, please make use of the UWG Writing Center or a personal tutor.

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/UWGCares/. 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.
AMERICANS WITH DISABILITIES ACT
The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost’s website. 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. For more information, please contact Disability Services at the University of West Georgia:

Website Resources:
- American Association of School Librarians - http://www.ala.org/aasl
- eBoard Solutions (for school policies – select system, then go to “Policies” and select “Instructional program”…media centers should be located somewhere around “IFBD”) https://eboard.eboardsolutions.com/index.aspx?S=4028
- Exemplary Media Program / Media Specialist of the Year
- Georgia Association of Information Technology - http://www.gait-inc.org/
- Georgia Department of Education - http://www.doe.k12.ga.us or http://gadoe.org
- Georgia Standards - https://www.georgiastandards.org/Pages/Default.aspx
- Georgia GALILEO - http://www.galileo.usg.edu/welcome/
- Georgia Library Media Association - http://www.glma-inc.org/
- Georgia Library Media Listserv - lists.georgiamedia.net/lists/info/members.
- LM_NET - http://lmnet.wordpress.com/subscribe/

Course References:


Tentative Class Schedule:

<table>
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<tr>
<th>Week dates …</th>
<th>Work on …</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 22-29</td>
<td>READ all readings in Leader Module folder. Project 1 Website assignment. Project 2 Professional Involvement assignment.</td>
<td>August 29</td>
</tr>
<tr>
<td>August 27</td>
<td>REQUIRED ONLINE SESSION: 6:00 p.m. at Collaborate Ultra link in CourseDen at the Welcome module. ***Complete Tk20 self-assessments right after session!!!</td>
<td>August 27 – REQUIRED IF Tk20 has been purchased, post right after session</td>
</tr>
<tr>
<td>August 29-September 9</td>
<td>Project 3 Current Trends &amp; Issues Presentation (partner project). Purchase Tk20 by August 29</td>
<td>September 9 (Responses due September 14)</td>
</tr>
<tr>
<td>September 10-19</td>
<td>READ all readings in Instructional Partner folder. Project 4 Collaboration Article Reflections. ***POST Tk20 two required self-assessment tasks</td>
<td>September 19 (Responses due September 24) Credit cannot be given until Tk20 work is completed</td>
</tr>
<tr>
<td>September 14</td>
<td>Responses to Project 3</td>
<td>September 14</td>
</tr>
<tr>
<td>September 19-28</td>
<td>READ all readings/watch all videos in Teacher folder. READ all readings in Information Specialist folder.</td>
<td>September 19: Collaboration Article Review Reflections Due September 28: (Responses due October 11)</td>
</tr>
<tr>
<td>September 24</td>
<td>Responses to Projects 4</td>
<td>September 24</td>
</tr>
<tr>
<td>September 29-October 6</td>
<td>Project 5 Information Ethics &amp; Access Assignment</td>
<td>October 6 (Responses due October 11)</td>
</tr>
<tr>
<td>October 11</td>
<td>Responses to Project 5</td>
<td>October 11</td>
</tr>
<tr>
<td>October 7-17</td>
<td>READ all readings in Program Administrator folder. Project 6A – Mission Statement</td>
<td>October 17</td>
</tr>
<tr>
<td>October 18-26</td>
<td>Work ahead on Projects 6B, 6C, 6D</td>
<td></td>
</tr>
</tbody>
</table>

Drop ends at 11:59 p.m.: August 17
Add ends at 11:59 p.m. August 20
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Assignment/Description</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>October 27- November 6</td>
<td>Project 6B – Budget assignment</td>
<td>November 6</td>
</tr>
<tr>
<td>November 7-16</td>
<td>Project 6C – Facilities assignment</td>
<td>November 16</td>
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<tr>
<td>November 19-23</td>
<td>Thanksgiving Holiday</td>
<td></td>
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<tr>
<td>November 25- December 1</td>
<td>Project 6D – Policies &amp; Procedures assignment</td>
<td>December 1</td>
</tr>
<tr>
<td>December 2- December 7</td>
<td>Project 7 – Evaluation of School Library Annual Report</td>
<td>December 7</td>
</tr>
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</table>

**Summary of DUE DATES for MEDT 6461**

**August 22:**
- READ all articles in the Overview Readings.
- READ Volunteer Experience Handbook at SLM wiki.
- Purchase Tk20.
- Introduce yourself at the Introduction Discussion Board.
- Sign up for Current Trends Presentation.
- Sign up for Information Ethics Flyer Assignment.

**August 27:**
- **REQUIRED ONLINE SESSION: 6:00 p.m.** at Collaborate Ultra link in CourseDen at the Welcome module.
- ***Complete Tk20 self-assessments right after session!!!***

**August 29:**
- READ all readings in Leader Module folder.
- Project 1 Website assignment.
- Project 2 Professional Involvement assignment.
- Last Day to Purchase TK20

**September 9:**
- Project 3 Current Trends & Issues Presentation (partner project).

**September 14:**
- Responses to Project 3

**September 19:**
- READ all readings in Instructional Partner folder.
- Project 4 Collaboration Article Reflections.
- ***POST Tk20 two required self-assessment tasks***

**September 24:**
- Responses to Project 4

**September 28:**
- READ all readings/watch all videos in Teacher folder.
- READ all readings in Information Specialist folder.

**October 6:**
- Project 5 Information Ethics & Access Assignment
October 11: Responses to Project 5

October 17: READ all readings in Program Administrator folder. Project 6A – Mission Statement

November 6: Project 6B – Budget Assignment

November 16: Project 6C – Facilities Assignment

December 1: Project 6D – Policies & Procedures Assignment

December 7: Project 7 – Evaluation of School Library Annual Report

**FINAL Course Evaluation, if not completed yet!**
MEDT - 7455 - Selection and Materials
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>
<th>Course Number*</th>
<th>7455</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Course Title*</th>
<th>Selection and Materials</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Long Course Title</th>
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</thead>
</table>

<p>| Lec Hrs* | 3 |
| Lab Hrs* | 0 |
| Credit Hrs* | 3 |</p>
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<th><strong>Course Type</strong></th>
<th>Media and Instructional Technology</th>
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<tbody>
<tr>
<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>This course provides an overview of current materials, including all genres of print and non-print, all formats of fiction and non-fiction materials. This is an introduction to the criteria of evaluation and the tools and techniques used in selecting all types of materials and equipment for school library media centers.</td>
</tr>
<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>
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<td><strong>Status</strong></td>
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<td><strong>Desired Effective Year</strong></td>
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<td><strong>Frequency</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Grading</strong></td>
<td>Graduate Standard Letter</td>
</tr>
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**Student Learning Outcomes**

Students will:

1. Evaluate recognized selection aids (ALA, 2014, July 1; Bishop, 2007; Lukenbill, 2002); (Standards: AASL 2.1, 4.1, 4.2; GaPSC 2iii; 5i)
2. Demonstrate the ability to build a school library collection (Bishop, 2007; Lukenbill, 2002); (Standards: AASL 4.1, 4.2, 4.3; GaPSC 2iii; 5i).
3. Design an effective selection policy (ALA, 2014, July 1; Bishop, 2007); (Standards: AASL 4.1, 4.2; GaPSC 4.i, 4.ii).
4. Formulate strategies for dealing with censorship (Butler, 2016; Salem, 2005; Simmons and Dresang, 2001; Strittmatter & Bratton, 2014) (Standards: AASL 2.1, 2.3, 3.2, 4.1, 5.4; GaPSC 3ii; 5i).
5. Provide a rationale for a selection of print, non-print materials and equipment (AASL, 2018; Handman, 2002; Bishop, 2007) (Standards: AASL 4.1, 4.2, GaPSC 1i; 2ii; 3ii).
6. Identify and analyze stereotypes in all material formats (ALA, 2006, July 26; Huck, Hepler & Hickman, 2004; Hughes-Hassell & Stivers, 2015; Lafferty, 2014; ); (Standards: AASL 1.2, 4.1, 4.2, 4.3; GaPSC 3ii).
7. Identify and analyze curriculum standards and content (AASL, 2018; ALA, 2014, July 1; Easley, 2017; Harada & Yoshina, 2010; McKenzie, 2009) (Standards: AASL 1.1, 2.1, 2.2, 3.1, 4.2, 4.3; GaPSC 1iii; 5i)
8. Identify and analyze instructional materials (Easley, 2017; Everhart & Mardis, 2014; Herrington & Parker, 2013; Huck, Hepler, Hickman, 2004; Maniotes, 2016; Norton, 2000; Robinson, 2017; Thomas, Drow, & Franklin, 2011) (Standards: AASL 2.1, 2.2, 3.1, 3.3, 5.2; GaPSC 1iv; 5iv).
**Rationale**

Currently we offer this course as MEDT 6465. By updating the course to a 7000 level we are able to have more flexibility offering it in the Master’s and EDS. We will be proposing a modification of our program to add this course to our new EDS with School Library Media certification.

**Prerequisites**

**Corequisites**

**Cross-listing**

**Restrictions**

**May be repeated**

**Fee**

0

**Fee Justification**

**Additional Stipulations**

**Planning Info**

- Library Resources are Adequate
- Library Resources Need Enhancement

**Present or Projected Annual Enrollment**

100 students a year

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 7455 E01  Selection and Materials

Class Information
Class Meeting/Time/Location: CourseDen

Support for Courses – hyperlinks are below, full URL addresses are at the end of the document.

CourseDen D2L Home Page
D2L UWG Online Help (M-F: 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

College of Education Vision and Mission Statements

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 AASL and ISTE 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 current materials, including all genres of print and non-print, all formats of fiction and non-fiction materials. This is an introduction to the criteria of evaluation and the tools and techniques used in selecting all types of materials and equipment for school library media centers.

TEXT, READINGS AND INSTRUCTIONAL RESOURCES

Required Resources:


Required Instructional Resource: Tk20 Subscription
These are available 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, email tk20@westga.edu.

Required Tutorials for CourseDen: http://uwgonline.westga.edu/students.php

Required Equipment: USB Headset/Mic and Webcam OR built-in camera and mic

APPROACHES TO INSTRUCTION
Instruction in this course will take place through online tools such as discussion boards, chat rooms, posting materials within CourseDen, and on the UWG server. This course will be delivered approximately 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:

• Online Participation requires approximately 300 instructional equivalent minutes and 600 supporting activity minutes
• Selection Tools Evaluation requires approximately 400 minutes and 800 supporting activity minutes
• Media Log requires approximately 400 minutes and 800 supporting activity minutes
• Media Review requires approximately 250 minutes and 500 supporting activity minutes
• Collection Map requires approximately 250 minutes and 500 supporting activity minutes
• Materials Order requires approximately 200 minutes and 400 supporting activity minutes
• Book Talk requires approximately 150 minutes and 300 supporting activity minutes
• Reading, Quizzes, etc. requires approximately 300 minutes and 600 supporting activity minutes

Additionally, it is anticipated, students will need to work independently for twice the number minutes listed above to complete the online activities. Since students work at various paces in an online environment, the total number of minutes required to complete the course will vary among students. The minutes indicated above are estimates.

**Course Learning Outcomes**

Students will:

1. Evaluate recognized selection aids (ALA, 2014, July 1; Bishop, 2007; Lukenbill, 2002); (Standards: AASL 2.1, 4.1, 4.2; GaPSC 2iii; 5i)
2. Demonstrate the ability to build a school library collection (Bishop, 2007; Lukenbill, 2002); (Standards: AASL 4.1, 4.2, 4.3; GaPSC 2iii; 5i).
3. Design an effective selection policy (ALA, 2014, July 1; Bishop, 2007); (Standards: AASL 4.1, 4.2; GaPSC 4.i, 4.ii).
4. Formulate strategies for dealing with censorship (Butler, 2016; Salem, 2005; Simmons and Dresang, 2001; Strittmatter & Bratton, 2014) (Standards: AASL 2.1, 2.3, 3.2, 4.1, 5.4; GaPSC 3ii; 5i).
5. Provide a rationale for a selection of print, non-print materials and equipment (AASL, 2018; Handman, 2002; Bishop, 2007) (Standards: AASL 4.1, 4.2, GaPSC 1i; 2ii; 3ii).
6. Identify and analyze stereotypes in all material formats (ALA, 2006, July 26; Huck, Hepler & Hickman, 2004; Hughes-Hassell & Stivers, 2015; Lafferty, 2014; ); (Standards: AASL 1.2, 4.1, 4.2, 4.3; GaPSC 3ii).
7. Identify and analyze curriculum standards and content (AASL, 2018; ALA, 2014, July 1; Easley, 2017; Harada & Yoshina, 2010; McKenzie, 2009) (Standards: AASL 1.1, 2.1, 2.2, 3.1, 4.2, 4.3; GaPSC 1iii; 5i)
8. Identify and analyze instructional materials (Easley, 2017; Everhart & Mardis, 2014; Herrington & Parker, 2013; Huck, Hepler, Hickman, 2004; Maniotes, 2016; Norton, 2000; Robinson, 2017; Thomas, Drow, & Franklin, 2011) (Standards: AASL 2.1, 2.2, 3.1, 3.3, 5.2; GaPSC 1iv; 5iv).

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICIES

Activities and Assessments:

1. Participation in online class activities
   - Students will complete the assigned online activities.
   - Students are expected to participate in online sessions, including video conferences and discussions.
   - Students experiencing technical problems with CourseDen should contact the Distance Office for assistance immediately. The help line e-mail address is on page one of this syllabus as well as the distance office e-mail address and phone number. If this fails call the Distance Learning Office and then the instructor for assistance.
   - Throughout the course students will have opportunities to read, reflect on, and respond to comments and ideas posted by other students. Participation in the discussion will greatly enhance student learning.
   - Students need to go through the tutorials that are available by clicking on the “Student” tab at the top of the CourseDen page. Do not wait to ask for help with CourseDen. Seek assistance immediately (see contact info on page 1).
   - Since this is an online course, you are responsible for monitoring your work time in order to complete and submit assignments by the established due dates. Assignments may be accepted late but there will be a loss of points due to the lateness of submission. **All assignments must be submitted by the end of the course in order to be considered.**
   - Extra credit is not available for assignments in this course.
   - All student work submitted during the course is required to be original.
   - All students are to adhere to the university's honor code, and work by themselves on each assignment unless otherwise stated on specific assignment sheets. Coursework that has been completed or will be completed in another course that duplicates or dovetails with an assignment in this course may not be submitted unless prior approval is granted by the instructor.
   - All assignments must follow APA format unless otherwise specified.
   - Always double check documents attached or posted. Make sure the file extension is correct. You cannot attach or post a document while it is open on your computer. The person on the other end will not be able to open it. **For example, if your file extension is .lnk the file cannot be opened.** Word document files will have .doc or .docx as the file extension. PowerPoint files will have .ppt or .pptx as the file extension.
( Objectives 1, 2, 3, 4, 5, 6; decisive, leading, inquisitive, knowledgeable, reflective; instructor observation; checklist)
All student work submitted during the course is required to be original. All projects must be completed to be graded. Always check spelling and grammar before submitting your work.

Selection Tools Evaluation
Students will examine a variety of selection tools and complete the form provided. Students will enter their information onto the form for submission. Post information by the due date and late submissions will incur a deduction in points for this assignment. (Objective 1; decisive, leading, knowledgeable; instructor observation, checklist)

Collection Analysis - Weeding the collection using the CREW/MUSTIE method
See pp. 143-145 in Collection Program in Schools for overview.

See the following URL for a complete guide to CREW/MUSTIE.


This assignment requires a trip to a library. Choose a non-fiction section of a library collection to examine. Beginning at the start of a Dewey range, to get a random set, make a list of 10 books by selecting each 10th item as you go through the section. For each of the 10 items, do an APA citation to identify it. Then apply the CREW/MUSTIE guidelines to see if the item is a candidate to be weeded. Note that in the CREW Guidelines by Dewey Class, you will see guidelines specific to each Dewey range. Write a brief explanation for why you think each item should be weeded at this point or remain in the collection.

NOTE: We aren’t trying to evaluate the media specialist’s performance in terms of weeding the collection. The name of the specific library may be withheld, but it is important to note the type of library (elementary, middle or high school, public, academic), and some context. Ask the media specialist or librarian about age of the library, and as much information as he/she is comfortable sharing with you about funding levels for print materials, particularly in the past 5-7 years. (Instructions on collection mapping and electronic analysis will be posted to CourseDen.) (Objectives 1, 2, 6, 7; decisive, knowledgeable; checklist)

Prepare instructional materials orders
Develop an order for instructional materials, using Follett, Mackin, or both. The order will be in the amount of $2500 for instructional materials useful in updating the Dewey range identified in the Collection Analysis/Map, instructional materials to address identified needs from the School Improvement Plan, new curriculum focus, and/or needs in the school community.

• Prepare a one-page justification for the order explaining why the selected items address instructional and/or enrichment needs. Reference the Georgia Common Core Performance Standards in your justification. Select resources dated 2009 and later.
• Quizzes for Accelerated Reader, Reading Counts, or other reading management programs may equal no more than 5% of the total order.
• Reference works may equal no more than 10% of the total order.
• Order no more than one copy of any specific title.
• Include some ebook titles.
• Orders may include print materials, DVDs, kits, and professional resources.

Remember you are creating an imaginary order -- do NOT actually submit orders (you don’t want your school to be invoiced).

In the justification describe why you selected the particular materials and how they support the curriculum.
(Course Objectives 1, 2, 6, 7; decisive, knowledgeable; checklist)

Media Log
Students will review multiple pieces of media. All should be new to you and as recent as possible (2010 copyright or later preferred). Remember that all of the selection tools can be great resources as you explore new materials. Pay particular attention to award books. Some assignments require utilization of specific award lists.
(Objectives 1, 2, 3, 4, 5, 6; decisive, culturally sensitive, empathetic, knowledgeable; checklist)

Media Reviews
Double Review—Select a title and write two detailed annotations for it. One should be addressed to fellow library media specialists and one to age-appropriate readers. The annotations should be detailed enough to entice readers to want to explore the material.
OR
Comparative Review—Select another title and locate at least two published reviews for it. Write a paragraph comparing those two published reviews. Turn in the complete package—the two published reviews and your comparison.
(Objectives 1, 2, 3, 4, 5, 6; decisive, reflective; checklist)

Online Text
Discussions based on selected readings. These discussions should reference information covered in the texts.
(Objectives 1, 2, 3, 4, 5, 6; inquisitive, knowledgeable; checklist)

Book Talk Presentation
Students will present a book talk presentation (5-6 minutes timed) that includes at least three (3) related books from a typical library media center. Plan to start this project near the beginning of the semester. The purpose of the book talk is to spark the interest of student; it should be recorded before a live audience. Use some attention-getting strategies to make the book talks more interesting. The book talks will be timed and points will be deducted for presentations exceeding or falling short of the time limit.
(Objectives 2, 3; Rubric)

Volunteer Experience Activities
Students will identify and use recognized selection aids for school library media centers. Evaluate basic collections and make recommendations for improvement. Examine
censorship issues and stereotyping in literature. Focus on collection analysis and development of print and non-print materials. Students will submit the Field Experience Log and Reflection information. Some students will submit this information in Tk20.
(Objectives 1, 2, 3, 4, 5, 6; inquisitive, knowledgeable, reflective; checklist)

Tk20 Requirements
All College of Education students who began course work in their program Summer 2011 or later, must subscribe to Tk20. Students who began course work prior to Summer 2011 should NOT subscribe to Tk20. Key Assessments and other projects will be posted in Tk20. All students should contact their advisor regarding the Tk20 requirements for their program.
(Objectives 1, 2, 3, 4; rubric)

Evaluation Procedures

Students will be assessed according to the course objectives with the following points:
• Introduction on Discussion Board: 20 points
• Readings/Discussion Posting for your group: 40 points
• Responses (2) to Group Postings: 30 points each
• Selection Tools Evaluation: 120 points, Submission and assessment, due
• Media Log (Non-fiction and fiction reviews): 120 points, Submission and assessment, due
• Collection Map: 35 points, Submission and assessment, due
• Materials Order: 35 points, Submission and assessment, due
• Book Talk: 30 points, Submission and assessment, due
• Total possible points for course: 1000

Grades for Introduction, Readings/Discussion Posting and the two Responses to Readings/Discussion include submitting assignments by specified due dates, completing assignments without spelling and grammatical errors, meeting the specified minimum word requirement.

Grading Policy:
Students will be graded using the following scale:
A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

COE WRITING EXPECTATION AND RUBRIC

IMPORTANT: It is important that you take your writing in this class very seriously. In addition to the criteria delineated above, structural, grammar, and/or mechanical errors will result in a loss of points. Papers or projects with numerous structural, grammar or mechanical errors will NOT pass. If you are not a very good writer, you will need to find a writing tutor or helper to proofread your papers. If you are concerned about your proficiency, please make use of the UWG Writing Center or a personal tutor.
Students will write in standard English, defined as using the rules and patterns of English associated with educated citizens. This includes writing with clarity, complexity, and good organization, using prescribed rules for syntax, grammar, usage, and punctuation, and adhering to APA formatting.

Rubric

- **1=Unacceptable:** There is confusion about the topic with absence of support for main ideas; there is little or no awareness of the intended audience; paper lacks organization; paragraph structure is weak; syntax is garbled (e.g. word choice and order often does not make sense or is confusing); paper contains multiple and serious errors of sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting not appropriate to the assignment.

- **2=Emerging:** Needs Improvement: Ideas are mostly simplistic and unfocused, there is little awareness of the intended audience; paragraphs are mostly stand-alones, with few transitions; the organization, while attempted, is still disjointed; the syntax is weak (e.g., very simplistic word choices and/or sentences that do not make sense); there are several errors in sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting is attempted, but poorly done.

- **3=Proficient:** The topic is developed with ideas supported sufficiently; paragraphs are competently structured; there is clear awareness of the intended audience; the organization is competent, without sophistication; the syntax is effective (e.g. with wording and sentences that make clear sense); there is effective and varied sentence structure; the paper contains only occasional errors in grammar, spelling, capitalization, and/or punctuation; there are few formatting errors.

- **4=Exemplary:** There is in-depth development of the topic with ideas well supported; there is accurate awareness of the audience; paragraphs are well-developed and have effective transitions; the organization is appropriate for the assignment; the syntax is rich (e.g., with sophisticated vocabulary); there is variety in sentence style and length, the paper is virtually free of errors in grammar, spelling, capitalization, and/or punctuation; the formatting is appropriate for the assignment.

**File Naming Protocol**

You will want to use a consistent file naming protocol in order to keep track of your work and to make it easy for your instructors to identify your work. Trust me, this is designed to make things easier on you when it comes to compiling all of your required assessment and portfolio materials to graduate from the program. This is important: The file name should contain NO SPACES and NO CAPITAL LETTERS. You also want to keep the file names as short as possible! Remember to keep file names as short as possible and keep your files organized so it will be easy for you to find projects when it is time to build your portfolio. Those of you using Tk20 will be able to store projects in that space. Thank you very much for your cooperation!
CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

CLASS POLICIES
Students are expected to conduct themselves professionally. This is an essential quality for all professionals who work in the schools. Professionalism includes, but is not limited to, the following:

- Participating in class activities in the online environment in a positive manner
- Collaborating and working equitably with students in the class
- Actively participating in class each week
- Turning in assignments on time – late submissions will result in a loss of points
- Completing assignments without spelling and grammatical errors – loss of points will occur
- Attending required live online sessions and arriving on time – loss of points will occur
- Treating class members and colleagues with respect
- Limiting disruptions in the online class environment
- Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences

If you have a valid reason for missing assignment deadlines, please contact the instructor in advance. Missing deadlines can seriously impact the student’s ability to complete the course satisfactorily.

Students must use Microsoft Office application software (Word, PowerPoint, etc.) to complete written and other assignments. The Microsoft Office software is available to UWG students free of charge (funded by technology fees). If you do not have Microsoft Office, information about acquiring it is available at: UWG Information Technology Services.

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. 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.

University Policies
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 House Bill 280. Answers to specific questions can be found under the “Additional Information” tab.

Student e-mail Policy
All formal e-mail communication between instructor and students (outside of CourseDen) will be through campus e-mail (your my.westga.edu e-mail account through gmail). This is a University policy, so it is imperative you check your my.westga.edu e-mail account regularly.

Extra Credit/Duplicative Course Work
Coursework that will be completed in another course that dovetails with an assignment in this course may be submitted if prior approval is granted by the instructor during the first 10 days of class. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission. Extra credit activities are not available in this course.
Attendance
Participation in all online components of the course is required and will be factored into the course grade.

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.

Americans with Disabilities Act
Disciplinary procedures described in the latest State University of West Georgia

The Connection, Undergraduate Catalog, and Graduate Catalog, will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

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 UWG Cares. 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
A listing of all services available to students at UWG can be found at Student Services.

Communication Rules and Expectations
Communication Rules
My preferred method of communication is through my UWG email address. (abranyon@westga.edu). I can check this from every one of my devices and at any time.

Network Etiquette
Communication in an online environment takes special consideration. Consider including a list of tips as described 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
Students can expect responses to e-mails and discussion board postings within 48 hours. Grading of major assignments/projects will be completed within 72 hours.

Remember that CourseDen will be down occasionally for maintenance. You can click on the Maintenance tab at the top of the CourseDen page to find the schedule.
Do not wait until the last minute to post work.
Late submissions will be subject to a loss of points.
You can always post work early!!
Optional online and face-to-face sessions are available if requested.
Ask for help if you need it!

If you want to meet with Dr. Branyon in the Optional Chat here in CourseDen simply send an e-mail to Dr. Branyon at her UWG email address 24 hours prior to day/time you would like to meet.

Tentative Schedule—Always check Announcements on the Course homepage for updates.
Due dates are Tuesdays, 11:59 p.m., unless otherwise stated. Video conferences are via Collaborate Ultra on Tuesdays, unless otherwise stated.

January 6-12
• Drop dates: January 6-10
• Add dates: January 6-11
• January 12 Make sure tuition and fees are paid to avoid being dropped from courses
• Purchase required textbooks
• Acquire webcam and headset for upcoming video conferences
• Review Syllabus
• Post an introduction to yourself on Discussion Board due January 14, 2018
• Discussion Teams have been posted

January 16
Activities
• Begin looking for and deciding the book you want to use for your Book Talk
• If new to CourseDen, use tutorials
• Familiarize yourself with assignments
• Look to see who else is on your discussion team.
• Look over the introductions of those specifically on your discussion team.

Assignments
• First Readings/Discussion from Group One is due Tuesday January 23, 2018
• Second Readings/Discussion from Group 2 is due Tuesday, February 6, 2018
• Third Readings/Discussion from Group 3 is due February 27, 2018

January 23
Activities
• Readings/Discussion #1 from Group 1 (eBooks) must be posted

Assignments
• Response to Discussion #1 from Groups 2 & 3 due Tuesday, January 30, 2018
• Selection Tool #1 *School Library Journal* due Tuesday, January 30, 2018

January 30
Activities
• Response to Discussion #1 from Groups 2 & 3 due today
• Selection Tool #1 due today
• Video Conferencing Available upon Request

Assignments
• Readings/Discussion from Group #2 (Selecting and Developing a Collection) due Tuesday February 6, 2018

February 6
Activities
• Readings/Discussion from Group #2 must be posted
• Video Conferencing from 6:15 p.m. - 7:30 p.m. (optional --highly recommended) I will be discussing and taking questions on the Book Talk and the Collection Development/Weeding Assignments and any other questions you feel necessary.

Assignments
• Responses to Discussion #2 from Groups 1 & 3 due Tuesday, February 13, 2018
• Review #1 of Media Log (non-fiction book of your choice which is appropriate for students within 4-12 grade range) is due Tuesday February 13, 2018

February 13
Activities
• Responses to Discussion #2 from Groups 1 & 3 are due
• Review #1 of Media Log due
• Video conferencing Available upon Request

Assignments
• Double Media OR Comparative Review (your choice) due Tuesday February 20, 2018
February 20

Activities
• Double Media Review OR Comparative Review due today
• Video Conferencing from 6:15 p.m. - 7:30 p.m. (optional --highly recommended)

Assignments
• Readings/Discussions #3 (Weeding) from Group #3 are due Tuesday February 27, 2018
• Selection Tool #2 Booklist due Tuesday February 27, 2018

February 27

Activities
• Readings/Discussions #3 from Group 3 must be posted
• Selection Tool #2 is due
• Video Conferencing from 6:15 p.m. - 7:30 p.m. (optional --highly recommended)

Assignments
• Responses for Discussion #3 by Groups 1 & 2 are due by Tuesday March 6, 2018
• Book Talk due Tuesday March 6 or Tuesday March 13, 2018

March 6

Activities
• Responses to Discussion #3 from Groups 1 & 2 are due
• Book Talk (Optional: May turn in on March 13, 2018)
• Video Conferencing from 6:15 p.m. - 7:30 p.m. (optional --highly recommended)

Assignments
• Book Talk must be turned in by Tuesday March 13, 2018
• Review #2 of Media Log (fiction book of your choice which is appropriate for students within K-5 grade range) due March 13, 2018

March 13

Activities
• Final Day for Book Talk to be submitted
• Review #2 of Media Log

Assignments
• Collection Analysis/Weeding the Collection Due Tuesday, March 27, 2018

March 19-23 – Spring Break

Assignments
• Collection Analysis/Weeding the Collection Due Tuesday, March 27, 2018
• Selection Tool #3 The Horn Book OR VOYA OR Teacher Librarian due April 3, 2018

March 27

Activities
• Collection Analysis/Weeding the Collection due today
• Video conferencing Available upon request

**Assignments**
• Review #3 of Media Log (YA Fiction) due Tuesday, April 3, 2018
• Selection Tool #3 *The Horn Book OR VOYA OR Teacher Librarian* due April 3, 2018

**April 3**
**Activities**
• Review #3 of the Media Log due today
• Selection Tool #3 Due today

**Assignments**
• Review #4 of the Media Log (Graphic Novel) due Tuesday, April 4, 2018
• Instructional Materials Order may be turned in on Tuesday April 10 or April 17, 2018

**April 10**
**Activities**
• Review #4 of the Media Log due today
• Final scheduled Video Conferencing from 6:15 p.m. - 7:30 p.m. (optional --highly recommended)

**Assignments**
• Instructional Materials Order final due date is April 17, 2018

**April 17**
**Activities**
• Instructional Materials Order Due

**April 24**
**Activities**
• Please complete the Course Evaluations

**April 30**
**Activities**
• Last day course assignments and projects can be submitted

**May 10**
**Activities:**
• Graduation

Remember that late assignments will be accepted, but there will be a loss of points for late assignments. No assignments will be accepted after Tuesday, April 30, 2018, at 11:59 pm.

If you get behind, please contact Dr. Branyon ASAP.
Summary of Assignment Due Dates

- January 14 -- Introduction Discussion Board
- January 23 – Readings/Discussion #1 posted
- January 30 – Response to Discussion #1 by Groups 2 & 3
- January 30 – Selection Tool #1
- February 6 – Readings/Discussion #2 posted
- February 6 – First Video Conferencing from 6:15 -7:30 (optional; highly recommended) I will open the room at 6:00 and I am willing to remain until 8:00.
- February 13 – Review #1 of Media Log
- February 13 – Responses to Discussion #2 by Groups 1 & 3
- February 20 – Double Media Review OR Comparative Review
  February 20 – Video Conferencing from 6:15 p.m. - 7:30 p.m. (optional; highly recommended) I will open the room at 6:00 and I am willing to remain until 8:00.
- February 27 – Readings/Discussion #3 posted
- February 27 –Selection Tool #2
  February 27 -- Video Conferencing from 6:15 p.m. - 7:30 p.m. (optional; highly recommended) I will open the room at 6:00 and I am willing to remain until 8:00.
- March 6 – Responses to Readings/Discussion #3 by groups 1 &3
- March 6 – Book Talk (Optional Due Date)
  March 6 -- Video Conferencing from 6:15 p.m. - 7:30 p.m. (optional; highly recommended) I will open the room at 6:00 and I am willing to remain until 8:00.
- March 13 – Final day for Book Talk to be submitted
- March 13 –Review #2 of Media Log
- March 27 – Collection Analysis/Weeding the Collection
- April 3 – Review #3 of Media Log
- April 3 –Selection Tool #3
- April 10 – Review #4 of Media Log
  April 10 -- Video Conferencing from 6:15 p.m. - 7:30 p.m. (optional; highly recommended) I will open the room at 6:00 and I am willing to remain until 8:00.
- April 17 – Instructional Materials Order
- April 24 – Course Evaluations
- April 30 – Last day course assignments and projects can be submitted

References:


*Standard selection tools in the collections of the Ingram Library, Teaching Materials Center, and other libraries accessible to class participants will be used.*

**Listservs**

MEDIA-L – [http://www.dymaxion.ca/medianet/MAILLIST.HTM](http://www.dymaxion.ca/medianet/MAILLIST.HTM) - Includes several lists


Georgiamedia - [http://lists.georgiamedia.net/lists/info/members](http://lists.georgiamedia.net/lists/info/members)

**Support for Courses**

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

**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](mailto:online@westga.edu)

**24/7/365 D2L Help Center** Call 1-855-772-0423 or search: [https://d2lhelp.view.usg.edu/](https://d2lhelp.view.usg.edu/)

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

**Student Services** [http://uwgonline.westga.edu/online-student-guide.php](http://uwgonline.westga.edu/online-student-guide.php)

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

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

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