

Memorandum

To: General Faculty

Date: November 12, 2014

Regarding: Agenda, Faculty Senate Meeting, November 14 at 3:00 p.m., TLC 1-203

The agenda for the November 14, 2014 Faculty Senate meeting will be as follows:

1. Call to order
2. Roll call
3. Approval of minutes of October 10 (see [Addendum I](#))
4. Committee reports

Committee II: Graduate Programs Committee (Susan Welch, Chair)

Action Items (see [Addendum II](#)):

A) College of Science and Mathematics

1) Course Proposal:

a) Geosciences Department

Course: GEOL 7203 Oceanography for Teachers

Request: Add

B) College of Arts and Humanities

1) Course Proposal:

a) History Department

Course: HIST 5505 American Foreign Policy since 1898

Request: Add

C) College of Education

1) Course Proposals:

a) COE Doctoral

Course: EDSI 7385 Special Topics in School Improvement

Request: Add

b) Leadership and Instruction

Course: SEED 7265 Advanced Instructional Strategies for the 21st Century Classroom

Request: Add

2) Program Proposals:

a) Educational Technology and Foundations

Program: Master of Education with a Major in Media (School Library Media)

Request: Modify

- b) Program: Post-Baccalaureate Non-Degree Initial Certification in Media (School Library Media)
Request: Modify
 - c) Program: Master of Education with a Major in Media (Instructional Technology)
Request: Modify
 - d) Post-Baccalaureate Non-Degree Certification in Media (Instructional Technology)
Request: Modify
- D) Richards College of Business
- 1) Course Proposal:
 - a) Marketing and Real Estate
MKTG 6833 Sustainable Business Development
Request: Add

Committee IV: Academic Policies Committee (Susana Velez-Castrillon, Chair)

Action Items:

- A) Proposed changes to the Faculty Handbook in the following section:

208.04 Grade Appeals

F. Procedures. The student is encouraged to present their concerns to the faculty member regarding their grade. If dissatisfied with the discussion with the faculty member ~~The student~~ can initiates ~~the a~~ grade appeal in writing, using the Student Grade Appeal Form available from the Provost's website.

1. Procedural Summary. Grade appeals begin at the level of the Department Chair.

a. Department Chair. Upon receipt of the written grade appeal, the Chair (1) consults with the ~~faculty member and the~~ student, (2) determines whether the grade appeal should be considered as an Academic Dishonesty Grade Appeal or a Grade Determination Appeal, (3) shares the grade appeal with the faculty member and after review the faculty member may (but is not required to) submit a narrative and any supporting documentation. ~~(4)~~ (43) examines the available ~~evidence~~ documentation, and (54) grants the appeal and changes the grade, or denies the appeal. The Chair notifies the student of the decision in writing. If the Chair denies the appeal, the written notification to the student should explain the student's right to appeal to the Dean (or Dean's designee). If the appeal is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Dean (or Dean's designee).

- B) Proposed changes to the Student Grade Appeal Form to reflect the new Grade Appeal Procedure:

The following statement and signature line for the faculty member will be added to the Department chair box:

“I have reviewed the student's grade appeal and stand by the grade.”

Faculty Handbook Current Wording

208.04.

F. Procedures. The student initiates the grade appeal in writing, using the Student Grade Appeal Form available from the Provost's website.

1. Procedural Summary. Grade appeals begin at the level of the Department Chair.

a. Department Chair. Upon receipt of the written grade appeal, the Chair (1) consults with the faculty member and the student, (2) determines whether the grade appeal should be considered as an Academic Dishonesty Grade Appeal or a Grade Determination Appeal, (3) examines the available evidence, and (4) grants the appeal and changes the grade, or denies the appeal. The Chair notifies the student of the decision in writing. If the Chair denies the appeal, the written notification to the student should explain the student's right to appeal to the Dean (or Dean's designee). If the appeal is denied, the student may accept the decision and end the appeal process, or request that the appeal and all associated documentation be forwarded to the Dean (or Dean's designee).

Committee VI: Strategic Planning (Nadya Williams, Chair) Information Item:

A) Update regarding the QEP and on-going work on Core Area B.

Committee IX: Facilities and Services Committee (Ben Steere, Chair)

A) Presentation by Mark Reeves, Auxiliary Services, about recycling efforts on campus.

Committee XII: Budget Committee (Andrea Stanfield, Chair) Information Item:

A) Dr. Marrero informed the committee that the goal of raising all staff salaries to market entry point will be met this month. Previously, only pay grades 1-10 had been raised to the entry point. All salaries in pay grades 11-19 that are not at the market entry point will be raised. The Mercer study is now two years old, so the office of Business & Finance is looking at doing a new study in an effort to keep the pay scale current. The committee supports these efforts.

5. Old business:

A) Peer and Aspirant Institutions (Faye McIntyre)

B) Engagement survey (N. Jane McCandless)

6. New business

7. Announcements

8. Adjournment

Addendum I

**University of West Georgia
Faculty Senate Meeting
Draft Minutes**

October 10, 2014

1. Call to order: the meeting convened in room 1-203 of the Technology-enhanced Learning Center and was called to order by Elizabeth Kramer, Chair, at 3:00 p.m.

2. Roll Call

Present

Banford, Basu-Dutt, Boldt, Butler, Connell, DeFoor, DeSilva, Elman, Erben, Farmer, Farran, Faucette, Geisler, Gerhardt, Griffith, B. Sethna (substituting for S. Hall), L. Haynes, C. Johnson, Keim, Kilpatrick, Lopez, Mbaye, McCord, McCullers, McGuire, McKendry-Smith, L. Miller, Mindrila, Neely, Ogletree, Remshagen, J. Roberts, L. Patterson (substituting for L. Robinson), C. Schroer, J. Yoder (substituting for Seay), Skott-Myhre, A. Pashia (substituting for Stanfield), Steere, Tekippe, Velez-Castrillon, Welch, Williams, Woodward, Xu, Yates

Absent

J. Roberts, Vinson, Willox

3. Minutes: a motion was made and seconded to approve the minutes of September 12.

Item approved unanimously by voice vote.

4. Committee reports

Committee I: Undergraduate Programs Committee (Julia Farmer, Chair)

Action Items:

A) College of Education

1) Department of Leadership and Instruction

a) Bachelor of Science in Education with a Major in Sport Management

Request: Modify

Item approved unanimously by voice vote.

Joint Committee Report: I (UPC: Julia Farmer, Chair) and Committee VI (Strategic Planning: Nadya Williams, Chair)

Action Item:

A) QEP-mandated modifications to outcomes for Core Area B

Debra MacComb was present at the meeting in order to answer questions. She said that through a series of meetings it was determined that the proposal under consideration seemed like the most workable solution to incorporate writing in the core curriculum. Dr. N. Williams added that this goes to the General Education Committee at the BOR level. After that we will likely return to this conversation.

Camilla Gant pointed out that the proposed courses in Core Area B.2, including COMM 1110, do not meet the definition of critical cultural communication or critical communication pedagogy. She noted that oral communication is equally as important as written communication and critical thinking competencies; and that not keeping oral communication central to Core Area B would be out of synch with industry demands and USG curricular trends.

During discussion, Ms. Pashia motioned to remove the heading “Applied Writing” after “B1” and “Critical Communication” after “B2.” This motion was seconded and unanimously approved via voice vote. Two corrections were also noted: ANTH 1000 should be ANTH 1100, and PHIL 2050 should be PHIL 2020. The item as amended was approved unanimously by voice vote.

This is the text of the approved item:

**Proposed Core Area B
Institutional Options**

B1

Learning Outcome **1 hour**

Demonstrate the ability to:

- Adapt written English communication to specific rhetorical purposes and audiences.

Required:

ENGL 1101L	English 1101 Lab	1 hour
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B2

Learning Outcome **3-4 hours**

Demonstrate the ability to:

- Effectively employ language conventions appropriate to academic discourse.

Choose from the following:

ANTH 1100	Faces of Culture	2
ART 2000	Oral Communication and the Visual Arts	3
BUSA 1900	Surfing the Internet for Success	2
COMM 1110	Public Speaking	3
CS 1000	Practical Computing	1
CS 1020	Computers and Society	2
ENGL 2000	American Speech	3
ENGL 2050/ THEA 2050	Self-Staging: Oral Communication in Daily Life	3
FREN/GRMN/SPAN 1001 or 1002		3
LIBR 1101	Academic Research and the Library	2
MUSC 1110	Survey of World Music	2
PHIL 2020	Critical Thinking	3
XIDS 1004	Oral and Technological Communication	4
XIDS 2001	What Do You Really Know About . . .	1
XIDS 2002	What Do You Really Know About . . .	2

Students may take any combination of courses, as long as one is from category B1, and the total number of hours is 4 for science majors, and 5 for non-science majors.

[Subsequent to this meeting, Provost Micheal Crafton arranged for the USG General Education Council to review this proposal. They indicated that they would not approve ENGL 1101L as a core course. It follows that we cannot implement the proposal as approved by the Senate. The Director of the QEP is working with the Senate's Strategic Planning and Undergraduate Programs committees and with the departments currently teaching in Area B on a revised implementation plan for the QEP.]

Committee II: Graduate Programs Committee (Susan Welch, Chair)

Action Items:

- A) College of Education
 - 1) Department of Learning and Teaching
 - a) Specialist in Education with a Major in Special Education
Request: Modify

Item approved unanimously by voice vote.

Committee III: Honors Program Committee (Mark Faucette, Chair)

Action Item:

- A) Course Proposal:
 - 1) XIDS 2002: What Do You Really Know About Interdisciplinary Studies?

Item approved unanimously by voice vote.

Committee V: Faculty Development Committee (Michael Keim, Chair)

Action Item:

The Committee recommends that the word “three” (below) be changed to “two” in the Faculty Handbook, page 11.

103.02 Procedures

By the end of the first week of fall semester classes, the Provost and Vice President for Academic Affairs shall establish the date by which recommendations shall be submitted at each level of the promotion/tenure process. Any faculty member who meets the criteria for promotion and tenure established herein and who desires to be considered shall submit a dossier to his or her department chair, library supervisor, or other designated supervisor (in the absence of a department chair). Department chairs or supervisors shall see that dossiers are organized uniformly according to the appropriate criteria specified. Each dossier shall include, at a minimum, the following:

- a curriculum vitae;
- the ~~three~~ **two** evaluations of teaching effectiveness and performance of allied duties specified in Section 103.05 and 103.06;
- any letters of recommendation which the department chair has received;
- reprints of scholarly publications or other evidence of scholarly or creative work.

Item approved unanimously by voice vote.

Committee IX: Facilities and Services Committee (Ben Steere, Chair)

Strategic Plan for Facilities (Brendan Bowen): Presentation of the Space Utilization Study completed by Comprehensive Facilities Planning, Inc.

Mr. Bowen and three members of Comprehensive Facilities Planning, Inc. (Brian Bell, Jim Pallovan, and Tom Bowen) spoke about the results of a three-year study of classroom and office utilization at UWG. It was noted that their PowerPoint presentation will be posted online. Here are some highlights:

- WRH is weekly room hours; it is the number of hours per week per room (#hrs/wk/rm).
- Student occupancy is not much different over the last three years.
- The usual peak is 86%.
- Daily M-Th is around 23%, except Fri. at 7.2%.
- Classrooms are not fully utilized.
- The study grew out of the Master Plan. Only some (I and III) of the 9 categories were studied, and labs were not one of the categories studied.
- A basic study of office utilization was conducted in 2011. There were 398 faculty offices then. In 2013, there were 405. (This does not include deans and administrators.) They are generally one faculty member per room and each space averages 142 or 143 square feet. We have 419 faculty right now in 405 rooms, so we are using our space pretty well. Adjunct faculty have 24 offices with 2 to 3 to a room. Graduate assistants have 45-50 offices, with greater than 2 occupants per room. We have enough office space to accommodate faculty, but there is not a lot of wiggle room for growth.

Committee XII: Budget Committee (Andrea Stanfield, Chair)

FY2016 Budget Prioritization: Presentation by Myrna Gantner, Assoc. VP for Academic Affairs.

Dr. Gantner spoke with the aid of a PowerPoint presentation that was delivered at yesterday's Town Hall meeting. There are two parts to the budget cycle: 1) the State budget cycle, and 2) West Georgia's. This is the FY2016 budget cycle. We will know by May what we get. Education accounts for 25% of the State budget. Revenue is up 5.2%, but we compete with other interests, like the Affordable Care Act, etc. Performance-based funding will start in 2017. Across the USG, freshmen and sophomore enrollments are down, but upperclassmen and graduate student enrollments are up, ameliorating the situation somewhat. There is \$7.62M in new money from enrollment funding.

Dr. Gantner talked about the budget exercise that UWG has started. USG institutional funding will be based on whether an institution's enrollments are up or down. Ours is up, so we will model a 3% increase. Those institutions that are down must model reductions based on the actual decrease. It is very unlikely that a reduction will occur for us. We went from just over 70% to 74.8% retention. If there is new money, what are the top priorities? Pay attention to: 1) UWG Strategic Plan; 2) USG Strategic Plan; 3) CCG/RPG (Complete College Georgia/Retention, Progression, Graduation) when creating your plans. For new positions, model salary plus 20% for fringes and \$7500 for health insurance. Model the budget cuts over a three-year period, as well. Finalize work in your departments/with deans by October 22. Models go from the deans to the provost by November 5, then

the provost and president will wrestle with it. It was noted that equity and merit are not part of this exercise. Increases in graduate and undergraduate tuition are being planned.

It was noted that the Biology Building is high in the USG priorities.

5. Old business

- A) Sustainability Council (Hannes Gerhardt): Presentation about sustainability by consultant, Jessica Rose.

Ms. Rose of Incite Sustainability gave a Prezi presentation of a UWG Sustainability Roadmap. Ms. Rose's organization conducted an assessment and did a SWOT analysis. They are developing a roadmap timeline for these elements, which are necessary for success: 1) Foundation and Framework; 2) Projects and Initiatives; 3) Culture and Communication. Ms. Rose gave an example of a Walking Campus. Her organization has provided some deliverables—postcards, posters, and a video shown to frosh. Next steps that she mentioned include the appointment of Hannes Gerhardt as Sustainability Director and Princeton Review's Green Schools ranking. A report is available on the Go Green website.

6. New business

- A) Presentation of 2015 Holiday Schedule by Juanita Hicks
- B) Presentation of 2015 Benefits by Juanita Hicks

Ms. Hicks spoke about benefits first. She outlined a number of changes to insurance for healthcare, dental, Minnesota Life/Disability, and the tobacco surcharge. The Benefits Fair is Tuesday, October 14, 9:00-3:00 in the Z-6 lower level. Open enrollment is November 3-14. Every employee must go online and enter their selections, including the surcharge question.

The Open Access POS plan is becoming the Comprehensive Care Plan. This premium will decrease by 6%. Dental is going up 11.8%.

Ms. Hicks agreed to have her presentation posted by Tuesday.

Regarding holidays: please e-mail Faculty Senate Chair Elizabeth Kramer if you want to comment or express an opinion.

7. Announcements

There were no announcements.

8. Adjournment

The meeting adjourned at 5:11 p.m.

Respectfully submitted,
Shelley Rogers,
Executive Secretary of the Faculty Senate and General Faculty

Addendum II

Course Update Request (Add, Delete, Modify)						
Originator						
Geosciences Department <small>Department</small>		College of Science and Mathematics <small>College</small>		Bush, David <small>Originator</small>		
Action		Modifications				
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="checkbox"/> Senate Action Item (See Procedure)				
Course Details						
GEOLOG	7203	Oceanography for Teachers				
<small>Prefix</small>	<small>Number</small>	<small>Course Title</small>				
Presents fundamental principles, concepts, and information about the oceans for science and non-science teachers. Emphasis will be placed on development of teaching tools for application in the classroom.						
Course Catalog Description						
3		3	Summer - 2015	Summer	Letter Grade	
<small>Lec Hrs</small>	<small>Lab Hrs</small>	<small>Credit Hrs</small>	<small>Effective Term</small>	<small>Frequency</small>	<small>Grading</small>	
Prerequisites			Corequisites			
Rationale						
We've been offering oceanography for teachers course for several years as "Selected Topics in Geology" courses. Request is to create a course with an officially assigned course number.						
Planning Info			Comments			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? NO <small>(See Policy)</small>						
Present or Projected Annual Enrollment: 15						



College Approvals

James Mayer [APPROVED 2014-10-02]
Chair, Course Department

Scott Gordon [APPROVED 2014-10-10]
Coordinator, COSM Curriculum Committee

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2014-11-06]
Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

GEOL 7203 OCEANOGRAPHY FOR TEACHERS SYLLABUS

Instructor: Dr. David Bush, Callaway Building, Room 206, (678) 839-4057, dbush@westga.edu

Textbook: It is not essential to have a textbook. If you want one for reference you can use any textbook and if you are computer savvy you can get by without one. There are so many good oceanography web sites that you can access information about any topic with just a short search. We will use PowerPoint slide shows and notes I have compiled. They are available on line via the CourseDen class home page.

OCEANOGRAPHY CONCEPTS: Oceans comprise almost three quarters of the earth's surface, yet we know less about some parts of the ocean than we do about distant planets. Oceanography is not a separate science, but the application of all sciences to the study of the oceans. We often think of oceanography as having four main branches: geological oceanography (size and shape of ocean basins, how did the ocean basins form, composition of the ocean crust, and the sediments covering the sea bottom), chemical oceanography (chemical properties of water and the materials dissolved in it), physical oceanography (movement of ocean water--waves, tides, currents), and biological oceanography (environmental zones of the ocean and the plants and animals that fill them). Environmental science, ecology, engineering, meteorology, even law and art, are also branches of study often applied to oceans. During this course we will take a look at different aspects of ocean study and how they often relate to one another. We will also gain an appreciation for ocean resources and the linkage between the global ocean and Earth's atmosphere.

LEARNING OBJECTIVES: By the end of the course, you should be able to:

- Discuss the four main branches of oceanography and other subordinate branches
- Identify major sea floor topographic features
- Describe the three oceans and their main features, chemistry, and geologic history
- Explain the unique properties of water, and discuss how water makes life on Earth possible
- Define and describe physical aspects of oceans including waves, tides, and currents
- Identify environmental zones in the oceans and the diverse types of oceanic life occupying them
- Use a computer effectively, emphasizing use for CourseDen communication
- Develop an oceanography section tailored to your specific teaching needs
- Ask questions, share thoughts, and debate in an online discussion

The overall goal of "Oceanography for Teachers" is to present fundamental principles, concepts, and information about the oceans in such a way that will be useful for elementary, middle, or secondary school teachers.

CLASS FORMAT: The class will be Web-based but you will be doing most activities independently. We will be working straight from the PowerPoint slide show lectures and notes, and using CourseDen for discussions and other communication. We will not meet in person. Try to do all our communication via the CourseDen mail function instead of my regular email. That will help me keep my thinking straight.

DISCUSSION PAGE: An important part of the class is participation in on-line discussions. The discussion page is accessible via the link on the course navigation bar near the top of the home

page. You will see a forum named “Discussions.” Within that forum I have set up several discussion topics. You are required to initiate at least two discussions within any of the topics. To do so, open a topic and click the “Start a New Thread” button. Post a comment about a newspaper or magazine article, or a television show; or maybe a question you have always had about the oceans; or perhaps you noticed something interesting on a family trip to the beach or on a cruise, or that you read in a book. Anything goes as long as it is somehow related to oceanography. I have initiated a thread under “Geology” to start things off.

Similarly, everyone to respond to posts as often as possible. You do that by clicking on a thread and then clicking on the “Reply to Thread” button.

You are also expected to read all posts in all threads in all topics within the discussions forum. This takes the place of class discussions if we met in person. By the end of the course you will find a wealth of information within the discussions. A pdf file of all the discussions will be available at the end of the semester.

ASSIGNMENTS:

1. Read and review all 24 PowerPoint lecture slide shows and accompanying notes.
2. Seek out additional information for each topic, as necessary. Feel free to pursue aspects of oceanography that you find interesting. Use the on-line resources presented, and look for additional material.
3. For each of the 24 topics, find one internet resource that can be used as the basis for an on-line activity, and design an activity based on that internet resource. It may include simply answering some questions about material presented on the site, or perhaps interpreting data presented. Use your imagination. Anything goes. Make it appropriate to the grade you will be teaching. By the way, seek out internet sites that you are pretty sure are permanent. For example, government or major research institutions.
4. Participate in discussions on-line. See explanation of Discussion Page above.
5. As a semester project, prepare a lesson plan for an oceanography section that you could actually use. Feel free to take any material from my PowerPoint lectures, or from any other source (make sure you attribute the source of the material). Prepare an outline of the material you would present in your class. Obviously, there is way more information presented in the 24 topics that you could possibly use. Pare it down to something manageable for your needs.
7. There is a “Dropbox” on the class web page. Submit your lesson plan by July 15.
8. Finally, give a quick look through the lesson plans of your classmates. Please make any comments or suggestions positive or negative. You can then revise your lesson plan (if warranted) and resubmit it before the end of the term.

GRADING:

Assignment	Points
Internet activity	20
Starting a discussion 10 points each	20
Participating in discussions	20
Lesson plan	30
Reviewing others' lesson plans	10
Total possible points	100

The standard 90/80/70 for A, B, C, etc. will be applied.

LECTURE TOPICS

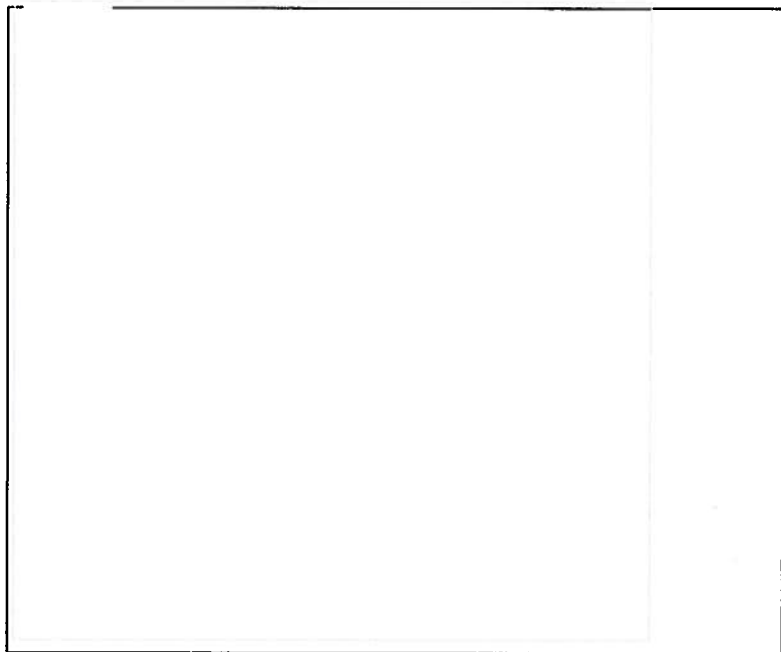
Introduction

1. History of Oceanography
2. Earth Origins
3. The Water Planet
4. Plate Tectonics-Developing the Theory
5. Plate Tectonics-Plate Dynamics
6. The Seafloor
7. Ocean Sediments
8. Properties of Water
9. Salt Water
10. Ice and Fog
11. Atmospheric Circulation
12. ENSO
13. Hurricanes
14. Density Driven Circulation
15. Wind Driven Circulation
16. Waves
17. Tides
18. Beaches and Coasts
19. Engineering and *The Beaches are Moving* video
20. Ocean Environments
21. Productivity
22. Plankton
23. Nekton
24. Benthos

The Beaches are Moving video (for Topic 19):

Access at <http://video.unctv.org/video/2365007946/>

Course Update Request (Add, Delete, Modify)						
Originator						
History Department		College of Arts and Humanities		Williams, Daniel		
Department		College		Originator		
Action		Modifications				
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> (See Procedure)				
Course Details						
HIST	5505	American Foreign Policy since 1898				
Prefix	Number	Course Title				
<p>This course is designed as a graduate reading course in American foreign policy. This course will discuss the foreign policy process, the history of American foreign policy and its traditions since 1898, and a variety of approaches to understanding foreign policy. The goal of the course is to provide students with the theoretical and analytical tools needed to understand the history and current processes of American foreign policy. The course will incorporate current events in American foreign policy, as well as historical discussion, as a means of demonstrating the academic concepts of the course in practice.</p>						
Course Catalog Description						
3	0	3	Fall - 2015	Yearly	Letter Grade	
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading	
Prerequisites			Corequisites			
Rationale						
<p>This course is a new graduate course that will be cross-listed with POLS 5505 and offered in conjunction with our newly proposed HIST 4505 / POLS 4505 course. This proposal has the support of the POLS department. Our contact in the POLS department is Dr. Greg Dixon (gdixon@westga.edu), who will be teaching sections of this new cross-listed course in the POLS department.</p>						
Planning Info			Comments			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? <input type="text" value="NO"/> (See Policy)						
Present or Projected Annual Enrollment: <input type="text" value="25"/>						



College Approvals

Howard Goodson [APPROVED 2014-04-02]
Chair, Course Department

Randy J. Hendriks [APPROVED 2014-10-16]
Dean, College of Arts and Humanities

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2014-11-06]
Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

HIST 5505 / POLS 5505

American Foreign Policy since 1898

Instructor: Dr. Dan Williams

Office Hours: TLC 3207

MW, 3:30-5pm

Tues., 10am-1pm, 2pm-5pm

(and by appointment)

Email: dkw@westga.edu

Phone: 678-839-6034

Course website: www.westga.edu/~dkwillia

Class Location:

Pafford 208

MWF, 11:00-11:52am

Description:

This course is designed as a graduate reading course in American foreign policy. This course will discuss the foreign policy process, the history of American foreign policy and its traditions since 1898, and a variety of approaches to understanding foreign policy. The goal of the course is to provide students with the theoretical and analytical tools needed to understand the history and current processes of American foreign policy. The course will incorporate current events in American foreign policy, as well as historical discussion, as a means of demonstrating the academic concepts of the course in practice.

Learning Outcomes:

Students in this course will learn critical thinking skills and the ability to analyze diverse perspectives, and they will learn how to evaluate American foreign policy in its historical and contemporary political context. This course will also help students to improve their writing, research, and communication skills. The writing assignments and exams will assess students' knowledge and skills in these areas.

Assessment:

Students' final grades will be determined as follows:

Midterm exam (take-home)	20%
Research paper	30%
Class participation / emails	25%
Take-home final exam essay	25%

There will be no opportunity for extra-credit assignments in this course.

Grading Methodology: This university does not use a plus / minus grading system, but during the course of the semester, I will use plus / minus grades, as well as split-letter grades (e.g., an A-

/ B+), in order to evaluate students' written work with precision. In computing final course grades, I convert all grades into numeric scores according to the following system:

A = 95

A/A- = 94

A- = 92

A-/B+ = 90

B+ = 88

B+/B = 87

B = 85

B/B- = 84

B- = 82

B-/C+ = 80

(A similar pattern is used for grades in the C-range and D-range).

In computing final course grades, a grade average of 89.5 or higher converts to a course grade of A, a grade average between 79.5 and 89.49 converts to a course grade of B, and a grade average between 69.5 and 79.49 converts to a course grade of C. A grade average of 59.5, which converts to a D, is the lowest possible passing grade in the course.

A-range grades, including the grade of A-/B+, are reserved for work that is of exceptional quality. In order to receive an A-range grade on an essay assignment, a student's essay must show evidence of original thinking and the ability to synthesize information from a wide variety of sources, as well as an accurate understanding of the material and good writing technique. Papers that receive a grade of 90 or above must be cogent and persuasive in their argumentation, and they must be well written and tightly organized around a strong thesis. In short, a paper that receives an A-range grade not only meets the basic requirements for the assignment, but also demonstrates that a student has mastered the interpretative, analytical, and writing skills expected for a course at this level.

B-range grades are given to essays that demonstrate a student's accurate understanding of the material, adequate use of the assigned documents, and competence in writing. They rarely contain the sophisticated analysis required for an A-range essay, but they meet the requirements and expectations for the assignment.

C-range grades are given to essays that contain factual inaccuracies, errors in interpretation, inadequate use of the assigned documents, or poor writing technique, even though they usually meet most of the basic requirements for the assignment.

D-range and failing grades are assigned to work that fails to meet the requirements and expectations for the assignment.

Exams: There will be take-home midterm and final exams. Both exams will consist of broadly-based essay questions relating to themes covered in the course readings and lectures throughout the semester. I will give you the exam questions one week before each exam, and you will have a week to write 8-10 pages in response to those essay questions.

Research paper: You will be required to write one 15-18 page research paper for this course. The research paper should focus on an aspect of contemporary American foreign policy or the history of American foreign policy since 1898. Consult the online guidelines for research papers for more information about this assignment.

Papers that are turned in after the assigned date will be marked down 1/3 of a letter grade for each day they are overdue.

It should go without saying that all papers that you write must be your own work, and that any students who are caught plagiarizing another student's work, a paper from a web site, a textbook, or any other source will automatically fail this course and may be subject to further disciplinary action. Plagiarism is a serious offense that will not be tolerated. Please look at the course website to find guidelines on proper footnoting procedures and avoiding inadvertent plagiarism.

All of your written work for this class must be original; you are not allowed to submit essays that you have written for other courses or that you have completed prior to this semester.

Class participation and email assignment: Classes will consist of interactive lectures, which will give you a chance to ask questions and discuss concepts related to the history of American foreign policy. In addition, there are five class periods reserved for discussion of the assigned books. It is very important for you to read these books prior to the class discussions so that you can come to class prepared to participate. Failure to attend these discussions will adversely affect your class participation grade. I do not have a formal attendance policy, but since students cannot participate in class discussions if they do not attend class, habitual absences, as well as habitual silence in class throughout the semester, could negatively affect a student's class participation grade.

Your class participation grade will also be based on email book summaries that you are required to submit for each of the books assigned in this course. Each of these emails is due by 10pm on the evening before the date on which we are scheduled to discuss the book in question. I will not assign these emails a letter grade, but I will instead treat them as I would comments that you make in class, and I will consider their content when I formulate class participation grades at the end of the semester. I will also distribute copies of these emails to all of the members of the class for their consideration in preparation for our class discussions. For more information on this assignment, please consult the guidelines for the email summaries that are posted on the course website.

There will also be two scheduled graduate discussions of books assigned only to the graduate students in this course. Your class participation grade will be based partly on your participation in these discussions.

Class communication: I may send out periodic email communiqués to students in this course, so please check your UWG email account regularly. The university administration has stipulated that all email communication between faculty and students should take place on UWG email accounts, so please use your UWG email account for all electronic communications that you send me.

University policy also prevents me from disclosing grades over email, so if you would like to discuss your grade on any assignment in the class, please set up an appointment to meet with me in my office. Please do not email me with a request for your grades, since I am not allowed to email that information to you.

To protect students' privacy rights, I will not return graded papers or exams to any third party (e.g., a student's friend or relative who asks to pick up a student's work on that person's behalf) unless a student gives me permission in writing (e.g., an email) to do so. There are occasions when I must disclose a student's grade to university administrators, other history department faculty (e.g., the department chair), or athletic coaches who need to know the academic status of students on their team, but in all other cases, I will make every effort to maintain the confidentiality of students' grades.

I would like to do whatever I can to help you succeed in this course. Please do not hesitate to contact me if you have a question about any subject pertaining to this class. I make it a priority to respond promptly to emails from students, and I am happy to talk with students during my office hours, so please feel free to stop by my office to introduce yourself and discuss any concerns that you may have about this course. I believe that this will be an excellent semester, and I'm pleased to welcome you to this class.

Assigned Books:

Thomas Schoonover, *Uncle Sam's War of 1898 and the Origins of Globalization* (Lexington: University Press of Kentucky, 2003)

Thomas J. Knock, *To End All Wars: Woodrow Wilson and the Quest for a New World Order* (Princeton University Press, 1992)

Justus D. Doenecke and Mark A. Stoler *Debating Franklin D. Roosevelt's Foreign Policies, 1933-1945* (Rowman & Littlefield, 2005)

Ralph B. Levering et al., *Debating the Origins of the Cold War: American and Russian Perspectives* (Rowman & Littlefield, 2002)

Lawrence Freedman, *Kennedy's Wars: Berlin, Cuba, Laos, and Vietnam* (Oxford University Press, 2000)

Margaret Macmillan, *Nixon and Mao: The Week That Changed the World* (New York: Random House, 2007)

Zbigniew Brzezinski, *Strategic Vision: America and the Crisis of Global Power* (Basic Books, 2012)

Course Schedule:

Please complete assigned readings before class.

- 1/7 American Foreign Policy: An Introduction
- 1/9 Brief Review of American Diplomacy before the Spanish-American War
- 1/11 American Diplomacy in the Late Nineteenth Century
- 1/14 Debating Imperialism in the 1890s
- 1/16 The Spanish-American War and Its Aftermath
Graduate Discussion: *Uncle Sam's War of 1898*
- 1/18 US Policy toward Latin America from TR to Wilson
- 1/21 No class (Dr. Martin Luther King Jr. Day)
- 1/23 World War I and Wilsonian Internationalism
- 1/25 Wilson's Approach to Europe
Discussion of Thomas J. Knock's *To End All Wars* (email summary due by 10pm on 1/24)
- 1/28 The Business of Foreign Policy in the 1920s
- 1/30 Isolationism from the 1920s to the early 1940s
- 2/1 Franklin Roosevelt's Foreign Policies
Discussion of *Debating Franklin D. Roosevelt's Foreign Policies* (email summary due by 10pm on 1/31)
- 2/4 FDR and the Shaping of the Postwar World
- 2/6 Truman and the Development of the Cold War: Europe
- 2/8 Truman and the Development of the Cold War: Asia
- 2/11 **Discussion of *Debating the Origins of the Cold War* (email summary due by 10pm on 2/10)**
- 2/13 Eisenhower's Strategy of Brinkmanship
- 2/15 US Policy toward the Middle East from the 1940s through the 1960s

- 2/18 US Policy toward Latin America from the 1940s through the 1960s
- 2/20 US Policy toward Africa from the 1940s through the 1960s
- 2/22 No class (instructor at a conference)
- 2/25 **Midterm exam essay due**
- 2/27 Decolonization and American Policy toward the “Third World”
- 3/1 **Discussion of *Kennedy’s Wars* (email summary due by 10pm on 2/28)**
- 3/4 Vietnam from 1945-1964
- 3/6 Lyndon Johnson’s Vietnam War Policy
- 3/8 Détente, Vietnamization, and Kissinger’s Realpolitik
- 3/11 Evaluating Richard Nixon’s Foreign Policies
Graduate Discussion: *Nixon and Mao*
- 3/13 The Oil Crisis and the Middle East from Nixon to Carter
- 3/15 Jimmy Carter’s Human Rights Based Foreign Policy
First Draft of Research Paper Due
- 3/18-3/22 – Spring break
- 3/25 Ronald Reagan’s Policy toward the Soviet Union
- 3/27 US Policy toward Latin America in the 1980s
- 3/29 US Policy toward the Middle East in the 1980s
- 4/1 George Bush’s New World Order
- 4/3 Bill Clinton’s Neoliberal Foreign Policy
- 4/5 Terrorism in the 1990s
- 4/8 America’s Reaction to the September 11 Attacks
- 4/10 Assessing George W. Bush’s Neoconservative Foreign Policy
- 4/12 Barack Obama’s Foreign Policy
Final Version of Research Paper Due

- 4/15 The Impact of the Global Financial Crisis on US Foreign Policy
- 4/17 **Book discussion: Zbigniew Brzezinski, *Strategic Vision* (email summary due by 10pm on 4/16)**
- 4/19 The US and the World in 2013
- 4/26 **Final Exam Essay Due by 5pm**

Course Update Request (Add, Delete, Modify)					
Originator					
COE Doctoral Department	College of Education College	Parrieh, Margaret Originator			
Action		Modifications			
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> (See Procedure)			
Course Details					
EDSI Prefix	7385 Number	Special Topics in School Improvement Course Title			
<p>Studies of topics to engage graduate students with contemporary issues and concerns related to school improvement. Description of specific course to be inserted at time of offering. May be repeated for credit.</p>					
Course Catalog Description					
1-3 Lec Hrs		1-3 Lab Hrs	1-3 Credit Hrs	Spring - 2015 Effective Term	Other Frequency
					Letter Grade Grading
Prerequisites			Coroquisites		
Must be an active Doctoral student in the School Improvement program.					
Rationale					
To allow School Improvement doctoral students the opportunity to take a Special Topics course as needed.					
Planning Info			Comments		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement					
Is this a SACS substantive change? <input type="text" value="NO"/> (See Policy)					
Present or Projected Annual Enrollment: <input type="text" value="5"/>					

This course will not impact the program sheet, but may be used as an AOC (Area of Concentration) course.

College Approvals

Lara Willox [APPROVED 2014-09-23]
Chair, Course Department

Rebecca Stanard [APPROVED 2014-10-08]
Associate Dean, College of Education

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Susan Weloh [APPROVED 2014-11-06]
Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

EDSI 7385 Special Topics in School Improvement

Semester/Year

Time/Location

Instructor TBD

Office Location TBD

Office Hours TBD

Online Hours TBD

Telephone Direct Line:
Department Line:

Email

Online Support

D2L Home Page
<https://westga.view.usg.edu/>

D2L UWG Online help
<http://uwgonline.westga.edu/students.php>

D2L 24 hour Help
<https://d2lhelp.view.usg.edu/>

UWG Distance Learning
<http://uwgonline.westga.edu/>

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

Resources for Distance & Off-Campus Students
<http://libguides.westga.edu/content.php?pid=194459>

Ingram Library Services
<http://www.westga.edu/library/>

University Bookstore
<http://www.bookstore.westga.edu/>

COURSE DESCRIPTION

Studies of topics to engage graduate students with contemporary issues and concerns related to school improvement. Description of specific course to be inserted at time of offering. May be repeated for credit.

COE Vision

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

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION

Will be determined by the instructor of the course

COURSE OBJECTIVES

Objectives will be stated by the instructor in specific course offering each time the course is offered.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s) **To be determined by the instructor**

Required Instructional Resource: Tk20 Subscription

These are available at the University Bookstore or at
<http://westga.tk20.com/campustoolshighered/start.do>.

If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see
http://www.westga.edu/coe/index_550.php.

For assistance, email tk20@westga.edu.

Course References

To be provided by the instructor teaching the course

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING**Assignments**

To be determined by the instructor

Evaluation Procedures

To be determined by the instructor

Grading

To be determined by the instructor

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

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

Americans with Disabilities Act: The official UWG policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

Student Email Policy: The official email policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website.

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

CLASS OUTLINE

To be determined by the instructor

Class Session	To Prepare For Class	Class Activities/Topics	Assignments Due

Course Update Request (Add, Delete, Modify)					
Originator					
Leadership and Instruction Department	College of Education College	Huss, Robyn Originator			
Action					
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		Modifications <input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input checked="" type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="text" value="Senate Action Item"/> (See Procedure)			
Course Details					
SEED Prefix	7285 Number	Advanced Instructional Strategies for the 21st Century Cla Course Title			
This course is designed for continued professional growth of teachers as they investigate and evaluate best practices in the teaching of English, social studies, science, math, business, or other fields, with a focus on developing instructional strategies and curriculum that maximize the potential of 21st Century technologies to meet the needs of all learners. This course includes a field experience component that focuses on the use of online teaching platforms for instruction.					
Course Catalog Description					
3 Lec Hrs		3 Credit Hrs	Spring - 2015 Effective Term	Yearly Frequency	Letter Grade Grading
Prerequisites			Corequisites		
Rationale					
This course will be a content pedagogy course requirement on the revised SEED MEd program sheet. The Advanced Instructional Strategies courses that have subject-specific titles are being replaced on the SEED MEd program sheet by this combined course to streamline best-practice approaches to teaching. GA PSC requirements are met for this content pedagogy course by including the specific content areas in the course description and by specifying in assignments, such as the unit plan, that students will complete assignments according to their content area of certification. This course will also be listed as an elective for students in the SEED MAT program.					
Planning Info			Comments		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? <input type="text" value="NO"/> (See Policy) Present or Projected Annual Enrollment: <input type="text" value="25"/>					

Refer to attached syllabus

College Approvals

Frank Butts [APPROVED 2014-10-09]
Chair, Course Department

Rebecca Stanard [APPROVED 2014-10-13]
Associate Dean, College of Education

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2014-11-06]
Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

SEED 7265 Advanced Instructional Strategies for the 21st Century Classroom

Semester Hours: 3

Semester/Year: Spring 2015

Time/Location: One Saturday 10am-4pm, and online via CourseDen.

Instructor:

Email:

Telephone: Direct Line:
 Department Line: 678-839-6530
 Fax: 678-839-6195

Office/Hours:

REQUIRED TEXTS AND RESOURCES

Bergman, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. Alexandria, VA: ASCD and ISTE.

Berry, B. (2011). *Teaching 2030: What we must do for our students and our public schools... now and in the future*. New York, NY: Teachers College Press.

Educator preparation handbook. (2013-14). Carrollton, GA: UWG College of Education.

Jackson, R. (2009). *Never work harder than your students and other principles of great teaching*. Alexandria, VA: ASCD.

Tk20 Subscription. These are available at the University Bookstore or http://www.westga.edu/coe/index_550.php. If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu.

Webcam, digital camera, smartphone, or other device capable of recording video and sound.

ONLINE SUPPORT

Tk20	For assistance, email tk20@westga.edu
Education Wiki	www.educationlabsatuwg.wikispaces.com
CourseDen Home Page	https://westga.view.usg.edu/
CourseDen Help & Troubleshooting	http://uwgonline.westga.edu/
UWG On-Line Learning	http://uwgonline.westga.edu/
Distance Learning Library Services	http://westga.edu/~library/depts/offcampus/
Ingram Library Services	http://westga.edu/~library/info/library.shtml
University Bookstore	http://www.bookstore.westga.edu

COURSE DESCRIPTION

This course is designed for continued professional growth of teachers as they investigate and evaluate best practices in the teaching of English, social studies, science, math, business, or other fields, with a focus on developing instructional strategies and curriculum that maximize the potential of 21st Century technologies to meet the needs of all learners. This course includes a field experience component that focuses on the use of online teaching platforms for instruction.

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The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION

This course will use interactive technology, small and large group discussion, Microsoft Office tools, and writing across the curriculum as strategies. Students are expected to read the text and use it as a guide for their coursework and field experience. Students are expected to use CourseDen for discussions.

This course will be delivered approximately 95 % online. This requires the online equivalent of approximately 2850 minutes of instruction and an additional 5700 minutes of supporting activities. Thus, you should plan to devote a weekly average of 3 hours toward instructional time and an additional 6 hours toward independent work on the supporting activities and assignments.

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

<u>Activity</u>	<u>Online Instructional Equivalent</u>
Readings	580 minutes
Audio/video instruction	580 minutes
Collaboration	120 minutes
Discussion posts	360 minutes
Online assignments	1210 minutes

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

COURSE OBJECTIVES

Students will:

1. use national or state standards and state or local curriculum guides in making curricular decisions and evaluating curriculum;
(Georgia Department of Education, 2002);
(Decision Makers, Knowledgeable; INTASC 1, 2, 4, 5, 6, 7, 8, 9)

2. investigate and discuss current learning theories, issues, practices, and resources to develop or extend strategies and techniques considered most effective for the teaching and learning of secondary school content;
(Cangelosi, 1996; Cooper, 2014; Kellough & Kellough, 2007; Posamentier & Stepelman, 1995);
(Culturally Sensitive, Empathetic; INTASC 1, 3, 5, 6, 7, 8, 10)
3. analyze multicultural implications, diverse needs of students, and pedagogical issues for purposes of curriculum planning;
(Banks & Banks, 1989; Kellough & Kellough, 2007);
(Adaptive, Culturally Sensitive, Empathetic, Proactive; INTASC 1, 3, 5, 6, 7, 8, 9, 10)
4. adapt lessons, concepts, and routines to fit the needs of all learners regardless of physical, emotional, or mental handicaps;
(Rutherford & Ahlgen, 1990; Scope, Sequence & Coordination of Secondary School Science, 1992);
(Adaptive; Empathetic)
5. adapt lessons, concepts, and routines to fit the needs of all learners regardless of cultural background or language needs;
(Rutherford & Ahlgren, 1990; Scope, Sequence & Coordination of Secondary School Science, 1992).
(Adaptive, Culturally Sensitive)
6. develop a repertoire of skills and strategies for teaching problem-solving, social interactions, and critical thinking;
(Cangelosi, 1996; Cooper, 2014; Marzano, 1991);
(Knowledgeable, Reflective; NBPTS 2)
7. examine best practices for teaching remedial students and problem students, for managing group work, and for challenging students intellectually;
(Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Urquhart & McIver, 2005);
(Adaptive; NBPTS 1)
8. use various strategies to demonstrate flexibility in helping students learn from advanced technology to one-on-one teaching
(Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Urquhart & McIver, 2005);
(Adaptive, Knowledgeable; NBPTS 2)
9. prepare classroom presentations using technology and online applications, and be prepared to discuss the impact of technology on curriculum;
(Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Hyerle, 1996; Land & Turner, 1997; Urquhart & McIver, 2005);
(Adaptive; Knowledgeable ; Lifelong Learners; NBPTS 1-5; NCSS 1-5)
10. use knowledge of assessment and assessment techniques to monitor students' academic, social, and physical progress on a recurring basis to be more aware of and sensitive to students' needs;
(Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Urquhart & McIver, 2005).
(Adaptive, Knowledgeable; Empathetic; NBPTS 3)

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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*.

Attendance:

Attendance is required, either in person or online, for all class meetings.

Disability:

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.

Extra Credit:

There is no extra credit option in this course.

Late Work:

Late work will not be accepted unless permission has been granted in advance for extenuating circumstances. Work may be, in some cases, accepted late for half-credit.

Professional Conduct:

Students are expected to act as the professionals they are by this point in their careers. Attendance and promptness are at the top of that list. Confidentiality is also important. Discussions in class and online are to be respected as confidential and should not be discussed outside of class, except with the professor or University Supervisors.

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.

Do not use the e-mail function within CourseDen. ALL communication should transpire via the official UWG e-mail.

INSTRUCTIONAL RESOURCES AND REFERENCES

- Arnold, H. (2001). *Succeeding in the secondary classroom: Strategies for middle and high school teachers*. Thousand Oaks, CA: Corwin Press.
- Bergman, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. Alexandria, VA: ASCD and ISTE.
- Berry, B. (2011). *Teaching 2030: What we must do for our students and our public schools... now and in the future*. New York, NY: Teachers College Press.
- Bowen, J. A. (2012). *Teaching naked: How moving technology out of your college classroom will improve student learning*. San Francisco, CA: Jossey-Bass.
- Carjuzaa, J & Kellough, R. D. (2013). *Teaching in the middle and secondary schools*. (10th ed). Boston, MA: Pearson.
- Cooper, J. M., ed. (2014). *Classroom teaching skills* (10th ed.). Belmont, CA: Wadsworth Cengage.

- Cruikshank, D. R., Jenkins, D. B., & Metcalf, K.K. (2012). *The act of teaching* (6th ed). Boston, MA: McGraw Hill.
- Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement* (2nd ed). Alexandria, VA: ASCD.
- Dick, W., Carey, L., & Carey, J. O. (2004). *Systematic design of instruction* (3rd ed.). Boston, MA: Allyn & Bacon.
- Dillon, J., & Maguire, M. (Eds). (2007). *Becoming a teacher: Issues in secondary teaching* (3rd ed.). New York, NY: McGraw-Hill.
- Eggen, P., & Kauchak, D. (2012). *Strategies and models for teachers: Teaching content and thinking skills* (6th ed.). Boston, MA: Pearson.
- Educator preparation handbook*. (2013-14). Carrollton, GA: UWG College of Education.
- Georgia Department of Education. (2002). *Georgia Performance Standards*. Atlanta, GA.
- Jackson, R. (2009). *Never work harder than your students and other principles of great teaching*. Alexandria, VA: ASCD.
- Kellough, R. D., & Kellough, N. G. (2007). *Secondary school teaching: A guide to methods and resources* (3rd ed.). Upper Saddle River, NJ: Pearson.
- Ornstein, A., Pajak, E. F., & Ornstein, S. B. (2007). *Contemporary issues in curriculum* (4th ed.). Boston, MA: Pearson.
- Parkay, F. W., Hass, G., & Anctil, E. J. (Eds.) (2005). *Curriculum planning: A contemporary approach* (8th ed.). Boston, MA: Allyn & Bacon.
- Raths, D. "9 Tips for a better flipped classroom." *T.H.E. Journal* 40(11). Public Sector Media Group. 12-18. Available at <http://online.qmags.com/TJL1113/default.aspx?pg=12&mode=1#pg12&mode1>
- Teaching Open Online Learning*. (N.d.). Atlanta, GA: Georgia Virtual Learning – Georgia Department of Education. Available at <https://www.openteachertraining.org/>
- Tyler, R. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Upper Saddle River, NJ: Pearson.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Evaluation and Grading:

Grading for this course is based on total points assigned. Your average will be determined by dividing the total of points you earned for the assignments by the total points possible. Assignments are not listed in order; pay attention to due dates!

Grades that influence your final average include but may not be limited to the following:

Field Experience Evaluations by cooperating teacher	50 points
GA Virtual School TOOLS	50 points
GA Virtual School projects	50 points
Discussions	50 points (10 pts x 5)
Reflections	140 points (20 pts x 7)
Video activities	50 points (25 pts x 2)
Microteachings	100 points (50 pts x 2)
Unit Plan	100 points
Strategies for meeting the needs of special populations	165 points (55 pts x 3)
Reflective analysis of teaching strategies	100 points
	650 points TOTAL

Class Grade

- A = 90 - 100 % of points
- B = 80 - 89 % of points
- C = 70 - 79 % of points
- F = 0 - 69 % of points

Assignments:

Always refer to CourseDen for additional assignment details!
Assignments are not listed in order; pay attention to due dates!

1. **Online Field Experience Evaluations/ Projects**. Refer to CourseDen for due dates. *Course Objectives 1-10*.
Through a field experience partnership with Georgia Virtual School, you will be assigned to a cooperating teacher in your content area and have access to his/her online course. To prepare for this experience, you will work on modules designed for best practices in online teaching, develop online course content, and present during synchronous online course meetings.
2. **Unit Plan**. Due on CourseDen and Tk20. *Course Objectives 1-10*.
This is the critical assessment for this course. You will develop a unit plan of 5 lessons in the subject area of your certification area, with a focus on active student engagement through flipped instruction.
3. **Microteachings**. Due on CourseDen. *Course Objectives 1, 2, 8, 9*.
You will create two video-based lessons, and critique those of your classmates.
4. **Discussions**. Refer to CourseDen for the five due dates.
There will be five discussions on CourseDen that coincide with assigned readings and/or class activities. Further instructions, including topics to discuss, will be posted on CourseDen. For each of the discussions, you should make a minimum of four entries.
5. **Reflections**. Refer to CourseDen for due dates.
There will be seven reflections on CourseDen that coincide with assigned readings and/or class activities. Further instructions, including topics, will be posted on CourseDen. For each of the five reflections, you should write a narrative essay in response to the topic, and upload your MSWord document to the dropbox. Although these are personal responses, this is not a casual composition like your online postings – part of your evaluation will be of your writing skills, so prove to me that you can write an essay!
5. **Readings and Commentaries: Strategies for meeting the needs of special populations**. *Objectives 3-7*.
 - In the Discussions, I will have posted an article that demonstrates best practices for teaching the special population.
 - Read my article and
 - post a commentary as a reply, either to my original post or to a post of one of your classmates. This is intended to be a discussion, so keep the conversation going!
 - Find an article that you feel is important for addressing the population from a teaching perspective. You may not select an article that has already been posted in the discussion, so pay attention to those who have posted ahead of you!
 - “Compose” a new discussion topic with the title of your article as the title of your discussion.
 - In your discussion,
 - attach either a PDF of or a hyperlink to the full-text article and
 - include the following information with a short paragraph for each:
 - brief summary of the article (what is the main point for the population?),
 - explanation of how the information presented in the article does/could affect or apply to your classroom, and
 - explanation of how the article is significant to the field of education.
 - Review the articles posted by your classmates.
 - Select five to read in detail and
 - post a commentary as a reply, either to the original post or to a post of one of your classmates, then
 - respond to each of your classmates who commented on the article you posted. This is intended to be a discussion, so keep the conversation going!

Tentative Schedule

This is a general plan for this course. Be aware that this schedule may change as the semester progresses!
Any/all changes will be announced in class and reflected in the weekly assignment postings on CourseDen.

Dates	Course Topics	Readings and Viewings	Homework (usually due in class; online assignments by midnight)
Week 1 Mandatory in-class meeting	Intro to course, syllabus, etc.; How to make a positive first impression; Integrating technology to create a hybrid and/or "flipped" course.	Familiarize yourself with the online course in CourseDen	--
Week 2	The Flipped Classroom	Read <i>Flip Your Classroom</i> , p. vii-50 and p. 95-112; "9 Tips" on CourseDen; <i>Teaching 2030</i> ch 4, p. 75-99	Introductory video shared via YouTube; Discussion 1
Week 3	Creating videos from PowerPoint or other presentation formats.	<i>Never work Harder than your Students</i> ch 1-2, p. 27-76	Voiceover PPT uploaded and shared via YouTube; Reflection 1; Discussion 2
Week 4	Creating student-centered lessons designed for active learning	<i>Never work Harder than your Students</i> ch 3-4, p. 77-124	Discussion 3
Week 5	Creating videos with Screencast-o-Matic or other picture-in-picture formats.	<i>Never work Harder than your Students</i> ch 5-6, p. 125-69	Screencast-o-Matic video with PIP uploaded and shared via YouTube; Reflection 2; Discussion 4
Week 6	Transformative Teaching	<i>Never work Harder than your Students</i> ch 7-8, p. 170-205; <i>Teaching 2030</i> ch 6, p. 135-66	Microteach 1: Instructional video of your choice uploaded and shared via YouTube; Reflection 3; Discussion 5
Week 7	Independent work on unit plans	--	Critiques of Microteach 1
Week 8	Differentiation overview	--	Microteach 2: Instructional video of your choice uploaded and shared via YouTube; Reflection 4
Week 9	Strategies for meeting the needs of English Language Learners		Due Wednesday: Read/respond to my article <u>and</u> Post your article Due Friday: Respond to five class articles <u>and</u> posts about your article Due Sunday: Reflective Analysis
Week 10	Strategies for meeting the needs of gifted populations		Due Wednesday: Read/respond to my article <u>and</u> Post your article Due Friday: Respond to five class articles <u>and</u> posts about your article Due Sunday: Reflective Analysis

Week 11	Strategies for meeting the needs of students living in poverty or homelessness		Due Wednesday: Read/respond to my article <u>and</u> Post your article Due Friday: Respond to five class articles <u>and</u> posts about your article Due Sunday: Reflective Analysis
Week 12	Independent work on unit plans		Unit plans designed for a "flipped classroom" due online
Week 13	Unit plan critiques		Critiques of unit plans due online
Week 14	Independent work on unit plans	--	Final unit plans designed for a "flipped classroom" due online
Week 15	Online Teaching Presentations	--	

Program View Request (Read-Only)

Originator

College of Education Educational Technology and Foundations
College Department

Cooper, O.P.
Originator

Action

Add Modify Deactivate Terminate Reactivate

Modifications

Program Name Program Description Degree Name See Modification Details Senate Action Item (See Procedure)

Program Selection

College of Education Master of Education with a Major in Media (School Library Media)
College Program

Master of Education with a Major in Media (School Library Media)
Program Name

Master of Education
Program Name

Master of Education
Degree Name

On Line Graduate
Program Location Degree Level

Spring 2015
Effective Semester/Year

Modification Details

MEDT 7461 Instructional Design is moved into the Instructional Technology certification section
MEDT 7464 Designing Technology Enhanced instruction is moved into the Instructional Technology core
MEDT 6463 Cataloging is deleted so that students can take a course toward the Instructional Technology certification - content is merged into MEDT 7478
MEDT 6466 Media Program is deleted so that students can take a course toward the Instructional Technology certification - content is already covered in other courses
MEDT 7478 Automating the School Media Center - title changed to Cataloging and Automating, objectives changed, references updated, content and assignments updated
EDLE 6322 Curriculum for Educational Leaders is replaced with CURR 6575 Curriculum Trends and Issues - currently going through the approval process
The word Track is replaced with the word Concentration to match the wording in Banner

(Max 4000 characters)

Rationale

Modifications will allow candidates to be eligible for certification in both school library media and instructional technology fields within the 36-hour master's program. This change will make us more competitive with other institutions.
This modification will add a third concentration choice of School Library Media / Instructional Technology, and will need to be built into Banner as a concentration.

(Max 4000 characters)

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Policy)

Present or Projected Annual Enrollment: 60

Comments

Master of Education with a Major in Media (School Library Media) AND Master of Education with a Major in Media (Instructional Technology) are on the same program sheet; modifications will impact both concentrations.

(Max 4000 characters)

College Approvals

Cross Listing Approvals

<p>Rebecca Stanard [APPROVED 2014-03-12] Associate Dean, College of Education</p> <p>Stephen Bronack [APPROVED 2014-08-14] Chair, Course Department</p>	<p>N/A Chair, Cross Listed Department</p> <p>N/A Associate Dean, Cross Listed College</p>
<p>Other Approvals</p> <p>Susan Weloh [APPROVED 2014-11-06] Chair, Graduate Programs Committee</p>	<p>Final Approval</p> <p>Myrna Gantner [REQUIRED] Final Approver</p>

Current

**Program of Study for Masters of Education in Media (M.Ed.)
Instructional Technology (IT) or School Library Media (SLM) Track
Department of Educational Innovation**

Name _____ ID# _____

Student Signature _____ Date Completed _____

Admission Requirements

Entry Degree: Bachelors Entry Certification: IT: T, S, L, PL or Life SLM: None Exit Degree: M.Ed. (36 hours required)

GACE Basic Skills Assessment requirement must be met through one of the following:

___ Clear Renewable Teaching Certificate ___ GACE Basic Skills ___ ACT Score ___ SAT Score ___ GRE Score ___ Praxis I Score

Prerequisite/Co-Requisite Courses

	IT Track	SLM Track	Semester/Year	Grade
SPED 6706 Special Education In the Regular Education Classroom		Required		
MEDT 6401 Instructional Technology		Required		

Core Courses

	IT Track	SLM Track	Semester/Year	Grade
MEDT 6461 Administration of School Media Center		Required		
MEDT 6463 Cataloging		Required		
MEDT 6465 Selection and Materials		Required		
MEDT 6466 Media Program		Required		
MEDT 7461 Instructional Design		Required		
DT 7474 Reference Sources & Services		Required		
DT 7477 Technology for Media Services		Required		
MEDT 7478 Automating the School Library Media Center		Required		
MEDT 7487 Practicum		Required		
EDLE 6322 Curriculum for Educational Leaders		Required		
CEPD 6101 Psychology of Classroom Learning	Required	Required		
EDRS 6301 Research In Education	Required	Required		
MEDT 7464 Designing Technology-Enhanced Instruction	Required			
MEDT 7467 Web Design for Instruction	Required			
MEDT 7468 Instructional Multimedia Design & Development	Required			
MEDT 7476 Assessing Learning in Tech-Enhanced Instruction	Required			
MEDT 7490 Visual & Media Literacy for Teaching & Learning	Required			
MEDT 7462 Internet Tools, Resources & Applications	Required			
MEDT 7465 Digital Resources for Teaching & Learning	Required			
MEDT 7466 Digital Photography for Instruction	Required			
MEDT 7470 Digital Media Production & Utilization	Required			
MEDT 7472 Introduction to Distance Education	Required			

Students must pass the appropriate GACE Content Assessment in order to be certified.

Students pursuing the M.Ed. degree without certification must complete and sign a memorandum of understanding with the academic adviser.

Student Mailing Address _____

Email _____ Day/Cell Phone _____

APPROVALS: Academic Adviser _____ Date _____

Department Chair _____ Date _____

Proposed

Student Name _____ Student ID# _____

University of West Georgia – M.Ed. in Media

Concentration:

_____ School Library Media (SLM) _____ School Library Media & Instructional Technology (Dual) _____ Instructional Technology (IT)

Entry Degree: Bachelors

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

Entry Certification: Renewable Professional or no certificate

Potential Exit Certification: S-5 school library media/S-5 instructional technology

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

Area Course Number	Course Title	SLM	Dual	IT	Credit hours	Grade
Education Core (SLM = 9 hrs ; Dual = 6 hrs; IT = 6 hrs)						
EDRS 6301	Research in Education (required)				3	
CEPD 6101	Psychology of Classroom Learning				3	
CURR 6575	Curriculum Trends and Issues				3	
SLM Focused Core / SLM Certification (18 hrs)						
MEDT 6461	Administration of School Media Centers (first semester)				3	
MEDT 6465	Selection and Materials				3	
MEDT 7478	Cataloging and Automating				3	
MEDT 7474	Online Reference Sources and Services				3	
MEDT 7477	Technology for Media Services				3	
MEDT 7487	Practicum (last semester)				3	
Instructional Technology Certification (12 hrs)						
MEDT 7461	Instructional Design (also required for SLM certification)				3	
MEDT 7468	Instructional Multimedia Design and Development				3	
MEDT 7476	Assessing Learning in Tech-Enhanced Instruction				3	
MEDT 7490	Visual and Media Literacy for Teaching and Learning				3	
IT Focused Core (3 hrs)						
MEDT 7464	Designing Technology Enhanced Instruction				3	
Electives -- IT (15 hrs – select 5 courses); SLM (6 hours – select 2 courses)						
MEDT 7462	Internet Tools, Resources & Applications				3	
MEDT 7465	Digital Resources for Teaching & Learning				3	
MEDT 7466	Digital Photography in Instruction				3	
MEDT 7467	Web Design for Instruction				3	
MEDT 7470	Digital Media Production & Utilization				3	
MEDT 7472	Introduction to Distance Education				3	
	Others to be approved by advisor					

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

Student Signature _____ e-mail address _____

Student Mailing Address _____

Phones _____

Approved (Advisor Signature) _____ Date _____

(Departmental Signature) _____ Date _____

REVISED September 11, 2014

Program View Request (Read-Only)

Originator

College of Education	Educational Technology and Foundations	Cooper, O.P.
College	Department	Originator

Action

Add
 Modify
 Deactivate
 Terminate
 Reactivate

Modifications

Program Name
 Program Description
 Degree Name
 See Modification Details
 Senate Action Item
 [\(See Procedure\)](#)

Program Selection

College of Education	Post-Baccalaureate Non-Degree Initial Certification in Media (School Library Media)	On Line	Graduate
College	Program	Program Location	Degree Level
Post-Baccalaureate Non-Degree Initial Certification in Media (School Library Media)		Spring	2015
Program Name		Effective Semester/Year	
Non-degree Initial Certification			
Degree Name			

Modification Details

MEDT 7461 Instructional Design is moved into the Instructional Technology certification section
 MEDT 7464 Designing Technology Enhanced instruction is moved into the Instructional Technology core
 MEDT 6463 Cataloging is deleted so that students can take a course toward the Instructional Technology certification - content is merged into MEDT 7478
 MEDT 6466 Media Program is deleted so that students can take a course toward the Instructional Technology certification
 MEDT 7478 Automating the School Media Center - title changed to Cataloging and Automating, objectives changed, references updated, content updated
 EDLE 6322 Curriculum for Educational Leaders is replaced with CURR 6575 Curriculum Trends and Issues - currently going through the approval process
 The word Track is replaced with the word Concentration to match the wording in Banner

(Max 4000 characters)

Rationale

Course requirements have been updated to reflect more current content.

(Max 4000 characters)

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement
 Is this a SACS substantive change? NO [\(See Policy\)](#)
 Present or Projected Annual Enrollment: 40

Comments

Post-Baccalaureate Non-Degree Certification in Media (School Library Media) AND Post-Baccalaureate Non-Degree Certification in Media (Instructional Technology) are on the same program sheet; modifications will impact both concentrations.

(Max 4000 characters)

College Approvals

Cross Listing Approvals

<p><u>Rebecca Stanard</u> [APPROVED 2014-09-11] Associate Dean, College of Education</p> <p><u>Stephen Bronaok</u> [APPROVED 2014-08-14] Chair, Course Department</p>	<p><u>N/A</u> Chair, Cross Listed Department</p> <p><u>N/A</u> Associate Dean, Cross Listed College</p>
<p>Other Approvals</p> <p><u>Susan Weloh</u> [APPROVED 2014-11-06] Chair, Graduate Programs Committee</p>	<p>Final Approval</p> <p><u>Myrna Gantner</u> [REQUIRED] Final Approver</p>

Current

**Program of Study for Certification Program in Media
Instructional Technology (IT) or School Library Media (SLM) Track
Department of Educational Innovation**

Name _____ ID# _____

Student Signature _____ Date Completed _____

Admission Requirements

Entry Degree: Masters Entry Certification: IT: T, S, L, PL or Life SLM Add-On: T-5 SLM Initial: None

Exit Degree: None

GACE Basic Skills Assessment requirement must be met through one of the following:

___ Clear Renewable Teaching Certificate ___ GACE Basic Skills ___ ACT Score ___ SAT Score ___ GRE Score ___ Praxis I Score

Prerequisite/Co-Requlsite Courses

	IT Track	SLM Track	Meeting Requirements by	Grade
SPED 6706 Special Education in the Regular Education Classroom <i>A graduate or undergraduate course or equivalent that meets the House Bill 671 requirements.</i>		Required		
EDLE 6322 Curriculum for Educational Leaders		Required		
CEPD 6101 Psychology of Classroom Learning	Required	Required		
EDRS 6301 Research in Education	Required	Required		
MEDT 6401 Instructional Technology		Required		

Core Courses

	IT Track	SLM Track	Semester/Year	Grade
MEDT 6461 Administration of School Media Center		Required		
MEDT 6463 Cataloging		Required		
MEDT 6465 Selection and Materials		Required		
MEDT 6466 Media Program		Required		
MEDT 7461 Instructional Design		Required		
MEDT 7474 Reference Sources & Services		Required		
MEDT 7477 Technology for Media Services		Required		
MEDT 7478 Automating the School Library Media Center		Required		
MEDT 7487 Practicum		Required		
MEDT 7464 Designing Technology-Enhanced Instruction	Required			
MEDT 7468 Instructional Multimedia Design & Development	Required			
MEDT 7476 Assessing Learning in Technology-Enhanced Instruction	Required			
MEDT 7490 Visual & Media Literacy for Teaching & Learning	Required			

Students must pass the appropriate GACE Content Assessment in order to be certified.

Student Mailing Address _____

Email _____ Day/Cell Phone _____

APPROVALS: Academic Adviser _____ Date _____

Department Chair _____ Date _____

Revised 01/31/12

Proposed

Student Name _____ Student ID# _____

University of West Georgia – Non-Degree in Media

Concentration(s): _____ School Library Media _____ Instructional Technology

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

Specific courses are to be determined collaboratively between student and advisor

Education Core Pre/Co-Requisites

Area Course Number	Course Title	Credit Hours	Check if Required	Grade
EDRS 6301	Research in Education	3		
CEPD 6101 or CURR 6575	Psychology of Classroom Learning and/or Curriculum Trends and Issues	3-6		
SPED 6706	Special Education In the Regular Classroom (A graduate or undergraduate course or equivalent that meets the House Bill 671 requirement)	3		

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

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

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

Area Course Number	Course Title	Credit Hours	Check if Required	Grade
MEDT 7461	Instructional Design	3		
MEDT 7468	Instructional Multimedia Design and Development	3		
MEDT 7476	Assessing Learning in Tech-Enhanced Instruction	3		
MEDT 7490	Visual and Media Literacy for Teaching and Learning	3		

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

Student Signature _____ e-mail address _____

Student Mailing Address _____

Phones _____

Approved (Advisor Signature) _____ Date _____

(Departmental Signature) _____ Date _____

Program View Request (Read-Only)		
Originator		
College of Education <small>College</small>	Educational Technology and Foundations <small>Department</small>	Cooper, O.P. <small>Originator</small>
Action		
<input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details <input type="checkbox"/> Senate Action Item (See Procedure)		
Program Selection		
College of Education <small>College</small>	Master of Education with a Major in Media (Instructional Technology) <small>Program</small>	
Master of Education with a Major in Media (Instructional Technology) <small>Program Name</small>	On Line <small>Program Location</small>	Graduate <small>Degree Level</small>
Master of Education <small>Degree Name</small>	Spring <small>Effective Semester/Year</small>	2015
Modification Details		
<p>MEDT 7461 Instructional Design is moved into the Instructional Technology certification section</p> <p>MEDT 7464 Designing Technology Enhanced instruction is moved into the Instructional Technology core</p> <p>MEDT 6463 Cataloging is deleted so that students can take a course toward the Instructional Technology certification - content is merged into MEDT 7478</p> <p>MEDT 6466 Media Program is deleted so that students can take a course toward the Instructional Technology certification - content is already covered in other courses</p> <p>MEDT 7478 Automating the School Media Center - title changed to Cataloging and Automating, objectives changed, references updated, content and assignments updated</p> <p>EDLE 6322 Curriculum for Educational Leaders is replaced with CURR 6575 Curriculum Trends and Issues - currently going through the approval process</p> <p>The word Track is replaced with the word Concentration to match the wording in Banner</p>		
<small>(Max 4000 characters)</small>		
Rationale		
<p>Modifications will allow candidates to be eligible for certification in both school library media and instructional technology fields within the 36-hour master's program. This change will make us more competitive with other institutions.</p> <p>This modification will add a third concentration choice of School Library Media / Instructional Technology, and will need to be built into Banner as a concentration.</p>		
<small>(Max 4000 characters)</small>		
Planning Info		
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO (See Policy) Present or Projected Annual Enrollment: 60		
Comments		
<p>Master of Education with a Major in Media (School Library Media) AND Master of Education with a Major in Media (Instructional Technology) are on the same program sheet, modifications will impact both concentrations.</p>		
<small>(Max 4000 characters)</small>		
College Approvals		Cross Listing Approvals

<p>Stephen Bronack [APPROVED 2014-09-08] Chair, Course Department</p> <p>Rebecca Stanard [APPROVED 2014-09-12] Associate Dean, College of Education</p>	<p>N/A Chair, Cross Listed Department</p> <p>N/A Associate Dean, Cross Listed College</p>
<p>Other Approvals</p> <p>Susan Welch [APPROVED 2014-11-06] Chair, Graduate Programs Committee</p>	<p>Final Approval</p> <p>Myrna Gantner [REQUIRED] Final Approver</p>

Current

**Program of Study for Masters of Education in Media (M.Ed.)
Instructional Technology (IT) or School Library Media (SLM) Track
Department of Educational Innovation**

Name _____ ID# _____

Student Signature _____ Date Completed _____

Admission Requirements

Entry Degree: Bachelors Entry Certification: IT: T, S, L, PL or Life SLM: None Exit Degree: M.Ed. (36 hours required)

GACE Basic Skills Assessment requirement must be met through one of the following:

___ Clear Renewable Teaching Certificate ___ GACE Basic Skills ___ ACT Score ___ SAT Score ___ GRE Score ___ Praxis I Score

Prerequisite/Co-Requisite Courses

	IT Track	SLM Track	Semester/Year	Grade
SPED 6706 Special Education in the Regular Education Classroom		Required		
MEDT 6401 Instructional Technology		Required		

Core Courses

	IT Track	SLM Track	Semester/Year	Grade
MEDT 6461 Administration of School Media Center		Required		
MEDT 6463 Cataloging		Required		
MEDT 6465 Selection and Materials		Required		
MEDT 6466 Media Program		Required		
MEDT 7461 Instructional Design		Required		
DT 7474 Reference Sources & Services		Required		
DT 7477 Technology for Media Services		Required		
MEDT 7478 Automating the School Library Media Center		Required		
MEDT 7487 Practicum		Required		
EDLE 6322 Curriculum for Educational Leaders		Required		
CEPD 6101 Psychology of Classroom Learning	Required	Required		
EDRS 6301 Research in Education	Required	Required		
MEDT 7464 Designing Technology-Enhanced Instruction	Required			
MEDT 7467 Web Design for Instruction	Required			
MEDT 7468 Instructional Multimedia Design & Development	Required			
MEDT 7476 Assessing Learning in Tech-Enhanced Instruction	Required			
MEDT 7490 Visual & Media Literacy for Teaching & Learning	Required			
MEDT 7462 Internet Tools, Resources & Applications	Required			
MEDT 7465 Digital Resources for Teaching & Learning	Required			
MEDT 7466 Digital Photography for Instruction	Required			
MEDT 7470 Digital Media Production & Utilization	Required			
MEDT 7472 Introduction to Distance Education	Required			

Students must pass the appropriate GACE Content Assessment in order to be certified.

Students pursuing the M.Ed. degree without certification must complete and sign a memorandum of understanding with the academic adviser.

Student Mailing Address _____

Email _____ Day/Cell Phone _____

APPROVALS: Academic Adviser _____ Date _____

Department Chair _____ Date _____

Proposed

Student Name _____ Student ID# _____

University of West Georgia – M.Ed. in Media

Concentration:

_____ School Library Media (SLM) _____ School Library Media & Instructional Technology (Dual) _____ Instructional Technology (IT)

Entry Degree: Bachelors

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

Entry Certification: Renewable Professional or no certificate

Potential Exit Certification: S-5 school library media/S-5 instructional technology

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

Area Course Number	Course Title	SLM	Dual	IT	Credit hours	Grade
Education Core (SLM = 9 hrs ; Dual = 6 hrs; IT = 6 hrs)						
EDRS 6301	Research in Education (required)				3	
CEPD 6101	Psychology of Classroom Learning				3	
CURR 6575	Curriculum Trends and Issues				3	
SLM Focused Core / SLM Certification (18 hrs)						
MEDT 6461	Administration of School Media Centers (first semester)				3	
MEDT 6465	Selection and Materials				3	
MEDT 7478	Cataloging and Automating				3	
MEDT 7474	Online Reference Sources and Services				3	
MEDT 7477	Technology for Media Services				3	
MEDT 7487	Practicum (last semester)				3	
Instructional Technology Certification (12 hrs)						
MEDT 7461	Instructional Design (also required for SLM certification)				3	
MEDT 7468	Instructional Multimedia Design and Development				3	
MEDT 7476	Assessing Learning in Tech-Enhanced Instruction				3	
MEDT 7490	Visual and Media Literacy for Teaching and Learning				3	
IT Focused Core (3 hrs)						
MEDT 7464	Designing Technology Enhanced Instruction				3	
Electives -- IT (15 hrs – select 5 courses); SLM (6 hours – select 2 courses)						
MEDT 7462	Internet Tools, Resources & Applications				3	
MEDT 7465	Digital Resources for Teaching & Learning				3	
MEDT 7466	Digital Photography In Instruction				3	
MEDT 7467	Web Design for Instruction				3	
MEDT 7470	Digital Media Production & Utilization				3	
MEDT 7472	Introduction to Distance Education				3	
	Others to be approved by advisor					

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

Student Signature _____ e-mail address _____

Student Mailing Address _____

Phones _____

Approved (Advisor Signature) _____ Date _____

(Departmental Signature) _____ Date _____

Program View Request (Read-Only)	
Originator College of Education Educational Technology and Foundations <small>College Department</small>	
Cooper, O.P. <small>Originator</small>	
Action <input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate	Modifications <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details <input type="text" value="Create Action Item"/> (See Procedure)
Program Selection College of Education Post-Baccalaureate Non-Degree Certification in Media (Instructional Technology) <small>College Program</small>	
Graduate Degree Level	
Post-Baccalaureate Non-Degree Certification in Media (Instructional Technology) Program Name Non-degree Initial Certification Degree Name	On Line Program Location Spring 2015 Effective Semester/Year
Modification Details MEDT 7461 Instructional Design is moved into the Instructional Technology certification section MEDT 7464 Designing Technology Enhanced instruction is moved into the Instructional Technology core MEDT 6463 Cataloging is deleted so that students can take a course toward the Instructional Technology certification - content is merged into MEDT 7478 MEDT 6466 Media Program is deleted so that students can take a course toward the Instructional Technology certification MEDT 7478 Automating the School Media Center - title changed to Cataloging and Automating, objectives changed, references updated, content updated EDLE 6322 Curriculum for Educational Leaders is replaced with CURR 6375 Curriculum Trends and Issues - currently going through the approval process The word Track is replaced with the word Concentration to match the wording in Banner	Rationale Course requirements have been updated to reflect more current content.
<small>(Max 4000 characters)</small>	<small>(Max 4000 characters)</small>
Planning Info <input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement Is this a SACS substantive change? NO (See Policy) Present or Projected Annual Enrollment: 40	Comments Post Baccalaureate Non-Degree Certification in Media (School Library Media) AND Post Baccalaureate Non-Degree Certification in Media (Instructional Technology) are on the same program sheet; modifications will impact both concentrations.
<small>(Max 4000 characters)</small>	<small>(Max 4000 characters)</small>
College Approvals	Cross Listing Approvals

<p>Stephen Bronack [APPROVED 2014-08-26] Chair, Course Department</p> <p>Rebecca Stanard [APPROVED 2014-09-09] Associate Dean, College of Education</p>	<p>N/A Chair, Cross Listed Department</p> <p>N/A Associate Dean, Cross Listed College</p>
<p>Other Approvals</p> <p>Susan Welch [APPROVED 2014-11-06] Chair, Graduate Programs Committee</p>	<p>Final Approval</p> <p>Myrna Gantner [REQUIRED] Final Approver</p>

Current

**Program of Study for Certification Program In Media
Instructional Technology (IT) or School Library Media (SLM) Track
Department of Educational Innovation**

Name _____ ID# _____

Student Signature _____ Date Completed _____

Admission Requirements

Entry Degree: Masters Entry Certification: IT: T, S, L, PL or Life SLM Add-On: T-5 SLM Initial: None

Exit Degree: None

GACE Basic Skills Assessment requirement must be met through one of the following:

___ Clear Renewable Teaching Certificate ___ GACE Basic Skills ___ ACT Score ___ SAT Score ___ GRE Score ___ Praxis I Score

Prerequisite/Co-Requlsite Courses

	IT Track	SLM Track	Meeting Requirements by	Grade
SPED 6706 Special Education in the Regular Education Classroom <i>A graduate or undergraduate course or equivalent that meets the House Bill 671 requirements.</i>		Required		
EDLE 6322 Curriculum for Educational Leaders		Required		
CEPD 6101 Psychology of Classroom Learning	Required	Required		
EDRS 6301 Research in Education	Required	Required		
MEDT 6401 Instructional Technology		Required		

Core Courses

	IT Track	SLM Track	Semester/Year	Grade
MEDT 6461 Administration of School Media Center		Required		
MEDT 6463 Cataloging		Required		
MEDT 6465 Selection and Materials		Required		
MEDT 6466 Media Program		Required		
MEDT 7461 Instructional Design		Required		
MEDT 7474 Reference Sources & Services		Required		
MEDT 7477 Technology for Media Services		Required		
MEDT 7478 Automating the School Library Media Center		Required		
MEDT 7487 Practicum		Required		
MEDT 7464 Designing Technology-Enhanced Instruction	Required			
MEDT 7468 Instructional Multimedia Design & Development	Required			
MEDT 7476 Assessing Learning in Technology-Enhanced Instruction	Required			
MEDT 7490 Visual & Media Literacy for Teaching & Learning	Required			

Students must pass the appropriate GACE Content Assessment in order to be certified.

Student Mailing Address _____

Email _____ Day/Cell Phone _____

APPROVALS: Academic Adviser _____ Date _____

Department Chair _____ Date _____

Revised 01/31/12

Proposed

Student Name _____ Student ID# _____

University of West Georgia – Non-Degree In Media

Concentration(s): _____ School Library Media _____ Instructional Technology

Entry Degree: Master's degree

Exit Degree: no change

Entry Certification for SLM: Renewable Professional or no teaching certificate

Exit Certification: S-5 school library media

Entry Certification for IT: Renewable Professional certificate

Exit Certification: S-5 instructional technology

Specific courses are to be determined collaboratively between student and advisor

Education Core Pre/Co-Requisites

Area Course Number	Course Title	Credit Hours	Check if Required	Grade
EDRS 6301	Research in Education	3		
CEPD 6101 or CURR 6575	Psychology of Classroom Learning and/or Curriculum Trends and Issues	3-6		
SPED 6706	Special Education in the Regular Classroom (A graduate or undergraduate course or equivalent that meets the House Bill 671 requirement)	3		

Certification in School Library Media - SLM Focused Core

Students seeking SLM certification (21 hrs)

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

Certification in Instructional Technology - IT Focused Core

Students Seeking Instructional Technology certification (12 hrs)

Area Course Number	Course Title	Credit Hours	Check if Required	Grade
MEDT 7461	Instructional Design	3		
MEDT 7468	Instructional Multimedia Design and Development	3		
MEDT 7476	Assessing Learning in Tech-Enhanced Instruction	3		
MEDT 7490	Visual and Media Literacy for Teaching and Learning	3		

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

Student Signature _____ e-mail address _____

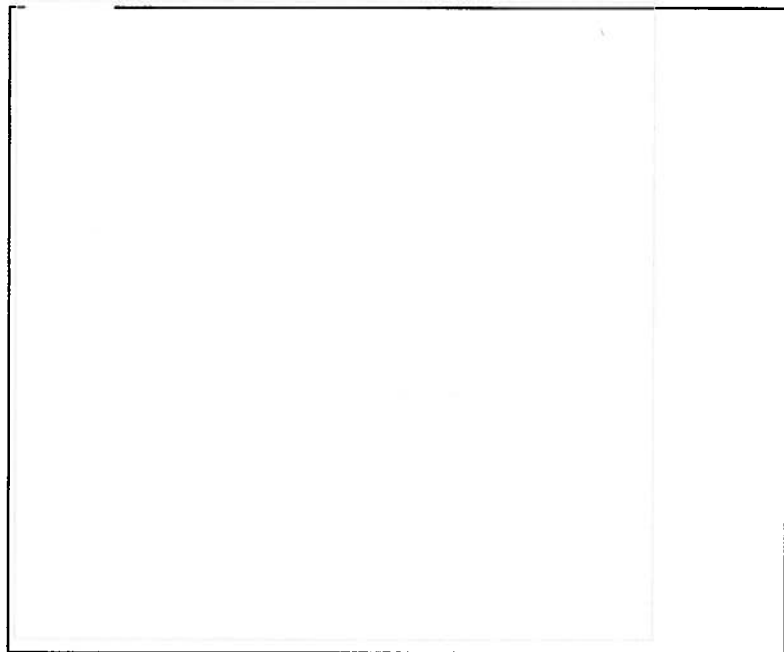
Student Mailing Address _____

Phones _____

Approved (Advisor Signature) _____ Date _____

(Departmental Signature) _____ Date _____

Course Update Request (Add, Delete, Modify)						
Originator						
Marketing and Real Estate <small>Department</small>		Richards College of Business <small>College</small>		Talpade, Salil M. <small>Originator</small>		
Action		Modifications				
<input checked="" type="radio"/> Add <input type="radio"/> Modify <input type="radio"/> Delete		<input type="checkbox"/> Prerequisites <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Credit <input type="checkbox"/> See Comments <input type="button" value="Senate Action Item"/> (See Procedure)				
Course Details						
MKTG	0833	Sustainable Business Development				
<small>Prefix</small>	<small>Number</small>	<small>Course Title</small>				
This is an advanced business course in sustainability. It examines sustainability concepts in various businesses and industries. Students will explore the challenges and opportunities that businesses face when becoming "greener" and integrating sustainability practices throughout the supply chain. In addition, students will learn about alternative enterprise models and the effect of value-producing sustainable business practices in both local and global business settings.						
Course Catalog Description						
3		3	Spring - 2015	Yearly	Letter Grade	
<small>Lec Hrs</small>	<small>Lab Hrs</small>	<small>Credit Hrs</small>	<small>Effective Term</small>	<small>Frequency</small>	<small>Grading</small>	
Prerequisites			Corequisites			
Rationale						
This course is being introduced as part of the Southwire Sustainable Business Honors program in the Richards College of Business..						
Planning Info			Comments			
<input checked="" type="radio"/> Library Resources are Adequate <input type="radio"/> Library Resources Need Enhancement						
Is this a SACS substantive change? <input type="radio"/> NO (See Policy)						
Present or Projected Annual Enrollment: <input type="text" value="25"/>						



College Approvals

Salli M. Talpade [APPROVED 2014-10-16]
Chair, Course Department

Faye McIntyre [APPROVED 2014-10-22]
Dean, RCOB

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Jeannie Pridmore [APPROVED 2014-10-22]
RCOB Graduate Program Committee Chair

Susan Welch [APPROVED 2014-11-06]
Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

MKTG6833 Sustainable Business Development

Instructor: Minna Rollins (D.Sc.), Associate Professor of Marketing

Office: University of West Georgia, Marketing & Real Estate Department

Online Office Hours: Mon-Fri online/skype/Gotomeeting by appointment 9.00-5.00

Emails: D2L email or mrollins@westga.edu

Home office number: 404-461-9538 (leave a message)

Course format: The course is taught as hybrid or fully online class

Description of the course

This course is an advanced business course in sustainability. The course examines sustainability concepts in various businesses and industries. Students explore with the case studies and articles the challenges and opportunities that businesses face when becoming "greener" and integrating the sustainability practices throughout the supply chain. In addition, students learn about alternative enterprise models and the effect of sustainable practices in both local and global business settings. Discussions apply the value-producing sustainable business principles inside a variety of sizes and types of organizations. Students participate in the business simulation during the course.

Prerequisites

- 1) Graduate student status
- 2) Contact the instructor, if this is your first sustainability-related course (see the suggested reading)

Required Texts and Materials

- 1) Weybrecht, Giselle (2012), "The Sustainable MBA: The Manager's Guide to Green Business".
- 2) Esty & Winston, (2006) "Green to Gold".
- 3) Articles and Videos (distributed via CourseDen)
- 4) Simulation (purchased online)

Suggested Reading

Rogers, Jalal, & Boyd (2008). "An Introduction to Sustainable Development".

Learning Goals

The primary goal of this course is to enhance students' knowledge and understanding in sustainable business practices and strategies. In addition, this course helps students gain an understanding of the key concepts and analytical techniques in sustainability required to apply in business situations.

After completing the course:

LG1: Students are able to apply the key sustainability concepts in various the business situations.

LG2: Student are able to recognize and evaluate various sustainable business practices.

LG3: Students are able to explain the effects of sustainable businesses in local and global setting.

Course assignments and grading

All assignments and exams are graded with a 0-100 scale.

Weekly (online) discussions (cases and articles)	40%
Exam (1)	20%
<u>Simulation (individual)</u>	<u>40%</u>
	100%