Graduate Programs Committee Agenda
Wednesday, 3 October 2018: 1P-3P in TLC 3205

I. Approval of September Meeting Minutes

II. Announcements
- **AY 19 GPC Chair**

III. Course/Program Additions, Modifications, Deletions

ACTION ITEMS:

A. College of Social Sciences

1. Department of Anthropology

A. ANTH 5950: Directed Research
Originator: Dr. Lisa Gezon
Request: Modify

Rationale: This class oversees directed field or laboratory research. Students must propose a detailed plan of research stating problem and methods and secure the written permission of a supervising instructor before registration. Anthropology would like to make this variable credit between 1-4 credit hours. This makes it flexible enough to meet various student needs for directed research opportunities.

2. Graduate School

A. Incomplete Policy
Originator: Dr. Denise Overfield
Request: Modify

Rationale: Modifications add more clarity and conditions to current policy. Current language is only listed in the "Grading System for Graduate Students" Section, and this will move it to the "General Academic Policies" Section. Incompletes indicate unusual circumstances that lead to a small portion of coursework that cannot be completed. If a student cannot complete a significant part of the course, then they should withdraw or seek a hardship withdrawal once the W deadline has passed. The student has one calendar year or earlier, as specified by the instructor, to complete all outstanding work. Policy now adds language for students in the military and/or who are graduate assistants: (1) members in the military who re-enroll within one year of being released from military assignment will have one calendar year from the date of resumption of coursework at the time of

mobilization or if received as a result of mobilization. (2) Students who hold a graduate assistantship, GRA, or GTA may not have more than one "I" at a time.

INFORMATION ITEMS:

A. College of Education

1. Department of Educational Technology and Foundations

A. Online Teaching Endorsement
Originator: Dr. Lara Willox
Request: Modify

Rationale: For this modification no changes are being made to the prerequisite course MEDT 7461. They have modified the existing course MEDT 7472, and have added two additional courses MEDT 7491 and MEDT 7492. These courses align more with current practices versus the courses offered in 2014.This endorsement was approved in 2014 but it was not submitted to the GaPSC for approval at that point. The courses have now been updated with two new courses added to reflect current practice. The endorsement will be submitted to the GaPSC for approval. The majority of students most likely to complete the Online Teaching Endorsement will already be enrolled in a Master's or Educational Specialist degree program in Media (School Library Media Concentration or Instructional Technology Concentration). The prerequisite course is taken by both SLM and IT students making the endorsement an easier process for them to complete. This program will need to be hidden from the Catalog until PSC approved.

SEPTEMBER 5, 2018 MEETING MINUTES

Graduate Programs Committee September Meeting Minutes
Meeting Date: Wednesday, 5 September 2018
Meeting Time and Location: 1P-3P in TLC 3205

Attendance: Colleen Vasconcellos, Abdollah Khodkar, Ben Geyer, Judy Ruvulcaba, Adrian Austin, Denise Overfield, Clay Drummond, Shelley Rogers, Jill Drake, David Nickell, Patrick Erban (for Rebecca Harrison), Alicia Freed, Adriana D'Alba, Mai Naito, Lama Farran, Janet Genz

I. Chair's Announcements
- April 2018 Meeting Minutes were approved via email by GPC members on 5 May 2018
- Call for Volunteers: GPC Representative, Graduate School Advisory Committee.
  - With no volunteers at present, the Chair will email the committee by Friday, September 7, in order to request volunteers for this seat. GPC intends to have a representative by the next Graduate School Advisory Committee meeting in September.

II. Course/Program Additions, Modifications, Deletions

ACTION ITEMS:

A. Graduate School

1. Graduate Faculty Approval Policy

Originator: Denise Overfield, Dean of the Graduate School
Request: Modify Current Approval Policy
Action: Passed/Approved

Details: The current process for appointing faculty to graduate faculty status varies somewhat across colleges. It appears, however, that it is a separate process from that which is involved in hiring and reviewing credentials. It is not unusual for a department chair to overlook this process. The purpose of this draft policy is to reduce the amount of paperwork involved in granting Graduate Faculty status. Upon approval of this policy, all tenure track and tenured faculty at the University of West Georgia will automatically become members of UWG's Graduate Faculty. Non-tenure track, limited term, and permission to teach faculty must submit the Affiliate Graduate Faculty Appointment Form with a current CV and a statement describing the special expertise that the faculty member brings to the position directly to the Graduate School. The Graduate School will house the application form, and intends to create a database of all Affiliate Graduate Faculty complete with date of appointment. Request for graduate faculty appointment must be submitted upon appointment and renewed every three years. If approved by the Faculty Senate, this policy will go into effect once the university President accepts the approved minutes of the September 2018 Faculty Senate meeting.

B. College of Education

1. **MEDT 7491: Impl Assess & Eval of Onln Lrn**
   Long Course Title: Implementation, Assessment, and Evaluation of Online Learning
   Originator: Lara Willox. Adriana D'Alba presented the course proposal.
   Request: Add
   Action: Passed/Approved

   Details: This new course supports the GaPSC requirements for the Online Teaching endorsement. This course will be the third taken in a sequence of four to earn the endorsement. The course is focused on the implementation, assessment and evaluation of online learning. This is core knowledge for a potential online teacher.

2. **MEDT 7492: Ldrshp & Admin of Onln Lrng**
   Long Course Title: Leadership and Administration of Online Learning and e-Learning
   Originator: Lara Willox. Adriana D'Alba presented the course proposal.
   Request: Add
   Action: Passed/Approved

   Details: This is the final course in the Online Learning endorsement. This course focuses on leadership and policy understanding and will be the final in a sequence of four. Upon completion of the four courses a Media student or other education student would earn an online learning endorsement which is added to a teaching certificate.

INFORMATION ITEMS:

A. College of Education

1. **Program Evaluation Certificate**

   Originator: Department of Leadership, Research, and School Improvement
   Request: Deactivate Existing Program
   Action: Passed/Approved

   Details: The certificate will be deactivated due to lack of interest. Internal interest (embedding the certificate into existing programs) has changed, and external (outside UWG) interest has been lacking. The courses will remain active since some programs may use them as elective options. The Registrar's Office confirms that there are no students enrolled in the program.

2. **Speech Language Pathology, M.Ed.**

   Originator: Lama Farran , Program Coordinator. Dr. Farran presented the information item and rationale.

Request: It is proposed that the admission requirements be amended to remove the "3 year option for applicants who do not have an undergraduate degree in Speech-Language Pathology."
Action: Passed/Approved

Details: The requested revisions are needed to ensure that students who enter the Speech-Language Pathology graduate program have an undergraduate degree in speech-language pathology, which better prepares them to meet the rigorous academic content and clinical practica. This degree is required for a successful program completion and constitutes one of the key requirements for independent clinical practice post-graduation. It is built on a foundation of undergraduate courses in communication sciences and disorders/speech-language pathology that address the requisite knowledge and skills mandated by certification standards of the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). Students who enter the graduate program without a background in speech-language pathology are less likely to meet other requirements for state licensure and American Speech-Language-Hearing Association (ASHA) certification. These modifications will help streamline the application process.

III. New Business

C. Curriculog Proposal Requirements
Since the change from CSS to Curriculog, there is now a move to make sure that all proposals include a list of assessable learning outcomes in their proposals in order to meet SACS requirements. There will be more discussion about this at the Faculty Senate Executive Committee meeting and within other Faculty Senate subcommittees, and the GPC Chair will update GPC committee members with more information when available.

Adjourn: 1:53P

Minutes respectfully submitted by Colleen Vasconcellos

ACTION ITEMS

ANTH 5950: DIRECTED RESEARCH
GRADUATE SCHOOL INCOMPLETE POLICY

ANTH - 5950 - Directed Research

2018-2019 Graduate Revise Course Request

Introduction

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

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

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

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

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

Curriculum Proposal

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.

DO NOT edit the <u>imported</u> information below.

Course Prefix*	ANTH	Course Number*	5950

Course Title*	Directed Research

Long Course Title	

Lec Hrs	0

Credit Hrs	3

Lab Hrs	0

Course Type*	

Anthropology

College - School/ Department* College of Social Sciences Department of Anthropology

Catalog Course Description* Directed field or laboratory research. Students must propose a detailed plan of research stating problem and methods and secure the written permission of a supervising instructor before registration.

Frequency 0

Grading Graduate Standard Letter

Status* ● Active-Visible ○ Inactive-Hidden

REVISE the items below as needed.

Modifications (Check all that apply)*
- ☐ Course Title
- ☐ Perequisites
- ☐ Corequisites
- ☐ Cross-listing
- ☐ Catalog Description
- ☑ Credit Hours
- ☐ Student Learning Outcomes
- ☐ Restrictions
- ☐ Frequency
- ☐ Grading
- ☐ Fee
- ☐ Repetition
- ☐ See Modification Comments Below

Revised Course Title

Revised Prerequisites

Revised Corequisites	
Revised Cross-listing	
Revised Catalog Description	
Revised Credit Hours	1-4
Revised Student Learning Outcomes	
Revised Restrictions	
Revised Fee	
Revised Frequency	**Revised Grading**
Revised - May be repeated	

Modification Comments★ We would like to make this variable credit between 1-4 credit hours. This makes it flexible enough to meet various student needs for directed research opportunities.

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

Present or Projected Annual Enrollment★	1

Planning Info★	⦿ Library Resources are Adequate
	◯ Library Resources Need Enhancement

Is this a School of Nursing course?★	◯ Yes ⦿ No	**Is this a College of Education course?**★	◯ Yes ⦿ No

Desired Effective Semester★	Fall	**Desired Effective Year**★	2019

Is Senate Review Required?★	⦿ Yes ◯ No

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

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

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

Administrative Use Only - DO NOT EDIT

Course ID★ 13284

Current Language

I   This symbol indicates that a student was doing satisfactory work but, for non-academic reasons beyond his/her control, was unable to meet the full requirements of the course. An "I" must be removed by the completion of work within one calendar year or the "I" will become an "F". The F grade will be calculated into the grade point average.

Proposed Incomplete Policy

The Current language is only listed in the 'Grading System for Graduate Students' section. The Graduate School proposes a new section in the 'General Academic Policies' section:

Incomplete Grades

An incomplete (or "I" grade) indicates that due to unusual circumstances a small portion of a course, such as a term paper or final examination, has not been completed. If a student is unable to complete a significant part of a course, and the withdrawal deadline has not passed, the student may withdraw from the course and repeat it. Otherwise, a letter grade based on the work completed should be assigned per the course's grading scale. Assigning a "W" grade is not an option available to the instructor.

An "I" grade must be removed within one calendar year after it is received, or earlier as specified by the instructor. Otherwise, the "I" grade automatically becomes an "F" grade. Students should not re-register in the course to resolve the incomplete grade. The student should make arrangements with the instructor or the department head for completion of the work. When the work is completed, the instructor will complete a Grade Change Form and send the form to the Office of the Registrar for processing. The grade may be changed from an "I" grade to the appropriate grade earned.

Members of the military who re-enroll within one year of being released from military assignment shall have one year from the date of resumption of coursework to remove any "I" grades pending at the time of mobilization or received as a result of mobilization.=

Students who hold a Graduate Assistant, Graduate Research Assistant, or Graduate Teaching Assistant position may not have more than one "I" grade at a time.

INFORMATION ITEMS

ONLINE TEACHING ENDORSEMENT

Online Teaching Endorsement

2018-2019 Graduate Revise Program Request

Introduction

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

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

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

Curriculum Proposal

Select Program **below, unless revising an Acalog** Shared Core**.**

Type of Program*	⦿ Program
	○ Shared Core

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.

DO NOT edit the <u>imported</u> information below.

Program Name*	Online Teaching Endorsement
Program ID*	0000
Program Code	
Program Type*	

	Endorsement

Degree Type* | Endorsement |

College - School/ Department*

College of Education
Department of Educational Technology and Foundations

Program Description* There is no previous description on file. See attached documents that were pre-CSS.

Status* ◯ Active-Visible ⦿ Inactive-Hidden

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

Modifications (Check all that apply)*
- ☐ Program Name
- ☐ Track/Concentration
- ☑ Catalog Description
- ☐ Degree Name
- ☐ Program Learning Outcomes
- ☑ Program Curriculum
- ☐ See Comments

Modified Program Name

Modified Program Learning Outcomes

Modified Program Description	The Online Teaching Endorsement program prepares educators to design, facilitate, and manage instruction in an online format. Participants are prepared to assume a role as leaders in online learning for their organization. The endorsement consists of four courses focused on the characteristics and instructional methods of developing, delivering, assessing, and administering online courses from the classroom to the organizational system level. The Online Teaching Endorsement will be beneficial to K12 and higher education teachers, as well as instructional designers, and administrators.
Modification Comments*	This endorsement was approved in 2014 but it was not submitted to the PSC for approval at that point. The courses have now been updated with two new courses added to reflect current practice. The endorsement will be be submitted to the PSC for approval. We are modifying one course and adding two new courses.

The course modifications and additions are also in Curriculog.

This program will need to be hidden from the Catalog until PSC approved. |
| **Rationale*** | The majority of students most likely to complete the Online Teaching Endorsement will already be enrolled in a Master's or Educational Specialist degree program in Media (School Library Media Concentration or Instructional Technology Concentration). The prerequisite course is taken by both SLM and IT students making the endorsement an easier process for them to complete. |

PROGRAM CURRICULUM

Follow these steps to propose changes to the program curriculum:

Step 1

If you are removing courses, proceed to Step 2.

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

Step 2

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

Prospective Curriculum*	

Desired Effective Semester*	Fall	Desired Effective Year*	2019

Program Location*	Online

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

SACSCOC Substantive Change

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

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

SACSCOC Comments	For this modification no changes are being made to the prerequisite course MEDT 7461. We have modified the existing course MEDT 7472. We are adding two additional courses MEDT 7491 and MEDT 7492. These courses align more with current practices versus the courses offered in 2014.

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.**

Program of Study for Online Teaching Endorsement
(For Students Entering Program with Teacher Certification)
University of West Georgia

Name _____   **ID#** _____

Student Signature _____   **Date Completed** _____

Admission Requirements

Entry Degree: Bachelor's or Higher   **Exit Degree**: No Change
Entry Certification: T-4 or Higher   **Exit Certification**: Online Teaching Endorsement Added to Existing Certificate

Required Courses	Credit Hours	Semester/ Year	Grade
MEDT 7461 Instructional Design OR MEDT 7464 Designing Technology-Enhanced Instruction (Must be taken before MEDT 7472)	3		
MEDT 7472 Introduction to Distance Education (Must be taken before MEDT 7475)	3		
MEDT 7475 The Distance Education Professional	3		

A valid renewable Level 4 certificate (or higher) in a teaching field is required for recommendation of the endorsement to the Georgia Professional Standards Commission.

NOTE: Students must maintain a "B" average throughout the program. Students who earn a grade of "C" in a course, must earn a grade of "A" in another course to compensate for the "C" grade. A grade of "C" in a second course will result in suspension from the program.

Student Mailing Address _____

Email _____   **Day/Cell Phone** _____

APPROVALS: **Academic Adviser** _____   **Date** _____

                 Department Chair _____   **Date** _____

Revised 02/05/2014

Program of Study for Online Teaching Endorsement
University of West Georgia

Name _____ **ID#** _____

Student Signature _____ **Date Completed** _____

Admission Requirements

Entry Degree: Bachelor's or Higher   **Exit Degree**: No Change

Required Courses	Credit Hours	Semester/ Year	Grade
MEDT 7461 Instructional Design OR MEDT 7464 Designing Technology-Enhanced Instruction (Must be taken before MEDT 7472)	3		
MEDT 7472 Introduction to Distance Education (Must be taken before MEDT 7491)	3		
MEDT 7491 Implementation, Assessment and Evaluation of Online Learning (Must be taken before 7492)	3		
MEDT 7492 Leadership and Administration in Online Learning / E Learning	3		

If seeking the addition of the Online Teaching Endorsement through the Georgia Professional Standards Commission a valid renewable professional Level 4 certificate (or higher) or permit in a teaching field is required.

NOTE: Students must maintain a "B" average throughout the program. Students who earn a grade of "C" in a course, must earn a grade of "A" in another course to compensate for the "C" grade. A grade of "C" in a second course will result in suspension from the program.

Student Mailing Address _____

Email _____ **Day/Cell Phone** _____

APPROVALS: **Academic Adviser** _____ **Date** _____

                   Department Chair _____ **Date** _____

Revised 04/10/2018

Online Teaching Endorsement

The Online Teaching Endorsement program prepares educators to design, facilitate, and manage instruction in an online format. Participants are prepared to assume a role as leaders in online learning for their organization. The endorsement consists of four courses focused on the characteristics and instructional methods of developing, delivering, assessing, and administering online courses from the classroom to the organizational system level. The Online Teaching Endorsement will be beneficial to K12 and higher education teachers, as well as instructional designers, and administrators.

Online Teaching Endorsement- 12 semester hours of graduate credit as follows:

_____

MEDT 7461 Instructional Design or MEDT 7464 Designing Technology Enhanced Instruction 3

MEDT 7472 – Introduction to Distance Education 3

MEDT 7491 – Implementation, Assessment, and Evaluation of online Learning 3

MEDT 7492 – Leadership and Administration of Online Learning / e-learning

Course or Program Addition, Deletion or Modification Request

Department: Educational Innovation   **College:** College of Education

Current course catalog listing: (for modifications or deletions)

Prefix _____ Course _____ Title Online Teaching Endorsement - Plan H   Hours: Lecture/Lab/Total ___/___/___

Action	Credit	Frequency
☐ Course ☑ Program	☐ Undergraduate	☑ Every Term
☐ Modify ☑ Add ☐ Delete	☑ Graduate	☐ Yearly
☐ Credit ☐ Number ☐ Title ☐ Description ☐ Other	☐ Other* *Variable credit must be explained	☐ Other

Rationale: To include a discussion of the impact this change may have on the substance of the major or academic program (attach additional material as necessary) and whether or not existing resources are sufficient to support this change.

☑ Library resources are adequate   ☐ Library resources need enhancement

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Proposed Course Catalog Listing: (For new courses or for modification)

Prefix _____ Course _____ Title _____   Hours: Lecture/Lab/Total ___/___/___

Catalog Description (New courses must attach: course objectives/outcomes; text(s) and/or other resources used; grading policy; and a brief class schedule. For 5XXX/4XXX courses please highlight the additional work required for graduate credit and the differences in grading policies):

Prerequisite(s) _____

Present or Projected Enrollment: (Students per year)   Effective Date*: Fall ___/ 2011
*For a new course, one full term must pass between approval and effective date.   Term/Year

Grading System: ☐ Letter Grade   ☐ Pass/Fail   ☐ Other

Approval:

Elizabeth Bennett   11/23/2010
Department Chair   Date   Department Chair (if cross listed)   Date

[signature]   12/2/2010
Dean of College   Date   Dean of College (if cross listed)   Date

Chair of TEAC (if teacher prep. **program**)   Date

Final Approval: Submitted by College Dean to Undergraduate Academic Programs Chair and/or Committee on Graduate Studies Chairman (six copies with signature for proposals carrying undergraduate credit only and seven copies with signatures carrying both undergraduate and graduate credit).

[signature]   2-15-11
Chair, Undergraduate Academic Programs Committee   Date   Chair, Committee on Graduate Studies   Date

[signature]   2/25/2011
Vice President for Academic Affairs   Date

Revised 1/09/02

Student Name: _____   ID No. _____

University of West Georgia – Online Teaching Endorsement (OTE) – Plan H
(For Students Entering Program with Teacher Certification)

Entry Degree: Bachelors or higher
Entry Certifications: T-4 or higher

Exit Degree: No Change
Exit Certification: Online Teaching Endorsement added
to existing certificate

Prerequisite: The following is required as a prerequisite and must be taken before other MEDT OTE courses.

MEDT 6401	Instructional Technology (required if the student is not InTech certified or has not taken an equivalent course from another institution. Assess Online does NOT satisfy this requirement).	3		

The following courses are required unless previously taken in an accredited masters-level program.

Media Courses	Key: (1) early in program, (2) middle of program, (3) end of program	Sem. Hrs.	Semester	Grade
MEDT 7461	Instructional Design (1) (Must be taken prior to MEDT 7472)	3		
MEDT 7472	Introduction to Distance Education (2) (Must be taken prior to MEDT 7475)	3		
MEDT 7475	The Distance Education Professional (3)	3		

A valid renewable Level 4 certificate (or higher) in a teaching field is required for recommendation of the endorsement to the Georgia Professional Standards Commission.

NOTE: Students must maintain a "B" average throughout the program. If a student earns a grade of "C" in a course, he/she must earn a grade of "A" in another course to compensate for the grade of "C". A grade of "C" in a second course will result in a suspension from the program.

Student Signature: _____   E-Mail Address:_____

Student Mailing Address: _____

Phone (H) _____   (W) _____

APPROVED: _____   _____
       (Advisor Signature)   (Date)

_____   _____
       (Department Chair Signature)   (Date)

Online Teaching Endorsement Program (Plan H, non-degree)
Rationale:

Over the past few years, the nature and delivery of P-12 education has shifted and broadened to include hybrid course delivery combining online modules with traditional face to face instruction in brick and mortar classrooms, as well as totally online courses offered by traditional schools and virtual schools. Consequently, the Georgia Professional Standards Commission has created an Online Teaching Endorsement to provide a credential for P-12 teachers working in these new learning environments.

The proposed Online Teaching Endorsement meets the requirements for P-12 teachers to receive the Online Teaching Endorsement awarded by the Georgia Professional Standards Commission. Candidates for this endorsement must already hold fully renewable teaching certificates from the Georgia Professional Standards Commission and add instructional design and distance education competencies to meet the certification requirements. Students will be able to complete the OTE as a stand-alone program, as part of an existing Masters or EdS program, or as a focus area in the School Improvement doctorate. We also anticipate that the expansion of the Georgia Virtual School, and other Virtual Schools within specific school districts, will increase the demand for teachers with this endorsement.

The endorsement includes three courses. Two courses are already offered, *MEDT 7461 Instructional Design* and *MEDT 7472 Introduction to Distance Education*. The third course is new, *MEDT 7475 The Distance Education Professional*.

No additional resources will be required.

MEDT 7461

INSTRUCTIONAL DESIGN

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

Fax:

E-mail:

Online Support: CourseDen Home Page
                            https:// westga.view.usg.edu
                    CourseDen Help & Troubleshooting
                            http://www.westga.edu/~distance/webct1/help, or
                            http://help.view.usg.edu (Click on "Request Support" for live chat)
                    UWG Distance Learning
                            http://distance.westga.edu
                    UWG Online Learning Connection
                            http://www.westga.edu/~online
                    Distance Learning Library Services
                            http://www.westga.edu/~library/depts/offcampus/ ,
                    Ingram Library Services
                            http://www.westga.edu/~library/depts/offcampus/
                    University Bookstore
                            http://www.bookstore.westga.edu/

COURSE DESCRIPTION

The course provides an overview of systematic approaches to instructional planning, development, and evaluation.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Preparing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National and state standards (*National Board for Professional Teaching Standards [NBPTS],* and *American Association of School Librarians)* also are incorporated as criteria against which candidates are measured.

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

COURSE OBJECTIVES

Students will:
1. identify and describe the major steps in the systematic design of instruction. (D8 Knowledgable; NBPTS 1,2,3,4; AASL 2); (Dick & Carey, 1995; Gagne, Briggs, & Wager, 1992; Smaldindo, Russell, Heinich, & Molenda, 2005; Kemp, Morrison, and Ross, 2000; Seels & Glasgow, 1998; Reigeluth, 1999; Shambaugh, & Magliaro, 1997; Smith & Ragan, 1999; Turner & Riedling, 2003; Zook, 2001);

2. explain how instructional design principles derive from the information processing model of learning. (D1 Decision Maker; NBPTS 2,3,4; AASL 2); (Gagne, Briggs, & Wager, 1992; Gustafson & Branch, 1997; Roblyer & Edwards, 2004; Shambaugh & Magliaro, 1997; Zook, 2001);

3. apply systematic instructional design principles by selecting a learning problem and carrying out the steps of an instructional design model. (D5 Collaborative; D10 Reflective; NBPTS 1,2,3,4; AASL 2, 3); (Dick & Carey, 1995; Seels & Glasgow, 1993; Gagne, Briggs, & Wager, 1992; ; Smaldindo, Russell, Heinich, & Molenda 2005; Kemp, Morrison, and Ross, 1999; Shambaugh & Magliaro, 1997; Smith & Ragan, 1999; Turner & Riedling, 2003; Zook, 2001); and

4. discuss the value of instructional design today as it relates to the changing nature of society and learners, including the roles of instructional designers in the schools and/or

higher education. (D4 Adaptive; NBPTS 1,2,3,4,5; AASL 1, 2, 3, 4); (Bradens, 1996; Callison, 2005; Merrill, 1991; Perkins, 1991; Roblyer & Edwards 2004; Smith & Ragan, 1999; Turner & Riedling, 2003; Willis, 1995; and Zook, 2001).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

Turner, P. M. & Riedling, A. M. (2003). *Helping teachers teach: A school library media specialist's role*. 3rd ed. Westport, CT: Libraries Unlimited.

Wiggins, G. P. & McTighe, J. (2005). *Understanding by Design*. 2nd ed. Alexandria, VA: Association for Supervision and Curriculum Development.

American Library Association. (1998). *Information Power: Building Partnerships for Learning*. (1998). Chicago, IL: American Library Association

Microsoft Campus Agreement – Software available through Student Information Technology Services http://www.westga.edu/~mcastu/

Required Tutorials for CourseDen:
http://www.westga.edu/%7Edistance/webct2/students/

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On-line Resources

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Georgia Department of Education/Georgia Learning Connection/ Media. (n.d.). Retrieved December 28, 2004, from http://www.glc.k12.ga.us/pandp/media/homepg.htm

Georgia Performance Standards. (n.d.). Retrieved June 26, 2006, from http://www.georgiastandards.org/

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICIES

Link to Conceptual Framework

The focus of this course is to provide students with an overview of and opportunities to work with a variety of systematic approaches to instructional planning, implementation, assessment, and evaluation. As students participate in the course and complete the course assignments they will have demonstrated achievement as *decision maker*: developing an instructional design project centered around student instruction, developing an instructional design project based on an information literacy standard or technology standard for a faculty/staff in-service (course activities 3, 4); *adaptive*: comparison paper describing the value of instructional design and its changing role as it relates to the changing nature of society and learners, including provisions in the instructional design project to meet the needs of diverse learners, in-service projects (course activities 2, 3, 4, 5); *collaborative*: developing an instructional design project collaboratively with teachers and media specialists centered around student instruction (course activities 3, 4, 8); *knowledgeable*: developing an instructional design project centered around student instruction, developing an instructional design project based on an information literacy standard or technology standard for a faculty/staff in-service, completing a project describing and comparing two systematic instructional design models, completing midterm and final examinations which will cover text information, class materials, and CourseDen discussions, participation in class and CourseDen discussions and activities (course activities 1, 2, 3, 4, 5, 6, 7, 8); *reflective*: participation in class and CourseDen discussions, comparison paper, thought provokers, describing the evaluative aspects of the instructional design project, field experience reflections, completing the reflective section of the final exam (course activities 1, 2, 3, 4, 6, 7).

Activities and Assessments:

1. **Participation in face-to-face and on-line class activities**
Face-to-face class requirements

- Students will attend and participate in all classes that are scheduled on campus, be prepared for each class by doing the assigned readings in advance, and have the appropriate materials required for class activities.
- Absence from on campus sessions may result in a lower cumulative point total. Failure to submit assignments on time will result in a loss of points. (Objectives # 1,2,3,4; disposition; teacher observation)

On-line class requirements

- Students will complete the assigned online activities by the specified timelines. Students must check CourseDen at least 3 times per week. Students can expect responses from the instructor within 48 hours. 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 fails call the Distance Learning Office and then the instructor for assistance. Remember, there are computer labs on campus for student use.
- 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.
- Since this is primarily an online course, you are responsible for monitoring your work time in order to complete and submit assignments by the established due dates. Assignments will be accepted late but there will be a loss of points due to the lateness of submission.
- Extra credit is not available for assignments in this course
- All student work submitted during the course is required to be original.
- Work created in another course will not be excepted unless approved by the instructor.
- All assignments must follow APA format unless otherwise specified.

(Objectives 1, 2, 3, 4; knowledgeable, reflective; teacher observation)

2. **Thought Provokers and Other Discussion Topics**
For each chapter in the text, students will read and respond formally to the questions and situations posted (Thought Provokers). Responses should be both reflective and significant in that your answers should include information that you expect to remember and, perhaps, use a year to five years after you complete this class. What concepts, definitions, and processes are most meaningful to you? These concepts will guide your thinking about the course content and may provoke questions and improve our class and online discussions. Students will also respond to projects developed by their classmates. Students will respond to other discussion topics posted by instructor.

(Objectives 1,2,3,4; adaptive, knowledgeable, reflective; checklist)

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3. **Student Instruction Design Project - Group Project**
   Students will discuss and reflect on the Instructional Design steps in relation to collaborative development, implementation, and evaluation of a Student Instruction project. The discussion will be completed collaboratively between students in the course and school library media specialists. Discussion groups will be assigned by the instructor based on the background and experience of students. The project will focus on a variety of grade levels and corresponding QCCs or Performance Standards and will include information literacy and technology skills.

   - Specific details for the Student Instruction Design project will be posted in the "Student ID Project" backpack on the CourseDen course page.
   - The work for this project will be completed and submitted periodically throughout the semester.

   (Objective 3; decision maker, adaptive, collaborative, knowledgeable, reflective; rubric)

4. **Faculty/Staff In-Service Design Project**

   Students will individually design, hopefully implement, evaluate, and revise one Faculty/Staff In-service Design Project. The project will focus on a specific information literacy standard (school library media students) or a specific technology standard (instructional technology students). The project must use specific Georgia Performance Standards as the context for the In-Service Project.

   - Specific details for the In-Service project will be posted in the under "In-Service Project" backpack on the CourseDen course page.

   (Objective 3; decision maker, adaptive, collaborative, knowledgeable, reflective; rubric)

5. **Comparison of Instructional Design Models - Individual Project**
   Students will define ID, compare three specific instructional design (not research models) models, and explain why they are important in today's society. To accomplish this each student will individually research, reflect, and prepare a comparison documenting the value of instructional design today as it relates to the changing nature of society and learners and describe and compare two specific instructional design models. The comparison must include the definitions of instructional design as presented in the literature as well as the definition of instructional design as the student sees it, the value of instructional design in the schools, the role the student will play as an instructional designer in the future, and the descriptions and comparisons of instructional design models. A minimum of 5 references must be included. A list of potential resources and definitions found will be due early in the semester. Specific criteria will be posted in the "Comparison of Models" backpack on the CourseDen course page.

Reflection on Instructional Design Models
After comparing the three instructional design models, students will reflect on their comparison and describe how they would adapt the models to best meet the needs of students. Students will also reflect on the assignment and how it helped them gain a better understanding of AASL standards and College of Education Conceptual Framework descriptors. Specific criteria will be posted in the "Comparison of Models" backpack on the CourseDen course page. This assignment will be placed in Foliotek.

(Objective 4; adaptive, knowledgeable, reflective; rubric)

6. **Research Models Exploration**
Students will explore and compare a variety of research models that are most frequently used with students in PreK-12 schools. As each model is explored, information will be recorded on the form provided. Connections between the research models and Information Literacy Standards and Technology Standards must also be identified. After all of the specified models have been explored, students will write a comparison of the models and describe the potential use for each model.

(Objective 3; knowledgeable, reflective; rubric)

7. **Field Experience Activities**

Examine specific instructional roles of the SLMS through interviewing a SLMS. Discuss roles related to planning, implementing and evaluating student instruction; developing in-service materials; collection development related to Georgia Performance Standards, information literacy standards and technology standards. Students will submit the Field Experience Log and the Field Experience Reflection Form. Field experience activities for Instructional Technology students will be developed individually.

(Objectives 2, 3, 4; knowledgeable, reflective; checklist)

8. **Completion of Midterm and Final Examination Activities**
The midterm and final exam activities will be completed during on-line sessions (midterm) and during our on campus session (final) and will cover the text material and other notes posted in CourseDen. The exam activities will consist of both group work and individual work. The final exam will also include a reflective activity. Students will have access to all materials to use while completing the activities.

(Objectives 1, 2, 3, 4; collaboration, knowledgeable; rubric)

Evaluation Procedures:

Students will be assessed according to the course objectives with the following percentages:

Assignment	%	Form of Assessment
Face to Face and Online Class Participation	9	Teacher Observation
Thought Provokers and Discussion Topics	11	Checklist
Student Instruction Design Project	20	Rubric
Faculty/Staff In-service Instruction Design Project	10	Rubric
Comparison of Instructional Design Models and Reflection	15	Rubric
Research Models Exploration	10	Rubric
Field Experience Activities	5	Checklist
Exams – Midterm and Final	20	Rubric

Attending on campus class sessions, submitting assignments by specified due date, completing assignments without spelling and grammatical errors required.

Grading Policy:

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

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.

CLASS POLICIES

Professionalism
Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. Professionalism includes but is not limited to the following:
- Participating in class activities in a face to face or 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 on campus class sessions and arriving on time – loss of points will occur
- Treating class members and colleagues with respect in and out of the classroom
- Limiting interruptions in class
- Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences

ACADEMIC HONESTY

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

DISABILITY STATEMENT

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

COMMUNICATION STATEMENT

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.

EXTRA CREDIT STATEMENT

Extra credit activities (other than what is listed above) may be offered in this course. If so, details will be made available in *WebCT CourseDen.*

DUAL SUBMISSION STATEMENT

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. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission.

Tentative Schedule

Date	Class Activities	Readings and Assignments
Week 1	* Purchase textbooks – you must do this and begin your * Check for Instructions on CourseDen * Review Syllabus and make notes of questions	* Begin reading Chapters 1, 2, 3, and 4 in text *Helping Teachers Teach* * Respond to Thought Provokers for chapters 1, 2, 3, and 4 * If new to CourseDen, use tutorials * Submit Student Information Form
Week 2	* Why Instructional Design? * Discuss Chapters 1 – 7 * Role of Media Specialists and Technology Specialists in the Design of Instruction * Instructional Objectives * In-Service Responsibilities * Georgia Department of Education site http://www.k12.ga.us * GLC site http://www.glc.k12.ga.us * GPS site http://www.georgiastandards.org/	* Prior to coming to campus, read Chapters 5, 6, and 7 in text *Helping Teachers Teach* * Respond to Thought Provokers for chapters 5, 6, and 7 during class * Bring Syllabus and text to class * View Instructional Objectives PPT
Week 3	* Continue to review text chapters * Explore potential resources for Comparison of ID Models * Compile a list of potential resources you will use for Comparison of Instructional Design Models * Explore needs assessment strategies for In-Service Projects * Review Step 1 – Needs Assessment of Student Instruction Project	* Explore needs assessment strategies for Faculty In-Service Projects * Submit reflection on Step 1 – Needs Assessment of Student Instruction Project * Submit a list of potential resources you will use for Comparison of Instructional Design Models
Week 4	* Complete Step 2 – Learner Analysis of Student Instruction Project * Work on Comparison of ID Models * Work on In-Service Projects	* Read Chapter 8 * Respond to Thought Provokers for chapter 8 * Submit Step 2 – Learner Analysis of Student Instruction Project

Week 5	* Work on In-Service Projects * Complete Comparison of Instructional Design Models * Complete Discussion Topic #1	* Submit Comparison of Instructional Design Models and Reflection on assignment * Post Discussion Topic #1
Week 6	* Complete Step 3 – Instructional Objectives of Student Instruction Project * Work on In-Service Projects	* Read Chapter 9 * Respond to Thought Provokers for chapter 9 * Submit to Step 3 – Instructional Objectives of Student Instruction Project
Week 7	* Complete Correlation Sections – Information Literacy Standards and Technology Standards for Student Instruction Project * Work on In-Service Projects * Complete Discussion Topic #2	* Post Discussion Topic #2 * Submit Correlation Sections – Information Literacy Standards and Technology Standards for Student Instruction Project
Week 8	* Complete Step 4 – Assessment of Student Performance of Student Instruction Project * Complete In-Service Template and PPT for In-Service Project	* Read Chapter 10 prior to class * Respond to Thought Provokers for chapter 10 (during class) * Submit Step 4 – Assessment of Student Performance of Student Instruction Project * Submit In-Service Template and PPT for In-Service Project
Week 9	* Complete Step 5 – Strategies and Activities Development of Student Instruction Project * Complete Midterm Exam Activities which will include Chapters 1-10 of text * Complete Content Analysis section of Student Instruction Project	* Read Chapter 11 * Complete Thought Provokers for chapter 11 * Submit Step 5 – Strategies and Activities Development of Student Instruction Project * Submit Content Analysis section of Student Instruction Project * Complete Midterm Exam Activities
Week 10	* Complete Step 6 – Materials Selection of Student Instruction Project * Complete Discussion Topic #3 * Work on Research Models Exploration	* Read Chapter 12 * Respond to Thought Provokers for chapter 12 * Submit Step 6 – Materials Selection of Student Instruction Project * Post Discussion Topic #3
Week 11	* Complete Step 7 – Implementation – Lesson Plan * Work on Research Models Exploration	* Read Chapter 13 * Respond to Thought Provokers for chapter 13 * Submit Step 7 – Implementation –

		Lesson Plan
Week 12	* Work on Research Models Comparison * Complete Discussion Topic #4	* Submit * Post Discussion Topic #4
Week 13	* Complete Step 8 – Evaluation of Student Instruction Project * Work on Research Models Exploration	* Read Chapter 14 * Respond to Thought Provokers for chapter 14 * Submit Step 8 – Evaluation of Student Instruction Project
Week 14	* Complete Final Exam Activities which will include chapters 11-15 of text * Complete Course Evaluations	* Complete Final Exam Activities
Week 15	* Complete Research Models Exploration	* Post completed In-Service Project to appropriate BB if willing to share * Submit Research Models Exploration * Submit Field Experience Log and Info form * Submit Field Experience Reflection Form

MEDT 7472

INTRODUCTION TO DISTANCE EDUCATION

Semester Hours: 3

Semester/Year:

Time/Location: 100% Online

Instructor:

Office Location:

Office Hours:

Online Hours:

Telephone: Direct Line:
                              Department Line:

Email:

Fax:

Online Support   CourseDen Home Page
                                        https:// westga.view.usg.edu
                              CourseDen Help & Troubleshooting
                                        http://www.westga.edu/~distance/webct1/help, or
                                        http://help.view.usg.edu (Click on "Request Support" for live chat)
                              UWG Distance Learning
                                        http://distance.westga.edu
                              UWG Online Learning Connection
                                        http://www.westga.edu/~online
                              Distance Learning Library Services
                                        http://www.westga.edu/~library/depts/offcampus/ ,
                              Ingram Library Services
                                        http://www.westga.edu/~library/depts/offcampus/
                              University Bookstore
                                        http://www.bookstore.westga.edu/

COURSE DESCRIPTION

This course is a general introduction to conceptual, theoretical, and practical ideas concerning distance education, including the current status of distance learning and its impact on education.

Students will become conversant in the terminology of the field of distance education, review its history, conduct research on specific areas of practice, investigate instructional and learning design strategies, explore the technologies commonly used, and understand the unique roles and responsibilities of the distance learner and the distance instructor.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Preparing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National and state standards (*National Board for Professional Teaching Standards [NBPTS], International Society for Technology in Education [ISTE]*) also are incorporated as criteria against which candidates are measured.

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

COURSE OBJECTIVES

Students will:

1. demonstrate knowledge, skills, and understanding of concepts related to distance education as they apply to instruction (Ashby, 2002; Huett, Moller, & Young, 2005; Keegan, 1986; Moore, 1989; Palloff & Pratt, 1999, 2003; Porter, 1997; Roblyer, 2001; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Lifelong Learners; Adaptive; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE NETS T 1 (A-D); ISTE/NETS-T F-I.A.)

2. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging distance education technologies (Downs & Moller, 1999; Driscoll, 1998; Hanna, Glowacki-Dudka, & Conceicao-Runlee, 2000; Keegan, 1986; Palloff & Pratt, 1999, 2003; Porter, 1997; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE NETS T 2 (D) & 5 (A-D); ISTE/NETS-T F-I.B.)

3. apply current research on teaching and learning with technology when planning instructional systems as they relate to distance education (Huett, Moller, & Young, 2005; Huett, Moller, & Mortensen, 2005; Keller & Suzuki, 2004; Palloff, & Pratt, 1999, 2003; Sharp & Huett, 2006; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE NETS T 2(A-D) & 5(C); ISTE/NETS-T F-II.B.)

4. identify and apply instructional design principles associated with the development of distance education systems (Ashby, 2002; Huett, Moller, & Young, 2005; Keegan, 1986; Moore, 1989; Palloff & Pratt, 1999, 2003; Porter, 1997; Roblyer, 2001; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE NETS T 2(A-D) & 5(C); ISTE/NETS-T F-II.F.)

5. design distance education environments that meet the diverse needs of learners and instructors (Ashby, 2002; Downs & Moller, 1999; Huett, Moller, & Young, 2005; Huett, Moller, & Mortensen, 2005; Moore & Anderson, 2003; Moore & Kearsley, 2005; Keegan, 1986; Keller & Suzuki, 2004; Moore, 1989; Schweizer, 1999; Sharp & Huett, 2006; Song, 2000; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE NETS T 1(A-D), 3(A-D), 4(A-D); ISTE/NETS-T F-II.A)

6. identify and locate technology-based resources and evaluate them for accuracy and suitability for a distance education environment (Hanna, Glowacki-Dudka, & Conceicao-Runlee, 2000; Moore & Anderson, 2003; Moore & Kearsley, 2005; Roblyer, 2001; Schweizer, 1999; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE NETS T 2(A-D), 3(A-D), 4(A-D); ISTE/NETS-T F-II.C.)

7. plan for the management of distance education instructional resources within the context of learning activities (Ashby, 2002; Huett, Moller, & Young, 2005; Keegan, 1986; Moore, 1989; Palloff & Pratt, 1999, 2003; Porter, 1997; Roblyer, 2001; White & Weight, 2000; Williams, Paprock, & Covington, 2004.)(Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE NETS T 2(A-D), 3(D), 5(A-D); ISTE/NETS-T F-II.D.)

8. plan strategies to manage student learning in a distance education environment (Ashby, 2002; Downs & Moller, 1999; Huett, Moller, & Young, 2005; Huett, Moller, & Mortensen, 2005; Moore & Anderson, 2003; Moore & Kearsley, 2005; Keegan, 1986; Keller & Suzuki,

2004; Moore, 1989; Schweizer, 1999; Sharp & Huett, 2006; Song, 2000; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE NETS T 1(A-D), 2(A-D), 3(A-D), 4(A-D); ISTE/NETS-T F-II.E.)

9. apply multiple methods of evaluation to determine appropriate use of distance education systems (Hanna, Glowacki-Dudka, & Conceicao-Runlee, 2000; Huett, Moller, & Mortensen, 2005; Moore & Anderson, 2003; Moore & Kearsley, 2005; Roblyer, 2001; Schweizer, 1999; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE NETS T 3(D) & 5(C); ISTE/NETS-T F-IV.C.)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

Palloff, R., & Pratt, K. (2007). *Building online learning communities: Effective strategies for the virtual classroom.* San Francisco: Jossey-Bass. (ISBN 978-0787988258)

Course Prerequisites and Software:

This course will be delivered entirely at a distance with no face-to-face (F2F) meetings. The following are the minimum requirements for completing this class successfully. You must meet these requirements to participate in the class.

- Access to a personal computer (PC or MAC) with speakers and a microphone (headset) to complete the course work.
- High-speed internet service (DSL, Cable, etc.) is **strongly recommended**. If high-speed internet is not available in your area, contact your instructor immediately. Completion of course requirements will be very difficult and cumbersome without high-speed service.
- Software requirements: *Microsoft Office 2003* or higher (available free of charge at UWG), Adobe Reader, and other potentially required downloads listed in *WebCT CourseDen*.

References

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ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICIES

Link to Conceptual Framework:

As students complete their assignments, they will have demonstrated achievement in the areas of *decision making*: selecting topic areas in the student's field of study to design and develop an

online learning module and interactive tutorial (**course activities 1.0, 2.1-2.2, 3.1-3.4b**); *leadership*: enhancing his/her knowledge and skills in distance education in order to integrate technology more extensively on the job, at a distance, and to assist others as needed (**course activities 1.0, 2.1-2.2, 3.1-3.4a-c**); *lifelong learning*: studying how to integrate technology into the work place and distant environment (**course course activities 1.0, 2.1-2.2, 3.1-3.4a-c**); *being adaptive*: changing educational practices to meet the needs of distance learners (**course activities 2.1-2.2, 3.1-3.4a-c**); *collaboration*: working with colleagues and stakeholders to plan and carry out school improvements in technology (**course activities 1.0, 2.1-2.2, 3.1-3.4a-c**); *cultural sensitivity*: adapting interventions and technology innovations to meet the needs of diverse distance learners (**course activities 2.1-2.2, 3.1-3.4a-c**); *empathy*: demonstrating sensitivity to the needs of individual, family, and community needs (**course activities 1.0, 2.1-2.2, 3.1-3.4a-c**); *knowledge*: drawing on pedagogical, content, and professional knowledge, including knowledge from others' postings in the online bulletin board when developing distance education systems(**course activities 1.0, 2.1-2.2, 3.1-3.4a-c**); *being proactive*: implementing new interventions and innovations in technology to better serve distance learners (**course activities 1.0, 2.1-2.2, 3.1-3.4a-c**) and *reflection*: engaging in ongoing, continuous reflection related to technology to determine the effectiveness of interventions/innovations and school changes that are needed to more effectively integrate technology into the curriculum both local and distant (**course activities 1.0, 2.1-2.2, 3.1-3.4a-c**).

Activities and Assessments:

1.0 Class Participation (20 points)

Students will participate in the course regularly and will attend any *Wimba Live Classroom* or other virtual session(s) scheduled in *WebCT CourseDen (if applicable)* and generally be prepared for the class. Absence from *Wimba* session(s) or noted absence of participation may lower a student's cumulative point total by **20 points**. Virtual conference sessions with outside experts/teachers in the field of distance education may be scheduled. If these conferences are scheduled, it is expected that students will prepare, attend, and ask questions. Scheduling and requirements will be posted in *WebCT CourseDen*. (Objectives 1, 2, 3, 4, 5, 6, 7; disposition; teacher observation)

2.0 Weekly Work

2.1 Discussions (6 weeks @ 5 points each = 30 points)

- The student will respond to a discussion prompts provided by the instructor. With a few exceptions, the student is expected to make an initial posting on or before Wednesday of the week the discussion posting is first available and follow up with remaining postings during the week. Students are expected to read and participate in all online discussions. Each discussion (except where noted elsewhere) is worth 5 points. You are required to post your initial thoughts (3pts) and respond to AT LEAST two other postings (2pts). Video posting of discussion responses is encouraged. A

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

3.0 Student Work

All student work submitted during the course is required to be original. All projects must be completed to be graded. It is strongly recommended that you begin work on ALL of the projects as soon as possible. Do not rely solely on the suggested schedule to tell you when to start and finish these projects. Please work early and often!

3.1 Project 1: Chapter Concept Map and Quiz Questions (15 points)

The student will create a concept map using the software tool XMIND to visually illustrate associations and relationships between the ideas presented in the assigned chapter from the text. XMIND is a wonderful open source mind-mapping tool can be downloaded for free. Upon completion of the concept map, the student will write a brief 1-2 page scenario/plan that outlines how the information presented in the chapter could best be delivered through a web-based delivery system.

As we are piloting a new textbook this session, upon completion of the concept map, the student will generate 10 total quiz questions for that chapter: 7 multiple choice and 3 true false questions in a Word document with the correct answer highlighted with the page number where it can be found. The student must post the concept map, quiz questions, and scenario to the appropriate discussion forum **AND** to the *WebCT CourseDen* Assignment Dropbox for grading. Additional guidelines for this assignment are posted in *WebCT CourseDen* (Course Objectives 1, 3, 4, 5, 6, 8; rubric).

3.2 Project 2: Distance Education Instructional Design Plan (15 points)

The student will create an instructional design plan for one module of online instruction concerning the topic of the student's choosing. The module is to consist of at least one week of instruction, to be delivered entirely online, and to address five major components: module design, interactivity and collaboration, use of technology, assessment, and learner support. Additional guidelines for this assignment are posted in *WebCT CourseDen* (Course Objectives 1, 3, 4, 7, 8; rubric).

3.3 Project 3: Hands-on Creation of Learning Module in *WebCT* CourseDen (25 Points)

The student will create a learning module in *WebCT CourseDen* following the design plan developed for Project 2. Upon completion of the module, the student will also review *at least* one other student's module, complete the work in the module (where appropriate), and offer

suggestions for improving the content. The student will post a review in the appropriate forum in *WebCT CourseDen* (Course Objectives 1, 2, 3, 4, 5, 6, 7, 8; rubric).

If you desire, you may work in teams of no more than 3 for the design and development components of **Projects 3.2 & 3.3** (the review aspect of 3.3 must be completed individually). If you choose to do this, you must inform me beforehand, and you will be required to complete a confidential analysis of each group member's level of participation.

3.4 Project 4: Henry County Cooperative Online Course Review Project (60pts)

This semester we are piloting a new and exciting online course review project in partnership with Henry County. This is an authentic, field-based, online learning experience that should prove to be very valuable and enlightening. Your grade for the project will be based on completing specific readings, discussions, review instruments, virtual meetings, and other requirements as outlined in *CourseDen*. Participation in this project constitutes a large portion of your grade. However, since this is a pilot project, please know that effort on your part counts for a lot and that I, and you, will need to be flexible as we will be adapting as we go along. I will also depend heavily upon your feedback and input for project improvements.

Extra Credit (5 points)

Read Thomas Friedman's *The World is Flat (updated and expanded 2006 version)*. I have chosen this book because I think it does a very effective job of explaining how technology is radically changing our world, and the way we conduct business and education in an "easily digestible" manner. I consider it a great read for anyone interested in technology education. For this extra credit assignment, you will examine one or more of Friedman's "flatteners" (or other salient observations) and give your opinion about its potential effect on education generally and distance education specifically. There is no minimum or maximum page limit requirement for this assignment. Just do a thorough analysis.

Evaluation Procedures:

Students are evaluated in the following areas:

Activity	Total Points	Type of Assessment	Due Dates/Location See CourseDen
1 Class Participation	20	Teacher Observations	On-going
2.1 Weekly Discussions	30	Teacher Observations	On-going
3.1 Concept Map and Scenario	15	Rubric	at 11:59PM
3.2 Instructional Design Plan	15	Rubric	at 11:59 PM
3.3 *WebCT CourseDen* Learning Module	25	Rubric	at 11:59 PM
3.4 Project 4 (Henry CO)	60	Rubric	at 11:59 PM

GRADING SCALE:

A =   165-148   Points
B =   147-131   Points
C =   130-115   Points
F = Below 114   Points

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

1. Submitting Assignments

Students are expected to submit assignments on time. 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. Points will be deducted for each day an assignment is late. Late online assignments such as discussion board postings will also result in grade reduction. All assignments are due by midnight on the date due. Any assignments posted after midnight are considered late. Each assignment in *WebCT CourseDen* has a **due date** and a **cut-off** date. The cut-off date is one week after the due date. For instance, if an assignment is due January 22nd, the final cut-off date is January 29th. After January 22nd, the assignment is "late." After January 29th, the assignment is GONE. No assignments more than 1 week late will be accepted.

2. Professionalism

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

o   Participating in interactions and class activities in a positive manner.
o   Collaborating and working equitably with students in the class.
o   Actively participating in class each week.
o   Turning in assignments on time.
o   Arriving at and leaving scheduled *Wimba Live Classroom* and/or other virtual classes punctually.
o   Treating class members, professor, and colleagues with respect in and out of the classroom.
o   Eliminating interruptions in class.

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

ACADEMIC HONESTY

All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or

purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*.

DISABILITY STATEMENT

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

COMMUNICATION STATEMENT

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.

EXTRA CREDIT STATEMENT

Extra credit activities (other than what is listed above) may be offered in this course. If so, details will be made available in *WebCT CourseDen*.

DUAL SUBMISSION STATEMENT

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. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission.

CLASS OUTLINE

This class is delivered using *WebCT CourseDen* at http:/webct.westga.edu/ . There will be NO face-to-face meetings in which students are expected to be participants. Students are expected to use *WebCT CourseDen* for corresponding with each other and the instructor.

Assignments: Work will be submitted using the assignments feature, discussion board, or testing feature of *WebCT CourseDen*. Please follow the directions in *WebCT CourseDen*.

Tentative Class Schedule

IF THERE IS ANY CONFLICT BETWEEN WHAT IS PRESENTED HERE AND WHAT IS SEEN IN *WebCT COURSEDEN, COURSEDEN* TAKES PRECEDENCE!

Class	Activities	Assignment/Readings Due
Module 1	Online Introductions Building Online Learning Communities: Chapters 1 & 2 Concept Map chapter assigned	Discussion Posting 1 (Introductions)
Module 2	Module 2 Discussion Building Online Learning Communities: Chapters 3 & 4 Project 2 Assigned	Discussion Posting 2 **Project 1 DUE** in Forum and *WebCT* CourseDen
Module 3	Module 3 Discussion Building Online Learning Communities: Chapters 5 & 6 Project 3 Assigned	Discussion Posting 3 **Project 2 DUE**
Module 4	Module 4 Discussion Project 4 Assigned Building Online Learning Communities: Chapters 7 & 8	Discussion Posting 4 **Project 3 DUE** **Formative assessment due**
Module 5	Module 5 Discussion Building Online Learning Communities: Chapters 9 & 10	Discussion Posting 5 **Project 3 Review DUE**
Module 6	Module 6 Discussion Building Online Learning Communities: Chapter 11	Discussion Posting 6
Module 7	Finish all outstanding work	**Project 4 DUE** **Course Evaluations**

MEDT 7475

THE DISTANCE EDUCATION PROFESSIONAL

Semester Hours: 3

Semester/Year:

Time/Location: 100% Online

Instructor:

Office Location:

Office Hours:

Online Hours:

Telephone: Direct Line:
Department Line:

E-mail:

Fax:

Online Support: CourseDen Home Page
https:// westga.view.usg.edu
CourseDen Help & Troubleshooting
http://www.westga.edu/~distance/webct1/help, or
http://help.view.usg.edu (Click on "Request Support" for live chat)
UWG Distance Learning
http://distance.westga.edu
UWG Online Learning Connection
http://www.westga.edu/~online
Distance Learning Library Services
http://www.westga.edu/~library/depts/offcampus/ ,
Ingram Library Services
http://www.westga.edu/~library/depts/offcampus/
University Bookstore
http://www.bookstore.westga.edu/

PREREQUISITE: MEDT 7472 Introduction to Distance Education or permission of instructor.

COURSE DESCRIPTION

This course focuses on current issues and challenges for the distance education professional. Students will be prepared to assume the role of an e-learning teacher and professional through the study of distance education research as well as the analysis, design, development, implementation, and evaluation of e-learning environments. Students will examine the management of e-learning initiatives including cultural impact; budget, technological and managerial requirements; quality support; policy issues; development of e-learning materials; facilitating instruction and interaction; and other areas of professional development and training.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Preparing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National and state standards (*National Board for Professional Teaching Standards [NBPTS] and International Society for Technology in Education [ISTE]*) also are incorporated as criteria against which candidates are measured.

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

COURSE OBJECTIVES

Students will:

1. synthesize knowledge, skills, and understanding of concepts related to distance education as they relate to instruction (Ashby, 2002; Cleveland-Innes, M. F., & Garrison, D. R., 2010; Huett, Moller, & Young, 2005; Keegan, 1986; Moore, 1989; Palloff & Pratt, 1999, 2003; Porter, 1997; Roblyer, 2001; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Lifelong Learners; Adaptive; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T 1 (A-D)).

2. analyze and evaluate distance education research, trends, and emerging technologies (Bonk, 2009; Downs & Moller, 1999; Driscoll, 1998; Hanna, Glowacki-Dudka, & Conceicao-Runlee, 2000; Keegan, 1986; Palloff & Pratt, 1999, 2003; Porter, 1997; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T 2 (D); 5 (A-D)).

3. evaluate and synthesize current research on teaching and learning with technology to design, plan, and evaluate instructional systems as they relate to distance education (Huett, Moller, & Young, 2005; Huett, Moller, & Mortensen, 2005; Keller & Suzuki, 2004; Palloff, & Pratt, 1999, 2003; Sharp & Huett, 2006; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T 2 (A-D); 5 (C)).

4. research, prioritize, implement, and evaluate instructional design principles associated with the development of distance education systems (Ashby, 2002; Huett, Moller, & Young, 2005; Keegan, 1986; Moore, 1989; Palloff & Pratt, 1999, 2003; Porter, 1997; Roblyer, 2001; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T 2 (A-D); 5 (C)).

5. design, implement, and evaluate distance education environments that meet the diverse needs of learners and instructors (Ashby, 2002; Downs & Moller, 1999; Huett, Moller, & Young, 2005; Huett, Moller, & Mortensen, 2005; Huett, J., Kalinowski, K., Moller, L., & Huett, K., 2008; Moore & Anderson, 2003; Moore & Kearsley, 2005; Keegan, 1986; Keller & Suzuki, 2004; Moore, 1989; Schweizer, 1999; Sharp & Huett, 2006; Song, 2000; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/ NETS-T 1 (A-D); 3 (A-D); 4 (A-D)).

6. select, propose, and justify technology-based resources for a distance education environments (Hanna, Glowacki-Dudka, & Conceicao-Runlee, 2000; Moore & Anderson, 2003; Moore & Kearsley, 2005; Roblyer, 2001; Schweizer, 1999; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/ NETS-T 2 (A-D); 3 (A-D); 4 (A-D)).

7. plan and assess the management of distance education instructional resources within the context of learning activities (Ashby, 2002; Huett, Moller, & Young, 2005; Keegan, 1986; Moore, 1989; Palloff & Pratt, 1999, 2003; Porter, 1997; Roblyer, 2001; White & Weight, 2000; Williams, Paprock, & Covington, 2004.)(Decision Makers; Leaders; Lifelong Learners;

Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/ NETS-T 2 (A-D); 3 (D); 5 (A-D)).

8. propose and prioritize strategies to manage student learning in a distance education environment (Ashby, 2002; Christensen, C. M., Horn, M. B., & Johnson, C. W., 2008; Downs & Moller, 1999; Huett, Moller, & Young, 2005; Huett, Moller, & Mortensen, 2005; Huett, J., Sharp, J., & Huett, K., 2010; Moore & Anderson, 2003; Moore & Kearsley, 2005; Keegan, 1986; Keller & Suzuki, 2004; Moore, 1989; Schweizer, 1999; Sharp & Huett, 2006; Song, 2000; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/ NETS-T 1 (A-D); 2(A-D); 3 (A-D); 4 (A-D)).

9. propose, produce, and critique multiple methods of evaluation for use in distance education systems (Hanna, Glowacki-Dudka, & Conceicao-Runlee, 2000; Huett, Moller, & Mortensen, 2005; Moore & Anderson, 2003; Moore & Kearsley, 2005; Roblyer, 2001; Schweizer, 1999; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/ NETS-T 3(D); 5 (C)).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

Simonson, M., Smaldino, S., Albright, M. J., & Zvacek, S. (Eds.) (2008). *Teaching and learning at a distance: Foundations of distance education (4th edition)*. Upper Saddle River, NJ: Prentice Hall. (ISBN:0135137764)

Course Prerequisites and Software:

Prerequisite: MEDT 7472. This course will be delivered entirely at a distance with no face-to-face (F2F) meetings. The following are the minimum requirements for completing this class successfully. You must meet these requirements to participate in the class.

- Access to a personal computer (PC or MAC) with speakers and a microphone (headset) to complete the course work.
- High-speed internet service (DSL, Cable, etc.) is **strongly recommended**. If high-speed internet is not available in your area, contact your instructor immediately. Completion of course requirements will be very difficult and cumbersome without high-speed service.
- Software requirements: *Microsoft Office 2003* or higher (available free of charge at UWG), <u>Adobe Reader</u>, and other potentially required downloads listed in *WebCT CourseDen*.

References:

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ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICIES

Link to Conceptual Framework:

As students complete their assignments, they will have demonstrated achievement in the areas of *decision making*: selecting topic areas in the student's field of study to design and develop an online learning module and interactive tutorial (**course activities 1.0, 2.1, 3.1-3.4**); *leadership*: enhancing his/her knowledge and skills in distance education in order to integrate technology more extensively on the job, at a distance, and to assist others as needed (**course activities 1.0, 2.1, 3.1-3.4**); *lifelong learning*: studying how to integrate technology into the work place and distant environment (**course course activities 1.0, 2.1, 3.1-3.4**); *being adaptive*: changing educational practices to meet the needs of distance learners (**course activities 1.0, 2.1, 3.1-3.4**); *collaboration*: working with colleagues and stakeholders to plan and carry out school improvements in technology (**course activities 1.0, 2.1, 3.1-3.4**); *cultural sensitivity*: adapting interventions and technology innovations to meet the needs of diverse distance learners (**course activities 2.1, 3.1-3.4**); *empathy*: demonstrating sensitivity to the needs of individual, family, and community needs (**course activities 1.0, 2.1, 3.1-3.4**); *knowledge*: drawing on pedagogical, content, and professional knowledge, including knowledge from others' postings in the online bulletin board when developing distance education systems(**course activities 1.0, 2.1, 3.1-3.4**); *being proactive*: implementing new interventions and innovations in technology to better serve distance learners (**course activities 1.0, 2.1, 3.1-3.4**) and *reflection*: engaging in ongoing, continuous reflection related to technology to determine the effectiveness of interventions/innovations and school changes that are needed to more effectively integrate technology into the curriculum both local and distant (**course activities 1.0, 2.1, 3.1-3.4**).

Activities and Assessments:

1.0 Class Participation (20 points)

Students will participate in the course regularly and will attend any *Wimba Live Classroom* or other virtual meeting session(s) scheduled in *WebCT CourseDen (if applicable)* and generally be prepared for the class. Absence from virtual meetings or noted absence of participation may lower a student's cumulative point total by **20 points**. Virtual conference sessions with outside experts/teachers in the field of distance education may be scheduled. If these conferences are scheduled, it is expected that students will prepare, attend, and ask questions. Scheduling and requirements will be posted in *WebCT CourseDen.* (Objectives 1, 2, 3, 4, 5, 6, 7; disposition; teacher observation)

2.0 Weekly Work

2.1 Discussions (6 weeks @ 5 points each = 30 points)

The student will respond to a discussion prompts provided by the instructor. With a few exceptions, the student is expected to make an initial posting on or before Wednesday of the week the discussion posting is first available and follow up with remaining postings during the week. Students are expected to read and participate in all online discussions. Each discussion (except where noted elsewhere) is worth 5 points. You are required to post your initial thoughts (3pts) and respond to AT LEAST two other postings (2pts). Video posting of discussion responses is encouraged. A reflective

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

3.0 Student Work

All student work submitted during the course is required to be original. All projects must be completed to be graded. It is strongly recommended that you begin work on ALL of the projects as soon as possible. Do not rely solely on the suggested schedule to tell you when to start and finish these projects. Please work early and often!

3.1 Project 1: Redesign an Existing Course (25 points)

Working in teams, students will redesign an existing online course. Students will be presented with a current online class and asked to redesign the course for more effective delivery. Students will focus on analyzing their intended audience and then on improving course navigation and layout; selecting or updating technologies to enhance learning; designing to facilitate interaction, communication, and collaborative learning; and articulating clearly the learning objectives, expectations, activities, and assignments. In addition to the class improvements, the group will produce a wiki-report justifying their changes. Additional guidelines for this assignment are posted in *WebCT CourseDen* (Course Objectives 1, 2, 4, 5, 6, 7, 8; rubric).

3.2 Project 2: Virtual Mentorship (25 points)

Each student will be assigned (or will locate and have approved) a virtual mentor to collaborate with over the term. The student will observe and participate in the mentor's online class. The details of the assignment will vary based on expectations established with the mentor. *This assignment serves as partial fulfillment of the internship requirement for endorsement.* The student will submit a reflection report about the collaboration. Additional guidelines for this assignment are posted in *WebCT CourseDen* (Course Objectives 1 ,2, 3, 4, 5, 6, 7, 8; rubric).

3.3 Project 3: Online Learning Proposal/Instructional Design Plan (25pts)

The student will craft an online learning proposal and action plan to address a demonstrated need. The proposal will highlight the nature of the online project (why it is important, why it needs doing, and what will be accomplished), how it will accomplished, where it will take place, who is the target population, what are the expected outcomes and how will they be measured/assessed, etc. Additional guidelines for this assignment are posted in *WebCT CourseDen* (Course Objectives 1, 2, 3, 4, 5, 6, 7, 8; rubric).

3.4 Project 4: Hands-on Creation and Delivery of Learning Module (25 points)

The student will create a learning module in *WebCT CourseDen* or the learning management platform of their choice for delivery to an audience in their chosen field. Upon completion of the

module, the student will present the content to the appropriate audience and assess the effectiveness of their instructional design. *This assignment serves as partial fulfillment of the internship requirement for endorsement.* Additional guidelines for this assignment are posted in *WebCT CourseDen* (Course Objectives 1, 2, 3, 4, 5, 6, 7, 8; rubric).

Evaluation Procedures:

Students are evaluated in the following areas:

Activity	Total Points	Type of Assessment	Due Dates/Location See CourseDen
1 Class Participation	20	Teacher Observations	On-going
2.1 Weekly Discussions	30	Teacher Observations	On-going
3.1 Project 1	25	Rubric	at 11:59PM
3.2 Project 2*	25	Rubric	at 11:59 PM
3.3 Project 3	25	Rubric	at 11:59 PM
3.4 Project 4*	25	Rubric	at 11:59 PM

*Projects 3.2 and 3.4 constitute the field experience requirement for the Online Teaching Endorsement and must be completed with a passing score.

GRADING SCALE:

A =   150-134   Points
B =   133-119   Points
C =   118-104   Points
F =   Below 104   Points

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

1. Submitting Assignments
        Students are expected to submit assignments on time. 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. Points will be deducted for each day an assignment is late. Late online assignments such as discussion board postings will also result in grade reduction. All assignments are due by midnight on the date due. Any assignments posted after midnight are considered late. Each assignment in *WebCT CourseDen* has a **due date** and a **cut-off** date. The cut-off date is one week after the due date. For instance, if an assignment is due January 22nd, the final cut-off date is January 29th. After January 22nd, the assignment is "late." After January 29th, the assignment is GONE. No assignments more than 1 week late will be accepted.

2. Professionalism

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

o   Participating in interactions and class activities in a positive manner.
o   Collaborating and working equitably with students in the class.
o   Actively participating in class each week.
o   Turning in assignments on time.
o   Arriving at and leaving scheduled *Wimba Live Classroom* and/or other virtual classes punctually.
o   Treating class members, professor, and colleagues with respect in and out of the classroom.
o   Eliminating interruptions in class.

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

ACADEMIC HONESTY

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

DISABILITY STATEMENT

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

COMMUNICATION STATEMENT

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.

EXTRA CREDIT STATEMENT

Extra credit activities (other than what is listed above) may be offered in this course. If so, details will be made available in *WebCT CourseDen.*

DUAL SUBMISSION STATEMENT

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. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission.

CLASS OUTLINE

This class is delivered using *WebCT CourseDen* at   http:/webct.westga.edu/ . There will be NO face-to-face meetings in which students are expected to be participants. Students are expected to use *WebCT CourseDen* for corresponding with each other and the instructor.

Assignments: Work will be submitted using the assignments feature, discussion board, or testing feature of WebCT CourseDen. Please follow the directions in WebCT CourseDen.

Tentative Class Schedule

IF THERE IS ANY CONFLICT BETWEEN WHAT IS PRESENTED HERE AND WHAT IS SEEN IN *WebCT COURSEDEN, COURSEDEN* TAKES PRECEDENCE!

Class	Activities	Assignment/Readings Due
Module 1	Online Introductions Textbook Readings: Chapters 1 & 2	Discussion Posting 1 (Introductions)
Module 2	Module 2 Discussion Textbook Readings: Chapters 3, 4, & 5 Project 2 Assigned	Discussion Posting 2 **Project 1 DUE**
Module 3	Module 3 Discussion Textbook Readings: Chapters 6 & 7 Project 3 Assigned	Discussion Posting 3 **Project 2 DUE**
Module 4	Module 4 Discussion Project 4 Assigned Textbook Readings: Chapters 8, 9 & 10	Discussion Posting 4 **Project 3 DUE** **Formative assessment due**

Module 5	Module 5 Discussion Textbook Readings: Chapters 11 & 12	Discussion Posting 5
Module 6	Module 6 Discussion Textbook Readings: Chapter 13	Discussion Posting 6
Module 7	Finish all outstanding work	Project 4 DUE Course Evaluations