

# Memorandum

**To:** General Faculty

**Date:** February 22, 2011

**Regarding:** Agenda, Faculty Senate Meeting, February 25<sup>th</sup> at 3:00 pm TLC 1-303

The agenda for the February 25<sup>th</sup>, 2011 Faculty Senate Meeting will be as follows:

1. Call to Order
2. Roll Call
3. Approval of the minutes of the January 21, 2011 meeting ([See Addendum I](#))
4. Committee Reports

**Committee I: Undergraduate Academic Programs (Jean Cook for Chair, Tami Ogletree)**

**Action Items:** ([See Addendum II](#))

- A) College of Arts and Humanities
  - 1) Department of Foreign Languages and Literatures
    - a) Program – Initial Certification in Spanish Post Bac.  
Request: Modify  
Action: Approved
- B) College of Education
  - 1) Department of Leadership and Applied Instruction
    - a) Program: BS in Geology  
Request: Modify  
Action: Approved

**Committee VI: University Matters: (Chair, Mina Rollins)**

**Action Item:**

- A) Proposal for Volunteer Policy ([See Addendum III](#))

**Committee VII: Institutional Studies and Planning (Chair, Tommy Cox)**

**Information item:**

- A) Update on the Quality Enhancement Plan/SACS Compliance

**Committee IX: Graduate Studies (Chair, David Jenks)**

**Action Items:** ([See Addendum IV](#))

- A) College of Social Sciences
  - 1) Department of Political Science
    - a) Program – Master of Science in Rural and Small Town Planning  
Request: Modify

Action: Approved

b) Course: PLAN 5721  
Request: Add  
Action: Approved

c) Course: PLAN 5722  
Request: Add  
Action: Approved

d) Course: PLAN 5723  
Request: Add  
Action: Approved

e) Course: PLAN 5724  
Request: Add  
Action: Approved

f) Course: PLAN 6702  
Request: Add  
Action: Approved

g) Course: POLS 5721  
Request: Add  
Action: Approved

h) Course: POLS 5722  
Request: Add  
Action: Approved

i) Course: POLS 5723  
Request: Add  
Action: Approved

j) Course: POLS 5724  
Request: Add  
Action: Approved

k) Course: POLS 6702  
Request: Add  
Action: Approved

B) College of Education

1) Department of Education Innovation

a) Program: Online Teaching Endorsement – Plan H  
Request: Add  
Action: Approved

b) Program: M.Ed in Media – Instructional Technology Track – Plan B (M.Ed. in IT)  
Request: Modify  
Action: Approved

c) Course: MEDT 6402  
Request: Add  
Action: Approved

- d) Course: MEDT 7475  
Request: Add  
Action: Approved
- e) Course: MEDT 7476  
Request: Add  
Action: Approved
- 2) Department of Leadership and Applied Instruction
  - a) Program – Master of Arts in Teaching  
Request: Add  
Action: Approved
  - b) Course: SEED 7261L  
Request: Add  
Action: Approved
- C) School of Nursing
  - a) Course: NURS 6989  
Request: Modify  
Action: Approved

**Committee XIII: Rules Committee (Chair, Chris Aanstoos)**

**Action items:**

- A) Revision of the allocation of Senator ([See Addendum V](#))
- B) To revise the standing committees ([See Addendum VI](#))
- C) To mandate elected chairs of Senate committees ([See Addendum VII](#))
- D) To change the amendment process for the Policies and Procedures ([See Addendum VIII](#))
- E) To change the amendment process for the Bylaws ([See Addendum IX](#))
- F) To change voting at General Faculty meetings ([See Addendum X](#))

5. Old Business

6. New Business

**Action items:**

- A) Action Item: Approval of changes to the USGFC Bylaws ([See Addendum XI](#))

7. Announcements

8. Adjournment

# **Addendum I**

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

**January 21, 2011**

1. Call to Order

The meeting was convened in room 1-303 of the Technology-enhanced Learning Center and called to order by Chair Chris Huff.

2. Present:

Aanstoos, Baumstark, Baylen, Bucholz, Carter, Chowns, Cook, Cox, de Nie, DeFoor, Deng, Goodson (Substitute for Barnhart), Gordon, Hasbun, Hatfield, Hodges, Hooper, Jenks, Kang, Lane, Mbaye, Morris, Ogletree, Ringlaben, Rollins, Rutledge, Smith, Stefano (Substitute for Anderson), Williard

Absent:

Ashford, Austin, Burton, Crean, Donohoe, Jackson, Khan, Payne, Penco, Thomas

3. Approval of the minutes of the December 3, 2010 meeting

*The minutes were approved by voice vote with no additions or corrections.*

4. Committee Reports

**Committee I: Undergraduate Academic Programs (Chair, Tami Ogletree)**

**Action Items:**

A) College of Arts and Humanities

1) Department of Art

a) Program – Art (Establishment of an Art Pre-Major Listing)

Request: Modify

Action: Approved

b) Program – BA in Art (Option Pre-Medical Illustration)

Request: Modify

Action: Approved

B) College of Sciences and Mathematics

1) Department of Geosciences

a) Program: BS in Geology

Request: Modify

Action: Approved

b) Program: BA degree with a major in Geography

Request: Modify

Action: Approved

- C) College of Social Sciences
- 1) Department of Sociology and Criminology
    - a) BS Degree in Criminology  
Request: Modify  
Action: Approved
    - b) Course: CRIM 2000 Survey of Criminology  
Request: Add  
Action: Approved
    - c) Course: CRIM 4200 Violent Crime  
Request: Add  
Action: Approved
  - 2) Department of Psychology
    - a) Program: BA Degree in Psychology  
Request: Modify  
Action: Approved
    - b) Course: PSYC 2010 Psychology as a Human Science  
Request: Add  
Action: Approved
    - c) Course: PSYC 4000 Humanistic Psychology  
Request: Add  
Action: Approved
    - d) PSYC 4010 Theories of Psychology  
Request: Add  
Action: Approved
    - e) PSYC 4360 Community Psychology  
Request: Add  
Action: Approved
- D) General Education Committee :
- a) Add MATH 2008 to Core Area D2.  
Action: Approved

*All action items submitted by the committee were approved.*

**Information Items:**

- A) College of Arts and Humanities
- 1) Department of Foreign and Literatures
    - a) Course: SPAN 3030 Introduction to Hispanic Literature  
Request: Modify  
Action Approved
    - b) Course: SPAN 3101 Spanish Conversation

Request: Modify  
Action Approved

c) Course: SPAN 3102 Spanish Composition  
Request: Modify  
Action Approved

d) Course: SPAN 4003 Latin-America Novel  
Request: Modify  
Action Approved

B) College of Social Sciences

1) Department of Psychology

a) Course: PSYC 3900 Personality Theories  
Request: Modify  
Action: Approved

b) Course: PSYC 4130 Eastern and Transpersonal Psychology  
Request: Modify  
Action: Approved

c) Course: PSYC 4350 Culture and Psychology  
Request: Modify  
Action: Approved

**Committee VII: Institutional Studies and Planning (Jon Anderson for Eilis Crean, Chair)**

**Information Items:**

Quality Enhancement Plan (QEP) update provided including current projects and procedures being activated to insure reporting engagement with standards and assessment. Senate Committees will be asked to participate in the development of the SACS compliance certificates.

**Committee XII: Budget Committee (Chair, Charles Hodges)**

**Information Items:**

Committee activities to date were reviewed. The Senate was informally queried as to whether departments have been involved in the process of addressing upcoming budget concerns and the response was affirmative.

Pres. Sethna reported the potential for more cuts in addition to the ones currently under discussion in the departments.

**Committee XIII: Rules Committee (Chair, Chris Aanstoos)**

**Action items:**

- A) A Proposal to Specify the Meaning of “Consultation” in the Faculty’s Shared Governance Role - MOTION: To clarify and improve the consultative role of the faculty in the shared governance of the university, it is recommended that the *Policies and Procedures* be revised to the following (highlighted material = additions):

Article I, Section 1,F:

The President, in consultation with **the Faculty Senate and other** representatives of the University community, shall determine the divisional organizational structure necessary for the orderly, effective, and efficient administration of the University’s affairs...

Article II, Section 1,D:

The President, in consultation with **the Faculty Senate and other** representatives of the University community, shall determine the divisional organizational structure necessary for the orderly, effective, and efficient administration of the University’s affairs...

Article III, Section 1,F:

The President, in consultation with **the Faculty Senate and other** representatives of the University community, shall determine the divisional organizational structure necessary for the orderly, effective, and efficient administration of the University’s affairs...

Article III, Section 2,D:

The President, in consultation with **the Faculty Senate and other** representatives of the University community, shall determine the divisional organizational structure necessary for the orderly, effective, and efficient administration of the University’s affairs.

*Motion approved by voice vote.*

- B) A Proposal to Provide Support for the Chair of Senate - MOTION: To amend the *Policies and Procedures*, Article IV, Section 2,B. The addition to read as follows:

4. Support

To support the effective carrying out of his or her duties, in due recognition of the time commitment of such service, the Chair of the Faculty Senate shall receive reassigned time of one-course per semester or the equivalent. In consultation with the individual’s supervisors up through the level of the Provost, there may be an alternative of an equivalent stipend. In the case of reassigned time, the Chair’s home department shall be compensated by an amount sufficient to hire a part-time instructor to fill the gap left by the course release.

*Motion approved by voice vote.*

- C) A Proposal to Include the Chair of the Senate on the President’s Advisory Committee - MOTION: To accept the proposal of the President to include the Chair of the Senate among those who shall be invited to participate in meetings of the President’s Advisory Committee.

*Motion approved by voice vote.*

D) A Proposal to Further Define the Role of the Executive Committee - MOTION: To replace Article IV, Section 2,E of the *Policies and Procedures*.

The following editorial changes were suggested: 1) Delete “appointing an *ad hoc* elections committee” (Aanstoos); 2) change from oversee to overseeing (Mbaye )

*No objections to editorial changes were voiced.*

The current Article IV, Section 2,E of the *Policies and Procedures* to be replaced with:

- E. The Executive Committee. The Faculty Senate shall include an Executive Committee with the following functions and composition.
1. Functions. The Executive Committee shall have broad responsibility for:
    - a. planning and facilitating the activities of the Senate, including the following functions: assign senators to Senate standing committees and subcommittees; create *ad hoc* Senate committees and assign senators; assign senators to such non-senate university committees, task forces and search committees as may be needed; propose any legislation to the Senate the Executive Committee may deem appropriate.
    - b. overseeing the election of the officers of the Senate, including receiving nominations, organizing and supervising elections, monitoring compliance, adjudicating challenges, and certifying the results.
    - c. interviewing candidates for university-wide positions and provide evaluations to the appropriate search committees.
  2. Composition. The Executive Committee shall be composed of the chairs of the Senate standing committees, the Chair of the Senate, the Past Chair of the Senate, the Executive Secretary of the Senate, the President of the University, and the Provost of the University.

*Motion was approved by voice vote.*

E) A Proposal to Revise the Allocation of Senators – MOTION: To replace Article IV, Section 2,A,5 of the *Policies and Procedures*.

After discussion it was recommended that only the methodology for arriving at the numbers of senators, rather than the numbers themselves, should be included in the polices. As a result, it was moved that the preamble be approved:

Each college, the School of Nursing and the Library shall be allocated the number of senators equal to 10% of their full-time faculty. The Library and the School of Nursing shall elect their senators at large. For the colleges, each department within a college first elects one senator, and then the remaining senators allocated to that college are elected at-large by the college.

*Motion approved by voice vote.*

**Information Items:**

- A) Committee Structure of the Senate
- B) Definition of A Quorum
- C) Process of Amending the Bylaws and Policies and Procedures

5. Announcements

Faculty members are encouraged to attend interview activities for Provost Candidates (Huff). The location of the forms for requesting open records will be revised within the next few weeks. There are no changes to the policy for access to open records (Sethna).

6. Meeting was adjourned.

Respectively submitted,

Dawn Harmon McCord

# **Addendum II**

## Course or Program Addition, Deletion or Modification Request

Department: Foreign Languages and Literatures

College: College of Arts & Sciences

RECEIVED  
2011 FEB -7 AM 10:08

Current course catalog listing: (for modifications or deletions)

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

Action	
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add <input type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input type="checkbox"/> Undergraduate
<input checked="" type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

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

Library resources are adequate       Library resources need enhancement

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

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

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

See attached

Prerequisite(s) \_\_\_\_\_

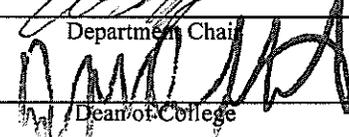
**Present or Projected Enrollment:** (Students per year)

Effective Date\*: \_\_\_\_\_ / \_\_\_\_ / \_\_\_\_  
Term/Year

\*For a new course, one full term must pass between approval and effective date.

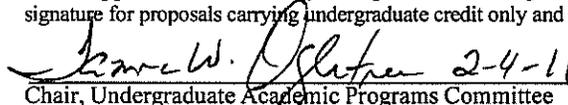
Grading System:       Letter Grade       Pass/Fail       Other

Approval:

	11/04/2010	Date	Department Chair (if cross listed)	Date
	11/16/10	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program)      Date

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

	2-4-11	Date	Chair, Committee on Graduate Studies	Date
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Vice President for Academic Affairs      Date

**Modification Request:**

Current Post-Bacs in our program are required to take both SPAN 4040 (Spanish Linguistic) and SPAN 4170 (Advanced Language Skills). We would like to allow students to choose one of the two as a requirement and to allow the second to be placed with an additional elective.

**Rationale:**

Spanish 4040 (Spanish Linguistics) and Spanish 4170 (Advanced Language Skills) are very similar content-wise. Both courses explore semantic, lexical, syntactical, and pragmatic aspects of the Spanish Language. Both courses aim to have a better understanding of the general linguistic structure of the Spanish language. Given their close similarity in content, the Spanish faculty considers that it would be more beneficial for students to take another upper-level literature or culture course whose content would explore different topics related to the Hispanic world. This change proposed would not diminish the quality of the requirements, but rather would allow for a more varied exposure to other aspects of the Hispanic world.

## INITIAL CERTIFICATION IN SPANISH POST BAC. Currently Valid

Name \_\_\_\_\_ UWG ID # \_\_\_\_\_  
 Telephone Number \_\_\_\_\_ E-mail \_\_\_\_\_  
 Mailing Address \_\_\_\_\_  
 School District \_\_\_\_\_ School Phone \_\_\_\_\_  
 Certification Status: Non-renewable \_\_\_\_\_ Exp. Date of Certificate \_\_\_\_\_

	HRS	Courses Needed	Courses Completed	NOTES
<b>Courses for Initial Certification</b>	<b>12-15</b>			PLU Option
SPED 3715 or SPED 6706	3			PLU Option
MEDT 3401 or MEDT 6401	3			
FORL 4586 *7	6-9			
<b>Professional Education Courses</b>	<b>12</b>			
FORL 4501 Foundations of Language Development	3			
FORL 4502 Methods of FL Teaching *7	3			
CEPD 4101 Education Psychology	3			
SEED 4271 Curriculum	3			
<b>Concentration Area</b>	<b>24</b>			
Courses are required if the applicant does not have a BA in Spanish				
SPAN 3101 Conversation	3			
SPAN 3102 Composition	3			
SPAN 3030 Intro to Spanish/Span-Amer Writers	3			
SPAN 4012 or 4013 Spanish/Span-Amer Cult. & Civ	3			
SPAN 4040 Spanish Linguistics	3			
SPAN 4170 Advanced Language Skills	3			
6 elective hours in courses above 3000 level	6			
<b>TOTAL HOURS IN PROGRAM</b>	<b>51</b>			

**STUDENT SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**ADVISOR SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

### PROGRAM NOTES:

1. Students must complete a minimum of 15 hours in residence at UWG. A minimum of 6 of these hours must be in FORL 4586.
2. Evaluation of courses taken prior to entry into this program is done pending verification through official transcripts.
3. A GPA of 2.7, based on the last 60 hours of college work taken, is required for admission to the program.
4. Passage of GACE Basic Skills Assessment is required for admission to education courses at the 3000 level or above. The test may be exempted if the candidate has minimum combined scores (verbal and math) of 1000 on the SAT, 43 (English and Math) on the ACT, and 1030 (verbal and quantitative) on the GRE. For clear and renewable certification, candidates must pass the GACE in the appropriate content area.
5. Internship applications (FORL 4586) must be submitted by appropriate deadlines.
6. Candidates must meet the Special Georgia Technology Requirement before the end of the program. This may be completed at UWG by taking MEDT 3401 Integrating Technology into the Classroom or MEDT 6401 Instructional Technology. Documentation required. AssessOnline and the GACE computer competency test are not acceptable.
7. Must complete on-line portfolio "Foliotek".

## INITIAL CERTIFICATION IN SPANISH POST BAC. Currently Valid

Name \_\_\_\_\_ UWG ID # \_\_\_\_\_  
 Telephone Number \_\_\_\_\_ E-mail \_\_\_\_\_  
 Mailing Address \_\_\_\_\_  
 School District \_\_\_\_\_ School Phone \_\_\_\_\_  
 Certification Status: Non-renewable \_\_\_\_\_ Exp. Date of Certificate \_\_\_\_\_

	HRS	Courses Needed	Courses Completed	NOTES
<b>Courses for Initial Certification</b>	<b>12-15</b>			PLU Option
SPED 3715 or SPED 6706	3			PLU Option
MEDT 3401 or MEDT 6401	3			
FORL 4586 *7	6-9			
<b>Professional Education Courses</b>	<b>12</b>			
FORL 4501 Foundations of Language Development	3			
FORL 4502 Methods of FL Teaching *7	3			
CEPD 4101 Education Psychology	3			
SEED 4271 Curriculum	3			
<b>Concentration Area</b>	<b>24</b>			
Courses are required if the applicant does not have a BA in Spanish				
SPAN 3101 Conversation	3			
SPAN 3102 Composition	3			
SPAN 3030 Intro to Spanish/Span-Amer Writers	3			
SPAN 4012 or 4013 Spanish/Span-Amer Cult. & Civ	3			
SPAN 4040 Spanish Linguistics or SPAN 4170 Advanced Language Skills	3			
9 elective hours in courses above 3000 level	9			
<b>TOTAL HOURS IN PROGRAM</b>	<b>51</b>			

**STUDENT SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**ADVISOR SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

### PROGRAM NOTES:

1. Students must complete a minimum of 15 hours in residence at UWG. A minimum of 6 of these hours must be in FORL 4586.
2. Evaluation of courses taken prior to entry into this program is done pending verification through official transcripts.
3. A GPA of 2.7, based on the last 60 hours of college work taken, is required for admission to the program.
4. Passage of GACE Basic Skills Assessment is required for admission to education courses at the 3000 level or above. The test may be exempted if the candidate has minimum combined scores (verbal and math) of 1000 on the SAT, 43 (English and Math) on the ACT, and 1030 (verbal and quantitative) on the GRE. For clear and renewable certification, candidates must pass the GACE in the appropriate content area.
5. Internship applications (FORL 4586) must be submitted by appropriate deadlines.
6. Candidates must meet the Special Georgia Technology Requirement before the end of the program. This may be completed at UWG by taking MEDT 3401 Integrating Technology into the Classroom or MEDT 6401 Instructional Technology. Documentation required. AssessOnline and the GACE computer competency test are not acceptable.
7. Must complete on-line portfolio "Foliotek".

# **Addendum III**

# University of West Georgia Policy on Volunteers

The university benefits from the efforts of non-paid agents who contribute to overall success of the institution.

The Georgia Tort-Claims Act only extends liability coverage to non-paid agents if they are part of a structured volunteer program.

Employing non-paid agents without a program represents an uninsured financial risk to both the university and the individual.

## **Purpose**

This purpose of this policy is to simultaneously protect the university and our non-paid agents by providing the structure required under the Georgia Tort-Claims Act.

## **Definitions**

*Community-service worker:* An individual who is referred by the court or by the student judicial process and ordered to perform work as part of a disciplinary sanction or restitution.

*Extended effort* – An activity that employs more than one non-paid agent or is scheduled for more than one day. Excludes volunteer lecturers and consultants.

*Intern:* A person who works without pay as to gain practical experience as part of an academic curriculum. In reference to this policy, an individual is only considered an intern if (1) he or she conducts university business, and (2) is not paid for this work.

*Non-paid agent:* Any community-service worker, intern, or volunteer works for or represents the university without monetary compensation.

*Single-Event Effort* – An activity that employs only one non-paid agent and is only scheduled for one day. Also includes volunteer lecturers or consultants who may be working with the university for up to two weeks.

*University business:* Activities which are endorsed by an individual's chain-of-command, and:

- Defined in an individual's job description, or;
- Accomplish departmental objectives, or;
- Help support university or divisional missions, or;
- Contribute to efforts that are specifically identified by USG or the State of Georgia.

*University employee:* Any individual who performs work for, and receives a paycheck from, the university, including student assistants, graduate assistants, paid interns, and those who are enrolled in a contracted-employment program.

*Volunteer:* A person who voluntarily offers himself or herself for a service or undertaking without pay.

### **Text**

Departments shall not employ the services of non-paid agents (community service workers, volunteers, non-paid interns) unless a structured program is in place.

A basic structured volunteer program is required for all single-event efforts. This program includes:

- Adherence to the all applicable laws, codes, and regulations, including USG and UWG policies, and the Fair Labor Standards Act.
- Tasks and objectives that support or accomplish university business.
- A defined volunteer structure that is coordinated by a university employee.
- An effort to ensure that volunteers are made aware of their rights, responsibilities, and restrictions, and documentation that this effort has been accomplished.

An extended structure volunteer program is required for all extended efforts. This program must include all requirements of the basic structure volunteer program as well as:

- Volunteer orientation and training.
- Documentation, including a volunteer roster, completed training, and an acknowledgement of rights, responsibilities, and restrictions.

# **Addendum IV**

**Course or Program Addition, Deletion or Modification Request**



Department: Political Science and Planning College: College of Arts & Sciences

**Current course catalog listing: (for modifications or deletions)**

Prefix Course Title Master of Science in Rural and Small Town Planning Hours:    /    /    Lecture/Lab/Total

Action	
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add <input type="checkbox"/> Delete
<input checked="" type="checkbox"/> Credit	
<input checked="" type="checkbox"/> Number	
<input checked="" type="checkbox"/> Title	
<input checked="" type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input type="checkbox"/> Undergraduate
<input checked="" type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input checked="" type="checkbox"/> Other

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

Library resources are adequate  Library resources need enhancement

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

Master of Urban and Regional Planning / /

Prefix Course Title Hours: Lecture/Lab/Total

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

Please see attached.

Prerequisite(s) \_\_\_\_\_

Present or Projected Enrollment: 10 (Students per year)

Effective Date\*: Summer / 2011  
Term/Year

\*For a new course, one full term must pass between approval and effective date.

Grading System:  Letter Grade  Pass/Fail  Other

Approval:

	<u>2/1/11</u>		
Department Chair	Date	Department Chair (if cross listed)	Date
	<u>2/7/2011</u>		
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) \_\_\_\_\_ Date \_\_\_\_\_

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

Chair, Undergraduate Academic Programs Committee	Date		<u>2-15-11</u>
		Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs \_\_\_\_\_ Date \_\_\_\_\_

## Proposal on Modifying the Planning Program

Prepared by Hee-Jung Jun, Ph.D.

Assistant Professor in Political Science and Planning

### 1. Changing the Planning Program Title

The Master of Science in Rural and Small Town Planning program is a graduate program in the Department of Political Science and Planning at UWG. This program has existed over 20 years and produced a number of planners, working in the public, non-profit, and private sectors around the state of Georgia.

However, enrollments of the program have declined over time. One of the potential reasons for declining enrolments is its name. The program's name, Rural and Small Town Planning, is too narrowly focused to attract more students. Although Rural and small town planning is certainly a division of the planning discipline, planning activities are more active in urban areas and at the regional level. Thus, a majority of schools use urban and regional planning or city and regional planning that cover urban planning, rural and small town planning, and regional planning. According to the directory of planning schools at the Association of Collegiate Schools of Planning (ACSP) website, none of the planning schools are named with Rural and Small Town Planning. This further highlights that the narrow name has made potential students away from the program.

Currently, the Provost Office is concerned about declining enrollments in graduate programs. The planning program has a lot of potentials in increasing enrollments. In spite of the current recession, both US News and World Report and the U.S. Bureau of Labor Statistics report that planners continue to be in demand in North America. There are promising career opportunities in planning.

In Georgia, there are only three other planning programs, Georgia Institute of Technology's City and Regional Planning, Savannah State University's Urban Studies and Planning, and University of Georgia's Environmental Planning programs. Thus, the planning program at UWG can attract more students if the university properly advertises the program with changing its name to, for example, Urban and Regional Planning or City and Regional Planning.

A Urban and Regional Planning (URP) name is the most commonly used name for planning programs and most new planning programs use a URP name. In addition, "Urban" is broader than "City" and thus preferable. Therefore, the Department of Political Science and Planning proposes the **Master of Urban and Regional Planning** as the new name for the existing planning program.

## 2. Adding New Courses

The Department of Political Science and Planning also proposes changing the curriculum by adding five new courses and changing the core and elective course and requirements. In planning, there are roughly six subfields, Environmental Planning, Housing and Community Development, Land Use Planning, Planning for Transportation, Sustainable Development, and Economic Development. Except for PLAN 5701 Technology and Sustainable Economic Development, none of the courses based on these subfields is offered to students under the current curriculum. Since planners should have comprehensive knowledge to effectively work with citizens and staffs in other municipal departments, it is necessary that students at the master level take all subfields of planning. Thus, five new courses will be added as elective courses in the curriculum. The new courses are as follows:

- PLAN 5721 Housing and Community Development
- PLAN 5722 Environmental Planning
- PLAN 5723 Transportation Planning
- PLAN 5724 Sustainable Development
- PLAN 6702 Land Use Planning

As there are a planning track for undergraduate students and a public administration program for graduate students in the Department of Political Science and Planning, the department additionally requests adding the following courses:

- PLAN 4721 Housing and Community Development
- POLS 4721 Housing and Community Development
- POLS 5721 Housing and Community Development
  
- PLAN 4722 Environmental Planning
- POLS 4722 Environmental Planning
- POLS 5722 Environmental Planning
  
- PLAN 4723 Transportation Planning
- POLS 4723 Transportation Planning
- POLS 5723 Transportation Planning
  
- PLAN 4724 Sustainable Development
- POLS 4724 Sustainable Development
- POLS 5724 Sustainable Development
  
- POLS 6702 Land Use Planning

## Rationale for Program Modification

### 3. Changing the Core and Elective Course Requirements

The Master of Urban and Regional Planning will require the completion of 36 semester hours of graduate credit. Some of the existing core courses will become elective courses and the new curriculum will have three core courses that are core courses in the present curriculum. The core courses (9 hours) are as follows:

- PLAN 5704 Planning Theory and Practice
- POLS 6202 Research Method for Public Administration
- PLAN 5786 Capstone Project or Internship

Students are required to take seven courses (21 hours) among the listed elective courses (See the attached proposed catalog). Four courses out of the seven elective courses required must be PLAN 5000 or 6000 level courses. The remaining six hours may be selected from across the University. Students may fill the remaining six hours with courses in other disciplines such as public administration, geography, economics, sociology, and history. Students can also fill the remaining six hours with the elective courses.

## **Assessment Plan – Department of Political Science/Planning**

### **Master of Urban and Regional Planning**

#### **Description of Assessment Methods\***

Every Planning student will develop skills and gain knowledge consistent with the following learning objectives.

1. The theoretical foundations of public planning
2. The methods and techniques of contemporary planning practice
3. The substantive knowledge base necessary to study and practice in the field of planning
4. The ability to apply statistical methods to practical problems within the discipline
5. The ability to communicate their knowledge orally and in writing

**Capstone Project or Internship:** To evaluate whether the program has adequately prepared students to master these objectives, the Planning director will evaluate a sample of papers submitted in the required capstone or internship. Evaluations will take place every spring term. The director's report, along with the Department's response, will be updated every year on the website.

**Exit Survey:** In their final semester, prior to graduation, all students complete a questionnaire to determine the degree to which the program has achieved its states goals and to learn from the seniors what they believe are the strengths and weaknesses of the program.

#### **Use of Assessment Results**

The Director of Planning will analyze assessment findings each fall and make appropriate recommendations regarding improvements in the degree programs. Possible changes might include:

- Addition / deletion of courses or changes in course sequences
- Changes in degree requirements
- Use of assessment information to guide changes in degree programs
- Justification of past curriculum changes and to show program improvement resulting from those changes
- Changes in advising processes
- Development of program-based websites to provide students with academic and program information

\*Procedures for assessment of student learning for the Master of Urban and Regional Planning will be developed as part of the overall program development to be undertaken by new faculty hired in this area.

**Master of Urban and Regional Planning**  
**Department of Political Science and Planning**

**Pafford 140 • 678-839-6504**  
**<http://www.westga.edu/polisci/>**

**Professors:**

S. Caress, L. Howe, R. Sanders

**Assistant Professor:**

G. Dixon, H. J. Jun, S. Lee, P. Rutledge

**The Program**

The Master of Urban and Regional Planning is designed to prepare students for a planning career in public, private, and non-profit sectors. The curriculum combines an appreciation of planning as a profession, substantive studies regarding urban and regional challenges and opportunities, and a set of analytical skills useful to planning practice.

Admission to the program is open to students with an undergraduate degree in geography, political science, sociology, planning, or a related discipline. Students entering the program must meet admission guidelines established by the Graduate School and the requirements set forth by the department. Departmental requirements include evidence of superior academic ability, and evidence of an interest in planning.

Master of Urban and Regional Planning students will demonstrate advanced knowledge and understanding of:

- The theoretical foundations of public planning.
- The methods and techniques of contemporary planning practice.
- The substantive knowledge base necessary to study and practice in the field of planning.

**Program of Study**

The Master of Urban and Regional Planning requires the completion of 36 semester hours of graduate credit. All students must take three core courses (nine hours): Planning Theory and Practice, Research Methods for Public Administration, and Capstone Project or Internship. Students are required to take seven courses (21 hours) among the listed elective courses. Four courses out of the seven elective courses required must be PLAN 5000 or 6000 level courses.

## Proposed Catalog Description

The remaining six hours may be selected from across the University. Students may fill the remaining six hours with courses in other disciplines such as public administration, geography, economics, sociology, and history. Students can also fill the remaining six hours with the elective courses.

### Core Courses (9 credits)

- PLAN 5704 Planning Theory and Practice
- POLS 6202 Research Method for Public Administration
- PLAN 5786 Capstone Project or Internship

### Elective Courses (21 credits)

- PLAN 5701 Technology and Sustainable Economic Development
- PLAN 5705 Computers in Politics, Planning, and Management
- PLAN 5721 Housing and Community Development
- PLAN 5722 Environmental Planning
- PLAN 5723 Transportation Planning
- PLAN 5724 Sustainable Development
- PLAN 5784 Planning Seminar
- PLAN 5785 Topics in Planning
- PLAN 6285 Planning Methods
- PLAN 6702 Land Use Planning
- POLS 5209 Environmental Policy
- POLS 6204 Public Policy Analysis & Evaluation
- POLS 6205 Administrative Law/Procedures
- GEOG 5553 Geographic Information Systems
- GEOG 5563 Remote Sensing
- GEOG 6753 Advanced GIS and Spatial Analysis

### Capstone/Internship

Students are required to complete either a capstone or an internship. A capstone project is a professional project or analysis focusing on a topic relevant to planning. The capstone may be a report, a plan or plans, drawings, models and/or other professional quality work appropriate to the project.

Students who choose an internship shall obtain a minimum of 150 hours of internship experience to complete the internship requirement. After completing the internship work, students are required to write a paper, including linkages

**Proposed Catalog Description**

between the internship experience, classroom experiences, and planning literature.

**UWG Substantive Change Form - (New and Existing Academic Programs)**

If a program is being considered for substantive change (including but not limited to: offering more than 50% of the student contact time online; offering a current program at an alternate location; initiating a new program, or substantially changing a current program), the following information should be collected and submitted to the VPAA's office at the genesis of the planning or discussion phase:

**Section 1: Prepared by the Dean's Office, Department Chair, or Program Director**

Official Name of the Degree, Certificate, Minor or Credential Program	The Master of Science in Rural and Small Town Planning	
What type of change is planned?	<input type="checkbox"/> New Program <input checked="" type="checkbox"/> Program Change <input type="checkbox"/> New Delivery Format <input type="checkbox"/> Deletion	
Will this program move to more than 50% online?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Will this program be offered more than 25% at an off campus site?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Will this substantive change impact specialized accreditation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
What will be the anticipated impact on enrollment?	70% Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the Same	
Please provide a brief conceptual description of the substantive change and resources needed (if any) in the box below.		
The Master of Science in Rural and Small Town Planning program will have a new name, the Master of Urban and Regional Planning. The program will also have five new courses and a different core lab/cr. requirement.		

Once complete, please submit to the VPAA's office for the creation of a planned approval process.

**Section 2: Completed by the VPAA's office (within 7 days of receipt)**

APPROVALS AND DOCUMENTS NEEDED FOR SUBMISSION	
Internal Approvals Needed	<input checked="" type="checkbox"/> College, <input type="checkbox"/> TEAC, <input type="checkbox"/> UAPC, <input checked="" type="checkbox"/> COGS, <input checked="" type="checkbox"/> Senate, <input checked="" type="checkbox"/> VPAA
Will a full prospectus or Notification be required for Board of Regents Approval?	<input type="checkbox"/> Notification <input type="checkbox"/> Prospectus <input checked="" type="checkbox"/> N/A
Will a full prospectus or Notification be required for SACS approval?	<input type="checkbox"/> Notification <input type="checkbox"/> Prospectus <input checked="" type="checkbox"/> N/A
INTERNAL NOTIFICATIONS: Have the following offices been notified of this planned substantive change?	
Extended Degree Programs	<input type="checkbox"/> Notified <input checked="" type="checkbox"/> Not Necessary
Enrollment Management	<input checked="" type="checkbox"/> Notified <input type="checkbox"/> Not Necessary
College of Arts and Sciences Dean's Office (Core Course Planning)	<input type="checkbox"/> Notified <input checked="" type="checkbox"/> Not Necessary
Ingram Library	<input checked="" type="checkbox"/> Notified <input type="checkbox"/> Not Necessary
Budget Services	<input checked="" type="checkbox"/> Notified <input type="checkbox"/> Not Necessary
Registrar	<input checked="" type="checkbox"/> Notified <input type="checkbox"/> Not Necessary
Financial Aid	<input checked="" type="checkbox"/> Notified <input type="checkbox"/> Not Necessary
Facilities	<input type="checkbox"/> Notified <input checked="" type="checkbox"/> Not Necessary
ITS	<input type="checkbox"/> Notified <input checked="" type="checkbox"/> Not Necessary

Once complete, the VPAA's office will return to the College/School Dean's office

**Section 3: Approvals Received**

Office/Entity	Date Approval Received
Department Committee	
College/School Committee	
TEAC (if needed)	
UAPC/COGS	
Senate	
VPAA	
Board of Regents	
SACS	
PSC (if needed)	
Specialized Accreditation	

## Course Update Request (Add, Delete, Modify)

### Originator

Political Science Department

Department

College of Social Sciences

College

Jun, Hee-Jung

Originator

### Action

Add  Modify  Delete

### Modifications

Prerequisites  Description  Title  Credit  See Comments

### Course Details

PLAN

Prefix

5721

Number

Housing and Community Development

Course Title

Introduction to housing and community development issues, problems and policy. Attention is focused on the operation of the housing market, historical development of housing and community development problems, and the evaluation of public and private sector responses to these problems.

### Course Catalog Description

3

Lec Hrs

Lab Hrs

3

Credit Hrs

Summer - 2011

Effective Term

Yearly

Frequency

Letter Grade

Grading

### Prerequisites

n/a

### Corequisites

n/a

### Rationale

Since Housing and Community Development is one of the subfields of planning, this course should be included in the curriculum.

### Planning Info

Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 25

### Comments

This is a cross-listed course (PLAN/POLS 4721/5721).

TEAC Approval Required

### College Approvals

Schaefer, Robert [ APPROVED 01/08/11 ]

Chair, Course Department

[ ]

### Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

### Other Approvals

Jenks, David [ APPROVED 02/18/11 ]

Chair, Committee on Graduate Studies

N/A

Chair, TEAC

### FINAL APPROVAL

Anderson, Jon [ REQUIRED 01/31/11 ]

Chair, Faculty Senate

# PLAN/POLS 4721/5721 Housing and Community Development

(This course is a part of the Rural and Small Town Planning program change.)

Department of Political Science and Planning

Semester Hours: 3

Day/Time: M 5:30pm – 8:00pm

Instructor: Hee-Jung Jun

Email: hjun@westga.edu

Office: Pafford Rm. 121

Office Phone: 678-839-4998

## Catalog Description of Course

Introduction to housing and community development issues, problems and policy. Attention is focused on the operation of the housing market, historical development of housing and community development problems, and the evaluation of public and private sector responses to these problems.

## Learning Outcomes

Students who successfully complete the course will be able to:

- Demonstrate an understanding of how land and housing markets work in the United States;
- Demonstrate an understanding of federal, state, local, and regional housing policy;
- Demonstrate an understanding of how mortgage markets work, and how housing is financed;
- Access housing and community development resources and information on the Internet;
- Demonstrate an understanding of local government housing programs;
- Demonstrate an understanding of the housing needs of special populations.

## Textbooks

- Alex F. Schwartz, *Housing Policy in the United States* (second edition), Routledge Press, 2010.
- Rachel G. Bratt, Michael E. Stone and Chester Hartman, eds. *A Right to Housing: Foundation for a New Social Agenda*, Temple University Press, 2006

## Grading Policy

Attendance and class participation 10%

Written & oral summary of 1 *suggested* reading for class discussion 10%

Mini-assignment: Housing related resources on the Internet 5%

Assignment 1: Housing Profile of a SF Neighborhood 15%

*Mid-term exam* 25%

Assignment 2: Essay or "Rent or Own Exercise" 20%

*Final exam* 15%

Graduate students will need to prepare a reading presentation to the class, including summaries of reading assignments and their opinions to them.

***Letter grades will be assigned as follows:***

90 - 100% = A

80 - 89.99 = B

70 - 79.99 = C

60 - 69.99 = D

00 - 59.99 = F

### **Class Schedule**

Following an overview of global housing indicators, standards and trends in weeks 1 and 2, this course is organized into four parts:

#### **PART I: Economics of Housing Markets and Policy Choices (Weeks 3-5)**

The first part of the course will introduce basic concepts of economics of housing markets from macro and micro-level perspectives. Demand and supply fundamentals in housing markets will be reviewed with an emphasis on special attributes of housing (e.g., spatial fixity, transaction costs). It will examine the organization of the home-building industry, dynamics of land markets and the performance of housing finance institutions (e.g., Fannie Mae).

#### **PART II: U.S. Housing Conditions and Policy (Weeks 6-10)**

The second part of the course will review past and current U.S. housing conditions and policy responses. Concepts (such as affordability, rent burden, overcrowding) used in preparing a local housing study/strategy/consolidated plans will be examined. The changing role of federal, state and local governments in housing delivery will be discussed. Current state and federal housing policy directions and programs (e.g. tax credits for low income housing) will be examined. The effects of housing finance policies (promoting single-family suburban homes) in shaping metropolitan spatial structure will be discussed.

#### **PART III: Community-based housing strategies in the U.S. (Weeks 11-14)**

The third part of the course will review the history of community-based economic development strategies and housing delivery by community-based institutions in urban areas. It will examine new housing types (e.g. co-housing, SROs) that have emerged in response to new types of households (e.g. female householders, nonfamily households), community-based initiatives for local economic development and affordable housing (e.g. microenterprises, density bonuses), and the role nonprofit housing builders in low-income housing delivery.

**PART IV: Perspectives from Outside the U.S.: Lessons for U.S. housing policy  
(Week 16)**

The fourth part of the course will introduce housing delivery systems, problems and policy responses in Western Europe and in developing countries.

## Course Update Request (Add, Delete, Modify)

### Originator

Political Science Department  
Department

College of Social Sciences  
College

Jun, Hee-Jung  
Originator

### Action

Add  Modify  Delete

### Modifications

Prerequisites  Description  Title  Credit  See Comments

### Course Details

PLAN 5722 Environmental Planning  
Prefix Number Course Title

Introduction to the concepts of environmental planning through an overview of problems, potential solutions, and their relation to methodologies, existing institutions, and other public policy areas.

### Course Catalog Description

3 Summer - 2011 Yearly Letter Grade  
Lec Hrs Effective Term Frequency Grading

### Prerequisites

n/a

### Corequisites

n/a

### Rationale

Since Environmental Planning is one of the subfields of planning, this course should be included in the curriculum.

### Planning Info

Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 25

### Comments

This is a cross-listed course (PLAN/POLS 4722/5722).

TEAC Approval Required

### College Approvals

Schaefer, Robert [ APPROVED 01/08/11 ]  
Chair, Course Department

[ ]

### Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

### Other Approvals

Jenks, David [ APPROVED 02/18/11 ]  
Chair, Committee on Graduate Studies

N/A

Chair, TEAC

### FINAL APPROVAL

Anderson, Jon [ REQUIRED 01/31/11 ]  
Chair, Faculty Senate

# **PLAN/POLS 4722/5722 Environmental Planning**

(This course is a part of the Rural and Small Town Planning program change.)

Department of Political Science and Planning

Semester Hours: 3

Day/Time: M 5:30pm – 8:00pm

Instructor: Hee-Jung Jun

Email: [hjun@westga.edu](mailto:hjun@westga.edu)

Office: Pafford Rm. 121

Office Phone: 678-839-4998

## **Catalog Description of Course**

Introduction to the concepts of environmental planning through an overview of problems, potential solutions, and their relation to methodologies, existing institutions, and other public policy areas.

## **Learning Outcomes**

At the end of the course, the student will:

1. appreciate the central role of environmental planning in a sustainable society.
2. develop a clear understanding of a wide range of environmental planning issues.
3. be able to critically analyze the multi-dimensional and multi-disciplinary nature of the environmental planning process.
4. become familiar with the laws and regulations that apply to environmental planning and impact assessment.
5. learn to conduct a barebones environmental impact assessment.
6. improve their technical writing skills by producing a draft EIA report.

## **Textbooks**

- Randolph, John (2004). *Environmental Land Use Planning and Management*. Washington, DC: Island Press.

## **Grading Policy**

- 2 Take-Home Exams:  $2 \times 10 = 20\%$  of grade
- Mid-term Exam: 20% of grade
- Group Project Report and Presentation:  $20 + 5 = 25\%$  of grade
- Final Exam: 25% of grade
- Class Participation: 10% of grade

Graduate students will need to take an additional take-home exam.

***Letter grades will be assigned as follows:***

90 - 100% = A

80 - 89.99 = B

70 - 79.99 = C

60 - 69.99 = D

00 - 59.99 = F

**Class Schedule**

Week 1

Introduction and Course Overview

Topics: Evolution of Planning

Readings: Randolph Chapters 1, 2

Week 2

Topics: Role of Public Participation

Readings: Randolph Chapters 4

Week 3

Topics: Urban Sprawl, its causes and consequences

Readings: Randolph Chapter 3

Week 4

Topics: Smart Growth and Transit Oriented Development

Readings: Randolph Chapters 6, 7, 8

Week 5

Topics: Farmland, Open Space and Habitat Conservation

Readings: Randolph Chapters 5, 10 (pp. 244-253), 16 (pp. 538-554), 17 (skim only)

Week 6

Topics: Land Use and Watershed Management; Stormwater Management

Readings: Randolph Chapters 10 (pp. 253-272), 13 (363-375, 392-405), 14 (434-457), 15 (skim only)

Week 7

Topics: Land Use and Natural Hazard Mitigation

Readings: Randolph Chapter 9

Week 8

**Mid-Term Exam**

Topics: NEPA – background and process

Readings: Bass, Herson and Bogdan Chapters 1, 2, 3, 4, 5 (skim only for all)

Week 9

Topics: NEPA – implementation and effectiveness

Readings: Bass, Herson and Bogdan Chapters 6, 8, 9, 10, 11 (skim only for all)

Week 10

Topics: Methods in Environmental Planning

Class lecture and Guest Speaker: Dr. Monika Mihir (NEIU)

Week 11

Topics: Green Design and LEED Certification in Environmental Planning

Class lecture and Guest Speaker: TBA

Week 12: Monday, November 16 and Wednesday, November 18

Topics: Environmental Planning issues in the Chicagoland region

Class lecture and Guest Speaker: TBA

Week 13

Group Project Preparation and Troubleshooting time

Week 14

Final Exam Review

Course Evaluations

**Group Project Presentations**

Week 15

**Group Project Presentations**

Week 16

Monday, December 14

No class, preparation time

**FINAL EXAM**

### Course Update Request (Add, Delete, Modify)

**Originator**

 Political Science Department  
Department

 College of Social Sciences  
College

 Jun, Hee-Jung  
Originator
**Action**
 Add
  Modify
  Delete

**Modifications**
 Prerequisites
  Description
  Title
  Credit
  See Comments

**Course Details**

 PLAN 5723 Transportation Planning  
Prefix Number Course Title

Introduction to the U.S. transportation system and how planning is done for it. Examines contemporary U.S. transportation problems, sources of funding, institutions, and legislation. Presents the theory and methods employed by planners in resolving transportation problems through investment decision plans, operating strategies, and government policies. Stresses the close relationship between transportation and land use decisions.

Course Catalog Description

3		3	Summer - 2011	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**

n/a

**Corequisites**

n/a

**Rationale**

Since Transportation Planning is one of the subfields of planning, this course should be included in the curriculum.

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

Present or Projected Annual Enrollment: 25

**Comments**

This is a cross-listed course (PLAN/POLS 4723/5723).

 TEAC Approval Required

**College Approvals**

 Schaefer, Robert [ APPROVED 01/08/11 ]  
 Chair, Course Department

[ ]

**Cross Listing Approvals**

 N/A  
 Chair, Cross Listed Department

 N/A  
 Associate Dean, Cross Listed College

**Other Approvals**

 Jenks, David [ APPROVED 02/18/11 ]  
 Chair, Committee on Graduate Studies

 N/A  
 Chair, TEAC

**FINAL APPROVAL**

 Anderson, Jon [ REQUIRED 01/31/11 ]  
 Chair, Faculty Senate

# **PLAN/POLS 4723/5723 Transportation Planning**

(This course is a part of the Rural and Small Town Planning program change.)

Department of Political Science and Planning

Semester Hours: 3

Day/Time: M 5:30pm – 8:00pm

Instructor: Hee-Jung Jun

Email: [hjun@westga.edu](mailto:hjun@westga.edu)

Office: Pafford Rm. 121

Office Phone: 678-839-4998

## **Catalog Description of Course**

Introduction to the U.S. transportation system and how planning is done for it. Examines contemporary U.S. transportation problems, sources of funding, institutions, and legislation. Presents the theory and methods employed by planners in resolving transportation problems through investment decision plans, operating strategies, and government policies. Stresses the close relationship between transportation and land use decisions.

## **Learning Outcomes**

Students who successfully complete the requirements of this course should, at the end of the semester, be able to:

- demonstrate an understating of the sustainable transportation planning paradigm
- analyze different transportation modes from a sustainable development viewpoint
- demonstrate an understanding of the prevalent contemporary sustainable transportation techniques, their applications and shortcomings
- demonstrate an understanding of how land use development can influence travel behavior and public health
- apply transportation demand management principles to different spatial settings
- compare different types of bicycle and pedestrian facilities and assess their main design features
- formulate retrofitting strategies for urban areas
- assess safety issues for pedestrians, bicyclists and population groups with specials needs
- distinguish the successful features of innovative transportation planning schemes

## **Textbook**

Hanson, Susan, and Genevieve Giuliano. eds. 2004. *The Geography of Urban Transportation*. Third ed. New York: The Guilford Press.

## **Grading Policy**

10% Class Participation

20% Plan Evaluation Memo

15% Interview Story and Storytelling  
20% Short Answer Test  
35% Final Research Paper and Presentation

Graduate students will need to evaluate two additional plans for Plan Evaluation Memo.

*Letter grades will be assigned as follows:*

90 - 100% = A  
80 - 89.99 = B  
70 - 79.99 = C  
60 - 69.99 = D  
00 - 59.99 = F

### **Class Schedule**

**Week 1: Introduction to the Course – Major Themes (Policy Context and Decision Making)**

**Week 2: The Context of Urban Travel and the Policy Process**

Text – Ch. 1, The Context of Urban Travel: Concepts and Recent Trends, pgs. 3-29.

**Week 3: City to City**

Text – Ch. 2, City Interactions: The Dynamics of Passenger and Freight Flows, pgs. 30-58.

**Week 4: Transportation and Urban Form**

Text – Ch. 3, Transportation and Urban Form: Stages in the Spatial Evolution of the American Metropolis, pgs. 59-85.

**Week 5: Technology and Transportation**

Text – Ch. 4, Impact of Information Technologies, pgs. 86-114

**Week 6: Transportation Planning Process I - Federal**

Text – Ch. 5, The Urban Transportation Planning Process, pgs. 115-140.

**Week 7: Transportation Planning Process II – We’ve got a plan for that!**

Text – Ch. 6, Reflections on the Planning Process, pgs. 141-162.

**Week 8: Decision Making and Garbage Cans**

Meyer, Michael D. and Eric J. Miller. 2001. “Chapter 2: Transportation Planning and Decision Making,” *Urban Transportation Planning: A Decision-Oriented Approach*. (New York: McGraw-Hill), pgs. 41-88.

Wilson, Richard W., Marianne Payne, and Ellen Smith. 2003. “Does Discussion Enhance Rationality? A Report from Transportation Planning Practice.” *American Planning Association Journal* 69 (4): 354-367.

**Week 9: Public Transportation Plus Traffic Modeling**

Text – Ch. 8, Public Transportation, pgs. 199-236.

**Week 10: The Land Use/Transportation Nexus**

Text – Ch. 9, Land Use Impacts of Transportation Investments, pgs. 237-273.

**Week 11: Exam**

Short Answer Exam

**Week 12: Transportation Finance**

Text – Ch. 11, The Geography of Urban Transportation Finance, pgs. 294-331.

**Week 13: Social and Environmental Justice**

Text – Ch. 12, Social and Environmental Justice Issues in Urban Transportation, pgs. 332-355.

**Week 14: Thanksgiving Break**

**Week 15: Transportation and the Environment Plus Bicycle and Pedestrian Planning**

Text – Ch. 13, Transportation and the Environment, pgs. 356-381.

**Week 16: Taming the Auto**

Text – Ch. 14, Managing the Auto, pgs. 382-405.

**Finals Week**

### Course Update Request (Add, Delete, Modify)

**Originator**

 Political Science Department  
 Department

 College of Social Sciences  
 College

 Jun, Hee-Jung  
 Originator

**Action**
 Add
  Modify
  Delete

**Modifications**
 Prerequisites
  Description
  Title
  Credit
  See Comments

**Course Details**

 PLAN      5724      Sustainable Development  
 Prefix      Number      Course Title

This course examines both theoretical and practical aspects of sustainable development and its relationship to land use planning in an effort to provide students with the skills needed to evaluate and propose activities to plan for sustainable development.

**Course Catalog Description**

<input type="text" value="3"/>	<input type="text"/>	<input type="text" value="3"/>	Summer - 2011	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

**Prerequisites**

N/A

**Corequisites**

N/A

**Rationale**

Sustainable Development has been one of the most significant and controversial concepts in recent decades. Planners have adopted the concept, balancing economic development, environmental protection, and equity, to bring sustainable outcomes. As most planning schools have at least a sustainable development course and the newly hired planning faculty in the Department of Political Science and Planning has an ability to teach this course, this course should be added in the curriculum.

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

 Present or Projected Annual Enrollment: 
**Comments**

This is a cross-listed course (PLAN/POLS 4724/5724).

 TEAC Approval Required

**College Approvals**
Schaefer, Robert [ APPROVED 01/08/11 ]  
 Chair, Course Department

[ ]

**Cross Listing Approvals**
N/A  
 Chair, Cross Listed Department

N/A  
 Associate Dean, Cross Listed College

**Other Approvals**
Jenks, David [ APPROVED 02/18/11 ]  
 Chair, Committee on Graduate Studies

N/A  
 Chair, TEAC

**FINAL APPROVAL**
Anderson, Jon [ REQUIRED 01/31/11 ]  
 Chair, Faculty Senate

# **PLAN/POLS 4724/5724 Sustainable Development**

(This course is a part of the Rural and Small Town Planning program change.)

Department of Political Science and Planning

Semester Hours: 3

Day/Time: M 5:30pm – 8:00pm

Instructor: Hee-Jung Jun

Email: [hjun@westga.edu](mailto:hjun@westga.edu)

Office: Pafford Rm. 121

Office Phone: 678-839-4998

## **Catalog Description of Course**

This course examines both theoretical and practical aspects of sustainable development and its relationship to land use planning in an effort to provide students with the skills needed to evaluate and propose activities to plan for sustainable development.

## **Learning Outcomes**

At the end of the semester, students who successfully complete the requirements of this course will be able to:

- Demonstrate an understanding of the concept of sustainable development, its major components and major critiques;
- Clarify their own concept of sustainability and of what cities and communities could or should be;
- Demonstrate an understanding of land use related activities based on sustainability considerations;
- Propose actions to guide communities toward a sustainable future;

## **Textbooks**

*The Sustainable Urban Development Reader*, 2nd edition (Wheeler & Beatley)

## **Grading Policy**

Undergraduate Students:

Student performance will be evaluated based on participation (15%); discussant lead (10%); peer evaluation (5%); 2 papers of increasing depth (30%, 40%). Participation includes in-class and online discussions related to the readings and sustainability issues in general. Students will also have the opportunity to supplement in class participation with work done outside of class. Additionally, students who are interested, may elect to present their term paper for up to 3 bonus points. The presentation will not hurt your grade; at worst it will be a non-factor.

Graduate students will write 2 additional papers (total 4 papers) of increasing depth (10, 15, 20, 25%).

***Letter grades will be assigned as follows:***

90 - 100% = A

80 - 89.99 = B

70 - 79.99 = C

60 - 69.99 = D

00 - 59.99 = F

## **Class Schedule**

***Week1: COURSE INTRODUCTION & OVERVIEW:***

***Week2: WHAT IS SUSTAINABLE DEVELOPMENT?***

Wheeler & Beatley, Part 1 (pp. 7 - 33)

***Week3&4: ORIGINS OF THE SUSTAINABILITY CONCEPT***

Wheeler & Beatley, Part 1 (pp. 33 – 79)

***Week5&6: DIMENSIONS OF SUSTAINABILITY – LAND USE & URBAN DESIGN; TRANSPORTATION***

Wheeler & Beatley, Part 2 (pp. 81 – 136)

Land use and urban design team

***Week6&7: DIMENSIONS OF SUSTAINABILITY - URBAN ECOLOGY & RESTORATION; ENERGY & MATERIALS***

Wheeler & Beatley, Part 2 (pp. 137 – 180)

Urban ecology and restoration team

Energy and materials use team

***Week8&9: DIMENSIONS OF SUSTAINABILITY – ENVIRONMENTAL JUSTICE & SOCIAL EQUITY***

Wheeler & Beatley, Part 2 (pp. 181 – 208)

Environmental justice and social equity team

***Week9&10: DIMENSIONS OF SUSTAINABILITY – ECONOMIC DEVELOPMENT; GREEN ARCH & BLDG***

Wheeler & Beatley, Part 2 (pp. 209 – 278)

Economic development team

Green architecture and building team

***Week11&12: TOOLS FOR SUSTAINABILITY PLANNING***

Wheeler & Beatley, Part 3 (pp. 279 – 314)

Tools team

***Week13&14: SUSTAINABLE URBAN DEVELOPMENT INTERNATIONALLY***

Wheeler & Beatley, Part 4 (pp. 315 – 373)

International team

***Week15: VISIONS OF SUSTAINABLE DEVELOPMENT***

Wheeler & Beatley, Part 5 (pp. 375 – 392); Part 6 (pp. 393 – 455)

Visions team

Implementation team

***MAR 16: COURSE WRAP UP – DISCUSSIONS***

## Course Update Request (Add, Delete, Modify)

### Originator

Political Science Department  
Department

College of Social Sciences  
College

Jun, Hee-Jung  
Originator

### Action

Add  Modify  Delete

### Modifications

Prerequisites  Description  Title  Credit  See Comments

### Course Details

PLAN 6702 Land Use Planning  
Prefix Number Course Title

Examines and understands existing land use planning methods and formats. Develops land use planning skills and gains experience by developing a land use plan.

### Course Catalog Description

3 Lec Hrs		3 Credit Hrs	Summer - 2011 Effective Term	Yearly Frequency	Letter Grade Grading
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### Prerequisites

N/A

### Corequisites

N/A

### Rationale

Since land use planning is one of the major subfields of planning, this course should be included in the curriculum.

### Planning Info

Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 30

### Comments

TEAC Approval Required

### College Approvals

Schaefer, Robert [ APPROVED 01/06/11 ]  
Chair, Course Department

[ ]

### Cross Listing Approvals

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

### Other Approvals

Jenks, David [ APPROVED 02/18/11 ]  
Chair, Committee on Graduate Studies

N/A

Chair, TEAC

### FINAL APPROVAL

Anderson, Jon [ REQUIRED 01/05/11 ]  
Chair, Faculty Senate

# **PLAN 6702 Land Use Planning**

(This course is a part of the Rural and Small Town Planning program change.)

Department of Political Science and Planning

Semester Hours: 3

Day/Time: M 5:30pm – 8:00pm

Instructor: Hee-Jung Jun

Email: [hjun@westga.edu](mailto:hjun@westga.edu)

Office: Pafford Rm. 121

Office Phone: 678-839-4998

## **Catalog Description of Course**

Examines and understands existing land use planning methods and formats. Develops land use planning skills and gains experience by developing a land use plan.

## **Course Outcomes**

At the end of the semester:

- Students will be able to articulate a clear vision of what constitutes an effective local land use plan and be able to describe a range of possible plan formats.
- Students will be able to specify the components of a complete land use-planning program and know where a plan fits into such a program.
- Students will have developed a dependable sense of judgment for assessing the validity, effectiveness, feasibility, strengths, and weaknesses of various land use plan-making methods and plan formats.
- Students will have learned how to go about formulating a plan in a professional manner, appropriate to the community context, and will have internalized that knowledge by actually making a plan for a small hypothetical city.

## **Textbooks**

This course will utilize the classic land use planning text *Urban Land Use Planning* by Kaiser, Godschalk, and Chapin. The class will also be using a workbook consisting of exercises that take you through a complete plan-making process for a growing small hypothetical city (*Hypothetical City Workbook*).

## **Resources Used**

As Geographic Information Systems (GIS) is a necessary tool to develop a land use plan in these days, the course will be held at a GIS lab. The Department of Geosciences has shared their GIS facilities with the political science and planning faculties.

## **Grading Policy**

The course grade will be determined by performance on six exercises and general course participation.

Exercise 1 (20%): State of the Community Report (*the only individual exercise in the class*)

Exercise 2 (10%): Vision Statement and Verbal Policy Framework

Exercise 3 (10%): Area-wide Land Policy Plan

Exercise 4 (25%): Community-wide Land Use Design

Exercise 5 (10%): Development Management Plan

Exercise 6 (10%): Presentation of the Complete Plan for Hypo City

Participation (15%): Including miscellaneous exercises, general classroom participation, classroom simulations such as public hearings

***Letter grades will be assigned as follows:***

90 - 100% = A

80 - 89.99 = B

70 - 79.99 = C

60 - 69.99 = D

00 - 59.99 = F

## **Class Schedule**

*Part I: Conceptualizing a model for land planning*

Week1 Course outline; planning process; conceptual models

*Part II: Building a decision support system and preparing a state of the community report*

Week2 Planning support systems; population and economy

Week3 Environmental, land use, and transportation systems

Week4 State of the community report; individual presentations Exercise 1 Poster Due;

Groups Formed

*Part III: Creating a community vision and policy framework*

Week5 Plan evaluation; scenario building and visioning Exercise 1 Report Due

Week6 In-class student review on plans; visioning workshop

*Part IV: Preparing an area-wide land policy plan*

Week7 Areawide land policy plan Exercise 2 Due

Week8 Land suitability analysis & GIS lab

Week9 Growth and conservation districts

Week10 Group presentations

*Part V: Creating a community-wide urban land use design*

Week11 Commercial centers; residential habitats Exercise 3 Due

Week12 Small area plans

*Part VI: Making a development management plan*

Week13 Development management ; land use control Exercise 4 Due  
Roles for Public Hearing Assigned

*Part VII: Presenting a plan to the community, and course summary*

Week14 Presentations on the Complete Plan Exercise 5 Due

Week15 In-class simulated public hearing; course evaluation Final Plan Hardcopy Due

## Course Update Request (Add, Delete, Modify)

### Originator

Political Science Department  
Department

College of Social Sciences  
College

Jun, Hee-Jung  
Originator

### Action

Add  Modify  Delete

### Modifications

Prerequisites  Description  Title  Credit  See Comments

### Course Details

POLS 5721 Housing and Community Development  
Prefix Number Course Title

Introduction to housing and community development issues, problems and policy. Attention is focused on the operation of the housing market, historical development of housing and community development problems, and the evaluation of public and private sector responses to these problems.

### Course Catalog Description

3 Lec Hrs      3 Lab Hrs      3 Credit Hrs      Summer - 2011 Effective Term      Yearly Frequency      Letter Grade Grading

### Prerequisites

N/A

### Corequisites

N/A

### Rationale

Since Housing and Community Development is one of the subfields of planning, this course should be included in the curriculum.

### Planning Info

Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 25

### Comments

This is a cross-listed course (PLAN/POLS 4721/5721).

TEAC Approval Required

### College Approvals

Schaefer, Robert [ APPROVED 01/20/11 ]  
Chair, Course Department

[ ]

### Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

### Other Approvals

Jenks, David [ APPROVED 02/18/11 ]  
Chair, Committee on Graduate Studies

N/A

Chair, TEAC

### FINAL APPROVAL

Anderson, Jon [ REQUIRED 01/31/11 ]  
Chair, Faculty Senate

# **PLAN/POLS 4721/5721 Housing and Community Development**

(This course is a part of the Rural and Small Town Planning program change.)

Department of Political Science and Planning

Semester Hours: 3

Day/Time: M 5:30pm – 8:00pm

Instructor: Hee-Jung Jun

Email: [hjun@westga.edu](mailto:hjun@westga.edu)

Office: Pafford Rm. 121

Office Phone: 678-839-4998

## **Catalog Description of Course**

Introduction to housing and community development issues, problems and policy. Attention is focused on the operation of the housing market, historical development of housing and community development problems, and the evaluation of public and private sector responses to these problems.

## **Learning Outcomes**

Students who successfully complete the course will be able to:

- Demonstrate an understanding of how land and housing markets work in the United States;
- Demonstrate an understanding of federal, state, local, and regional housing policy;
- Demonstrate an understanding of how mortgage markets work, and how housing is financed;
- Access housing and community development resources and information on the Internet;
- Demonstrate an understanding of local government housing programs;
- Demonstrate an understanding of the housing needs of special populations.

## **Textbooks**

- Alex F. Schwartz, *Housing Policy in the United States* (second edition), Routledge Press, 2010.
- Rachel G. Bratt, Michael E. Stone and Chester Hartman, eds. *A Right to Housing: Foundation for a New Social Agenda*, Temple University Press, 2006

## **Grading Policy**

Attendance and class participation 10%

Written & oral summary of 1 *suggested* reading for class discussion 10%

Mini-assignment: Housing related resources on the Internet 5%

Assignment 1: Housing Profile of a SF Neighborhood 15%

*Mid-term exam 25%*

Assignment 2: Essay or "Rent or Own Exercise" 20%

*Final exam 15%*

Graduate students will need to prepare a reading presentation to the class, including summaries of reading assignments and their opinions to them.

***Letter grades will be assigned as follows:***

90 - 100% = A

80 - 89.99 = B

70 - 79.99 = C

60 - 69.99 = D

00 - 59.99 = F

### **Class Schedule**

Following an overview of global housing indicators, standards and trends in weeks 1 and 2, this course is organized into four parts:

#### **PART I: Economics of Housing Markets and Policy Choices (Weeks 3-5)**

The first part of the course will introduce basic concepts of economics of housing markets from macro and micro-level perspectives. Demand and supply fundamentals in housing markets will be reviewed with an emphasis on special attributes of housing (e.g., spatial fixity, transaction costs). It will examine the organization of the home-building industry, dynamics of land markets and the performance of housing finance institutions (e.g., Fannie Mae).

#### **PART II: U.S. Housing Conditions and Policy (Weeks 6-10)**

The second part of the course will review past and current U.S. housing conditions and policy responses. Concepts (such as affordability, rent burden, overcrowding) used in preparing a local housing study/strategy/consolidated plans will be examined. The changing role of federal, state and local governments in housing delivery will be discussed. Current state and federal housing policy directions and programs (e.g. tax credits for low income housing) will be examined. The effects of housing finance policies (promoting single-family suburban homes) in shaping metropolitan spatial structure will be discussed.

#### **PART III: Community-based housing strategies in the U.S. (Weeks 11-14)**

The third part of the course will review the history of community-based economic development strategies and housing delivery by community-based institutions in urban areas. It will examine new housing types (e.g. co-housing, SROs) that have emerged in response to new types of households (e.g. female householders, nonfamily households), community-based initiatives for local economic development and affordable housing (e.g. microenterprises, density bonuses), and the role nonprofit housing builders in low-income housing delivery.

**PART IV: Perspectives from Outside the U.S.: Lessons for U.S. housing policy  
(Week 16)**

The fourth part of the course will introduce housing delivery systems, problems and policy responses in Western Europe and in developing countries.

## Course Update Request (Add, Delete, Modify)

### Originator

Political Science Department  
Department

College of Social Sciences  
College

Jun, Hee-Jung  
Originator

### Action

Add  Modify  Delete

### Modifications

Prerequisites  Description  Title  Credit  See Comments

### Course Details

POLS 5722 Environmental Planning  
Prefix Number Course Title

Introduction to the concepts of environmental planning through an overview of problems, potential solutions, and their relation to methodologies, existing institutions, and other public policy areas.

### Course Catalog Description

3		3	Summer - 2011	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

### Prerequisites

N/A

### Corequisites

N/A

### Rationale

Since Environmental Planning is one of the subfields of planning, this course should be included in the curriculum.

### Planning Info

Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 25

### Comments

This is a cross-listed course (PLAN/POLS 4722/5722).

TEAC Approval Required

### College Approvals

Schaefer, Robert [ APPROVED 01/20/11 ]  
Chair, Course Department

[ ]

### Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

### Other Approvals

Jenks, David [ APPROVED 02/18/11 ]  
Chair, Committee on Graduate Studies

N/A

Chair, TEAC

### FINAL APPROVAL

Anderson, Jon [ REQUIRED 01/31/11 ]  
Chair, Faculty Senate

# **PLAN/POLS 4722/5722 Environmental Planning**

(This course is a part of the Rural and Small Town Planning program change.)

Department of Political Science and Planning

Semester Hours: 3

Day/Time: M 5:30pm – 8:00pm

Instructor: Hee-Jung Jun

Email: [hjun@westga.edu](mailto:hjun@westga.edu)

Office: Pafford Rm. 121

Office Phone: 678-839-4998

## **Catalog Description of Course**

Introduction to the concepts of environmental planning through an overview of problems, potential solutions, and their relation to methodologies, existing institutions, and other public policy areas.

## **Learning Outcomes**

At the end of the course, the student will:

1. appreciate the central role of environmental planning in a sustainable society.
2. develop a clear understanding of a wide range of environmental planning issues.
3. be able to critically analyze the multi-dimensional and multi-disciplinary nature of the environmental planning process.
4. become familiar with the laws and regulations that apply to environmental planning and impact assessment.
5. learn to conduct a barebones environmental impact assessment.
6. improve their technical writing skills by producing a draft EIA report.

## **Textbooks**

- Randolph, John (2004). *Environmental Land Use Planning and Management*. Washington, DC: Island Press.

## **Grading Policy**

- 2 Take-Home Exams: 2 x 10 = 20% of grade
- Mid-term Exam: 20% of grade
- Group Project Report and Presentation: 20 + 5 = 25% of grade
- Final Exam: 25% of grade
- Class Participation: 10% of grade

Graduate students will need to take an additional take-home exam.

***Letter grades will be assigned as follows:***

90 - 100% = A

80 - 89.99 = B

70 - 79.99 = C

60 - 69.99 = D

00 - 59.99 = F

**Class Schedule**

Week 1

Introduction and Course Overview

Topics: Evolution of Planning

Readings: Randolph Chapters 1, 2

Week 2

Topics: Role of Public Participation

Readings: Randolph Chapters 4

Week 3

Topics: Urban Sprawl, its causes and consequences

Readings: Randolph Chapter 3

Week 4

Topics: Smart Growth and Transit Oriented Development

Readings: Randolph Chapters 6, 7, 8

Week 5

Topics: Farmland, Open Space and Habitat Conservation

Readings: Randolph Chapters 5, 10 (pp. 244-253), 16 (pp. 538-554), 17 (skim only)

Week 6

Topics: Land Use and Watershed Management; Stormwater Management

Readings: Randolph Chapters 10 (pp. 253-272), 13 (363-375, 392-405), 14 (434-457), 15 (skim only)

Week 7

Topics: Land Use and Natural Hazard Mitigation

Readings: Randolph Chapter 9

Week 8

**Mid-Term Exam**

Topics: NEPA – background and process

Readings: Bass, Herson and Bogdan Chapters 1, 2, 3, 4, 5 (skim only for all)

Week 9

Topics: NEPA – implementation and effectiveness

Readings: Bass, Herson and Bogdan Chapters 6, 8, 9, 10, 11 (skim only for all)

Week 10

Topics: Methods in Environmental Planning

Class lecture and Guest Speaker: Dr. Monika Mihir (NEIU)

Week 11

Topics: Green Design and LEED Certification in Environmental Planning

Class lecture and Guest Speaker: TBA

Week 12: Monday, November 16 and Wednesday, November 18

Topics: Environmental Planning issues in the Chicagoland region

Class lecture and Guest Speaker: TBA

Week 13

Group Project Preparation and Troubleshooting time

Week 14

Final Exam Review

Course Evaluations

**Group Project Presentations**

Week 15

**Group Project Presentations**

Week 16

Monday, December 14

No class, preparation time

**FINAL EXAM**

## Course Update Request (Add, Delete, Modify)

### Originator

Political Science Department  
Department

College of Social Sciences  
College

Jun, Hee-Jung  
Originator

### Action

Add  Modify  Delete

### Modifications

Prerequisites  Description  Title  Credit  See Comments

### Course Details

POLS      5723      Transportation Planning  
Prefix      Number      Course Title

Introduction to the U.S. transportation system and how planning is done for it. Examines contemporary U.S. transportation problems, sources of funding, institutions, and legislation. Presents the theory and methods employed by planners in resolving transportation problems through investment decision plans, operating strategies, and government policies. Stresses the close relationship between transportation and land use decisions.

Course Catalog Description

3           3      Summer - 2011      Yearly      Letter Grade  
Lec Hrs      Lab Hrs      Credit Hrs      Effective Term      Frequency      Grading

### Prerequisites

N/A

### Corequisites

N/A

### Rationale

Since Transportation Planning is one of the subfields of planning, this course should be included in the curriculum.

### Planning Info

Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 25

### Comments

This is a cross-listed course (PLAN/POLS 4723/5723).

TEAC Approval Required

### College Approvals

Schaefer, Robert [ APPROVED 01/20/11 ]  
Chair, Course Department

[ ]

### Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

### Other Approvals

Jenks, David [ APPROVED 02/18/11 ]  
Chair, Committee on Graduate Studies

N/A

Chair, TEAC

### FINAL APPROVAL

Anderson, Jon [ REQUIRED 01/31/11 ]  
Chair, Faculty Senate

# **PLAN/POLS 4723/5723 Transportation Planning**

(This course is a part of the Rural and Small Town Planning program change.)

Department of Political Science and Planning

Semester Hours: 3

Day/Time: M 5:30pm – 8:00pm

Instructor: Hee-Jung Jun

Email: [hjun@westga.edu](mailto:hjun@westga.edu)

Office: Pafford Rm. 121

Office Phone: 678-839-4998

## **Catalog Description of Course**

Introduction to the U.S. transportation system and how planning is done for it. Examines contemporary U.S. transportation problems, sources of funding, institutions, and legislation. Presents the theory and methods employed by planners in resolving transportation problems through investment decision plans, operating strategies, and government policies. Stresses the close relationship between transportation and land use decisions.

## **Learning Outcomes**

Students who successfully complete the requirements of this course should, at the end of the semester, be able to:

- demonstrate an understating of the sustainable transportation planning paradigm
- analyze different transportation modes from a sustainable development viewpoint
- demonstrate an understanding of the prevalent contemporary sustainable transportation techniques, their applications and shortcomings
- demonstrate an understanding of how land use development can influence travel behavior and public health
- apply transportation demand management principles to different spatial settings
- compare different types of bicycle and pedestrian facilities and assess their main design features
- formulate retrofitting strategies for urban areas
- assess safety issues for pedestrians, bicyclists and population groups with specials needs
- distinguish the successful features of innovative transportation planning schemes

## **Textbook**

Hanson, Susan, and Genevieve Giuliano. eds. 2004. *The Geography of Urban Transportation*. Third ed. New York: The Guilford Press.

## **Grading Policy**

10% Class Participation

20% Plan Evaluation Memo

15% Interview Story and Storytelling  
20% Short Answer Test  
35% Final Research Paper and Presentation

Graduate students will need to evaluate two additional plans for Plan Evaluation Memo.

***Letter grades will be assigned as follows:***

90 - 100% = A  
80 - 89.99 = B  
70 - 79.99 = C  
60 - 69.99 = D  
00 - 59.99 = F

**Class Schedule**

**Week 1: Introduction to the Course – Major Themes (Policy Context and Decision Making)**

**Week 2: The Context of Urban Travel and the Policy Process**

Text – Ch. 1, The Context of Urban Travel: Concepts and Recent Trends, pgs. 3-29.

**Week 3: City to City**

Text – Ch. 2, City Interactions: The Dynamics of Passenger and Freight Flows, pgs. 30-58.

**Week 4: Transportation and Urban Form**

Text – Ch. 3, Transportation and Urban Form: Stages in the Spatial Evolution of the American Metropolis, pgs. 59-85.

**Week 5: Technology and Transportation**

Text – Ch. 4, Impact of Information Technologies, pgs. 86-114

**Week 6: Transportation Planning Process I - Federal**

Text – Ch. 5, The Urban Transportation Planning Process, pgs. 115-140.

**Week 7: Transportation Planning Process II – We’ve got a plan for that!**

Text – Ch. 6, Reflections on the Planning Process, pgs. 141-162.

**Week 8: Decision Making and Garbage Cans**

Meyer, Michael D. and Eric J. Miller. 2001. “Chapter 2: Transportation Planning and Decision Making,” *Urban Transportation Planning: A Decision-Oriented Approach*. (New York: McGraw-Hill), pgs. 41-88.

Wilson, Richard W., Marianne Payne, and Ellen Smith. 2003. “Does Discussion Enhance Rationality? A Report from Transportation Planning Practice.” *American Planning Association Journal* 69 (4): 354-367.

**Week 9: Public Transportation Plus Traffic Modeling**

Text – Ch. 8, Public Transportation, pgs. 199-236.

**Week 10: The Land Use/Transportation Nexus**

Text – Ch. 9, Land Use Impacts of Transportation Investments, pgs. 237-273.

**Week 11: Exam**

Short Answer Exam

**Week 12: Transportation Finance**

Text – Ch. 11, The Geography of Urban Transportation Finance, pgs. 294-331.

**Week 13: Social and Environmental Justice**

Text – Ch. 12, Social and Environmental Justice Issues in Urban Transportation, pgs. 332-355.

**Week 14: Thanksgiving Break**

**Week 15: Transportation and the Environment Plus Bicycle and Pedestrian Planning**

Text – Ch. 13, Transportation and the Environment, pgs. 356-381.

**Week 16: Taming the Auto**

Text – Ch. 14, Managing the Auto, pgs. 382-405.

**Finals Week**

## Course Update Request (Add, Delete, Modify)

## Originator

Political Science Department  
Department

College of Social Sciences  
College

Jun, Hee-Jung  
Originator

## Action

Add  Modify  Delete

## Modifications

Prerequisites  Description  Title  Credit  See Comments

## Course Details

POLS 5724 Sustainable Development  
Prefix Number Course Title

This course examines both theoretical and practical aspects of sustainable development and its relationship to land use planning in an effort to provide students with the skills needed to evaluate and propose activities to plan for sustainable development.

## Course Catalog Description

3 Lec Hrs      3 Lab Hrs      3 Credit Hrs      Summer - 2011 Effective Term      Yearly Frequency      Letter Grade Grading

## Prerequisites

N/A

## Corequisites

N/A

## Rationale

Sustainable Development has been one of the most significant and controversial concepts in recent decades. Planners have adopted the concept, balancing economic development, environmental protection, and equity, to bring sustainable outcomes. As most planning schools have at least a sustainable development course and the newly hired planning faculty in the Department of Political Science and Planning has an ability to teach this course, this course should be added in the curriculum.

## Planning Info

Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 25

## Comments

This is a cross-listed course (PLAN/POLS 4724/5724).

TEAC Approval Required

## College Approvals

Schaefer, Robert [ APPROVED 01/20/11 ]  
Chair, Course Department

[ ]

## Cross Listing Approvals

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

## Other Approvals

Jenks, David [ APPROVED 02/18/11 ]  
Chair, Committee on Graduate Studies

N/A

Chair, TEAC

## FINAL APPROVAL

Anderson, Jon [ REQUIRED 01/31/11 ]  
Chair, Faculty Senate

# **PLAN/POLS 4724/5724 Sustainable Development**

(This course is a part of the Rural and Small Town Planning program change.)

Department of Political Science and Planning

Semester Hours: 3

Day/Time: M 5:30pm – 8:00pm

Instructor: Hee-Jung Jun

Email: [hjun@westga.edu](mailto:hjun@westga.edu)

Office: Pafford Rm. 121

Office Phone: 678-839-4998

## **Catalog Description of Course**

This course examines both theoretical and practical aspects of sustainable development and its relationship to land use planning in an effort to provide students with the skills needed to evaluate and propose activities to plan for sustainable development.

## **Learning Outcomes**

At the end of the semester, students who successfully complete the requirements of this course will be able to:

- Demonstrate an understanding of the concept of sustainable development, its major components and major critiques;
- Clarify their own concept of sustainability and of what cities and communities could or should be;
- Demonstrate an understanding of land use related activities based on sustainability considerations;
- Propose actions to guide communities toward a sustainable future;

## **Textbooks**

*The Sustainable Urban Development Reader*, 2<sup>nd</sup> edition (Wheeler & Beatley)

## **Grading Policy**

Undergraduate Students:

Student performance will be evaluated based on participation (15%); discussant lead (10%); peer evaluation (5%); 2 papers of increasing depth (30%, 40%). Participation includes in-class and online discussions related to the readings and sustainability issues in general. Students will also have the opportunity to supplement in class participation with work done outside of class. Additionally, students who are interested, may elect to present their term paper for up to 3 bonus points. The presentation will not hurt your grade; at worst it will be a non-factor.

Graduate students will write 2 additional papers (total 4 papers) of increasing depth (10, 15, 20, 25%).

**Letter grades will be assigned as follows:**

90 - 100% = A

80 - 89.99 = B

70 - 79.99 = C

60 - 69.99 = D

00 - 59.99 = F

## **Class Schedule**

**Week1: COURSE INTRODUCTION & OVERVIEW:**

**Week2: WHAT IS SUSTAINABLE DEVELOPMENT?**

Wheeler & Beatley, Part 1 (pp. 7 - 33)

**Week3&4: ORIGINS OF THE SUSTAINABILITY CONCEPT**

Wheeler & Beatley, Part 1 (pp. 33 – 79)

**Week5&6: DIMENSIONS OF SUSTAINABILITY – LAND USE & URBAN DESIGN; TRANSPORTATION**

Wheeler & Beatley, Part 2 (pp. 81 – 136)

Land use and urban design team

**Week6&7: DIMENSIONS OF SUSTAINABILITY - URBAN ECOLOGY & RESTORATION; ENERGY & MATERIALS**

Wheeler & Beatley, Part 2 (pp. 137 – 180)

Urban ecology and restoration team

Energy and materials use team

**Week8&9: DIMENSIONS OF SUSTAINABILITY – ENVIRONMENTAL JUSTICE & SOCIAL EQUITY**

Wheeler & Beatley, Part 2 (pp. 181 – 208)

Environmental justice and social equity team

**Week9&10: DIMENSIONS OF SUSTAINABILITY – ECONOMIC DEVELOPMENT; GREEN ARCH & BLDG**

Wheeler & Beatley, Part 2 (pp. 209 – 278)

Economic development team

Green architecture and building team

**Week11&12: TOOLS FOR SUSTAINABILITY PLANNING**

Wheeler & Beatley, Part 3 (pp. 279 – 314)

Tools team

**Week13&14: SUSTAINABLE URBAN DEVELOPMENT INTERNATIONALLY**

Wheeler & Beatley, Part 4 (pp. 315 – 373)

International team

**Week15: VISIONS OF SUSTAINABLE DEVELOPMENT**

Wheeler & Beatley, Part 5 (pp. 375 – 392); Part 6 (pp. 393 – 455)

Visions team

Implementation team

***MAR 16: COURSE WRAP UP – DISCUSSIONS***

## Course Update Request (Add, Delete, Modify)

### Originator

Political Science Department

Department

College of Social Sciences

College

Jun, Hee-Jung

Originator

### Action

Add  Modify  Delete

### Modifications

Prerequisites  Description  Title  Credit  See Comments

### Course Details

POLS

Prefix

6702

Number

Land Use Planning

Course Title

Examines and understands existing land use planning methods and formats. Develops land use planning skills and gains experience by developing a land use plan.

### Course Catalog Description

3

Lec Hrs

Lab Hrs

3

Credit Hrs

Summer - 2011

Effective Term

Yearly

Frequency

Letter Grade

Grading

### Prerequisites

N/A

### Corequisites

N/A

### Rationale

Since land use planning is one of the major subfields of planning, this course should be included in the curriculum.

### Planning Info

- Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 25

### Comments

This is a cross-listed course (PLAN/POLS 6702).

TEAC Approval Required

### College Approvals

Schaefer, Robert [ APPROVED 01/20/11 ]  
 Chair, Course Department

[ ]

### Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

### Other Approvals

Jenks, David [ APPROVED 02/18/11 ]  
 Chair, Committee on Graduate Studies

N/A

Chair, TEAC

### FINAL APPROVAL

Anderson, Jon [ REQUIRED 01/31/11 ]  
 Chair, Faculty Senate

# **PLAN/POLS 6702 Land Use Planning**

(This course is a part of the Rural and Small Town Planning program change.)

Department of Political Science and Planning

Semester Hours: 3

Day/Time: M 5:30pm – 8:00pm

Instructor: Hee-Jung Jun

Email: [hjun@westga.edu](mailto:hjun@westga.edu)

Office: Pafford Rm. 121

Office Phone: 678-839-4998

## **Catalog Description of Course**

Examines and understands existing land use planning methods and formats. Develops land use planning skills and gains experience by developing a land use plan.

## **Learning Outcomes**

At the end of the semester:

- Students will be able to articulate a clear vision of what constitutes an effective local land use plan and be able to describe a range of possible plan formats.
- Students will be able to specify the components of a complete land use-planning program and know where a plan fits into such a program.
- Students will have developed a dependable sense of judgment for assessing the validity, effectiveness, feasibility, strengths, and weaknesses of various land use plan-making methods and plan formats.
- Students will have learned how to go about formulating a plan in a professional manner, appropriate to the community context, and will have internalized that knowledge by actually making a plan for a small hypothetical city.

## **Textbooks**

This course will utilize the classic land use planning text *Urban Land Use Planning* by Kaiser, Godschalk, and Chapin. The class will also be using a workbook consisting of exercises that take you through a complete plan-making process for a growing small hypothetical city (*Hypothetical City Workbook*).

## **Resources Used**

As Geographic Information Systems (GIS) is a necessary tool to develop a land use plan in these days, the course will be held at a GIS lab. The Department of Geosciences has shared their GIS facilities with the political science and planning faculties.

## Grading Policy

The course grade will be determined by performance on six exercises and general course participation.

Exercise 1 (20%): State of the Community Report (*the only individual exercise in the class*)

Exercise 2 (10%): Vision Statement and Verbal Policy Framework

Exercise 3 (10%): Area-wide Land Policy Plan

Exercise 4 (25%): Community-wide Land Use Design

Exercise 5 (10%): Development Management Plan

Exercise 6 (10%): Presentation of the Complete Plan for Hypo City

Participation (15%): Including miscellaneous exercises, general classroom participation, classroom simulations such as public hearings

### *Letter grades will be assigned as follows:*

90 - 100% = A

80 - 89.99 = B

70 - 79.99 = C

60 - 69.99 = D

00 - 59.99 = F

## Class Schedule

### *Part I: Conceptualizing a model for land planning*

Week1 Course outline; planning process; conceptual models

### *Part II: Building a decision support system and preparing a state of the community report*

Week2 Planning support systems; population and economy

Week3 Environmental, land use, and transportation systems

Week4 State of the community report; individual presentations Exercise 1 Poster Due;

Groups Formed

### *Part III: Creating a community vision and policy framework*

Week5 Plan evaluation; scenario building and visioning Exercise 1 Report Due

Week6 In-class student review on plans; visioning workshop

### *Part IV: Preparing an area-wide land policy plan*

Week7 Areawide land policy plan Exercise 2 Due

Week8 Land suitability analysis & GIS lab

Week9 Growth and conservation districts

Week10 Group presentations

### *Part V: Creating a community-wide urban land use design*

Week11 Commercial centers; residential habitats Exercise 3 Due

Week12 Small area plans

### *Part VI: Making a development management plan*

Week13 Development management ; land use control Exercise 4 Due  
Roles for Public Hearing Assigned

*Part VII: Presenting a plan to the community, and course summary*

Week14 Presentations on the Complete Plan Exercise 5 Due

Week15 In-class simulated public hearing; course evaluation Final Plan Hardcopy Due

**Course or Program Addition, Deletion or Modification Request**



Department: Educational Innovation

College: College of Education

**Current course catalog listing: (for modifications or deletions)**

Prefix \_\_\_\_\_ Course \_\_\_\_\_ Title Online Teaching Endorsement - Plan H Hours: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ Lecture/Lab/Total

Action	
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program
<input type="checkbox"/> Modify	<input checked="" type="checkbox"/> Add <input type="checkbox"/> Delete
<input type="checkbox"/> Credit	
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input type="checkbox"/> Undergraduate
<input checked="" type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

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

Library resources are adequate  Library resources need enhancement

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

Prefix \_\_\_\_\_ Course \_\_\_\_\_ Title \_\_\_\_\_ Hours: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ Lecture/Lab/Total

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

Prerequisite(s) \_\_\_\_\_

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

Grading System:  Letter Grade  Pass/Fail  Other

Approval:

<u>Elizabeth Bennett</u>	<u>11/23/2010</u>		
Department Chair	Date	Department Chair (if cross listed)	Date
<u>[Signature]</u>	<u>12/2/2010</u>		
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) \_\_\_\_\_ Date \_\_\_\_\_

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

Chair, Undergraduate Academic Programs Committee \_\_\_\_\_ Date \_\_\_\_\_ Chair, Committee on Graduate Studies 2-15-11 Date \_\_\_\_\_

Vice President for Academic Affairs \_\_\_\_\_ Date \_\_\_\_\_

Student Name: \_\_\_\_\_

ID No. \_\_\_\_\_

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

Entry Degree: Bachelors or higher

Exit Degree: No Change

Entry Certifications: T-4 or higher

Exit Certification: Online Teaching Endorsement added  
to existing certificate

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

MEDT 6401	Instructional Technology (required if the student is not InTech certified or has not taken an equivalent course from another institution. Assess Online does NOT satisfy this requirement).	3		
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The following courses are required unless previously taken in an accredited masters-level program.

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

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

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

Student Signature: \_\_\_\_\_ E-Mail Address: \_\_\_\_\_

Student Mailing Address: \_\_\_\_\_

Phone (H) \_\_\_\_\_ (W) \_\_\_\_\_

APPROVED: \_\_\_\_\_  
(Advisor Signature) (Date)

\_\_\_\_\_  
(Department Chair Signature) (Date)

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

Rationale:

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

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

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

No additional resources will be required.

**MEDT 7461****INSTRUCTIONAL DESIGN**

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

Fax:

E-mail:

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

**COURSE DESCRIPTION**

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

## CONCEPTUAL FRAMEWORK

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

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

## COURSE OBJECTIVES

Students will:

1. identify and describe the major steps in the systematic design of instruction. (D8 Knowledgeable; NBPTS 1,2,3,4; AASL 2); (Dick & Carey, 1995; Gagne, Briggs, & Wager, 1992; Smaldindo, Russell, Heinich, & Molenda, 2005; Kemp, Morrison, and Ross, 2000; Seels & Glasgow, 1998; Reigeluth, 1999; Shambaugh, & Magliaro, 1997; Smith & Ragan, 1999; Turner & Riedling, 2003; Zook, 2001);
2. explain how instructional design principles derive from the information processing model of learning. (D1 Decision Maker; NBPTS 2,3,4; AASL 2); (Gagne, Briggs, & Wager, 1992; Gustafson & Branch, 1997; Roblyer & Edwards, 2004; Shambaugh & Magliaro, 1997; Zook, 2001);
3. apply systematic instructional design principles by selecting a learning problem and carrying out the steps of an instructional design model. (D5 Collaborative; D10 Reflective; NBPTS 1,2,3,4; AASL 2, 3); (Dick & Carey, 1995; Seels & Glasgow, 1993; Gagne, Briggs, & Wager, 1992; ; Smaldindo, Russell, Heinich, & Molenda 2005; Kemp, Morrison, and Ross, 1999; Shambaugh & Magliaro, 1997; Smith & Ragan, 1999; Turner & Riedling, 2003; Zook, 2001); and
4. discuss the value of instructional design today as it relates to the changing nature of society and learners, including the roles of instructional designers in the schools and/or

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

## TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

### Required Text:

- Turner, P. M. & Riedling, A. M. (2003). *Helping teachers teach: A school library media specialist's role*. 3<sup>rd</sup> ed. Westport, CT: Libraries Unlimited.
- Wiggins, G. P. & McTighe, J. (2005). *Understanding by Design*. 2<sup>nd</sup> ed. Alexandria, VA: Association for Supervision and Curriculum Development.
- American Library Association. (1998). *Information Power: Building Partnerships for Learning*. (1998). Chicago, IL: American Library Association
- Microsoft Campus Agreement – Software available through Student Information Technology Services <http://www.westga.edu/~mcastu/>

### Required Tutorials for CourseDen:

<http://www.westga.edu/%7Edistance/webct2/students/>

### References:

- Bradens, R. (1996). The case for linear instructional design and development: A commentary on models, challenges, and myths. *Educational Technology*, 36(2), 5-23 .
- Callison, D. (2005). *Key words, concepts and methods for information age instruction: A guide to teaching information inquiry*. Baltimore, MD: LMS Associates.
- Dick, W. & Carey, L. (1995). *The systematic design of instruction* (4th ed.) New York: Addison-Wesley.
- Gagne, R., Briggs, L. & Wager, W. (1992). *Principles of instructional design* (4th ed.) Fort Worth, TX: Harcourt Brace.
- Gustafson, K.L. & Brach, R.M. (May, 1997). *Survey of instructional development models*. Syracuse, NY: ERIC Clearinghouse on Information & Technology
- Merrill, M. D. (1991). Some comments on constructivism and instructional design. *Educational Technology*, 31(5), 45-52.
- Morrison, G.R., Ross, S.M., & Kemp, J. E. (2001). *Designing effective instruction* (3<sup>rd</sup> ed.), New York, NY: Macmillan College Publishing Company.
- Perkins, D. N. (1991). Technology meets constructivism: Do they make a marriage? *Educational Technology*, 31(5), 18-23.
- Reigeluth, C.M. (ed.) (1999). *Instructional-Design Theories and Models Volume II – A New Paradigm of Instructional Theory*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers
- Roblyer, M. D., Edwards, J. (2004). *Integrating educational technology into teaching* (3<sup>rd</sup> ed.) Columbus, OH: Prentice Hall.
- Seels, B., and Glasgow, Z. (1998). *Making instructional design decisions*. Columbus, Ohio: Prentice Hall.

- Shambaugh, R. N., & Magliaro, S. (1997). *Mastering the possibilities: A process approach to instructional design*. Boston: Allyn & Bacon.
- Smaldino, S., Russell, J., Heinich, J.E., & Molenda, S. (2005). *Instructional media and technologies for learning* (8th ed.), Englewood Cliffs, NJ: Prentice Hall.
- Smith, P. & Ragan, T. (1999). *Instructional design*. New York, NY: Merrill Publishing Company.
- Willis, J. (1995). A recursive, reflective instructional design model based on constructivist-interpretivist theory. *Educational Technology*, *35*(6), 5-23.
- Zook, K. (2001). *Instructional design for classroom teaching and learning*. Boston, MA: Houghton Mifflin.

### On-line Resources

- Georgia Department of Education. (n.d.). Retrieved May 27, 2005, from <http://www.k12.ga.us>
- Georgia Department of Education/Georgia Learning Connection/ Media. (n.d.). Retrieved December 28, 2004, from <http://www.glc.k12.ga.us/pandp/media/homepg.htm>
- Georgia Performance Standards. (n.d.). Retrieved June 26, 2006, from <http://www.georgiastandards.org/>

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICIES

### Link to Conceptual Framework

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

### Activities and Assessments:

## 1. Participation in face-to-face and on-line class activities

### Face-to-face class requirements

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

### On-line class requirements

- Students will complete the assigned online activities by the specified timelines. Students must check CourseDen at least 3 times per week. Students can expect responses from the instructor within 48 hours. If students have any problems they are to contact the Distance Office for assistance and the instructor immediately. The help line e-mail address is on page one of this syllabus as well as the distance office e-mail address and phone number. If this fails call the Distance Learning Office and then the instructor for assistance. Remember, there are computer labs on campus for student use.
- Students need to go through the tutorials that are available by clicking on the "Student" tab at the top of the CourseDen page. Do not wait to ask for help with CourseDen. Seek assistance immediately.
- Since this is primarily an online course, you are responsible for monitoring your work time in order to complete and submit assignments by the established due dates. Assignments will be accepted late but there will be a loss of points due to the lateness of submission.
- Extra credit is not available for assignments in this course
- All student work submitted during the course is required to be original.
- Work created in another course will not be excepted unless approved by the instructor.
- All assignments must follow APA format unless otherwise specified.

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

## 2. Thought Provokers and Other Discussion Topics

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

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

### **3. Student Instruction Design Project - Group Project**

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

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

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

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

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

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

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

### **5. Comparison of Instructional Design Models - Individual Project**

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

**Reflection on Instructional Design Models**

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

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

**6. Research Models Exploration**

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

(Objective 3; knowledgeable, reflective; rubric)

**7. Field Experience Activities**

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

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

**8. Completion of Midterm and Final Examination Activities**

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

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

**Evaluation Procedures:**

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

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

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

**Grading Policy:**

Students will be graded using the following scale:

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

**Disciplinary procedures described in the latest State University of West Georgia**

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

**CLASS POLICIES****Professionalism**

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

- Participating in class activities in a face to face or online environment in a positive manner
- Collaborating and working equitably with students in the class
- Actively participating in class each week
- Turning in assignments on time – late submissions will result in a loss of points

- Completing assignments without spelling and grammatical errors – loss of points will occur
- Attending on campus class sessions and arriving on time – loss of points will occur
- Treating class members and colleagues with respect in and out of the classroom
- Limiting interruptions in class
- Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences

## **ACADEMIC HONESTY**

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

## **DISABILITY STATEMENT**

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

## **COMMUNICATION STATEMENT**

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

## **EXTRA CREDIT STATEMENT**

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

## DUAL SUBMISSION STATEMENT

Coursework that has been completed or will be completed in another course that duplicates or dovetails with an assignment in this course may not be submitted unless prior approval is granted by the instructor. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission.

### Tentative Schedule

Date	Class Activities	Readings and Assignments
Week 1	<ul style="list-style-type: none"> <li>* Purchase textbooks – you must do this and begin your</li> <li>* Check for Instructions on CourseDen</li> <li>* Review Syllabus and make notes of questions</li> </ul>	<ul style="list-style-type: none"> <li>* Begin reading Chapters 1, 2, 3, and 4 in text <i>Helping Teachers Teach</i></li> <li>* Respond to Thought Provokers for chapters 1, 2, 3, and 4</li> <li>* If new to CourseDen, use tutorials</li> <li>* Submit Student Information Form</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>* Why Instructional Design?</li> <li>* Discuss Chapters 1 – 7</li> <li>* Role of Media Specialists and Technology Specialists in the Design of Instruction</li> <li>* Instructional Objectives</li> <li>* In-Service Responsibilities</li> <li>* Georgia Department of Education site <a href="http://www.k12.ga.us">http://www.k12.ga.us</a></li> <li>* GLC site <a href="http://www.glc.k12.ga.us">http://www.glc.k12.ga.us</a></li> <li>* GPS site <a href="http://www.georgiastandards.org/">http://www.georgiastandards.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>* Prior to coming to campus, read Chapters 5, 6, and 7 in text <i>Helping Teachers Teach</i></li> <li>* Respond to Thought Provokers for chapters 5, 6, and 7 during class</li> <li>* Bring Syllabus and text to class</li> <li>* View Instructional Objectives PPT</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>* Continue to review text chapters</li> <li>* Explore potential resources for Comparison of ID Models</li> <li>* Compile a list of potential resources you will use for Comparison of Instructional Design Models</li> <li>* Explore needs assessment strategies for In-Service Projects</li> <li>* Review Step 1 – Needs Assessment of Student Instruction Project</li> </ul>	<ul style="list-style-type: none"> <li>* Explore needs assessment strategies for Faculty In-Service Projects</li> <li>* Submit reflection on Step 1 – Needs Assessment of Student Instruction Project</li> <li>* Submit a list of potential resources you will use for Comparison of Instructional Design Models</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>* Complete Step 2 – Learner Analysis of Student Instruction Project</li> <li>* Work on Comparison of ID Models</li> <li>* Work on In-Service Projects</li> </ul>	<ul style="list-style-type: none"> <li>* Read Chapter 8</li> <li>* Respond to Thought Provokers for chapter 8</li> <li>* Submit Step 2 – Learner Analysis of Student Instruction Project</li> </ul>

Week 5	<ul style="list-style-type: none"> <li>* Work on In-Service Projects</li> <li>* Complete Comparison of Instructional Design Models</li> <li>* Complete Discussion Topic #1</li> </ul>	<ul style="list-style-type: none"> <li>* Submit Comparison of Instructional Design Models and Reflection on assignment</li> <li>* Post Discussion Topic #1</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>* Complete Step 3 – Instructional Objectives of Student Instruction Project</li> <li>* Work on In-Service Projects</li> </ul>	<ul style="list-style-type: none"> <li>* Read Chapter 9</li> <li>* Respond to Thought Provokers for chapter 9</li> <li>* Submit to Step 3 – Instructional Objectives of Student Instruction Project</li> </ul>
Week 7	<ul style="list-style-type: none"> <li>* Complete Correlation Sections – Information Literacy Standards and Technology Standards for Student Instruction Project</li> <li>* Work on In-Service Projects</li> <li>* Complete Discussion Topic #2</li> </ul>	<ul style="list-style-type: none"> <li>* Post Discussion Topic #2</li> <li>* Submit Correlation Sections – Information Literacy Standards and Technology Standards for Student Instruction Project</li> </ul>
Week 8	<ul style="list-style-type: none"> <li>* Complete Step 4 – Assessment of Student Performance of Student Instruction Project</li> <li>* Complete In-Service Template and PPT for In-Service Project</li> </ul>	<ul style="list-style-type: none"> <li>* Read Chapter 10 prior to class</li> <li>* Respond to Thought Provokers for chapter 10 (during class)</li> <li>* Submit Step 4 – Assessment of Student Performance of Student Instruction Project</li> <li>* Submit In-Service Template and PPT for In-Service Project</li> </ul>
Week 9	<ul style="list-style-type: none"> <li>* Complete Step 5 – Strategies and Activities Development of Student Instruction Project</li> <li>* Complete Midterm Exam Activities which will include Chapters 1-10 of text</li> <li>* Complete Content Analysis section of Student Instruction Project</li> </ul>	<ul style="list-style-type: none"> <li>* Read Chapter 11</li> <li>* Complete Thought Provokers for chapter 11</li> <li>* Submit Step 5 – Strategies and Activities Development of Student Instruction Project</li> <li>* Submit Content Analysis section of Student Instruction Project</li> <li>* Complete Midterm Exam Activities</li> </ul>
Week 10	<ul style="list-style-type: none"> <li>* Complete Step 6 – Materials Selection of Student Instruction Project</li> <li>* Complete Discussion Topic #3</li> <li>* Work on Research Models Exploration</li> </ul>	<ul style="list-style-type: none"> <li>* Read Chapter 12</li> <li>* Respond to Thought Provokers for chapter 12</li> <li>* Submit Step 6 – Materials Selection of Student Instruction Project</li> <li>* Post Discussion Topic #3</li> </ul>
Week 11	<ul style="list-style-type: none"> <li>* Complete Step 7 – Implementation – Lesson Plan</li> <li>* Work on Research Models Exploration</li> </ul>	<ul style="list-style-type: none"> <li>* Read Chapter 13</li> <li>* Respond to Thought Provokers for chapter 13</li> <li>* Submit Step 7 – Implementation –</li> </ul>

		Lesson Plan
Week 12	<ul style="list-style-type: none"> <li>* Work on Research Models Comparison</li> <li>* Complete Discussion Topic #4</li> </ul>	<ul style="list-style-type: none"> <li>* Submit</li> <li>* Post Discussion Topic #4</li> </ul>
Week 13	<ul style="list-style-type: none"> <li>* Complete Step 8 – Evaluation of Student Instruction Project</li> <li>* Work on Research Models Exploration</li> </ul>	<ul style="list-style-type: none"> <li>* Read Chapter 14</li> <li>* Respond to Thought Provokers for chapter 14</li> <li>* Submit Step 8 – Evaluation of Student Instruction Project</li> </ul>
Week 14	<ul style="list-style-type: none"> <li>* Complete Final Exam Activities which will include chapters 11-15 of text</li> <li>* Complete Course Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>* Complete Final Exam Activities</li> </ul>
Week 15	<ul style="list-style-type: none"> <li>* Complete Research Models Exploration</li> </ul>	<ul style="list-style-type: none"> <li>* Post completed In-Service Project to appropriate BB if willing to share</li> <li>* Submit Research Models Exploration</li> <li>* Submit Field Experience Log and Info form</li> <li>* Submit Field Experience Reflection Form</li> </ul>

**MEDT 7472****INTRODUCTION TO DISTANCE EDUCATION**

Semester Hours: 3

Semester/Year:

Time/Location: 100% Online

Instructor:

Office Location:

Office Hours:

Online Hours:

**Telephone:** Direct Line:  
Department Line:

Email:

Fax:

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

**COURSE DESCRIPTION**

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

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

## CONCEPTUAL FRAMEWORK

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

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

## COURSE OBJECTIVES

Students will:

1. demonstrate knowledge, skills, and understanding of concepts related to distance education as they apply to instruction (Ashby, 2002; Huett, Moller, & Young, 2005; Keegan, 1986; Moore, 1989; Palloff & Pratt, 1999, 2003; Porter, 1997; Roblyer, 2001; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Lifelong Learners; Adaptive; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE NETS T 1 (A-D); ISTE/NETS-T F-I.A.)
2. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging distance education technologies (Downs & Moller, 1999; Driscoll, 1998; Hanna, Glowacki-Dudka, & Conceicao-Runlee, 2000; Keegan, 1986; Palloff & Pratt, 1999, 2003; Porter, 1997; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE NETS T 2 (D) & 5 (A-D); ISTE/NETS-T F-I.B.)

3. apply current research on teaching and learning with technology when planning instructional systems as they relate to distance education (Huett, Moller, & Young, 2005; Huett, Moller, & Mortensen, 2005; Keller & Suzuki, 2004; Palloff, & Pratt, 1999, 2003; Sharp & Huett, 2006; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE NETS T 2(A-D) & 5(C); ISTE/NETS-T F-II.B.)
4. identify and apply instructional design principles associated with the development of distance education systems (Ashby, 2002; Huett, Moller, & Young, 2005; Keegan, 1986; Moore, 1989; Palloff & Pratt, 1999, 2003; Porter, 1997; Roblyer, 2001; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE NETS T 2(A-D) & 5(C); ISTE/NETS-T F-II.F.)
5. design distance education environments that meet the diverse needs of learners and instructors (Ashby, 2002; Downs & Moller, 1999; Huett, Moller, & Young, 2005; Huett, Moller, & Mortensen, 2005; Moore & Anderson, 2003; Moore & Kearsley, 2005; Keegan, 1986; Keller & Suzuki, 2004; Moore, 1989; Schweizer, 1999; Sharp & Huett, 2006; Song, 2000; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE NETS T 1(A-D), 3(A-D), 4(A-D); ISTE/NETS-T F-II.A)
6. identify and locate technology-based resources and evaluate them for accuracy and suitability for a distance education environment (Hanna, Glowacki-Dudka, & Conceicao-Runlee, 2000; Moore & Anderson, 2003; Moore & Kearsley, 2005; Roblyer, 2001; Schweizer, 1999; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE NETS T 2(A-D), 3(A-D), 4(A-D); ISTE/NETS-T F-II.C.)
7. plan for the management of distance education instructional resources within the context of learning activities (Ashby, 2002; Huett, Moller, & Young, 2005; Keegan, 1986; Moore, 1989; Palloff & Pratt, 1999, 2003; Porter, 1997; Roblyer, 2001; White & Weight, 2000; Williams, Paprock, & Covington, 2004).(Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE NETS T 2(A-D), 3(D), 5(A-D); ISTE/NETS-T F-II.D.)
8. plan strategies to manage student learning in a distance education environment (Ashby, 2002; Downs & Moller, 1999; Huett, Moller, & Young, 2005; Huett, Moller, & Mortensen, 2005; Moore & Anderson, 2003; Moore & Kearsley, 2005; Keegan, 1986; Keller & Suzuki,

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

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

## TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

### Required Text:

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

### Course Prerequisites and Software:

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

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

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## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICIES

### Link to Conceptual Framework:

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

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

### Activities and Assessments:

#### 1.0 Class Participation (20 points)

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

#### 2.0 Weekly Work

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

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

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

### **3.0 Student Work**

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

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

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

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

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

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

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

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

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

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

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

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

#### Extra Credit (5 points)

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

#### Evaluation Procedures:

Students are evaluated in the following areas:

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

**GRADING SCALE:**

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

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES****1. Submitting Assignments**

Students are expected to submit assignments on time. All components must be completed to receive a grade. Valid reasons for submitting work late must be cleared by the professor in **advance**. It is the student's responsibility to contact the professor when extenuating circumstances take place. Points will be deducted for each day an assignment is late. Late online assignments such as discussion board postings will also result in grade reduction. All assignments are due by midnight on the date due. Any assignments posted after midnight are considered late. Each assignment in *WebCT CourseDen* has a **due date** and a **cut-off date**. The cut-off date is one week after the due date. For instance, if an assignment is due January 22<sup>nd</sup>, the final cut-off date is January 29<sup>th</sup>. After January 22<sup>nd</sup>, the assignment is "late." After January 29<sup>th</sup>, the assignment is GONE. No assignments more than 1 week late will be accepted.

**2. Professionalism**

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

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

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

**ACADEMIC HONESTY**

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

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

### **DISABILITY STATEMENT**

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

### **COMMUNICATION STATEMENT**

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

### **EXTRA CREDIT STATEMENT**

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

### **DUAL SUBMISSION STATEMENT**

Coursework that has been completed or will be completed in another course that duplicates or dovetails with an assignment in this course may not be submitted unless prior approval is granted by the instructor. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission.

### **CLASS OUTLINE**

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

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

### Tentative Class Schedule

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

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

**MEDT 7475**

**THE DISTANCE EDUCATION PROFESSIONAL**

**Semester Hours:** 3

**Semester/Year:**

**Time/Location:** 100% Online

**Instructor:**

**Office Location:**

**Office Hours:**

**Online Hours:**

**Telephone:** Direct Line:  
Department Line:

**E-mail:**

**Fax:**

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

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

## **COURSE DESCRIPTION**

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

## **CONCEPTUAL FRAMEWORK**

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

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

## **COURSE OBJECTIVES**

Students will:

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

2. analyze and evaluate distance education research, trends, and emerging technologies (Bonk, 2009; Downs & Moller, 1999; Driscoll, 1998; Hanna, Glowacki-Dudka, & Conceicao-Runlee, 2000; Keegan, 1986; Palloff & Pratt, 1999, 2003; Porter, 1997; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T 2 (D); 5 (A-D)).
3. evaluate and synthesize current research on teaching and learning with technology to design, plan, and evaluate instructional systems as they relate to distance education (Huett, Moller, & Young, 2005; Huett, Moller, & Mortensen, 2005; Keller & Suzuki, 2004; Palloff, & Pratt, 1999, 2003; Sharp & Huett, 2006; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T 2 (A-D); 5 (C)).
4. research, prioritize, implement, and evaluate instructional design principles associated with the development of distance education systems (Ashby, 2002; Huett, Moller, & Young, 2005; Keegan, 1986; Moore, 1989; Palloff & Pratt, 1999, 2003; Porter, 1997; Roblyer, 2001; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T 2 (A-D); 5 (C)).
5. design, implement, and evaluate distance education environments that meet the diverse needs of learners and instructors (Ashby, 2002; Downs & Moller, 1999; Huett, Moller, & Young, 2005; Huett, Moller, & Mortensen, 2005; Huett, J., Kalinowski, K., Moller, L., & Huett, K., 2008; Moore & Anderson, 2003; Moore & Kearsley, 2005; Keegan, 1986; Keller & Suzuki, 2004; Moore, 1989; Schweizer, 1999; Sharp & Huett, 2006; Song, 2000; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/ NETS-T 1 (A-D); 3 (A-D); 4 (A-D)).
6. select, propose, and justify technology-based resources for a distance education environments (Hanna, Glowacki-Dudka, & Conceicao-Runlee, 2000; Moore & Anderson, 2003; Moore & Kearsley, 2005; Roblyer, 2001; Schweizer, 1999; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/ NETS-T 2 (A-D); 3 (A-D); 4 (A-D)).
7. plan and assess the management of distance education instructional resources within the context of learning activities (Ashby, 2002; Huett, Moller, & Young, 2005; Keegan, 1986; Moore, 1989; Palloff & Pratt, 1999, 2003; Porter, 1997; Roblyer, 2001; White & Weight, 2000; Williams, Paprock, & Covington, 2004).(Decision Makers; Leaders; Lifelong Learners;

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

8. propose and prioritize strategies to manage student learning in a distance education environment (Ashby, 2002; Christensen, C. M., Horn, M. B., & Johnson, C. W., 2008; Downs & Moller, 1999; Huett, Moller, & Young, 2005; Huett, Moller, & Mortensen, 2005; Huett, J., Sharp, J., & Huett, K., 2010; Moore & Anderson, 2003; Moore & Kearsley, 2005; Keegan, 1986; Keller & Suzuki, 2004; Moore, 1989; Schweizer, 1999; Sharp & Huett, 2006; Song, 2000; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/ NETS-T 1 (A-D); 2(A-D); 3 (A-D); 4 (A-D)).
9. propose, produce, and critique multiple methods of evaluation for use in distance education systems (Hanna, Glowacki-Dudka, & Conceicao-Runlee, 2000; Huett, Moller, & Mortensen, 2005; Moore & Anderson, 2003; Moore & Kearsley, 2005; Roblyer, 2001; Schweizer, 1999; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/ NETS-T 3(D); 5 (C)).

## TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

### Required Text:

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

### Course Prerequisites and Software:

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

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

### References:

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- Harvey, D.M., Moller, L., Huett, J., Godshalk, V.M., & Downs, M. (2007). Identifying factors that effect learning community development and performance in asynchronous distance education. In R. Luppacini (Ed.), *Trends in Distance Education: A Focus on Communities of Learning*. Information Age Publishing.
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## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICIES

### Link to Conceptual Framework:

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

### Activities and Assessments:

#### 1.0 Class Participation (20 points)

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

#### 2.0 Weekly Work

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

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

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

### **3.0 Student Work**

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

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

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

#### **3.2 Project 2: Virtual Mentorship (25 points)**

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

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

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

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

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

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

**Evaluation Procedures:**

Students are evaluated in the following areas:

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

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

**GRADING SCALE:**

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

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

**1. Submitting Assignments**

Students are expected to submit assignments on time. All components must be completed to receive a grade. Valid reasons for submitting work late must be cleared by the professor **in advance**. It is the student's responsibility to contact the professor when extenuating circumstances take place. Points will be deducted for each day an assignment is late. Late online assignments such as discussion board postings will also result in grade reduction. All assignments are due by midnight on the date due. Any assignments posted after midnight are considered late. Each assignment in *WebCT CourseDen* has a **due date** and a **cut-off** date. The cut-off date is one week after the due date. For instance, if an assignment is due January 22<sup>nd</sup>, the final cut-off date is January 29<sup>th</sup>. After January 22<sup>nd</sup>, the assignment is "late." After January 29<sup>th</sup>, the assignment is GONE. No assignments more than 1 week late will be accepted.

## 2. Professionalism

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

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

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

## ACADEMIC HONESTY

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

## DISABILITY STATEMENT

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

### COMMUNICATION STATEMENT

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

### EXTRA CREDIT STATEMENT

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

### DUAL SUBMISSION STATEMENT

Coursework that has been completed or will be completed in another course that duplicates or dovetails with an assignment in this course may not be submitted unless prior approval is granted by the instructor. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission.

### CLASS OUTLINE

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

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

#### Tentative Class Schedule

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

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

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

## Course or Program Addition, Deletion or Modification Request

**Department:** Educational Innovation

**College:** College of Education

**Current course catalog listing: (for modifications or deletions)**

RECEIVED

**Prefix**      **Course**      **Title**      **Hours: Lecture/Lab/Total**

Action		
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program	
<input checked="" type="checkbox"/> Modify	<input type="checkbox"/> Add	<input type="checkbox"/> Delete
<input type="checkbox"/> Credit		
<input type="checkbox"/> Number		
<input type="checkbox"/> Title		
<input type="checkbox"/> Description		
<input checked="" type="checkbox"/> Other		

Credit
<input type="checkbox"/> Undergraduate
<input checked="" type="checkbox"/> Graduate
<input type="checkbox"/> Other*
* Variable credit must be explained

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

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

Library resources are adequate       Library resources need enhancement

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

M.Ed. in Media - Instructional Technology Plan B      /      /

**Prefix**      **Course**      **Title**      **Hours: Lecture/Lab/Total**

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

Prerequisite(s) \_\_\_\_\_

**Present or Projected Enrollment:** 20 (Students per year)

**Effective Date\*:** Fall / 2011

\*For a new course, one full term must pass between approval and effective date.

Term/Year

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

Approval:

	1/31/11		
Department Chair	Date	Department Chair (if cross listed)	Date
	2/10/2011		
Dean of College	Date	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program)      Date

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

Chair, Undergraduate Academic Programs Committee	Date	Chair, Committee on Graduate Studies	Date

Vice President for Academic Affairs	Date

Program Change Rationale: Masters in Media: Instructional Technology Track (M.Ed. IT)  
Instructional Technology – Plan B  
Entry Certification: None

Substantive changes to the M.Ed in Instructional Technology (M.Ed. in IT) program are needed if it is to continue to be a viable and relevant program as the current program does not fully address the needs of educators with regards to integrating technology in the classroom. The proposed changes are based on continuing low enrollments, candidate evaluations, alumni evaluations, and focus group meetings with professionals across the state. This program modification includes updates to one course (MEDT 7464), the addition of two courses (MEDT 6402, and MEDT 7476), and a revised program sheet.

Changes Included in Course Proposal

Course Modifications

MEDT 7464

- Renamed from Integrating Technology into the Classroom to Designing Technology Enhanced Instruction.
- New course description
- New course objectives
- New course syllabi

Course Additions

MEDT 6402

- Name: Technology in the Content Areas
- New course description
- New course objectives
- New course syllabi

MEDT 7476

- Name: Evaluating Technology Enhanced Instruction
- New course description
- New course objectives
- New course syllabi

Modified Program Sheet

M.Ed. In IT Program – Plan B

In addition to the changes/additions listed above, more choices have been included to allow students to complete the program in a timely manner. For example, three research courses are listed as options - each of the research courses meet the programs research requirement. In the Pedagogy area, the PTED 7271 course was removed because it is taught infrequently and has been replaced with two options, EDLE 6322 and EDLE 6323 one of which is available every semester. MEDT 7467 was moved from being an elective to a required course and MEDT 7475 was included as an elective to compliment the MEDT 7472 course.

Student Name: \_\_\_\_\_

Student ID#: \_\_\_\_\_

Student Signature: \_\_\_\_\_

### University of West Georgia - M.Ed. In IT Program - Plan B

Entry Degree: Bachelors

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

This degree does not provide media certification.

Area I - 6 hrs.	Epitome	Sem. Hrs.	Semester	Grade
MEDT 6102	Technology in the Content Areas (1)	3		
MEDT 6402	(OR) Instructional Technology (on permission of advisor) (1)	3		
MEDT 7467	Web Design for Instruction (1)	3		
Area II - 6 hrs.	Learning Theory			
MEDT 7461	Instructional Design (2)	3		
MEDT 7464	Designing Technology Enhanced Instruction (2)	3		
Area III - 3 hrs.	Research			
EDRS 6302	Research Methods in Educational Studies (2)	3		
EDRS 6301	(OR) Research in Education (2)	3		
EDRS 6303	(OR) School Based Research Methods (2)	3		
Area IV - 3 hrs.	Application			
MEDT 7476	Evaluating Technology Enhanced Instruction (3)	3		
Area V - 6 hrs.	Pedagogy			
CEPD 6101	Psychology for Classroom Learning (1,2, or 3)	3		
EDLE 6322	Curriculum for Educational Leaders	3		
EDLE 6323	(OR) Promoting Teaching and Learning (1,2, or 3)	3		
Electives - 12hrs	4 of the following courses must be selected in consultation with the advisor.			
Primary Electives	The following courses must be selected in consultation with the advisor.			
MEDT 7462	Internet Tools, Resources & Issues in Education (1,2, or 3)	3		
MEDT 7472	Introduction to Distance Education(1,2, or 3)	3		
MEDT 7475	The Distance Educational Professional	3		
Secondary Electives	The following courses must be selected in consultation with the advisor.			
MEDT 6491	Internship	3		
MEDT 6462	Administration of Instructional Technology (1,2, or 3)	3		
MEDT 7466	Digital and 35mm Photography (1,2, or 3)	3		
MEDT 7468	Introduction to Multimedia (1,2, or 3)	3		
MEDT 7470	Videotape Production & Utilization (1,2, or 3)	3		
MEDT 7471	Data Networks for Instruction (1,2, or 3)	3		

(Key: 1 = must be taken at beginning of program; 2 = taken in middle of program; 3 = taken at end of program.)

Masters students must satisfactorily complete and present an instructional project portfolio which will be reviewed at three points during the program.

Student Mailing Address: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

Phone (H) \_\_\_\_\_ (W) \_\_\_\_\_

APPROVED: \_\_\_\_\_

(Advisor Signature)

(Date)

(Department Chair Signature)

(Date)

Revision Submitted 2/2/11

Student Name: \_\_\_\_\_

Student ID#: \_\_\_\_\_

Student Signature: \_\_\_\_\_

**University of West Georgia - M.Ed. In IT Program - Plan B**

Entry Degree: Bachelors

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

This degree does not provide media certification.

Area I - 3 hrs.	Educational Psychology	Sem. Hrs.	Semester	Grade
CEPD 6101	Psychology for Classroom Learning (1, 2, or 3)	3		
Area II - 3 hrs.	Foundations			
PTED 7271	Issues in School Curriculum (P-12) (or an alternate curriculum course approved by advisor) (1, 2, or 3)	3		
Area III - 27 hrs.	Media & Technology			
MEDT 6401	Instructional Technology (If InTech certified, an elective in Media must be substituted.) (1)	3		
MEDT 6462	Administration of Instructional Technology (1)	3		
MEDT 6491	Internship (an elective may be substituted for practicing instructional technologists) (3)	3		
MEDT 7461	Instructional Design (2)	3		
MEDT7464	Integrating Technology into the Curriculum (2)	3		
MEDT7467	Web Design for Instruction (2)	3		
MEDT7468	Introduction to Multimedia (2)	3		
MEDT7470	Videotape Production & Utilization (2)	3		
One elective approved by advisor		3		
Area IV - 3 hrs.	Research			
EDRS 6302	Research Methods in Educational Studies (1, 2, or 3)	3		
EDRS 6301	(OR) Research in Education (on permission of advisor) (1, 2, or 3)	3		

The following course is required as a prerequisite if the student has not acquired basic computer skills

MEDT 2401	Introduction to Instructional Technology (1)	3		
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Electives:

EDLE 8320	Designing and Conducting Staff Development Programs (2)	3		
MEDT 7462	Internet Tools, Resources & Issues in Education (2)	3		
MEDT 7465	Resources for Children & Young Adults (2)	3		
MEDT 7466	Digital and 35mm Photography (2)	3		
MEDT 7471	Data Networks for Instruction (2)	3		
MEDT 7472	Introduction to Distance Education (2)	3		

(Key: 1 = must be taken at beginning of program; 2 = taken in middle of program; 3 = taken at end of program.)

Masters students must satisfactorily complete a departmental comprehensive exam and must submit an electronic portfolio.

Student Mailing Address: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

Phone (H) \_\_\_\_\_ (W) \_\_\_\_\_

APPROVED: \_\_\_\_\_  
(Advisor Signature) (Date)

\_\_\_\_\_  
(Department Chair Signature) (Date)

Revised: 4/07

**MEDT 6402****TECHNOLOGY IN THE CONTENT AREAS**

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

Email:

Fax:

Distance Support: CourseDen Home Page

<http://webct.westga.edu> ,

CourseDen Help &amp; Troubleshooting

<http://www.westga.edu/~distance/webct1/help>, or<http://help.view.usg.edu> (Click on "Request Support" for live chat)

UWG Online Learning Connection

<http://www.westga.edu/~online> ,

Distance Learning Library Services

<http://www.westga.edu/~library/depts/offcampus/> ,

Ingram Library Services

<http://www.westga.edu/~library>

University Bookstore

<http://www.bookstore.westga.edu/>**COURSE DESCRIPTION:**

An overview of instructional communications, design, and technology as they relate to teaching and learning in the digital age; including the production of digital teaching materials and the utilization of digital teaching tools.

**CONCEPTUAL FRAMEWORK**

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

ISTE national standards and the GaPSC standards also are incorporated as criteria against which candidates are measured.

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

## COURSE OBJECTIVES

Students will:

1. demonstrate basic software and hardware troubleshooting strategies common in digital learning environments;  
(Carr-Chellman, 2011; Joyce, Wei, and Calhoun, 2009; Roblyer, M. D., and Doering, A. K. (2009); Smaldino, Russell, Lowther, and Heinich, 2008; Wiggins, and McTighe, 2005)  
(Conceptual Framework Descriptors: Knowledgeable)  
(Standards: ISTE IIA, IIIA, IVA, VC ; GaPSC Standards 3.5, 3.6);
2. understand the design and implementation of technology-enhanced learning experiences making appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon an analysis of learner characteristics, including readiness levels, interests, and personal goals;  
(Bigge and Shermis, 2004; Carr-Chellman, 2011; Gagne, Wager, Golas, and Keller, 2005; Joyce, Wei, and Calhoun, 2009; Smaldino, Russell, Lowther, and Heinich, 2008; Wiggins, and McTighe, 2005)  
(Conceptual Framework Descriptors: Leading, Adaptive, Knowledgeable, Proactive, Reflective)  
(Standards: ISTE IA, B, C, D, IIC; GaPSC Standards 3.1, 3.2, 3.3, 3.5, 3.7, 6.2, 6.3);
3. model and facilitate effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources;  
(Bigge and Shermis, 2004; Carr-Chellman, 2011; Joyce, Wei, and Calhoun, 2009; Roblyer, M. D., and Doering, A. K. (2009); Smaldino, Russell, Lowther, and Heinich, 2008; Wiggins, and McTighe, 2005)  
(Conceptual Framework Descriptors: Decisive, Leading, Adaptive, Proactive, Reflective)  
(Standards: ISTE IIID, VB; GaPSC Standards 1.2, 1.4, 2.1, 5.1, 5.2, 6.3);
4. facilitate the effective use of diagnostic, formative, and summative assessments to measure student learning and technology literacy including the use of digital assessment tools and resources;  
(Bigge and Shermis, 2004; Carr-Chellman, 2011; Gagne, Wager, Golas, and Keller, 2005; Joyce, Wei, and Calhoun, 2009; Smaldino, Russell, Lowther, and Heinich, 2008; Wiggins, and McTighe, 2005)  
(Conceptual Framework Descriptors: Decisive, Leading, Adaptive, Culturally Sensitive, Empathetic, Knowledgeable, Reflective)

(Standards: ISTE IIB, D, IVB; GaPSC Standards 1.2, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.6, 5.2, 6.1);

5. model and facilitate the design and implementation of technology-enhanced learning experiences, including the use of assistive technology, making appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon an analysis of learner characteristics, including readiness levels, interests, and personal goals;  
(Bigge and Shermis, 2004; Carr-Chellman, 2011; Joyce, Wei, and Calhoun, 2009; Roblyer, M. D., and Doering, A. K. (2009); Smaldino, Russell, Lowther, and Heinich, 2008; Wiggins, and McTighe, 2005)  
(Conceptual Framework Descriptors: Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective)  
(Standards: ISTE IVB, C, D; GaPSC Standards 3.4, 4.1, 4.2, 4.3);
6. facilitate the design, development, implementation, communication, and evaluation of technology-infused strategic plans with students, parents, colleagues, and other professionals;  
(Bigge and Shermis, 2004; Carr-Chellman, 2011; Gagne, Wager, Golas, and Keller, 2005; Joyce, Wei, and Calhoun, 2009; Smaldino, Russell, Lowther, and Heinich, 2008; Wiggins, and McTighe, 2005)  
(Conceptual Framework Descriptors: Decisive, Leading, Inquisitive, Adaptive, Knowledgeable, Proactive, Reflective)  
(Standards: ISTE IIIIB, C, VA, D; GaPSC Standards 1.1, 1.3, 1.4).

## TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

### Required Text:

Roblyer, M. D., and Doering, A. K. (2009). *Integrating educational technology into teaching* (5th ed.). Upper Saddle River, NJ: Pearson Education.

### Required Equipment:

Equipment requirements for this course are the same as requirements for admittance into the MIT program. A complete list of requirements may be found at <http://coe.westga.edu/~mit>.

### References:

- Bigge, M.L. and Shermis, S.S. (2004). *Learning Theories for Teachers* (6<sup>th</sup> ed.). Boston, MA: Pearson Education, Inc.
- Carr-Chellman, A.A. (2011). *Instructional Design for Teachers: Improving Classroom Practice*. New York, NY: Routledge.
- Clark, R.C., and Mayer, R.E. (2008). *E-Learning and the science of instruction*. (2nd ed.). San Francisco, CA: John Wiley & Sons, Inc.
- Gagne, R.M., Wager, W.W., Golas, K.C., and Keller, J.M. (2005). *Principles of Instructional Design*. (5<sup>th</sup> ed.). Belmont, CA: Wadsworth, Cengage Learning.
- Grabe, M. & Grabe, C. (2004). *Integrating technology for meaningful learning*. (4<sup>th</sup> ed.).
- Joyce, B., Wei, M., and Calhoun, E. (2009). *Models of teaching* (8<sup>th</sup> ed.). Boston, MA: Pearson Education, Inc.

- McMillan, J.H. (2004). *Educational Research: Fundamentals for the Consumer*. (4<sup>th</sup> ed.). New York, NY: Pearson Education, Inc.
- Popham, J.W. (2011). *Classroom Assessment: What Teachers Need to Know* (6<sup>th</sup> ed.) New York, NY: Pearson Education, Inc.
- Roblyer, M. D., and Doering, A. K. (2009). *Integrating educational technology into teaching* (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Smaldino, S., Russell, J., Lowther, D. L., and Heinich, R. (2008). *Instructional media and technologies for learning* (9th ed.) New York: Prentice-Hall.
- Wiggins, G., and McTighe, J. (2005). *Understanding by Design* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.

## ACTIVITIES AND ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

### Activities and Assessments:

#### 1.0 Class Attendance and Participation (30 points)

Students will attend and participate in all classes that are scheduled on campus, be prepared for each class by doing the assigned readings in advance, and have the appropriate materials required for class activities. Students will also receive points for participation in online class forums.

Absence from on campus sessions and/or online forums **during the week in which they are active** may lower a student's cumulative point total by **30 points**.

(Objectives # 1,2,3,4,5,6; disposition; teacher observation)

#### 2.0 Weekly Work

##### 2.1 Weekly Discussions (14 discussions @ 3 points each = 42 points)

Each week the student will respond to a discussion prompt provided by the instructor. Students will be assessed on the degree to which they addressed the discussion prompt, reflection, the degree to which the posting contributed to the discussion, and the timeliness of their postings.

Please Note: Since discussion postings are a part of an active conversation postings made after the week during which the discussion is active will not receive ANY credit. Therefore, it is very important that discussion postings are made in a timely manner.

(Course Objectives 1, 2, 3, 4, 5, 6; Knowledge, Skills, Disposition; Teacher Observation, Course LMS postings, online discussions)

##### 2.2 Weekly Quizzes (15 quizzes @ 2 points each = 30 points)

Each week a short quiz of no more than five questions will be made available through the course website. The quiz will be based on that week's readings. Please consult the tentative course schedule for each week's readings.

(Course Objectives 1, 2, 3, 4, 5, 6; Knowledge, Skills; Course LMS Quizzes)

#### 3.0 Student Work

All student work submitted during the course is required to be original. All projects must be completed to be graded.

### **3.1 Introduction to the Virtual Lab (4 Points)**

In this assignment the student will access the UWG Virtual Lab and create a basic webpage in their UWG student Web account. Specific instructions, including a video tutorial, are available in the assignment area of the course.

(Course Objectives 1, 2, 3, 4, 5, 6; Knowledge, Skills; rubric).

### **3.2 Establishing the Web Portfolio (5 Points)**

Using materials provided in the class the student should use their UWG web space to establish a web based portfolio for the class. The portfolio will be built as each assignment is completed for the class.

(Course Objectives 1, 2,3, 4, 5, 6; Knowledge, Skills; rubric).

### **3.3 Georgia Statehood: A WebQuest (4 Points)**

In this assignment the student will create a predefined WebQuest. Specific instructions, including a video tutorial, are available in the assignment area of the course.

(Course Objectives 1, 2, 3, 4, 5, 6; Knowledge, Skills; rubric).

### **3.4 Creating Your Own WebQuest (4 Points)**

In this assignment the student will create a basic WebQuest which will be incorporated into their final curriculum website. Specific instructions are available in the assignment area of the course.

(Course Objectives 1, 2, 3, 4, 5, 6; Knowledge, Skills; rubric).

### **3.5 Embedding Video in a Webpage (4 Points)**

In this assignment the student will use Dreamweaver to create a learning activity that incorporates video. Specific instructions, including a video tutorial, are available in the assignment area of the course.

(Course Objectives 1, 2, 3, 4, 5, 6; Knowledge, Skills; rubric).

### **3.6 Multimedia (4 Points)**

In this assignment the student will add multimedia content to a Website. Specific instructions for completing this assignment and a template are available in the assignment area of the course.

(Course Objectives 1, 2, 3, 4, 5, 6; Knowledge, Skills; rubric).

### **3.7 Embedding Web2.0 Technologies in a Webpage (4 Points)**

In this assignment the student will use Dreamweaver to create a learning activity that incorporates Web 2.0 technologies that can be used for communication outside the classroom. Specific instructions, including a video tutorial, are available in the assignment area of the course.

(Course Objectives 1, 2, 3, 4, 5, 6; Knowledge, Skills; rubric).

### **3.8 Task Analysis Activity (6 Points)**

Using the directions provided online the student will create a task analysis for their final ASSURE Lesson. The student will then print out a PDF of the resulting work, upload it to their

website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area. (Course Objectives 1, 2, 4; Knowledge, Skills; rubric).

### **3.9 Copyright Activity (3 Points)**

Using the directions provided online the student will complete a copyright activity that illustrates the basic principles of fair use as it applies to electronic media. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area.

(Course Objectives 4, 5; Knowledge, Skills; rubric).

### **3.10 Addressing Diversity with Technology (5 Points)**

Using the directions provided online the student will complete a diversity activity that illustrates ways in which the special needs of students such as those with disabilities and whose primary language is not English can be addressed using technology. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area.

(Course Objectives 2, 3, 4, 5, 6; Knowledge, Skills; rubric).

### **3.11 Behavioral Objectives (5 Points)**

Using the directions provided online and in class the student will create at least one behavioral objective that they will use in their ASSURE lesson plan. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area.

(Course Objectives 1, 2, 3, 4; Knowledge, Skills; rubric).

### **3.12 Website Evaluation Activity (5 Points)**

Using the directions provided online the student will complete a website evaluation activity that illustrates the basic principles of website evaluation. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area.

(Course Objectives 1, 2, 3, 4; Knowledge, Skills; rubric).

### **3.13 ASSURE Lesson Plan (8 Points)**

Using the directions provided online and in class the student will complete a lesson planning activity that illustrates the basic principles of creating a lesson plan that includes technology. The student will then have to teach the lesson in class. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area.

(Course Objectives 1, 2, 3, 4; Knowledge, Skills; rubric).

### 3.14 ADDIE Model (8 Points)

Using the directions provided online the student will complete a lesson planning activity that illustrates the basic principals creating an instructional plan using the ADDIE model. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area.

(Course Objectives 1, 2, 3, 4; Knowledge, Skills; rubric).

### 3.15 Web-based Portfolio (5 Points)

Using directions provided in class the student will create a basic web-based portfolio which documents all of the work completed in class.

(Course Objectives 1, 2, 3, 4, 5; Knowledge, Skills; rubric).

### 3.16 CD-based Portfolio (5 Points)

Using directions provided the student will create a basic CD-based portfolio which includes all of the work completed in class.

(Course Objectives 1, 2, 3, 4, 5; Knowledge, Skills; rubric).

### 4.0 SAM Exam (20 points)

(Course Objectives 1,2,3,4; Knowledge, Skills, Disposition; exam).

### 4.1 Final Exam (20 points)

A final exam, delivered though CourseDen will be given during the week listed on the tentative course schedule. The exam will be comprehensive and will consist of questions drawn from the course readings and activities.

(Course Objectives 1,2,3,4; Knowledge, Skills, Disposition; exam).

### Evaluation Procedures

Students are evaluated in the following areas:

Activity	Total Points	Type of Assessment	When and Where Due
1 Class Participation	30	Teacher Observation	On-going
2.1 Weekly Discussions (Rating)	42	Rubric	On-going
2.3 Weekly Quizzes	26	Online Quiz	On-going

2.4 SAM Pathways	48	Online Quiz	On-going
3.1 Inspiration Activity	2	Rubric	Module 3
3.2 Rubistar Activity	2	Rubric	Module 4
3.3 Trackstar Activity	2	Rubric	Module 5
3.4 Task Analysis Activity	6	Rubric	Module 6
3.5 Copyright Activity	3	Rubric	Module7
3.6 Addressing Diversity with Technology	5	Rubric	Module8
3.7 Behavioral Objective	5	Rubric	Module 9
3.8 Website Evaluation	5	Rubric	Module 11
3.9 My Web-Quest	3	Rubric	Module 13
3.10 ASSURE Lesson Plan	8	Rubric	Module 14
3.11 Technology Based Lesson Plan	8	Rubric	Module 15
3.12 SAM Spreadsheet	3	Rubric	Module 15
3.13 Web Based Portfolio	5	Rubric	Module 16
3.14 CD Based Portfolio	10	Rubric	Final Presentation
3.15 ASSURE Lesson	40	Rubric	Final Presentation
4.0 SAM Exam	20	Online Test	Final Exam Module
4.1 Final Exam	20	OnlineTest	Final Exam Module
<b>Total Points</b>	<b>293</b>		

### GRADING SCALE:

Final grades are based on a percentage of the total points available in the course. The percentages are as follows:

A = 95% - 100%

B = 85% - 94%

C = 75% - 84%

Below 74% Points = F

### CLASS POLICIES

#### 1. Submitting Assignments.

Students are expected to submit assignments on time. All components must be completed to receive a grade. Valid reasons for submitting work late must be cleared by the professor in advance. It is the student's responsibility to contact the professor when extenuating circumstances take place. Class participation points will be deducted for each day late. Late online assignments such as bulletin board postings will result in grade reduction. All assignments are due by midnight on the date due. Any assignments posted after midnight are considered late.

#### 2. Professionalism

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

- o Participating in interactions and class activities in a face-to-face or online environment in a positive manner.

- Collaborating and working equitably with students in the class.
- Actively participating in class each week.
- Turning in assignments on time.
- Arriving at and leaving class punctually.
- Treating class members, professor, and colleagues with respect in and out of the classroom.
- Eliminating interruptions in class. (This includes cell phones, beepers, disruptive behavior at class meetings).

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

### **3. Communication Policy**

The official communication method for this class will be through campus email (MyUWG) and the course LMS (Learning Management System). You will be responsible for checking your campus email, since the University and I will be using those addresses to correspond with you. You should also look under "My Courses" on your MyUWG for relevant files, announcements and so on.

### **4. Extra Credit and Previous Work Policy**

Extra credit work may be offered in this course this determination will be made by the instructor; work completed for another class will not be accepted for fulfilling the requirements of this course.

### **5. Disabilities Pledge**

I pledge to do my best to work with the University to provide all students with equal access to my 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 these known to me, 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. This is not only my personal commitment: it is your right, and it is the law!

### **6. Acceptable Use Policy**

All students are expected to be familiar with the university acceptable use policy. The purpose of this policy is to outline the acceptable use of computer and network equipment at the University of West Georgia. This policy is in place to protect the employees and students of the University of West Georgia. Inappropriate use exposes the University to risks including virus attacks, compromise of network systems and services, and legal issues. To see the complete policy please go to [http://www.westga.edu/policy/index\\_3706.php](http://www.westga.edu/policy/index_3706.php).

## **ACADEMIC HONESTY**

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas

or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connection and Student Handbook and the Graduate Catalog

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

### **UNIVERSITY AND COLLEGE 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.

**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](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.

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

## CLASS OUTLINE

This class is delivered using the course LMS (Learning Management System). Students are expected to be participants in all course activities including discussion forums and other online tools. Students are expected to use the course LMS and their campus email for corresponding with each other and the Instructor.

**Assignments:** All evaluation checklists are listed in the course LMS under the course content link. Work will be submitted using the assignments feature, discussion board, or testing feature of the course LMS.

### Tentative Class Schedule

Date	Topic/Readings	Assignment Due
Module 1 Online	Online Introductions Instructor's Introduction	Module One Discussion: Online Introduction Quiz Login to SAM Pathways
Module 2 Online	Planning Effective Lessons Text Reading 1	Module Discussion Two Quiz: Text Reading 1 SAM Pathways: Exam 1 SAM Pathways: Exam 2
Module 3 Online	Mapping with Inspiration Text Reading 2	Module Discussion Three Quiz: Text Reading 2 SAM Pathways: Exam 3 3.1 Inspiration Assignment
Module 4 Online	Assessment with Rubistar Text Reading 3	Module Discussion Four Quiz: Text Reading 3 SAM Pathways: Exam 4 3.2 Rubistar Assignment
Module 5 Online	Teaching and Learning with Trackstar Text Reading 4	Module Discussion Five Quiz: Text Reading 4 SAM Pathways: Exam 5 3.3 Trackstar Assignment
Module 6 Online	Task Analysis Text Reading 5	Module Discussion Six Quiz: Text Reading 5 SAM Pathways: Exam 6 3.4 Task Analysis
Module 7 Online	Copyright Text Reading 6	Module Discussion Seven Quiz: Text Reading 6 SAM Pathways: Exam 7 3.5 Copyright Assignment
Module 8 Online	Diversity Text Reading 7 <i>Note:</i> Last day to withdraw with a grade of W	Module Discussion Eight Formative Evaluation Quiz: Text Reading 7 SAM Pathways: Exam 8 3.6 Addressing Diversity

<b>Module 9</b> Online	Behavioral Objectives Text Reading 8	Module Discussion Nine Quiz: Text Reading 8 SAM Pathways: Exam 9 3.7 Behavioral Objectives
<b>Module 10</b> Online	Text Reading 9	Module Discussion Ten Quiz: Text Reading 9 SAM Pathways: Exam 10
<b>Module 11</b> Online	Website Evaluation Text Reading 10	Module Discussion Eleven Quiz: Text Reading 10 SAM Pathways: Exam 11 3.8 Website Evaluation
<b>Module 12</b> Online	Text Reading 11	Module Discussion Twelve Quiz: Text Reading 11 SAM Pathways: Exam 12 SAM Pathways: Exam 13
<b>Module 13</b> Online	WebQuest Text Reading 12	Module Discussion Thirteen Quiz: Text Reading 12 SAM Pathways: Exam 14 3.9 MyWebQuest
<b>Module 14</b> Online	ASSURE Lesson Plans Text Reading 13	Module Discussion Fourteen Quiz: Text Reading 13 SAM Pathways: Exam 15 3.10 ASSURE Lesson Plan
<b>Module 15</b> Online	ASSURE Lesson Plans	Module Discussion Fifteen SAM Pathways: Exam 16 3.11 Technology Based Lesson Plan 3.12 SAM Spreadsheet 2.2 SAM Pathways
<b>Module 16</b> Online	Putting it all Together - Building Web Based Portfolios	3.13 Web Based Portfolio 4.1 SAM Exam 4.2 Final Exam
<b>Online</b>	Final Presentations... Finally Portfolios and ASSURE Lesson Plans	3.14 Web Based Portfolio (Due as part of Final Presentation) 3.15 ASSURE Lesson (Due as part of Final Presentation)

**\*\*Unless otherwise noted all activities are due by 11:59 of the last day of the module indicated.**

***Other Important Dates!***

- ***Orientation***
- ***Late registration, drop/add***
- ***Portfolio Workshop***
- ***Last day to withdraw from summer classes with a W Grade (5 pm deadline)***
- ***Holiday***
- ***EdS Portfolio and Orals Materials due, <http://miteds.wikispaces.com/>***
- ***Graduation Application Deadline***
- ***Fall registration on Banweb***
- ***Masters Portfolio Presentations***
- ***EdS Presentations***

**MEDT 7464****DESIGNING TECHNOLOGY ENHANCED INSTRUCTION**

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

Email:

Fax:

Distance Support: CourseDen Home Page

<http://webct.westga.edu> ,

CourseDen Help &amp; Troubleshooting

<http://www.westga.edu/~distance/webct1/help>, or<http://help.view.usg.edu> (Click on "Request Support" for live chat)

UWG Online Learning Connection

<http://www.westga.edu/~online> ,

Distance Learning Library Services

<http://www.westga.edu/~library/depts/offcampus/> ,

Ingram Library Services

<http://www.westga.edu/~library>

University Bookstore

<http://www.bookstore.westga.edu/>**COURSE DESCRIPTION:**

Prerequisites: MEDT 6402 and MEDT 7461

This course will focus on the application of instructional design principles as they relate to instruction. A systems approach to instructional design which includes information and application of skills and techniques necessary in the analysis, design, development, implementation, and evaluation of instruction will be used.

**CONCEPTUAL FRAMEWORK**

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

for developing exemplary practitioners who are prepared to improve schools and communities. The ISTE national standards and the GaPSC standards also are incorporated as criteria against which candidates are measured.

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

## COURSE OBJECTIVES

Students will:

1. Apply theories of learning, teaching, and instructional design.  
(Bigge and Shermis, 2004; Carr-Chellman, 2011; Gagne, Wager, Golas, and Keller, 2005; Joyce and Calhoun, 2009; Smaldino, Russell, Lowther, and Heinich, 2008; Wiggins, and McTighe, 2005)  
(Conceptual Framework Descriptors: Decisive, Inquisitive, Decision Makers, Adaptive, Knowledgeable, Proactive, Reflective;  
(Standards: ISTE IIA, B, IIID, VC; GaPSC 2.2, 2.3, 2.4, 2.5, 2.6);
2. Apply instructional design principles to the design and implementation of instructional materials for all students including diverse learners.  
(Bigge and Shermis, 2004; Carr-Chellman, 2011; Gagne, Wager, Golas, and Keller, 2005; Joyce and Calhoun, 2009; Smaldino, Russell, Lowther, and Heinich, 2008; Wiggins, and McTighe, 2005)  
(Conceptual Framework Descriptors: Decisive, Inquisitive, Decision Makers, Adaptive, Empathetic, Knowledgeable, Proactive, Reflective)  
(Standards: ISTE IB, C, D, IIA, B, IIIB, C, D, IVC, VB; GaPSC 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.3, 3.4, 3.6, 4.1, 4.2, 4.3);
3. Describe and practice strategies for evaluation of instructional design and materials, including summative and formative evaluations.  
(Bigge and Shermis, 2004; Carr-Chellman, 2011; Gagne, Wager, Golas, and Keller, 2005; Joyce and Calhoun, 2009; Smaldino, Russell, Lowther, and Heinich, 2008; Wiggins, and McTighe, 2005)  
(Conceptual Framework Descriptors: Decisive, Inquisitive, Adaptive, Knowledgeable, Reflective)  
(Standards: ISTE IID, VC; GaPSC 2.7, 3.1, 5.1, 5.3, 6.2, 6.3);
4. Use technology to produce instructional materials for student learning;  
(Bigge and Shermis, 2004; Carr-Chellman, 2011; Gagne, Wager, Golas, and Keller, 2005; Joyce and Calhoun, 2009; Smaldino, Russell, Lowther, and Heinich, 2008; Wiggins, and McTighe, 2005; PSC Standards 1.4, 2.1, 3.5, 3.6, 4.1, )  
(Conceptual Framework Descriptors: Decisive, Leading, Inquisitive, Adaptive, Knowledgeable, Proactive, Reflective)  
(Standards: ISTE IIB, IIIA, IVA, B); GaPSC

5. Identify strategies to assess student learning.  
(Bigge and Shermis, 2004; Carr-Chellman, 2011; Gagne, Wager, Golas, and Keller, 2005; Joyce and Calhoun, 2009; Smaldino, Russell, Lowther, and Heinich, 2008; Wiggins, and McTighe, 2005)  
(Conceptual Framework Descriptors: Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective)  
(Standards; ISTE V A,B,C,D,E; GaPSC Standards 2.6, 2.7, 2.8);
6. Apply design concepts to a needs analysis identifying contexts, learning tasks, and aspects of the learner.  
(Bigge and Shermis, 2004; Carr-Chellman, 2011; Gagne, Wager, Golas, and Keller, 2005; Joyce and Calhoun, 2009; Smaldino, Russell, Lowther, and Heinich, 2008; Wiggins, and McTighe, 2005)  
(Conceptual Framework Descriptors: Decisive, Inquisitive, Adaptive, Culturally Sensitive, Knowledgeable, Proactive, Reflective)  
(Standards: ISTE IA, IIC; GaPSC Standards 2.6, 2.7, 2.8);
7. Use technology as a communications tool with students, colleagues, parents, community, and diverse learners.  
(Bigge and Shermis, 2004; Carr-Chellman, 2011; Gagne, Wager, Golas, and Keller, 2005; Joyce and Calhoun, 2009; Smaldino, Russell, Lowther, and Heinich, 2008; Wiggins, and McTighe, 2005)  
(Conceptual Framework Descriptors: Decisive, Leading, Collaborative, Culturally Sensitive, Empathetic, Proactive, Reflective)  
(Standards: ISTE IVB, D, VA, D; GaPSC Standards 1.1, 1.2, 1.3, 3.7, 5.2, 6.1).

## TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

### Required Text:

Carr-Chellman, A.A. (2011). *Instructional Design for Teachers: Improving Classroom Practice*. New York, NY: Routledge.

### Required Equipment:

USB (Key) Drive – Available from Wal-Mart, Target, and Staples (to name a few). Cost: As little as \$12.00.

### References:

- Bigge, M.L. and Shermis, S.S. (2004). *Learning Theories for Teachers* (6<sup>th</sup> ed.). Boston, MA: Pearson Education, Inc.
- Carr-Chellman, A.A. (2011). *Instructional Design for Teachers: Improving Classroom Practice*. New York, NY: Routledge.
- Clark, R.C., and Mayer, R.E. (2008). *E-Learning and the science of instruction*. (2nd ed.). San Francisco, CA: John Wiley & Sons, Inc.
- Gagne, R.M., Wager, W.W., Golas, K.C., and Keller, J.M. (2005). *Principles of Instructional Design*. (5<sup>th</sup> ed.). Belmont, CA: Wadsworth, Cengage Learning.
- Grabe, M. & Grabe, C. (2004). *Integrating technology for meaningful learning*. (4<sup>th</sup> ed.).

- Joyce, B., Wei, M., and Calhoun, E. (2009). *Models of teaching* (8<sup>th</sup> ed.). Boston, MA: Pearsons Education, Inc.
- Roblyer, M. D., (2005). *Integrating educational technology into teaching* (4th ed.)
- Smaldino, S., Russell, J., Lowther, D. L., and Heinich, R. (2008). *Instructional media and technologies for learning* (9th ed.) New York: Prentice-Hall.
- Wiggins, G., and McTighe, J. (2005). *Understanding by Design* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.

## **ACTIVITIES AND ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY**

### **Activities and Assessments:**

#### **1.0 Class Attendance and Participation (30 points)**

Students will be prepared for each class by doing the assigned readings in advance, and have the appropriate materials required for class activities. Students will also receive points for participation in online class forums.

Absence from online forums **during the week in which they are active** may lower a student's cumulative point total by **30 points**.

(Objectives # 1,2,3,4,5,6,7; disposition; teacher observation)

#### **2.0 Weekly Work**

##### **2.1 Weekly Discussions (14 discussions @ 3 points each = 42 points)**

Each week the student will respond to a discussion prompt provided by the instructor. Students will be assessed on the degree to which they addressed the discussion prompt, reflection, the degree to which the posting contributed to the discussion, and the timeliness of their postings. Please Note: Since discussion postings are a part of an active conversation postings made after the week during which the discussion is active will not receive ANY credit. Therefore, it is very important that discussion postings are made in a timely manner.

(Course Objectives 1, 2, 3, 4, 5, 6,7; Knowledge, Skills, Disposition; Teacher Observation, Course LMS postings, online discussions)

##### **2.3 Weekly Quizzes (14 quizzes @ 2 points each = 28 points)**

Each week a short quiz of no more than five questions will be made available through the course website. The quiz will be based on that week's readings. Please consult the tentative course schedule for each week's readings.

(Course Objectives 1, 2, 3, 4, 5, 6; Knowledge, Skills; Course LMS Quizzes)

#### **3.0 Student Work**

**All student work submitted during the course is required to be original. All projects must be completed to be graded.**

##### **3.1 Establishing the Web Portfolio (5 Points)**

Using materials provided in the class the student should use their UWG web space to establish a web based portfolio for the class. The portfolio will be built as each assignment is completed for the class.

(Course Objectives 7; Knowledge, Skills; rubric).

### **3.2 The ASSURE Lesson Redux (5 Points)**

The student will update the ASSURE lesson plan they created in MEDT6401 or MEDT6402. These updates should be based on feedback about the lesson plan and their own reflections. A brief (no more than one page) explanation of these changes should be included with the updated lesson. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area.

(Course Objectives 1, 2, 4; Knowledge, Skills; rubric).

### **3.3 ASSURE Lesson Video (5 Points)**

The student should videotape a five minute lesson using the revised ASSURE lesson plan. The video should be saved as a flash video and uploaded into their personal course web space. A brief reflection about how the delivery of the lesson went should be included with the video. The student will then print out a PDF of the reflection work, upload it and the video to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area.

Directions for creating the video will be provided in the course.

(Course Objectives 3; Knowledge, Skills; rubric).

### **3.4 The ADDIE Model: A First Draft (5 Points)**

Using Inspiration the student will create an initial ADDIE model describing a setgoals/objectives to be addressed and providing an overview of a unit plan which will be developed to address the identified goals/objectives. Identification of the goals/objectives should be done in consultation with the instructor and to the greatest extent possible be based on state standards. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area.

(Course Objectives 1, 2, 3, 5, 6; Knowledge, Skills; rubric).

### **3.5 Analysis of Goals and Objectives (5 Points)**

Using directions provided online the student will conduct a complete analysis of the goals and objectives they identified earlier. This analysis will include a needs statement, instructional analysis, prerequisite skills, and analysis of available resources. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area.

(Course Objectives 1, 2, 6; Knowledge, Skills; rubric).

### **3.6 Addressing the Needs of Diverse Learners (5 Points)**

Using directions provided online the student will develop a plan for addressing the needs of diverse learners in the instructional unit. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment

(including how the student will use it in their professional practice) and post a link to their work in the course assignment area.

(Course Objectives 1, 2, 6, 7; Knowledge, Skills; rubric).

### **3.7 Design of the Unit Plan (5 Points)**

Using directions provided online the student will design a unit of instruction based on the analysis they conducted earlier. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area.

(Course Objectives 1, 2, 6; Knowledge, Skills; rubric).

### **3.8 Development of the Unit Plan (5 Points)**

Using directions provided online the student will develop a unit of instruction based on the analysis they conducted earlier. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area.

(Course Objectives 1, 2, 4, 6; Knowledge, Skills; rubric).

### **3.9 Communication (5 Points)**

Using directions provided online the student will develop a communication plan with parents and other relevant stakeholders. This plan should include strategies for parental/stakeholder involvement in implementing the instructional unit. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area.

(Course Objectives 1, 6, 7; Knowledge, Skills; rubric).

### **3.10 The Implementation Plan (5 Points)**

Using directions provided online the student will develop a plan for implementing the unit of instruction developed earlier. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area.

(Course Objectives 1, 2, 6; Knowledge, Skills; rubric).

### **3.11 The Assessment Plan (5 Points)**

Using directions provided online the student will develop a plan for assessing student learning and the effectiveness of the instructional unit. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area.

(Course Objectives 3, 5; Knowledge, Skills; rubric).

### **3.12 Web-Based Materials (5 Points)**

Using directions provided in class the student will create a web-based manual for their instructional unit including electronic copies of all the materials needed to deliver the content for the unit.

(Course Objectives 2, 4; Knowledge, Skills; rubric).

### 3.13 CD-Based Materials (5 Points)

Using directions provided in class the student will create a CD-based manual for their instructional unit including electronic copies of all the materials needed to deliver the content for the unit.

(Course Objectives 2, 4; Knowledge, Skills; rubric).

### 4.1 Final Exam (20 points)

A final exam, delivered through CourseDen will be given during the week listed on the tentative course schedule. The exam will be comprehensive and will consist of questions drawn from the course readings and activities.

(Course Objectives 1,2,3,4; Knowledge, Skills, Disposition; exam).

### Evaluation Procedures

Students are evaluated in the following areas:

Activity	Total Points	Type of Assessment	When and Where Due
1 Class Participation	30	Teacher Observation	On-going
2.1 Weekly Discussions (Rating)	42	Rubric	On-going
2.3 Weekly Quizzes	28	Online Quiz	On-going
3.1 Establishing the Web Portfolio	5	Rubric	Module 1
3.2 The ASSURE Lesson Redux	5	Rubric	Module 2
3.3 ASSURE Lesson Video	5	Rubric	Module 3
3.4 The ADDIE Model: A First Draft	5	Rubric	Module 4
3.5 Analysis of Goals and Objectives	5	Rubric	Module 5
3.6 Addressing the Needs of Diverse Learners	5	Rubric	Module 6
3.7 Design of the Unit Plan	5	Rubric	Module 7
3.8 Development of the Unit Plan	5	Rubric	Module 11
3.9 Communication	5	Rubric	Module 12
3.10 The Implementation Plan	5	Rubric	Module 13
3.11 The Assessment Plan	5	Rubric	Module 14
3.12 Web Based Materials	5	Rubric	Module 15
3.13 CD-Based Materials	5	Rubric	Module 15

4.0 Final Exam	20	OnlineTest	Final Exam Module
<b>Total Points</b>	<b>185</b>		

### GRADING SCALE:

Final grades are based on a percentage of the total points available in the course. The percentages are as follows:

A = 95% - 100%

B = 85% - 94%

C = 75% - 84%

Below 74% Points = F

### CLASS POLICIES

#### 1. Submitting Assignments.

Students are expected to submit assignments on time. All components must be completed to receive a grade. Valid reasons for submitting work late must be cleared by the professor in advance. It is the student's responsibility to contact the professor when extenuating circumstances take place. Class participation points will be deducted for each day late. Late online assignments such as bulletin board postings will result in grade reduction. All assignments are due by midnight on the date due. Any assignments posted after midnight are considered late.

#### 2. Professionalism

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

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

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

#### 3. Communication Policy

The official communication method for this class will be through campus email (MyUWG) and the course LMS (Learning Management System). You will be responsible for checking your campus email, since the University and I will be using those addresses to correspond with you. You should also look under "My Courses" on your MyUWG for relevant files, announcements and so on.

#### **4. Extra Credit and Previous Work Policy**

Extra credit work may be offered in this course this determination will be made by the instructor; work completed for another class will not be accepted for fulfilling the requirements of this course.

#### **5. Disabilities Pledge**

I pledge to do my best to work with the University to provide all students with equal access to my 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 these known to me, 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. This is not only my personal commitment: it is your right, and it is the law!

#### **6. Acceptable Use Policy**

All students are expected to be familiar with the university acceptable use policy. The purpose of this policy is to outline the acceptable use of computer and network equipment at the University of West Georgia. This policy is in place to protect the employees and students of the University of West Georgia. Inappropriate use exposes the University to risks including virus attacks, compromise of network systems and services, and legal issues. To see the complete policy please go to [http://www.westga.edu/policy/index\\_3706.php](http://www.westga.edu/policy/index_3706.php).

### **ACADEMIC HONESTY**

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

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

### **UNIVERSITY AND COLLEGE 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.

**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](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.

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

### **CLASS OUTLINE**

This class is delivered using a course LMS (Learning Management System). Students are expected to use the course LMS and their campus email for corresponding with each other and the Instructor.

**Assignments:** All evaluation checklists are listed in the course LMS under the course content link. Work will be submitted using the assignments feature, discussion board, or testing feature of the course LMS.

#### **Tentative Class Schedule**

<b>Date</b>	<b>Topic/Readings</b>	<b>Assignment Due</b>
<b>Module 1</b>	Online Introductions Instructor Introduction	Module One Discussion: Online Introduction Quiz
<b>Module 2</b>	Establishing the Web Portfolio Course Text: Chapter 1	Module Discussion Two Quiz: Course Text Chapter 1 Assignment 3.1
<b>Module 3</b>	The ASSURE Lesson Redux Course Text: Chapter 2	Module Discussion Three Quiz: Course Text Chapter 2 Assignment 3.2
<b>Module 4</b>	The ASSURE Lesson Video Course Text: Chapter 3	Module Discussion Four Quiz: Course Text Chapter 3 Assignment 3.3

<b>Module 5</b>	The ADDIE Model: A First Draft Course Text: Chapter 4	Module Discussion Five Quiz: Course Text Chapter 4 Assignment 3.4
<b>Module 6</b>	Analysis of Goals and Objectives Course Text: Chapter 5	Module Discussion Six Quiz: Course Text Chapter 5 Assignment 3.5
<b>Module 7</b>	Addressing the Needs of Diverse Learners Course Text: Chapter 6	Module Discussion Seven Quiz: Course Text Chapter 6 Assignment 3.6
<b>Module 8</b>	Design of the Unit Plan Course Text: Chapter 7	Module Discussion Eight Quiz: Course Text Chapter 7 Assignment 3.7
<b>Module 9</b>	Development of the Unit Plan Course Text: Chapter 8	Module Discussion Nine Quiz: Course Text Chapter 8
<b>Module 10</b>	Development of the Unit Plan Continued Course Text: Chapter 9	Module Discussion Ten Quiz: Course Text Chapter 9 Assignment 3.8
<b>Module 11</b>	Communication Course Text: Chapter 10	Module Discussion Eleven Quiz: Course Text Chapter 10 Assignment 3.9
<b>Module 12</b>	The Implementation Plan Course Text: Chapter 11	Module Discussion Twelve Quiz: Course Text Chapter 11 Assignment 3.10
<b>Module 13</b>	The Assessment Plan Course Text: Chapter 12	Module Discussion Thirteen Quiz: Course Text Chapter 12 Assignment 3.11
<b>Module 14</b>	Web Based Materials Course Text: Chapter 13	Module Discussion Fourteen Quiz: Course Text Chapter 13 Assignment 3.12
<b>Module 15</b>	CD Based Materials Course Text: Chapter 14	Module Discussion Fifteen Quiz: Course Text Chapter 14 Assignment 3.13
<b>Module 16</b>	Final Exam	4.2 Final Exam

**\*\*Unless otherwise noted all activities are due by 11:59 of the last day of the module indicated.**

**MEDT 7476****EVALUATING CLASSROOM INSTRUCTION**

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

Email:

Fax:

Distance Support: CourseDen Home Page

<http://webct.westga.edu> ,

CourseDen Help &amp; Troubleshooting

<http://www.westga.edu/~distance/webct1/help>, or<http://help.view.usg.edu> (Click on "Request Support" for live chat)

UWG Online Learning Connection

<http://www.westga.edu/~online> ,

Distance Learning Library Services

<http://www.westga.edu/~library/depts/offcampus/> ,

Ingram Library Services

<http://www.westga.edu/~library>

University Bookstore

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

Fax:

**COURSE DESCRIPTION:**

Prerequisite: MEDT7464

This course will focus on the application the principles of evaluation as they relate to instruction. Specific concepts covered include formative evaluation, summative evaluation, evaluation of instruction, and standardized testing.

**CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and

overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. The ISTE national standards and the GaPSC standards also are incorporated as criteria against which candidates are measured.

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

### COURSE OBJECTIVES

Students will:

1. Understand the relationship between effective assessment and increased student achievement.  
(Carr-Chellman, 2011; Gagne, Wager, Golas, and Keller, 2005; McMillan, 2004; Popham, 2011; Smaldino, Russell, Lowther, and Heinich, 2008)  
(Conceptual Framework Descriptors: Decisive, Inquisitive, Adaptive, Knowledgeable, Reflective)  
(Standards: ISTE IA, B; GaPSC Standards 2.7, 2.8, 5.2, 5.3,6.2, 6.3);
2. Identify and implement principles of effective assessment.  
(Carr-Chellman, 2011; Gagne, Wager, Golas, and Keller, 2005; McMillan, 2004; Popham, 2011; Smaldino, Russell, Lowther, and Heinich, 2008)  
(Conceptual Framework Descriptors: Decisive, Inquisitive, Adaptive, Knowledgeable, Reflective);  
(Standards: ISTE IA, C; GaPSC 2.7, 2.8, 5.2, 5.3,6.2, 6.3);
3. Use technology tools such as electronic portfolios to support assessment.  
(Carr-Chellman, 2011; Gagne, Wager, Golas, and Keller, 2005; McMillan, 2004; Popham, 2011; Smaldino, Russell, Lowther, and Heinich, 2008)  
(Conceptual Framework Descriptors: Inquisitive, Adaptive, Knowledgeable, Proactive, Reflective)  
(Standards: ISTE IIB, IIIA, D, IVC, VC; Ga PSC 2.1, 2.2, 2.3, 2.7, 2.8, 3.2, 3.5, 5.2, 5.3,6.2, 6.3);
4. Incorporate formative evaluation and performance assessment into the curriculum.  
(Carr-Chellman, 2011; Gagne, Wager, Golas, and Keller, 2005; McMillan, 2004; Popham, 2011; Smaldino, Russell, Lowther, and Heinich, 2008)  
(Conceptual Framework Descriptors: Decisive Inquisitive, Adaptive, Knowledgeable, Proactive, Reflective)  
(Standards: ISTE IA, B, C, IIA, C; GaPSC 2.7, 2.8, 5.2, 5.3,6.2, 6.3);

5. Implement alternative assessment systems for diverse learners.  
(Carr-Chellman, 2011; Gagne, Wager, Golas, and Keller, 2005; McMillan, 2004; Popham, 2011; Smaldino, Russell, Lowther, and Heinich, 2008);  
(Conceptual Framework Descriptors: Adaptive, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective)  
(Standards: ISTE IID, IVB, D; GaPSC 2.7, 2.8, 3.4, 4.1, 4.3, 5.2, 5.3, 6.2, 6.3);
6. Communicate assessment results to various stakeholder groups.  
(Carr-Chellman, 2011; Gagne, Wager, Golas, and Keller, 2005; McMillan, 2004; Popham, 2011; Smaldino, Russell, Lowther, and Heinich, 2008)  
(Conceptual Framework Descriptors: Decisive, Leading, Inquisitive, Decision Makers, Adaptive, Collaborative, Culturally Sensitive, Proactive, Reflective;  
(Standards: ISTE ID, IIIB, C, IVA, VA, B, D; GaPSC 1.1, 1.2, 1.4, 2.7, 2.8, 5.2, 5.3, 6.2, 6.3);
7. Research, recommend, and implement policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school, district, state, and federal technology plans and guidelines.  
(Carr-Chellman, 2011; Gagne, Wager, Golas, and Keller, 2005; McMillan, 2004; Popham, 2011; Smaldino, Russell, Lowther, and Heinich, 2008)  
(Conceptual Framework Descriptors: Decisive, Leading, Inquisitive, Adaptive, Collaborative, Culturally Sensitive, Proactive, Reflective;  
(Standards: ISTE ID, IIIB, C, IVA, VA, B, D; GaPSC 1.1, 1.2, 1.3, 1.4).

## TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

### Required Text:

Popham, J.W. (2011). *Classroom Assessment: What Teachers Need to Know* (6<sup>th</sup> ed.). New York, NY: Pearson Education, Inc.

### Required Equipment/Services:

Equipment requirements for this course are the same as requirements for admittance into the MIT program. A complete list of requirements may be found at <http://coe.westga.edu/~mit>.

### References:

- Bigge, M.L. and Shermis, S.S. (2004). *Learning Theories for Teachers* (6<sup>th</sup> ed.). Boston, MA: Pearson Education, Inc.
- Carr-Chellman, A.A. (2011). *Instructional Design for Teachers: Improving Classroom Practice*. New York, NY: Routledge.
- Clark, R.C., and Mayer, R.E. (2008). *E-Learning and the science of instruction*. (2nd ed.). San Francisco, CA: John Wiley & Sons, Inc.
- Gagne, R.M., Wager, W.W., Golas, K.C., and Keller, J.M. (2005). *Principles of Instructional Design*. (5<sup>th</sup> ed.). Belmont, CA: Wadsworth, Cengage Learning.
- Grabe, M. & Grabe, C. (2004). *Integrating technology for meaningful learning*. (4<sup>th</sup> ed.).
- Joyce, B., Wei, M., and Calhoun, E. (2009). *Models of teaching* (8<sup>th</sup> ed.). Boston, MA: Pearson Education, Inc.

- McMillan, J.H. (2004). *Educational Research: Fundamentals for the Consumer*. (4<sup>th</sup> ed.). New York, NY: Pearson Education, Inc.
- Popham, J.W. (2011). *Classroom Assessment: What Teachers Need to Know* (6<sup>th</sup> ed.) New York, NY: Pearson Education, Inc.
- Roblyer, M. D., and Doering, A. K. (2009). *Integrating educational technology into teaching* (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Smaldino, S., Russell, J., Lowther, D. L., and Heinich, R. (2008). *Instructional media and technologies for learning* (9th ed.) New York: Prentice-Hall.
- Wiggins, G., and McTighe, J. (2005). *Understanding by Design* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.

## ACTIVITIES AND ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

### Activities and Assessments:

#### 1.0 Class Attendance and Participation (30 points)

##### 2.0

Students will attend and participate in all classes, be prepared for each class by doing the assigned readings in advance, and have the appropriate materials required for class activities. Students will receive points for participation in online class forums.

Absence from online forums **during the week in which they are active** may lower a student's cumulative point total by **30 points**.

(Objectives # 1,2,3,4,5,6, 7; disposition; teacher observation)

#### 2.0 Weekly Work

##### 2.1 Weekly Discussions (14 discussions @ 3 points each = 42 points)

Each week the student will respond to a discussion prompt provided by the instructor. Students will be assessed on the degree to which they addressed the discussion prompt, reflection, the degree to which the posting contributed to the discussion, and the timeliness of their postings.

Please Note: Since discussion postings are a part of an active conversation postings made after the week during which the discussion is active will not receive ANY credit. Therefore, it is very important that discussion postings are made in a timely manner.

(Course Objectives 1, 2, 3, 4, 5, 6, 7; Knowledge, Skills, Disposition; Teacher Observation, Course LMS postings, online discussions)

##### 2.2 Weekly Quizzes (16 quizzes @ 2 points each = 32 points)

Each week a short quiz of no more than five questions will be made available through the course website. The quiz will be based on that week's readings. Please consult the tentative course schedule for each week's readings.

(Course Objectives 1, 2, 3, 4, 5, 6, 7; Knowledge, Skills; Course LMS Quizzes)

#### 3.0 Student Work

##### 4.0

**5.0 All student work submitted during the course is required to be original. All projects must be completed to be graded.**

### **3.1 Establishing the Web Portfolio (5 Points)**

Using materials provided in the class the student should use their UWG web space to establish a web based portfolio for the class. The portfolio will be built as each assignment is completed for the class.

(Course Objectives 1, 2,3, 4, 5, 6, 7; Knowledge, Skills; rubric).

### **3.2 Reflection on Implementation of the Instructional Plan (5 Points)**

Before attending class the student should have implemented the instructional plan/unit developed in MEDT 7464. The student should write a brief reflection about the implementation of the plan highlighting what went well and areas needed for improvement. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area.

(Course Objectives 2; Knowledge, Skills; rubric).

### **3.3 Implementation Video (5 Points)**

While implementing the instructional plan the student should video at least one instructional session (lesson). The video should be saved as a flash video and uploaded into their personal course web space. A brief reflection about how the delivery of the lesson went should be included with the video. The student will then print out a PDF of the reflection work, upload it and the video to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area. Directions for creating the video will be provided in the course.

(Course Objectives 2; Knowledge, Skills; rubric).

### **3.4 Constructing Selected-Response Tests (5 Points)**

Using the Instructional Plan Developed in MEDT7464 the student should develop a Selected-Response Test that measures the content delivered in the instructional unit. If the student can administer the test then the results along with the test should be submitted. If the student is unable to administer the test then a brief reflection about the assessment and the test should be posted. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area.

(Course Objectives 1, 2; Knowledge, Skills; rubric).

### **3.5 Constructing Constructed-Response Tests (5 Points)**

Using the Instructional Plan Developed in MEDT7464 the student should develop a Constructed-Response Test that measures the content delivered in the instructional unit. If the student can administer the test then the results and test should be submitted. If the student is unable to administer the test then a brief reflection about the test and the test itself should be posted. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area.

(Course Objectives 1, 2; Knowledge, Skills; rubric).

**3.6 Portfolio Assessments (5 Points)**

Using the Instructional Plan Developed in MEDT7464 the student should develop a Portfolio Assessment Plan that measures the content delivered in the instructional unit. If the student can administer the portfolio plan then the results should be submitted. If the student is unable to administer the test then a brief reflection about the assessment as well as the assessment plan should be posted. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area. (Course Objectives 1, 2; Knowledge, Skills; rubric).

**3.7 Affective Assessment (5 Points)**

Using the Instructional Plan Developed in MEDT7464 the student should develop a Affective Assessment that measures the content delivered in the instructional unit. If the student can administer the assessment then the results should be submitted. If the student is unable to administer the assessment then a brief reflection about the assessment should be posted. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area. (Course Objectives 1, 2; Knowledge, Skills; rubric).

**3.8 Alternate Assessment Plans (5 Points)**

Using the Instructional Plan Developed in MEDT7464 the student should develop an alternative assessment that measures the content delivered to a group of diverse learners. If the student can administer the assessment then the results should be submitted. If the student is unable to administer the assessment then a brief reflection about the assessment should be posted. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area. (Course Objectives 1, 2, 5; Knowledge, Skills; rubric).

**3.9 Improving Teacher-Developed Assessment (5 Points)**

Using the Instructional Plan Developed in MEDT7464 the student will revise the original assessment used with the plan. If the student can administer the revised assessment then the results should be submitted. If the student is unable to administer the test then a brief reflection about the assessment should be posted. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area. (Course Objectives 1, 2, 4; Knowledge, Skills; rubric).

**3.10 Formative Assessment (5 Points)**

Using the Instructional Plan Developed in MEDT7464 the student should develop a Formative assessment plan based on the assessment results from the implementation of the original plan. If possible the formative assessment plan should be implemented. If not, a brief reflection about the potential implementation of the formative assessment should be included with the student's assignment. The student will then print out a PDF of the resulting work, upload it to their

website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area. (Course Objectives 1, 2, 3, 4; Knowledge, Skills; rubric).

### **3.11 Evaluating Instruction (5 Points)**

The student should evaluate the effectiveness of the Instructional Plan Developed in MEDT7464. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area. (Course Objectives 1, 2, 4; Knowledge, Skills; rubric).

### **3.12 Assessment Based Grading (5 Points)**

Using the Instructional Plan Developed in MEDT7464 the student should develop an assessment-based grading system. If the student can administer the assessment then the results should be submitted. If the student is unable to administer the assessment then a brief reflection about the assessment should be posted. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area. (Course Objectives 1, 2; Knowledge, Skills; rubric).

### **3.13 Communicating Assessment Results (5 Points)**

Using directions provided online the student will develop a communication plan that conveys the results of the assessment of the instructional unit developed in MEDT 7464. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area. (Course Objectives 1, 2, 6, 7; Knowledge, Skills; rubric).

### **3.14 Communicating Assessment Results (5 Points)**

Using directions provided online the student will write a grant proposal that addresses a departments, school-wide, or district-wide, instructional problem. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area. (Course Objectives 1, 2, 6, 7; Knowledge, Skills; rubric).

### **3.14 Web-Based Materials (5 Points)**

Using directions provided in class the student will create a revised web-based manual for their instructional unit including electronic copies of all the materials needed to deliver the content for the unit. (Course Objectives 1, 2, 3, 4, 5, 6; Knowledge, Skills; rubric).

### **3.15 CD-Based Materials (5 Points)**

Using directions provided in class the student will create a revised CD-based manual for their instructional unit including electronic copies of all the materials needed to deliver the content for the unit. (Course Objectives 1, 2, 3, 4, 5, 6; Knowledge, Skills; rubric).

#### 4.1 Final Exam (20 points)

A final exam, delivered through the course LMS will be given during the week listed on the tentative course schedule. The exam will be comprehensive and will consist of questions drawn from the course readings and activities.

(Course Objectives 1, 2, 3, 4, 5, 6; Knowledge, Skills, Disposition; exam).

#### Evaluation Procedures

Students are evaluated in the following areas:

Activity	Total Points	Type of Assessment	When and Where Due
1 Class Participation	30	Teacher Observation	On-going
2.1 Weekly Discussions (Rating)	42	Rubric	On-going
2.2 Weekly Quizzes	32	Online Quiz	On-going
3.1 Establishing the Web Portfolio	5	Rubric	Module1
3.2 Reflection on Implementation of the Instructional Plan	5	Rubric	Module2
3.3 Implementation Video	5	Rubric	Module3
3.4 Selected-Response Tests	5	Rubric	Module 4
3.5 Constructed-Response Tests	5	Rubric	Module5
3.6 Portfolio Assessments	5	Rubric	Module6
3.7 Affective Assessment	5	Rubric	Module 7
3.8 Alternative Assessment Plans	5	Rubric	Module 11
3.9 Improving Teacher-Developed Assessments	5	Rubric	Module 12
3.10 Formative Assessment	5	Rubric	Module 13
3.11 Evaluating Instruction	5	Rubric	Module 14
3.12 Assessment Based Grading	5	Rubric	Module 15
3.13 Communicating Assessment Results	5	Rubric	Module 15
3.14 Web Based Materials	5	Rubric	Module 15
3.14 CD Based Materials	5	Rubric	Module 15
4.0 Final Exam	20	Online Test	Final Exam Module
<b>Total Points</b>	<b>199</b>		

#### GRADING SCALE:

Final grades are based on a percentage of the total points available in the course. The percentages are as follows:

A = 95% - 100%

B = 85% - 94%

C = 75% - 84%

Below 74% Points = F

#### CLASS POLICIES

### **1. Submitting Assignments.**

Students are expected to submit assignments on time. All components must be completed to receive a grade. Valid reasons for submitting work late must be cleared by the professor in advance. It is the student's responsibility to contact the professor when extenuating circumstances take place. Class participation points will be deducted for each day late. Late online assignments such as bulletin board postings will result in grade reduction. All assignments are due by midnight on the date due. Any assignments posted after midnight are considered late.

### **2. Professionalism**

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

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

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

### **3. Communication Policy**

The official communication method for this class will be through campus email (MyUWG) and the course LMS (Learning Management System). You will be responsible for checking your campus email, since the University and I will be using those addresses to correspond with you. You should also look under "My Courses" on your MyUWG for relevant files, announcements and so on.

### **4. Extra Credit and Previous Work Policy**

Extra credit work may be offered in this course this determination will be made by the instructor; work completed for another class will not be accepted for fulfilling the requirements of this course.

### **5. Disabilities Pledge**

I pledge to do my best to work with the University to provide all students with equal access to my 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 these known to me, 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. This is not only my personal commitment: it is your right, and it is the law!

#### **6. Acceptable Use Policy**

All students are expected to be familiar with the university acceptable use policy. The purpose of this policy is to outline the acceptable use of computer and network equipment at the University of West Georgia. This policy is in place to protect the employees and students of the University of West Georgia. Inappropriate use exposes the University to risks including virus attacks, compromise of network systems and services, and legal issues. To see the complete policy please go to [http://www.westga.edu/policy/index\\_3706.php](http://www.westga.edu/policy/index_3706.php).

### **ACADEMIC HONESTY**

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

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

### **UNIVERSITY AND COLLEGE 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.

**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](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.

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

**CLASS OUTLINE**

This class is delivered using a course LMS (Learning Management System). Students are expected to use the course LMS and their campus email for corresponding with each other and the Instructor.

**Assignments:** All evaluation checklists are listed in the course LMS under the course content link. Work will be submitted using the assignments feature, discussion board, or testing feature of the course LMS.

**Tentative Class Schedule**

<b>Date</b>	<b>Topic/Readings</b>	<b>Assignment Due</b>
<b>Module 1</b>	Online Introductions Instructor Introduction	Module One Discussion: Online Introduction Quiz
<b>Module 2</b>	Establishing the Web Portfolio Course Text: Chapter 1	Module Discussion Two Quiz: Course Text Chapter 1 Assignment 3.1
<b>Module 3</b>	Reflection on Implementation Course Text: Chapter 2	Module Discussion Three Quiz: Course Text Chapter 2 Assignment 3.2
<b>Module 4</b>	Implementation Video Course Text: Chapter 3	Module Discussion Four Quiz: Course Text Chapter 3 Assignment 3.3

<b>Module 5</b>	Selected Response Tests Course Text: Chapter 4	Module Discussion Five Quiz: Course Text Chapter 4 Assignment 3.4
<b>Module 6</b>	Constructed Response Tests Course Text: Chapter 5	Module Discussion Six Quiz: Course Text Chapter 5 Assignment 3.5
<b>Module 7</b>	Portfolio Assessments Course Text: Chapter 6	Module Discussion Seven Quiz: Course Text Chapter 6 Assignment 3.6
<b>Module 8</b>	Affective Assessment Course Text: Chapter 7	Module Discussion Eight Quiz: Course Text Chapter 7 Assignment 3.7
<b>Module 9</b>	Alternate Assessment Plans Course Text: Chapter 8	Module Discussion Nine Quiz: Course Text Chapter 8
<b>Module 10</b>	Improving Assessment Course Text: Chapter 9	Module Discussion Ten Quiz: Course Text Chapter 9 Assignment 3.8
<b>Module 11</b>	Formative Assessment Course Text: Chapter 10	Module Discussion Eleven Quiz: Course Text Chapter 10 Assignment 3.9
<b>Module 12</b>	Evaluating Instruction Course Text: Chapter 11	Module Discussion Twelve Quiz: Course Text Chapter 11 Assignment 3.10
<b>Module 13</b>	Assessment Based Grading Course Text: Chapter 12	Module Discussion Thirteen Quiz: Course Text Chapter 12 and 13 Assignment 3.11
<b>Module 14</b>	Communicating Assessment Results Course Text: Chapter 13	Module Discussion Fourteen Quiz: Course Text Chapter 14 and 15 Assignment 3.12
<b>Module 15</b>	Web and CD Based Materials Course Text: Chapter 14	Module Discussion Fifteen Quiz: Course Text Chapter 16 Assignments 3.14, 3.15
<b>Module 16</b>	Final Exam	4.0 Final Exam

*\*\*Unless otherwise noted all activities are due by 11:59 of the last day of the module indicated.*

## Course Update Request (Add, Delete, Modify)

### Originator

Educational Innovation  
Department

College of Education  
College

Bray, Marty  
Originator

### Action

Add  Modify  Delete

### Modifications

Prerequisites  Description  Title  Credit  See Comments

### Course Details

MEDT 6402 Technology in the Content Areas  
Prefix Number Course Title

An overview of instructional communications, design, and technology as they relate to teaching and learning in the digital age; including the production of digital teaching materials and the utilization of digital teaching tools.

### Course Catalog Description

3 Lec Hrs      0 Lab Hrs      3 Credit Hrs      Fall - 2011 Effective Term      Every Term Frequency      Letter Grade Grading

### Prerequisites

MEDT 2401 or equivalent.

### Corequisites

### Rationale

Substantive changes to the M.Ed in Instructional Technology (M.Ed. in IT) program are needed if it is to continue to be a viable and relevant program as the current program does not fully address the needs of educators with regards to integrating technology in the classroom. The proposed changes are based on, continuing low enrollments, candidate evaluations, alumni evaluations, and focus group meetings with professionals across the state. This new course will include the necessary content updates.

### Planning Info

Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 60

### Comments

TEAC Approval Required

### College Approvals

Putney, Dawn [ APPROVED 01/31/11 ]  
Chair, Course Department

Hoff, Dianne [ APPROVED 02/03/11 ]  
Associate Dean, College of Education

### Cross Listing Approvals

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

### Other Approvals

Jenks, David [ APPROVED 02/18/11 ]  
Chair, Committee on Graduate Studies

N/A  
Chair, TEAC

### FINAL APPROVAL

Anderson, Jon [ PENDING 02/18/11 ]  
Chair, Faculty Senate

**MEDT 6402****TECHNOLOGY IN THE CONTENT AREAS**

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

Email:

Fax:

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

**COURSE DESCRIPTION:**

An overview of instructional communications, design, and technology as they relate to teaching and learning in the digital age; including the production of digital teaching materials and the utilization of digital teaching tools.

**CONCEPTUAL FRAMEWORK**

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

ISTE national standards and the GaPSC standards also are incorporated as criteria against which candidates are measured.

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

## **COURSE OBJECTIVES**

Students will:

1. demonstrate basic software and hardware troubleshooting strategies common in digital learning environments;  
(Carr-Chellman, 2011; Joyce, Wei, and Calhoun, 2009; Roblyer, M. D., and Doering, A. K. (2009); Smaldino, Russell, Lowther, and Heinich, 2008; Wiggins, and McTighe, 2005)  
(Conceptual Framework Descriptors: Knowledgeable)  
(Standards: ISTE IIA, IIIA, IVA, VC ; GaPSC Standards 3.5, 3.6);
2. understand the design and implementation of technology-enhanced learning experiences making appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon an analysis of learner characteristics, including readiness levels, interests, and personal goals;  
(Bigge and Shermis, 2004; Carr-Chellman, 2011; Gagne, Wager, Golas, and Keller, 2005; Joyce, Wei, and Calhoun, 2009; Smaldino, Russell, Lowther, and Heinich, 2008; Wiggins, and McTighe, 2005)  
(Conceptual Framework Descriptors: Leading, Adaptive, Knowledgeable, Proactive, Reflective)  
(Standards: ISTE IA, B, C, D, IIC; GaPSC Standards 3.1, 3.2, 3.3, 3.5, 3.7, 6.2, 6.3);
3. model and facilitate effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources;  
(Bigge and Shermis, 2004; Carr-Chellman, 2011; Joyce, Wei, and Calhoun, 2009; Roblyer, M. D., and Doering, A. K. (2009); Smaldino, Russell, Lowther, and Heinich, 2008; Wiggins, and McTighe, 2005)  
(Conceptual Framework Descriptors: Decisive, Leading, Adaptive, Proactive, Reflective)  
(Standards: ISTE IIID, VB; GaPSC Standards 1.2, 1.4, 2.1, 5.1, 5.2, 6.3);
4. facilitate the effective use of diagnostic, formative, and summative assessments to measure student learning and technology literacy including the use of digital assessment tools and resources;  
(Bigge and Shermis, 2004; Carr-Chellman, 2011; Gagne, Wager, Golas, and Keller, 2005; Joyce, Wei, and Calhoun, 2009; Smaldino, Russell, Lowther, and Heinich, 2008; Wiggins, and McTighe, 2005)  
(Conceptual Framework Descriptors: Decisive, Leading, Adaptive, Culturally Sensitive, Empathetic, Knowledgeable, Reflective)

(Standards: ISTE IIB, D, IVB; GaPSC Standards 1.2, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.6, 5.2, 6.1);

5. model and facilitate the design and implementation of technology-enhanced learning experiences, including the use of assistive technology, making appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon an analysis of learner characteristics, including readiness levels, interests, and personal goals;  
(Bigge and Shermis, 2004; Carr-Chellman, 2011; Joyce, Wei, and Calhoun, 2009; Roblyer, M. D., and Doering, A. K. (2009); Smaldino, Russell, Lowther, and Heinich, 2008; Wiggins, and McTighe, 2005)  
(Conceptual Framework Descriptors: Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective)  
(Standards: ISTE IVB, C, D; GaPSC Standards 3.4, 4.1, 4.2, 4.3);
6. facilitate the design, development, implementation, communication, and evaluation of technology-infused strategic plans with students, parents, colleagues, and other professionals;  
(Bigge and Shermis, 2004; Carr-Chellman, 2011; Gagne, Wager, Golas, and Keller, 2005; Joyce, Wei, and Calhoun, 2009; Smaldino, Russell, Lowther, and Heinich, 2008; Wiggins, and McTighe, 2005)  
(Conceptual Framework Descriptors: Decisive, Leading, Inquisitive, Adaptive, Knowledgeable, Proactive, Reflective)  
(Standards: ISTE IIB, C, VA, D; GaPSC Standards 1.1, 1.3, 1.4).

## TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

### Required Text:

Roblyer, M. D., and Doering, A. K. (2009). *Integrating educational technology into teaching* (5th ed.). Upper Saddle River, NJ: Pearson Education.

### Required Equipment:

Equipment requirements for this course are the same as requirements for admittance into the MIT program. A complete list of requirements may be found at <http://coe.westga.edu/~mit>.

### References:

- Bigge, M.L. and Shermis, S.S. (2004). *Learning Theories for Teachers* (6<sup>th</sup> ed.). Boston, MA: Pearson Education, Inc.
- Carr-Chellman, A.A. (2011). *Instructional Design for Teachers: Improving Classroom Practice* New York, NY: Routledge.
- Clark, R.C., and Mayer, R.E. (2008). *E-Learning and the science of instruction*. (2nd ed.). San Francisco, CA: John Wiley & Sons, Inc.
- Gagne, R.M., Wager, W.W., Golas, K.C., and Keller, J.M. (2005). *Principles of Instructional Design*. (5<sup>th</sup> ed.). Belmont, CA: Wadsworth, Cengage Learning.
- Grabe, M. & Grabe, C. (2004). *Integrating technology for meaningful learning*. (4<sup>th</sup> ed.).
- Joyce, B., Wei, M., and Calhoun, E. (2009). *Models of teaching* (8<sup>th</sup> ed.). Boston, MA: Pearson Education, Inc.

- McMillan, J.H. (2004). *Educational Research: Fundamentals for the Consumer*. (4<sup>th</sup> ed.). New York, NY: Pearson Education, Inc.
- Popham, J.W. (2011). *Classroom Assessment: What Teachers Need to Know* (6<sup>th</sup> ed.) New York, NY: Pearson Education, Inc.
- Roblyer, M. D., and Doering, A. K. (2009). *Integrating educational technology into teaching* (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Smaldino, S., Russell, J., Lowther, D. L., and Heinich, R. (2008). *Instructional media and technologies for learning* (9th ed.) New York: Prentice-Hall.
- Wiggins, G., and McTighe, J. (2005). *Understanding by Design* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.

## **ACTIVITIES AND ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY**

### **Activities and Assessments:**

#### **1.0 Class Attendance and Participation (30 points)**

Students will attend and participate in all classes that are scheduled on campus, be prepared for each class by doing the assigned readings in advance, and have the appropriate materials required for class activities. Students will also receive points for participation in online class forums.

Absence from on campus sessions and/or online forums **during the week in which they are active** may lower a student's cumulative point total by **30 points**.

(Objectives # 1,2,3,4,5,6; disposition; teacher observation)

#### **2.0 Weekly Work**

##### **2.1 Weekly Discussions (14 discussions @ 3 points each = 42 points)**

Each week the student will respond to a discussion prompt provided by the instructor. Students will be assessed on the degree to which they addressed the discussion prompt, reflection, the degree to which the posting contributed to the discussion, and the timeliness of their postings. Please Note: Since discussion postings are a part of an active conversation postings made after the week during which the discussion is active will not receive ANY credit. Therefore, it is very important that discussion postings are made in a timely manner.

(Course Objectives 1, 2, 3, 4, 5, 6; Knowledge, Skills, Disposition; Teacher Observation, Course LMS postings, online discussions)

##### **2.2 Weekly Quizzes (15 quizzes @ 2 points each = 30 points)**

Each week a short quiz of no more than five questions will be made available through the course website. The quiz will be based on that week's readings. Please consult the tentative course schedule for each week's readings.

(Course Objectives 1, 2, 3, 4, 5, 6; Knowledge, Skills; Course LMS Quizzes)

#### **3.0 Student Work**

**All student work submitted during the course is required to be original. All projects must be completed to be graded.**

### **3.1 Introduction to the Virtual Lab (4 Points)**

In this assignment the student will access the UWG Virtual Lab and create a basic webpage in their UWG student Web account. Specific instructions, including a video tutorial, are available in the assignment area of the course.

(Course Objectives 1, 2, 3, 4, 5, 6; Knowledge, Skills; rubric).

### **3.2 Establishing the Web Portfolio (5 Points)**

Using materials provided in the class the student should use their UWG web space to establish a web based portfolio for the class. The portfolio will be built as each assignment is completed for the class.

(Course Objectives 1, 2,3, 4, 5, 6; Knowledge, Skills; rubric).

### **3.3 Georgia Statehood: A WebQuest (4 Points)**

In this assignment the student will create a predefined WebQuest. Specific instructions, including a video tutorial, are available in the assignment area of the course.

(Course Objectives 1, 2, 3, 4, 5, 6; Knowledge, Skills; rubric).

### **3.4 Creating Your Own WebQuest (4 Points)**

In this assignment the student will create a basic WebQuest which will be incorporated into their final curriculum website. Specific instructions are available in the assignment area of the course.

(Course Objectives 1, 2, 3, 4, 5, 6; Knowledge, Skills; rubric).

### **3.5 Embedding Video in a Webpage (4 Points)**

In this assignment the student will use Dreamweaver to create a learning activity that incorporates video. Specific instructions, including a video tutorial, are available in the assignment area of the course.

(Course Objectives 1, 2, 3, 4, 5, 6; Knowledge, Skills; rubric).

### **3.6 Multimedia (4 Points)**

In this assignment the student will add multimedia content to a Website. Specific instructions for completing this assignment and a template are available in the assignment area of the course.

(Course Objectives 1, 2, 3, 4, 5, 6; Knowledge, Skills; rubric).

### **3.7 Embedding Web2.0 Technologies in a Webpage (4 Points)**

In this assignment the student will use Dreamweaver to create a learning activity that incorporates Web 2.0 technologies that can be used for communication outside the classroom. Specific instructions, including a video tutorial, are available in the assignment area of the course.

(Course Objectives 1, 2, 3, 4, 5, 6; Knowledge, Skills; rubric).

### **3.8 Task Analysis Activity (6 Points)**

Using the directions provided online the student will create a task analysis for their final ASSURE Lesson. The student will then print out a PDF of the resulting work, upload it to their

website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area. (Course Objectives 1, 2, 4; Knowledge, Skills; rubric).

### **3.9 Copyright Activity (3 Points)**

Using the directions provided online the student will complete a copyright activity that illustrates the basic principles of fair use as it applies to electronic media. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area.

(Course Objectives 4, 5; Knowledge, Skills; rubric).

### **3.10 Addressing Diversity with Technology (5 Points)**

Using the directions provided online the student will complete a diversity activity that illustrates ways in which the special needs of students such as those with disabilities and whose primary language is not English can be addressed using technology. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area.

(Course Objectives 2, 3, 4, 5, 6; Knowledge, Skills; rubric).

### **3.11 Behavioral Objectives (5 Points)**

Using the directions provided online and in class the student will create at least one behavioral objective that they will use in their ASSURE lesson plan. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area.

(Course Objectives 1, 2, 3, 4; Knowledge, Skills; rubric).

### **3.12 Website Evaluation Activity (5 Points)**

Using the directions provided online the student will complete a website evaluation activity that illustrates the basic principles of website evaluation. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area.

(Course Objectives 1, 2, 3, 4; Knowledge, Skills; rubric).

### **3.13 ASSURE Lesson Plan (8 Points)**

Using the directions provided online and in class the student will complete a lesson planning activity that illustrates the basic principles of creating a lesson plan that includes technology. The student will then have to teach the lesson in class. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area.

(Course Objectives 1, 2, 3, 4; Knowledge, Skills; rubric).

### 3.14 ADDIE Model (8 Points)

Using the directions provided online the student will complete a lesson planning activity that illustrates the basic principals creating an instructional plan using the ADDIE model. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area.

(Course Objectives 1, 2, 3, 4; Knowledge, Skills; rubric).

### 3.15 Web-based Portfolio (5 Points)

Using directions provided in class the student will create a basic web-based portfolio which documents all of the work completed in class.

(Course Objectives 1, 2, 3, 4, 5; Knowledge, Skills; rubric).

### 3.16 CD-based Portfolio (5 Points)

Using directions provided the student will create a basic CD-based portfolio which includes all of the work completed in class.

(Course Objectives 1, 2, 3, 4, 5; Knowledge, Skills; rubric).

## 4.0 SAM Exam (20 points)

(Course Objectives 1,2,3,4; Knowledge, Skills, Disposition; exam).

### 4.1 Final Exam (20 points)

A final exam, delivered though CourseDen will be given during the week listed on the tentative course schedule. The exam will be comprehensive and will consist of questions drawn from the course readings and activities.

(Course Objectives 1,2,3,4; Knowledge, Skills, Disposition; exam).

## Evaluation Procedures

Students are evaluated in the following areas:

Activity	Total Points	Type of Assessment	When and Where Due
1 Class Participation	30	Teacher Observation	On-going
2.1 Weekly Discussions (Rating)	42	Rubric	On-going
2.3 Weekly Quizzes	26	Online Quiz	On-going

2.4 SAM Pathways	48	Online Quiz	On-going
3.1 Inspiration Activity	2	Rubric	Module 3
3.2 Rubistar Activity	2	Rubric	Module 4
3.3 Trackstar Activity	2	Rubric	Module 5
3.4 Task Analysis Activity	6	Rubric	Module 6
3.5 Copyright Activity	3	Rubric	Module 7
3.6 Addressing Diversity with Technology	5	Rubric	Module 8
3.7 Behavioral Objective	5	Rubric	Module 9
3.8 Website Evaluation	5	Rubric	Module 11
3.9 My Web-Quest	3	Rubric	Module 13
3.10 ASSURE Lesson Plan	8	Rubric	Module 14
3.11 Technology Based Lesson Plan	8	Rubric	Module 15
3.12 SAM Spreadsheet	3	Rubric	Module 15
3.13 Web Based Portfolio	5	Rubric	Module 16
3.14 CD Based Portfolio	10	Rubric	Final Presentation
3.15 ASSURE Lesson	40	Rubric	Final Presentation
4.0 SAM Exam	20	Online Test	Final Exam Module
4.1 Final Exam	20	Online Test	Final Exam Module
<b>Total Points</b>	<b>293</b>		

### GRADING SCALE:

Final grades are based on a percentage of the total points available in the course. The percentages are as follows:

A = 95% - 100%

B = 85% - 94%

C = 75% - 84%

Below 74% Points = F

### CLASS POLICIES

#### 1. Submitting Assignments.

Students are expected to submit assignments on time. All components must be completed to receive a grade. Valid reasons for submitting work late must be cleared by the professor in advance. It is the student's responsibility to contact the professor when extenuating circumstances take place. Class participation points will be deducted for each day late. Late online assignments such as bulletin board postings will result in grade reduction. All assignments are due by midnight on the date due. Any assignments posted after midnight are considered late.

#### 2. Professionalism

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

- Participating in interactions and class activities in a face-to-face or online environment in a positive manner.

- Collaborating and working equitably with students in the class.
- Actively participating in class each week.
- Turning in assignments on time.
- Arriving at and leaving class punctually.
- Treating class members, professor, and colleagues with respect in and out of the classroom.
- Eliminating interruptions in class. (This includes cell phones, beepers, disruptive behavior at class meetings).

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

### **3. Communication Policy**

The official communication method for this class will be through campus email (MyUWG) and the course LMS (Learning Management System). You will be responsible for checking your campus email, since the University and I will be using those addresses to correspond with you. You should also look under "My Courses" on your MyUWG for relevant files, announcements and so on.

### **4. Extra Credit and Previous Work Policy**

Extra credit work may be offered in this course this determination will be made by the instructor; work completed for another class will not be accepted for fulfilling the requirements of this course.

### **5. Disabilities Pledge**

I pledge to do my best to work with the University to provide all students with equal access to my 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 these known to me, 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. This is not only my personal commitment: it is your right, and it is the law!

### **6. Acceptable Use Policy**

All students are expected to be familiar with the university acceptable use policy. The purpose of this policy is to outline the acceptable use of computer and network equipment at the University of West Georgia. This policy is in place to protect the employees and students of the University of West Georgia. Inappropriate use exposes the University to risks including virus attacks, compromise of network systems and services, and legal issues. To see the complete policy please go to [http://www.westga.edu/policy/index\\_3706.php](http://www.westga.edu/policy/index_3706.php).

## **ACADEMIC HONESTY**

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas

or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connection and Student Handbook and the Graduate Catalog

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

### **UNIVERSITY AND COLLEGE 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.

**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](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.

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

## CLASS OUTLINE

This class is delivered using the course LMS (Learning Management System). Students are expected to be participants in all course activities including discussion forums and other online tools. Students are expected to use the course LMS and their campus email for corresponding with each other and the Instructor.

**Assignments: All evaluation checklists are listed in the course LMS under the course content link. Work will be submitted using the assignments feature, discussion board, or testing feature of the course LMS.**

### Tentative Class Schedule

Date	Topic/Readings	Assignment Due
<b>Module 1</b> Online	Online Introductions Instructor's Introduction	Module One Discussion: Online Introduction Quiz Login to SAM Pathways
<b>Module 2</b> Online	Planning Effective Lessons Text Reading 1	Module Discussion Two Quiz: Text Reading 1 SAM Pathways: Exam 1 SAM Pathways: Exam 2
<b>Module 3</b> Online	Mapping with Inspiration Text Reading 2	Module Discussion Three Quiz: Text Reading 2 SAM Pathways: Exam 3 3.1 Inspiration Assignment
<b>Module 4</b> Online	Assessment with Rubistar Text Reading 3	Module Discussion Four Quiz: Text Reading 3 SAM Pathways: Exam 4 3.2 Rubistar Assignment
<b>Module 5</b> Online	Teaching and Learning with Trackstar Text Reading 4	Module Discussion Five Quiz: Text Reading 4 SAM Pathways: Exam 5 3.3 Trackstar Assignment
<b>Module 6</b> Online	Task Analysis Text Reading 5	Module Discussion Six Quiz: Text Reading 5 SAM Pathways: Exam 6 3.4 Task Analysis
<b>Module 7</b> Online	Copyright Text Reading 6	Module Discussion Seven Quiz: Text Reading 6 SAM Pathways: Exam 7 3.5 Copyright Assignment
<b>Module 8</b> Online	Diversity Text Reading 7 <i>Note: Last day to withdraw with a grade of W</i>	Module Discussion Eight Formative Evaluation Quiz: Text Reading 7 SAM Pathways: Exam 8 3.6 Addressing Diversity

<b>Module 9</b> Online	Behavioral Objectives Text Reading 8	Module Discussion Nine Quiz: Text Reading 8 SAM Pathways: Exam 9 3.7 Behavioral Objectives
<b>Module 10</b> Online	Text Reading 9	Module Discussion Ten Quiz: Text Reading 9 SAM Pathways: Exam 10
<b>Module 11</b> Online	Website Evaluation Text Reading 10	Module Discussion Eleven Quiz: Text Reading 10 SAM Pathways: Exam 11 3.8 Website Evaluation
<b>Module 12</b> Online	Text Reading 11	Module Discussion Twelve Quiz: Text Reading 11 SAM Pathways: Exam 12 SAM Pathways: Exam 13
<b>Module 13</b> Online	WebQuest Text Reading 12	Module Discussion Thirteen Quiz: Text Reading 12 SAM Pathways: Exam 14 3.9MyWebQuest
<b>Module 14</b> Online	ASSURE Lesson Plans Text Reading 13	Module Discussion Fourteen Quiz: Text Reading 13 SAM Pathways: Exam 15 3.10 ASSURE Lesson Plan
<b>Module 15</b> Online	ASSURE Lesson Plans	Module Discussion Fifteen SAM Pathways: Exam 16 3.11 Technology Based Lesson Plan 3.12 SAM Spreadsheet 2.2 SAM Pathways
<b>Module 16</b> Online	Putting it all Together - Building Web Based Portfolios	3.13 Web Based Portfolio 4.1 SAM Exam 4.2 Final Exam
<b>Online</b>	Final Presentations... Finally Portfolios and ASSURE Lesson Plans	3.14 Web Based Portfolio (Due as part of Final Presentation) 3.15 ASSURE Lesson (Due as part of Final Presentation)

***\*\*Unless otherwise noted all activities are due by 11:59 of the last day of the module indicated.***

***Other Important Dates!***

- ***Orientation***
- ***Late registration, drop/add***
- ***Portfolio Workshop***
- ***Last day to withdraw from summer classes with a W Grade (5 pm deadline)***
- ***Holiday***
- ***EdS Portfolio and Orals Materials due, <http://miteds.wikispaces.com/>***
- ***Graduation Application Deadline***
- ***Fall registration on Banweb***
- ***Masters Portfolio Presentations***
- ***EdS Presentations***

## Course Update Request (Add, Delete, Modify)

## Originator

Educational Innovation  
DepartmentCollege of Education  
CollegePutney, Dawn  
Originator

## Action

 Add  Modify  Delete

## Modifications

 Prerequisites  Description  Title  Credit  See Comments

## Course Details

MEDT 7475 The Distance Education Professional  
Prefix Number Course Title

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

Course Catalog Description

3	0	3	Fall - 2011	Spring and Fall	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

## Prerequisites

MEDT 7472

## Corequisites

## Rationale

Over the past few years, the nature and delivery of P?12 and other education has shifted and broadened to include hybrid course delivery combining online modules with traditional face to face instruction in brick and mortar classrooms, as well as totally online courses offered by traditional schools and virtual schools. This course will expand beyond the existing Introduction to Distance Education course (MEDT 7472) to develop professional competencies in online and distance education for practitioners in a variety of fields such as P-12 education and nursing education.

## Planning Info

- Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 50

## Comments

This course will be part of the Online Teaching Endorsement program, one of the focus areas for the School Improvement Plan and part of the proposed Nursing Plan.

 TEAC Approval Required

## College Approvals

Bennett, Elizabeth [ APPROVED 11/23/10 ]  
Chair, Course Department

Hoff, Dianne [ APPROVED 11/30/10 ]  
Associate Dean, College of Education

## Cross Listing Approvals

N/A  
Chair, Cross Listed Department

N/A  
Associate Dean, Cross Listed College

## Other Approvals

Jenks, David [ APPROVED 02/18/11 ]  
Chair, Committee on Graduate Studies

N/A  
Chair, TEAC

## FINAL APPROVAL

Anderson, Jon [ PENDING 02/18/11 ]  
Chair, Faculty Senate

**MEDT 7475**

**THE DISTANCE EDUCATION PROFESSIONAL**

**Semester Hours:** 3

**Semester/Year:**

**Time/Location:** 100% Online

**Instructor:**

**Office Location:**

**Office Hours:**

**Online Hours:**

**Telephone:** Direct Line:  
Department Line:

**E-mail:**

**Fax:**

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

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

## **COURSE DESCRIPTION**

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

## **CONCEPTUAL FRAMEWORK**

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

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

## **COURSE OBJECTIVES**

Students will:

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

2. analyze and evaluate distance education research, trends, and emerging technologies (Bonk, 2009; Downs & Moller, 1999; Driscoll, 1998; Hanna, Glowacki-Dudka, & Conceicao-Runlee, 2000; Keegan, 1986; Palloff & Pratt, 1999, 2003; Porter, 1997; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T 2 (D); 5 (A-D)).
3. evaluate and synthesize current research on teaching and learning with technology to design, plan, and evaluate instructional systems as they relate to distance education (Huett, Moller, & Young, 2005; Huett, Moller, & Mortensen, 2005; Keller & Suzuki, 2004; Palloff, & Pratt, 1999, 2003; Sharp & Huett, 2006; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T 2 (A-D); 5 (C)).
4. research, prioritize, implement, and evaluate instructional design principles associated with the development of distance education systems (Ashby, 2002; Huett, Moller, & Young, 2005; Keegan, 1986; Moore, 1989; Palloff & Pratt, 1999, 2003; Porter, 1997; Roblyer, 2001; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T 2 (A-D); 5 (C)).
5. design, implement, and evaluate distance education environments that meet the diverse needs of learners and instructors (Ashby, 2002; Downs & Moller, 1999; Huett, Moller, & Young, 2005; Huett, Moller, & Mortensen, 2005; Huett, J., Kalinowski, K., Moller, L., & Huett, K., 2008; Moore & Anderson, 2003; Moore & Kearsley, 2005; Keegan, 1986; Keller & Suzuki, 2004; Moore, 1989; Schweizer, 1999; Sharp & Huett, 2006; Song, 2000; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/ NETS-T 1 (A-D); 3 (A-D); 4 (A-D)).
6. select, propose, and justify technology-based resources for a distance education environments (Hanna, Glowacki-Dudka, & Conceicao-Runlee, 2000; Moore & Anderson, 2003; Moore & Kearsley, 2005; Roblyer, 2001; Schweizer, 1999; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/ NETS-T 2 (A-D); 3 (A-D); 4 (A-D)).
7. plan and assess the management of distance education instructional resources within the context of learning activities (Ashby, 2002; Huett, Moller, & Young, 2005; Keegan, 1986; Moore, 1989; Palloff & Pratt, 1999, 2003; Porter, 1997; Roblyer, 2001; White & Weight, 2000; Williams, Paprock, & Covington, 2004.) (Decision Makers; Leaders; Lifelong Learners;

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

8. propose and prioritize strategies to manage student learning in a distance education environment (Ashby, 2002; Christensen, C. M., Horn, M. B., & Johnson, C. W., 2008; Downs & Moller, 1999; Huett, Moller, & Young, 2005; Huett, Moller, & Mortensen, 2005; Huett, J., Sharp, J., & Huett, K., 2010; Moore & Anderson, 2003; Moore & Kearsley, 2005; Keegan, 1986; Keller & Suzuki, 2004; Moore, 1989; Schweizer, 1999; Sharp & Huett, 2006; Song, 2000; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/ NETS-T 1 (A-D); 2(A-D); 3 (A-D); 4 (A-D)).
9. propose, produce, and critique multiple methods of evaluation for use in distance education systems (Hanna, Glowacki-Dudka, & Conceicao-Runlee, 2000; Huett, Moller, & Mortensen, 2005; Moore & Anderson, 2003; Moore & Kearsley, 2005; Roblyer, 2001; Schweizer, 1999; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/ NETS-T 3(D); 5 (C)).

## TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

### Required Text:

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

### Course Prerequisites and Software:

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

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

### References:

- Allen, E. I. & Seaman, J. (2010). *Learning on demand: Online education in the United States, 2009*. Retrieved from <http://www.sloanconsortium.org/publications/survey/pdf/learningondemand.pdf>.
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- Christensen, C. M., Horn, M. B., & Johnson, C. W. (2008). *Disrupting class: How disruptive innovation will change the way the world learns*. New York: McGraw Hill.
- Chyung, S. Y. (2001). Systematic and systemic approaches to reducing attrition rates in online higher education. *American Journal of Distance Education, 15*(3), 36-49.
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- Collison, G., Elbaum, B., Haavind, S., & Tinker, R. (2000). *Facilitating online learning: Effective strategies for moderators*. Madison, WI: Atwood Publishing.
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- Diamond, R. M. (1998). *Designing and assessing courses and curricula: A practical guide* (2nd ed.). San Francisco, CA: Jossey-Bass.
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- Downs, M., & Moller, L. (1999). Experiences of students, teachers, and administrators in a distance education course. *International Journal of Educational Technology, 1*(2).
- Driscoll, M. (1998). *Web-based training: Using technology to design adult learning experiences*. San Francisco, CA: Jossey-Bass.
- Friedman, T.H. (2006). *The world is flat*. New York: Farrar, Straus, and Giroux.
- Gibson, C. (Ed.). (1998). *Distance learners in higher education: Institutional responses for quality outcomes*. Madison, WI: Atwood Publishing.
- Hanna, D.E., Glowacki-Dudka, M., & Conceicao-Runlee, S. (2000). *147 practical tips for teaching online groups: Essentials of web-based education*. Madison, WI: Atwood Publishing.
- Harvey, D.M., Moller, L., Huett, J., Godshalk, V.M., & Downs, M. (2007). Identifying factors that effect learning community development and performance in asynchronous distance education. In R. Luppicipini (Ed.), *Trends in Distance Education: A Focus on Communities of Learning*. Information Age Publishing.
- Huba, M.E., & Freed, J.E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning*. Needham Heights, MA: Allyn & Bacon.
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## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICIES

### Link to Conceptual Framework:

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

### Activities and Assessments:

#### 1.0 Class Participation (20 points)

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

#### 2.0 Weekly Work

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

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

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

### **3.0 Student Work**

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

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

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

#### **3.2 Project 2: Virtual Mentorship (25 points)**

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

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

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

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

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

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

**Evaluation Procedures:**

Students are evaluated in the following areas:

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

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

**GRADING SCALE:**

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

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

**1. Submitting Assignments**

Students are expected to submit assignments on time. All components must be completed to receive a grade. Valid reasons for submitting work late must be cleared by the professor **in advance**. It is the student's responsibility to contact the professor when extenuating circumstances take place. Points will be deducted for each day an assignment is late. Late online assignments such as discussion board postings will also result in grade reduction. All assignments are due by midnight on the date due. Any assignments posted after midnight are considered late. Each assignment in *WebCT CourseDen* has a **due date** and a **cut-off** date. The cut-off date is one week after the due date. For instance, if an assignment is due January 22<sup>nd</sup>, the final cut-off date is January 29<sup>th</sup>. After January 22<sup>nd</sup>, the assignment is "late." After January 29<sup>th</sup>, the assignment is GONE. No assignments more than 1 week late will be accepted.

## 2. Professionalism

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

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

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

### ACADEMIC HONESTY

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

### DISABILITY STATEMENT

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index\\_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

**COMMUNICATION STATEMENT**

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

**EXTRA CREDIT STATEMENT**

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

**DUAL SUBMISSION STATEMENT**

Coursework that has been completed or will be completed in another course that duplicates or dovetails with an assignment in this course may not be submitted unless prior approval is granted by the instructor. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission.

**CLASS OUTLINE**

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

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

**Tentative Class Schedule**

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

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

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

### Course Update Request (Add, Delete, Modify)

**Originator**

 Educational Innovation  
Department

 College of Education  
College

 Bray, Marty  
Originator
**Action**
 Add
  Modify
  Delete

**Modifications**
 Prerequisites
  Description
  Title
  Credit
  See Comments

**Course Details**

 MEDT 7476 Evaluating Technology Enhanced Instruction  
Prefix Number Course Title

This course will focus on the application the principles of evaluation as they relate to instruction. Specific concepts covered include formative evaluation, summative evaluation, evaluation of instruction, and standardized testing.

**Course Catalog Description**

3	0	3	Fall - 2011	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**

MEDT 7464

**Corequisites**
**Rationale**

Substantive changes to the M.Ed in Instructional Technology (M.Ed. in IT) program are needed if it is to continue to be a viable and relevant program as the current program does not fully address the needs of educators with regards to integrating technology in the classroom. The proposed changes are based on, continuing low enrollments, candidate evaluations, alumni evaluations, and focus group meetings with professionals across the state. This new course will include the necessary content updates.

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

Present or Projected Annual Enrollment: 30

**Comments**
 TEAC Approval Required

**College Approvals**

 Putney, Dawn [ APPROVED 01/31/11 ]  
 Chair, Course Department

 Hoff, Dianne [ APPROVED 02/03/11 ]  
 Associate Dean, College of Education

**Cross Listing Approvals**

 N/A  
 Chair, Cross Listed Department

 N/A  
 Associate Dean, Cross Listed College

**Other Approvals**

 Jenks, David [ APPROVED 02/18/11 ]  
 Chair, Committee on Graduate Studies

 N/A  
 Chair, TEAC

**FINAL APPROVAL**

 Anderson, Jon [ PENDING 02/18/11 ]  
 Chair, Faculty Senate

**MEDT 7476****EVALUATING CLASSROOM INSTRUCTION**

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

Email:

Fax:

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

Fax:

**COURSE DESCRIPTION:**

Prerequisite: MEDT7464

This course will focus on the application the principles of evaluation as they relate to instruction. Specific concepts covered include formative evaluation, summative evaluation, evaluation of instruction, and standardized testing.

**CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and

overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. The ISTE national standards and the GaPSC standards also are incorporated as criteria against which candidates are measured.

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

## **COURSE OBJECTIVES**

Students will:

1. Understand the relationship between effective assessment and increased student achievement.  
(Carr-Chellman, 2011; Gagne, Wager, Golas, and Keller, 2005; McMillan, 2004; Popham, 2011; Smaldino, Russell, Lowther, and Heinich, 2008)  
(Conceptual Framework Descriptors: Decisive, Inquisitive, Adaptive, Knowledgeable, Reflective)  
(Standards: ISTE IA, B; GaPSC Standards 2.7, 2.8, 5.2, 5.3,6.2, 6.3);
2. Identify and implement principles of effective assessment.  
(Carr-Chellman, 2011; Gagne, Wager, Golas, and Keller, 2005; McMillan, 2004; Popham, 2011; Smaldino, Russell, Lowther, and Heinich, 2008)  
(Conceptual Framework Descriptors: Decisive, Inquisitive, Adaptive, Knowledgeable, Reflective);  
(Standards: ISTE IA, C; GaPSC 2.7, 2.8, 5.2, 5.3,6.2, 6.3);
3. Use technology tools such as electronic portfolios to support assessment.  
(Carr-Chellman, 2011; Gagne, Wager, Golas, and Keller, 2005; McMillan, 2004; Popham, 2011; Smaldino, Russell, Lowther, and Heinich, 2008)  
(Conceptual Framework Descriptors: Inquisitive, Adaptive, Knowledgeable, Proactive, Reflective)  
(Standards: ISTE IIB, IIIA, D, IVC, VC; Ga PSC 2.1, 2.2, 2.3, 2.7, 2.8, 3.2, 3.5, 5.2, 5.3,6.2, 6.3);
4. Incorporate formative evaluation and performance assessment into the curriculum.  
(Carr-Chellman, 2011; Gagne, Wager, Golas, and Keller, 2005; McMillan, 2004; Popham, 2011; Smaldino, Russell, Lowther, and Heinich, 2008)  
(Conceptual Framework Descriptors: Decisive Inquisitive, Adaptive, Knowledgeable, Proactive, Reflective)  
(Standards: ISTE IA, B, C, IIA, C; GaPSC 2.7, 2.8, 5.2, 5.3,6.2, 6.3);

5. Implement alternative assessment systems for diverse learners.  
(Carr-Chellman, 2011; Gagne, Wager, Golas, and Keller, 2005; McMillan, 2004; Popham, 2011; Smaldino, Russell, Lowther, and Heinich, 2008);  
(Conceptual Framework Descriptors: Adaptive, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective)  
(Standards: ISTE IID, IVB, D; GaPSC 2.7, 2.8, 3.4, 4.1, 4.3, 5.2, 5.3,6.2, 6.3);
6. Communicate assessment results to various stakeholder groups.  
(Carr-Chellman, 2011; Gagne, Wager, Golas, and Keller, 2005; McMillan, 2004; Popham, 2011; Smaldino, Russell, Lowther, and Heinich, 2008)  
(Conceptual Framework Descriptors: Decisive, Leading, Inquisitive, Decision Makers, Adaptive, Collaborative, Culturally Sensitive, Proactive, Reflective;  
(Standards: ISTE ID, IIIB, C, IVA, VA, B, D; GaPSC 1.1, 1.2, 1.4, 2.7, 2.8, 5.2, 5.3,6.2, 6.3);
7. Research, recommend, and implement policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school, district, state, and federal technology plans and guidelines.  
(Carr-Chellman, 2011; Gagne, Wager, Golas, and Keller, 2005; McMillan, 2004; Popham, 2011; Smaldino, Russell, Lowther, and Heinich, 2008)  
(Conceptual Framework Descriptors: Decisive, Leading, Inquisitive, Adaptive, Collaborative, Culturally Sensitive, Proactive, Reflective;  
(Standards: ISTE ID, IIIB, C, IVA, VA, B, D; GaPSC 1.1, 1.2, 1.3, 1.4).

## TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

### Required Text:

Popham, J.W. (2011). *Classroom Assessment: What Teachers Need to Know* (6<sup>th</sup> ed.). New York, NY: Pearson Education, Inc.

### Required Equipment/Services:

Equipment requirements for this course are the same as requirements for admittance into the MIT program. A complete list of requirements may be found at <http://coe.westga.edu/~mit>.

### References:

- Bigge, M.L. and Shermis, S.S. (2004). *Learning Theories for Teachers* (6<sup>th</sup> ed.). Boston, MA: Pearson Education, Inc.
- Carr-Chellman, A.A. (2011). *Instructional Design for Teachers: Improving Classroom Practice* New York, NY: Routledge.
- Clark, R.C., and Mayer, R.E. (2008). *E-Learning and the science of instruction*. (2nd ed.). San Francisco, CA: John Wiley & Sons, Inc.
- Gagne, R.M., Wager, W.W., Golas, K.C., and Keller, J.M. (2005). *Principles of Instructional Design*. (5<sup>th</sup> ed.). Belmont, CA: Wadsworth, Cengage Learning.
- Grabe, M. & Grabe, C. (2004). *Integrating technology for meaningful learning*. (4<sup>th</sup> ed.).
- Joyce, B., Wei, M., and Calhoun, E. (2009). *Models of teaching* (8<sup>th</sup> ed.). Boston, MA: Pearson Education, Inc.

- McMillan, J.H. (2004). *Educational Research: Fundamentals for the Consumer*. (4<sup>th</sup> ed.). New York, NY: Pearson Education, Inc.
- Popham, J.W. (2011). *Classroom Assessment: What Teachers Need to Know* (6<sup>th</sup> ed.) New York, NY: Pearson Education, Inc.
- Roblyer, M. D., and Doering, A. K. (2009). *Integrating educational technology into teaching* (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Smaldino, S., Russell, J., Lowther, D. L., and Heinich, R. (2008). *Instructional media and technologies for learning* (9th ed.) New York: Prentice-Hall.
- Wiggins, G., and McTighe, J. (2005). *Understanding by Design* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.

## ACTIVITIES AND ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

### Activities and Assessments:

#### 1.0 Class Attendance and Participation (30 points)

##### 2.0

Students will attend and participate in all classes, be prepared for each class by doing the assigned readings in advance, and have the appropriate materials required for class activities. Students will receive points for participation in online class forums.

Absence from online forums **during the week in which they are active** may lower a student's cumulative point total by **30 points**.

(Objectives # 1,2,3,4,5,6, 7; disposition; teacher observation)

#### 2.0 Weekly Work

##### 2.1 Weekly Discussions (14 discussions @ 3 points each = 42 points)

Each week the student will respond to a discussion prompt provided by the instructor. Students will be assessed on the degree to which they addressed the discussion prompt, reflection, the degree to which the posting contributed to the discussion, and the timeliness of their postings. Please Note: Since discussion postings are a part of an active conversation postings made after the week during which the discussion is active will not receive ANY credit. Therefore, it is very important that discussion postings are made in a timely manner.

(Course Objectives 1, 2, 3, 4, 5, 6, 7; Knowledge, Skills, Disposition; Teacher Observation, Course LMS postings, online discussions)

##### 2.2 Weekly Quizzes (16 quizzes @ 2 points each = 32 points)

Each week a short quiz of no more than five questions will be made available through the course website. The quiz will be based on that week's readings. Please consult the tentative course schedule for each week's readings.

(Course Objectives 1, 2, 3, 4, 5, 6, 7; Knowledge, Skills; Course LMS Quizzes)

#### 3.0 Student Work

##### 4.0

**5.0 All student work submitted during the course is required to be original. All projects must be completed to be graded.**

### **3.1 Establishing the Web Portfolio (5 Points)**

Using materials provided in the class the student should use their UWG web space to establish a web based portfolio for the class. The portfolio will be built as each assignment is completed for the class.

(Course Objectives 1, 2,3, 4, 5, 6, 7; Knowledge, Skills; rubric).

### **3.2 Reflection on Implementation of the Instructional Plan (5 Points)**

Before attending class the student should have implemented the instructional plan/unit developed in MEDT 7464. The student should write a brief reflection about the implementation of the plan highlighting what went well and areas needed for improvement. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area.

(Course Objectives 2; Knowledge, Skills; rubric).

### **3.3 Implementation Video (5 Points)**

While implementing the instructional plan the student should video at least one instructional session (lesson). The video should be saved as a flash video and uploaded into their personal course web space. A brief reflection about how the delivery of the lesson went should be included with the video. The student will then print out a PDF of the reflection work, upload it and the video to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area. Directions for creating the video will be provided in the course.

(Course Objectives 2; Knowledge, Skills; rubric).

### **3.4 Constructing Selected-Response Tests (5 Points)**

Using the Instructional Plan Developed in MEDT7464 the student should develop a Selected-Response Test that measures the content delivered in the instructional unit. If the student can administer the test then the results along with the test should be submitted. If the student is unable to administer the test then a brief reflection about the assessment and the test should be posted. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area.

(Course Objectives 1, 2; Knowledge, Skills; rubric).

### **3.5 Constructing Constructed-Response Tests (5 Points)**

Using the Instructional Plan Developed in MEDT7464 the student should develop a Constructed-Response Test that measures the content delivered in the instructional unit. If the student can administer the test then the results and test should be submitted. If the student is unable to administer the test then a brief reflection about the test and the test itself should be posted. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area.

(Course Objectives 1, 2; Knowledge, Skills; rubric).

**3.6 Portfolio Assessments (5 Points)**

Using the Instructional Plan Developed in MEDT7464 the student should develop a Portfolio Assessment Plan that measures the content delivered in the instructional unit. If the student can administer the portfolio plan then the results should be submitted. If the student is unable to administer the test then a brief reflection about the assessment as well as the assessment plan should be posted. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area. (Course Objectives 1, 2; Knowledge, Skills; rubric).

**3.7 Affective Assessment (5 Points)**

Using the Instructional Plan Developed in MEDT7464 the student should develop a Affective Assessment that measures the content delivered in the instructional unit. If the student can administer the assessment then the results should be submitted. If the student is unable to administer the assessment then a brief reflection about the assessment should be posted. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area. (Course Objectives 1, 2; Knowledge, Skills; rubric).

**3.8 Alternate Assessment Plans (5 Points)**

Using the Instructional Plan Developed in MEDT7464 the student should develop an alternative assessment that measures the content delivered to a group of diverse learners. If the student can administer the assessment then the results should be submitted. If the student is unable to administer the assessment then a brief reflection about the assessment should be posted. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area. (Course Objectives 1, 2, 5; Knowledge, Skills; rubric).

**3.9 Improving Teacher-Developed Assessment (5 Points)**

Using the Instructional Plan Developed in MEDT7464 the student will revise the original assessment used with the plan. If the student can administer the revised assessment then the results should be submitted. If the student is unable to administer the test then a brief reflection about the assessment should be posted. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area. (Course Objectives 1, 2, 4; Knowledge, Skills; rubric).

**3.10 Formative Assessment (5 Points)**

Using the Instructional Plan Developed in MEDT7464 the student should develop a Formative assessment plan based on the assessment results from the implementation of the original plan. If possible the formative assessment plan should be implemented. If not, a brief reflection about the potential implementation of the formative assessment should be included with the student's assignment. The student will then print out a PDF of the resulting work, upload it to their

website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area. (Course Objectives 1, 2, 3, 4; Knowledge, Skills; rubric).

### **3.11 Evaluating Instruction (5 Points)**

The student should evaluate the effectiveness of the Instructional Plan Developed in MEDT7464. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area. (Course Objectives 1, 2, 4; Knowledge, Skills; rubric).

### **3.12 Assessment Based Grading (5 Points)**

Using the Instructional Plan Developed in MEDT7464 the student should develop an assessment-based grading system. If the student can administer the assessment then the results should be submitted. If the student is unable to administer the assessment then a brief reflection about the assessment should be posted. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area. (Course Objectives 1, 2; Knowledge, Skills; rubric).

### **3.13 Communicating Assessment Results (5 Points)**

Using directions provided online the student will develop a communication plan that conveys the results of the assessment of the instructional unit developed in MEDT 7464. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area. (Course Objectives 1, 2, 6, 7; Knowledge, Skills; rubric).

### **3.14 Communicating Assessment Results (5 Points)**

Using directions provided online the student will write a grant proposal that addresses a departments, school-wide, or district-wide, instructional problem. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area. (Course Objectives 1, 2, 6, 7; Knowledge, Skills; rubric).

### **3.14 Web-Based Materials (5 Points)**

Using directions provided in class the student will create a revised web-based manual for their instructional unit including electronic copies of all the materials needed to deliver the content for the unit. (Course Objectives 1, 2, 3, 4, 5, 6; Knowledge, Skills; rubric).

### **3.15 CD-Based Materials (5 Points)**

Using directions provided in class the student will create a revised CD-based manual for their instructional unit including electronic copies of all the materials needed to deliver the content for the unit. (Course Objectives 1, 2, 3, 4, 5, 6; Knowledge, Skills; rubric).

**4.1 Final Exam (20 points)**

A final exam, delivered through the course LMS will be given during the week listed on the tentative course schedule. The exam will be comprehensive and will consist of questions drawn from the course readings and activities.

(Course Objectives 1, 2, 3, 4, 5, 6; Knowledge, Skills, Disposition; exam).

**Evaluation Procedures**

Students are evaluated in the following areas:

Activity	Total Points	Type of Assessment	When and Where Due
1 Class Participation	30	Teacher Observation	On-going
2.1 Weekly Discussions (Rating)	42	Rubric	On-going
2.2 Weekly Quizzes	32	Online Quiz	On-going
3.1 Establishing the Web Portfolio	5	Rubric	Module 1
3.2 Reflection on Implementation of the Instructional Plan	5	Rubric	Module 2
3.3 Implementation Video	5	Rubric	Module 3
3.4 Selected-Response Tests	5	Rubric	Module 4
3.5 Constructed-Response Tests	5	Rubric	Module 5
3.6 Portfolio Assessments	5	Rubric	Module 6
3.7 Affective Assessment	5	Rubric	Module 7
3.8 Alternative Assessment Plans	5	Rubric	Module 11
3.9 Improving Teacher-Developed Assessments	5	Rubric	Module 12
3.10 Formative Assessment	5	Rubric	Module 13
3.11 Evaluating Instruction	5	Rubric	Module 14
3.12 Assessment Based Grading	5	Rubric	Module 15
3.13 Communicating Assessment Results	5	Rubric	Module 15
3.14 Web Based Materials	5	Rubric	Module 15
3.14 CD Based Materials	5	Rubric	Module 15
4.0 Final Exam	20	Online Test	Final Exam Module
<b>Total Points</b>	<b>199</b>		

**GRADING SCALE:**

Final grades are based on a percentage of the total points available in the course. The percentages are as follows:

A = 95% - 100%

B = 85% - 94%

C = 75% - 84%

Below 74% Points = F

**CLASS POLICIES**

### **1. Submitting Assignments.**

Students are expected to submit assignments on time. All components must be completed to receive a grade. Valid reasons for submitting work late must be cleared by the professor in advance. It is the student's responsibility to contact the professor when extenuating circumstances take place. Class participation points will be deducted for each day late. Late online assignments such as bulletin board postings will result in grade reduction. All assignments are due by midnight on the date due. Any assignments posted after midnight are considered late.

### **2. Professionalism**

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

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

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

### **3. Communication Policy**

The official communication method for this class will be through campus email (MyUWG) and the course LMS (Learning Management System). You will be responsible for checking your campus email, since the University and I will be using those addresses to correspond with you. You should also look under "My Courses" on your MyUWG for relevant files, announcements and so on.

### **4. Extra Credit and Previous Work Policy**

Extra credit work may be offered in this course this determination will be made by the instructor; work completed for another class will not be accepted for fulfilling the requirements of this course.

### **5. Disabilities Pledge**

I pledge to do my best to work with the University to provide all students with equal access to my 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 these known to me, 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. This is not only my personal commitment: it is your right, and it is the law!

### **6. Acceptable Use Policy**

All students are expected to be familiar with the university acceptable use policy. The purpose of this policy is to outline the acceptable use of computer and network equipment at the University of West Georgia. This policy is in place to protect the employees and students of the University of West Georgia. Inappropriate use exposes the University to risks including virus attacks, compromise of network systems and services, and legal issues. To see the complete policy please go to [http://www.westga.edu/policy/index\\_3706.php](http://www.westga.edu/policy/index_3706.php).

### **ACADEMIC HONESTY**

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

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

### **UNIVERSITY AND COLLEGE 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.

**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](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.

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

## CLASS OUTLINE

This class is delivered using a course LMS (Learning Management System). Students are expected to use the course LMS and their campus email for corresponding with each other and the Instructor.

**Assignments:** All evaluation checklists are listed in the course LMS under the course content link. Work will be submitted using the assignments feature, discussion board, or testing feature of the course LMS.

### Tentative Class Schedule

<b>Date</b>	<b>Topic/Readings</b>	<b>Assignment Due</b>
<b>Module 1</b>	Online Introductions Instructor Introduction	Module One Discussion: Online Introduction Quiz
<b>Module 2</b>	Establishing the Web Portfolio Course Text: Chapter 1	Module Discussion Two Quiz: Course Text Chapter 1 Assignment 3.1
<b>Module 3</b>	Reflection on Implementation Course Text: Chapter 2	Module Discussion Three Quiz: Course Text Chapter 2 Assignment 3.2
<b>Module 4</b>	Implementation Video Course Text: Chapter 3	Module Discussion Four Quiz: Course Text Chapter 3 Assignment 3.3

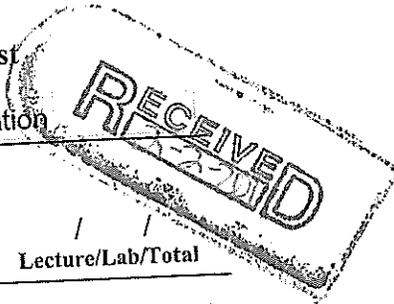
<b>Module 5</b>	Selected Response Tests Course Text: Chapter 4	Module Discussion Five Quiz: Course Text Chapter 4 Assignment 3.4
<b>Module 6</b>	Constructed Response Tests Course Text: Chapter 5	Module Discussion Six Quiz: Course Text Chapter 5 Assignment 3.5
<b>Module 7</b>	Portfolio Assessments Course Text: Chapter 6	Module Discussion Seven Quiz: Course Text Chapter 6 Assignment 3.6
<b>Module 8</b>	Affective Assessment Course Text: Chapter 7	Module Discussion Eight Quiz: Course Text Chapter 7 Assignment 3.7
<b>Module 9</b>	Alternate Assessment Plans Course Text: Chapter 8	Module Discussion Nine Quiz: Course Text Chapter 8
<b>Module 10</b>	Improving Assessment Course Text: Chapter 9	Module Discussion Ten Quiz: Course Text Chapter 9 Assignment 3.8
<b>Module 11</b>	Formative Assessment Course Text: Chapter 10	Module Discussion Eleven Quiz: Course Text Chapter 10 Assignment 3.9
<b>Module 12</b>	Evaluating Instruction Course Text: Chapter 11	Module Discussion Twelve Quiz: Course Text Chapter 11 Assignment 3.10
<b>Module 13</b>	Assessment Based Grading Course Text: Chapter 12	Module Discussion Thirteen Quiz: Course Text Chapter 12 and 13 Assignment 3.11
<b>Module 14</b>	Communicating Assessment Results Course Text: Chapter 13	Module Discussion Fourteen Quiz: Course Text Chapter 14 and 15 Assignment 3.12
<b>Module 15</b>	Web and CD Based Materials Course Text: Chapter 14	Module Discussion Fifteen Quiz: Course Text Chapter 16 Assignments 3.14, 3.15
<b>Module 16</b>	Final Exam	4.0 Final Exam

***\*\*Unless otherwise noted all activities are due by 11:59 of the last day of the module indicated.***

# Course or Program Addition, Deletion or Modification Request

Department: Leadership and Applied Instruction

College: College of Education



Current course catalog listing: (for modifications or deletions)

Hours: Lecture/Lab/Total

Prefix      Course      Title

Action	
<input type="checkbox"/> Course	<input checked="" type="checkbox"/> Program
<input type="checkbox"/> Modify	<input checked="" type="checkbox"/> Add
<input type="checkbox"/> Credit	<input type="checkbox"/> Delete
<input type="checkbox"/> Number	
<input type="checkbox"/> Title	
<input type="checkbox"/> Description	
<input type="checkbox"/> Other	

Credit
<input type="checkbox"/> Undergraduate
<input type="checkbox"/> Graduate
<input type="checkbox"/> Other*
*Variable credit must be e:

Frequency
<input checked="" type="checkbox"/> Every Term
<input type="checkbox"/> Yearly
<input type="checkbox"/> Other

**Rationale:** To include a discussion of the impact this change may have on the s (attach additional material as necessary) and whether or not existing resources a

Library resources are adequate       Library resources need enhance

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

Prefix      Course      Title

Catalog Description (New courses must attach: course objectives/outcomes grading policy; and a brief class schedule. For 5XXX/4XXX courses please graduate credit and the differences in grading policies):

*Teresa - 2/22/11*  
*A friendly Amendment was made to remove all references to "select field".*  
*(See pg. 2 of Comments-Attached)*  
*FYE - Thanks,*  
*Kelhe'*

Prerequisite(s) \_\_\_\_\_ Effective Date\*: Spring / 2012  
Term/Year

Present or Projected Enrollment: \_\_\_\_\_ (Students per year)  
\*For a new course, one full term must pass between approval and effective date.

Grading System:       Letter Grade       Pass/Fail       Other

Approval:

<u>[Signature]</u>	<u>1-21-2011</u>	Department Chair (if cross listed)	Date
<u>[Signature]</u>	<u>2/1/2011</u>	Dean of College (if cross listed)	Date

Chair of TEAC (if teacher prep. program) \_\_\_\_\_ Date \_\_\_\_\_

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

Chair, Undergraduate Academic Programs Committee	Date	<u>[Signature]</u>	Chair, Committee on Graduate Studies	Date
				<u>2-15-11</u>

Vice President for Academic Affairs \_\_\_\_\_ Date \_\_\_\_\_

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 RECEIVED  
 1-15-11

### MULTIPLE ENTRY REQUIREMENTS

SEED

Degree in field and GACE Basic Skills & GACE Content

or

P-12

Degree in field and GACE Basic Skills & GACE Content

*\*All entries require transcript analysis to fill deficiencies, and/or to accommodate students with atypical academic records.*

### Entry to 33 hour MAT

#### Common Foundation 15 hours

Spec Ed in the Regular Classroom SPED 6706

Psyc of Classroom Learning CEPD 6101

Teaching & Learning SEED 7291

Tech in Content Areas MEDT 6402

School and Classroom Assessment EDRS 6342

#### Pedagogical Content Courses 12 hours-Required

Instructional Design MEDT 7461

6 hrs in Graduate Level Content (any approved area)

3 hrs in field based coursework (e.g. SEED 7261,2,3,4)

Internship 3hrs & Seminar 3 hrs

or

6 hrs of additional content for

Current or non-certification students

#### OPTIONAL RESUME ENHANCERS(6-9 hrs each)

Reading Endorsement

ESOL Endorsement

Online Teaching Endorsement

*Other Areas of Focus Under Development Include:*

Assessment Specialization

Instructional Technology Specialization

Coaching Specialization

#### \*\*SPECIALIZATION OPTIONS

Secondary specializations in Math, English, History, Political Science, Biology, Chemistry, Economics, Physics, Business Education, Broadfield Science, P-12 Health & Physical Education

# BACCALAUREATE AND MASTER'S DEGREES

## NEW PROPOSAL FORM: ONE-STEP PROCESS

*(Submit One Copy)*

### REVISED FORMAL PROPOSAL

Institution: University of West Georgia (UWG)

Institutional Contact: Dr. Peter Hoff, Provost and Vice President Academic Affairs

Date: January 10, 2011

School/Division: College of Education

Department: Leadership and Applied Instruction (LAI)

Departmental Contact: Dr. Frank Butts, Associate Professor and Chair, LAI

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Name of Proposed Program/Inscription: Master of Arts in Teaching

Degree: Master of Arts in Teaching

Major: Leadership & Applied Instruction (LAI)

CIP Code: 13120501

Anticipated Starting Date: Spring, 2012

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#### **Program Description and Objectives:**

a. Objectives of the program

The proposed Master of Arts in Teaching at UWG has been designed to meet the needs of individuals who have a background, and bachelor's degree, in a content area other than education, but who do not necessarily have a teaching certificate. This degree will allow them to complete either requirements for a secondary (grade 6-12) certificate (Level-5) and a master's degree simultaneously or merely complete the master's degree only if that is the student's desire. The program will prepare candidates with a primary concentration in math, P-12 Spanish, broad field science, English, history, political science, biology, chemistry, economics, physics, P-12 health and physical education or business education. Passing the Georgia Assessments for the Certification of Educators (GACE), including the GACE Basic Skills and the GACE Content Area tests in the primary field of concentration are prerequisites for admission to the program.

The primary objectives of this program are to prepare these candidates to teach at the secondary and P-12 level or in some cases to strengthen the pedagogy, content knowledge and teaching skills of candidates not seeking certification or who already have certification. Some of the prospective candidates will already be novice teachers and may be provisionally-certified. This degree will also focus on attracting individuals who are career changers and who are not yet employed by a school district.

Currently, there are an equal number of candidates in post-baccalaureate initial certification programs as there are in the traditional undergraduate certification programs. Most of the students interested in that program would find the master's attractive, based on anecdotal evidence. The Department of Leadership and Applied Instruction (LAI) receives calls daily inquiring about our a possible MAT program. These students have to be turned away or absorbed into the initial certification program. For very little, if any additional coursework, and a significantly more convenient degree, these students could receive the MAT. The Department of LAI however will maintain a traditional undergraduate teacher certification program in conjunction with other Arts and Sciences departments.

The MAT program will additionally allow opportunity for aspiring educational leaders to gain the prerequisites of a master's degree and graduate level content that meets the PSC pre-service requirements for the Educational Specialists Leadership Certificate in Georgia.

b. Needs the program will meet

This proposed program will support the Board of Regents Strategic Goal Four: Strengthen the University System of Georgia's (USG) partnerships with the state's other education agencies by opening the door to a smooth transition from an undergraduate degree to becoming a professional educator. Likewise, it provides an avenue for career changers to enter the education profession. It meets the goal of producing more educators and aspiring educational leaders for Georgia and surrounding states.

As an illustration of the student demand, one can look at the enrollment in teaching internships at UWG in the fall, 2010. There were 45 secondary and P-12 level interns, many of whom were from the initial certification programs. Ideally, all of the non-traditional interns would blend into a MAT program. Classes will be offered in multiple formats to allow for both convenience and multiple learning preferences. This option, which includes the opportunity for a 95% online degree allows candidates to continue working while they complete the degree and certification.

There are over 100 open files of candidates in our secondary and P-12 initial certification programs and a full time advisor working with them and similar middle school candidates. This is an indication that there is not only a market for a program such as this, but an existing capacity for hosting the proposed MAT program.

The university presently serves four of the fastest growing counties in the nation. While suburban schools do not usually have the same teacher shortages as rural and urban areas, the growth that is occurring around us indicates a prolonged need for additional teachers, especially once the State budget crisis passes. Presently, there are provisionally-certified teachers in the Atlanta districts, e.g., Cobb, DeKalb, Douglas, Fulton, Atlanta City, Clayton who would be potential candidates. According to data from the Georgia Professional Standards Commission (PSC), 15% of new teachers hired in Georgia stay only one year; provisional non-renewable certificates are double that dropout rate. Preparation and planning to encourage retention is built into this program.

c. Brief explanation of how the program is to be delivered

The program will be delivered in the same manner our present teacher-preparation programs are delivered with the added convenience of multiple delivery class options. Much of the population will come from UWG graduates who have completed degrees in the various content areas, or related fields as prescribed by the PSC, and from our pool of initial certification candidates which grows on a daily basis. CWC. (George)

Classes will be taught by currently employed faculty or faculty lines and the supervision of field experiences will be done by the same as well. Most of the courses prescribed for the program are already being taught.

# Summary of Comments on Master of Arts in Teaching-Add with Friendly Amendment of RF.pdf

Page: 4 - *Page 2 in document*

Author: kmcnelli    Subject: Cross-Out    Date: 2/22/2011 1:50:05 PM  
Friendly Amendment made @ 2/15/11 COGS meeting to remove "related fields" language.

One new course has been proposed and will be associated with the degree: MEDT 6402 Technology in Content Areas is a 3-hour course designed to be a pedagogy and teaching skill course. In addition, labs within courses, or field experiences within courses, and the internship are required in order for candidates desiring certification to be in schools the required amount of time.

Entry into the program will require a major in a content area and passing scores on the GACE Basic Skills (or verification of exemption) and the appropriate GACE content exam. Also, students must have a GPA of 2.7 or better. A critical pre-entry advising session will be necessary to determine if additional pre-entry courses are required. As per Graduate School policy, two courses can be transferred in from another accredited institution.

d. Prioritization within the institution's strategic plan

The UWG Strategic Plan for 2010-2015 is full of references to the development of professionals and increased enrollment in graduate programs. The following excerpt exemplifies that.

Goal 3: The University will endeavor to increase enrollment in and graduation from graduate programs, including doctoral programs, that have as their mark a practical professional purpose, experiential learning opportunities, and an intellectual program informed by a foundation of liberal arts education.

The university is known for its teacher education programs. It has a reputation for producing fine educators.

2. Description of the program's fit with the institutional mission and nationally accepted trends in the discipline.

This program furthers the mission of the university, college, and department. As a part of the mission and vision statements of the university, it is stated that the university will "maintain contact with the people of the region and be responsive to their need." It certainly supports the mission of the College of Education: The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of learning settings, to foster an innovative, student-focused learning community, and to empower a faculty committed to teaching, applied research, and the dissemination of knowledge. The proposed MAT supports the mission of both the Department and the College of Education to provide highly-qualified professional education programs at all levels of achievement. The proposed MAT also supports the Strategic Plan of the BOR which seeks to provide more teachers, especially in the areas of math and science.

Degrees entitled MAT are becoming more prolific, as is indicated by the table attached at the end of this proposal. The College of Education accreditation agency, NCATE, also recognizes such degrees in all of its forms and review processes.

3. Description of how the program demonstrates demand and a justification of need in the discipline and geographic area and is not unnecessary program duplication.

The College of Education currently has an initial certification program which only leads to certification. It is a pre-cursor to a master's program. Many completers do go on to do a master's and many want to do a master's initially. Some students assume the initial certification program leads to a master's which is not accurate. With the new MAT program, the College of Education will phase out the initial certification-only program and encourage people to take this MAT degree route as a means both to certification and a Masters simultaneously. This proposed program has fewer hours for completion for most other universities in the region, especially in

the areas of math and science. It also allows use of the PSC Related Field document as a guide for what undergraduate degrees will be pre-requisites for the new MAT;

4. Brief description of institutional resources that will be used specifically for the program (e.g., personnel, library, equipment, laboratories, supplies & expenses, capital expenditures at program start-up and when the program undergoes its first comprehensive program review.

The University of West Georgia (UWG) has extensive library holdings and access through Galileo to a plethora of online documents. It is not perceived that any new library services will be needed. UWG has facilities that support our teaching and those will continue to be used for this program. No new facilities are being proposed. UWG has computer labs and excellent technical support for technology, in general, and distance education specifically. UWG has existing, adequate faculty, an advisor who will be dedicated to advising candidates in this program, and a pool of adjuncts who help with supervision. There are no perceived additional costs to create the program. If it grows as predicted, and supplants much of the work with initial certification, then faculty will simply switch roles to teach and supervise in more graduate courses, rather than undergraduate. Available adjuncts assume roles in undergraduate supervision.

5. Curriculum: List the entire course of study required and recommended to complete the degree program. Provide a sample program of study that would be followed by a representative student.

- 
- a. Clearly differentiate which courses are existing and which are newly developed courses
  - b. Append course descriptions for all courses (existing and new courses). Include the course titles as well as acronyms and credit hour requirements associated with each course. **New courses are in bold.**

**Proposed Program Sheet  
Master of Arts in Teaching**

Name \_\_\_\_\_ Student ID \_\_\_\_\_

Courses	Credits	Semester Planned	Grade
<b>Professional Education Foundation</b>	<b>15</b>		
1. SPED 6706 Special Education in the Regular Classroom	3		
2. CEPD 6101 Psychology of Classroom Learning	3		
3. SEED 7291 Instruction and Management in the Classroom	3		
4. <b>MEDT 6402 Technology in the Content Areas</b>	<b>3</b>		
5. EDRS 6342 School and Classroom Assessment	3		
<b>Pedagogical Content Courses</b>	<b>12</b>		
6. SEED 7261 Advanced Instructional Strategies for English Ed or * SEED 7262 Advanced Instructional Strategies for Social Studies Ed or * SEED 7263 Advanced Instructional Strategies for Science Ed or * SEED 7264 Advanced Instructional Strategies for Mathematics Ed * PHED 6665 Methods of Teaching K-12 Physical Education PHED 6668 Concepts and Methods in Health Education Or approved graduate course in instructional strategies in content field*	3		
7. MEDT 7461 Instructional Design	3		
8. Elective graduate course in content area	3		
9. Elective graduate course in content area	3		
<b>Internship</b>	<b>6</b>		
10. SEED 7289 Teaching Internship Seminar &	3		
11. SEED 7288 Teaching Internship	3		
or 6 hrs of approved graduate content coursework for non-certification students			
<b>Total Professional Education Courses</b>	<b>33</b>		
<b>Courses recommended by advisor as pre-entry requirements</b>	<b>Credits</b>	<b>Semester Planned</b>	

\*Must take Strategies that match primary content area.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Advisor Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Department Chair Signature \_\_\_\_\_ Date \_\_\_\_\_

**Proposed Program Sheet  
Master of Arts in Teaching  
Advisement Sheet**

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Home Telephone: \_\_\_\_\_ Advisor: \_\_\_\_\_

Permanent Address: \_\_\_\_\_

Work/Campus Address: \_\_\_\_\_

FAX: \_\_\_\_\_ Email: \_\_\_\_\_

Work Phone: \_\_\_\_\_ Initial Assessment Date: \_\_\_\_\_

Undergraduate Degree/Major: \_\_\_\_\_

Colleges and Dates Previously Attended: \_\_\_\_\_

\_\_\_\_\_

<u>Admission Requirements</u>	<u>Completion Dates</u>
____ Undergraduate degree in teaching field	____ Initial Advising
____ GACE Content Area Passed	____ Applicant for Candidacy
____ GACE Basic Skills Passed or exempted	____ Department Exam
____ Undergraduate GPA of 2.7 or higher	_____
____ Date Admitted to Graduate School	_____

## **Proposed Program Sheet Master of Arts in Teaching**

### **Program Notes**

1. It is the candidate's responsibility to apply for graduation in a timely manner.
  2. All candidates must take and pass comprehensive exams during their last semester of the program.
  3. Only two courses of this program may be taken off campus. Transfer courses count as off-campus courses. SEED 7291, strategies courses, and internship must be done at UWG.
  4. With the advisor's permission, up to 6 semester hours of credit may be transferred from an accredited institution. Transfer credit must carry at least a grade of B.
  5. Candidates must meet all requirements imposed by the Graduate School, the College of Education, and the Department of Leadership and Specialized Instruction.
  6. Provisionally certified candidates who enter the program and are fully employed in a cooperating school may be asked to complete 150 hours of activities with students who have a different ethnicity or economic status from their regular teaching assignment. Candidates who are not provisionally certified will spend time in a high school to gain these experiences. All experiences will be coordinated by the professor in cooperation with the Office of Field Experiences.
- 

### **Advising Notes**

**History Note:** History majors must take or have had Georgia History.

**English Note:** English majors will need to take READ 6242 Young Adult Literature. This will count as a content course. Candidates may also take a comparable course in the Department of English.

c. When describing required or elective courses, list all course prerequisites. See Appendix of prerequisites for each of the required courses.

d. Provide documentation that all courses in the proposed curriculum have met all institutional requirements for approval. Documentation and signatures attached.

e. Append materials available from national accrediting agencies or professional organizations as they relate to curriculum standards for the proposed program.

f. Indicate ways in which the proposed program is consistent with national standards. Master of Arts in Teaching programs are popular in this state and many others. See the list of Georgia universities that offer the degree which is included in this proposal.

g. If internships or field experiences are required as part of the program, provide information documenting internship availability as well as how candidates will be assigned and supervised.

The College of Education is currently placing candidates in our service area via our initial certification program and we cooperate with counties around us, and in the Atlanta metropolitan area, in our provisionally-certified program. It is true that the numbers of provisionally-certified candidates have dropped, but the College of Education still has approximately 20 presently (circa Fall, 2010) in secondary and P-12 initial certification program and expect the numbers to continue, especially in math and science.

h. Indicate the adequacy of core offerings to support the new program.

The College of Education has sought to improve on our present offerings, which put our provisionally-certified and initial certification candidates in undergraduate courses. Their needs are different. They normally are non-traditional, e.g., older, experienced in the work force. Providing graduate level courses which lead to a degree will improve the candidate's experience and marketability.

All but one of the courses are already being taught, e.g., SPED 6706, EDLE 6342, and numerous strategies courses that already exist. Also, MEDT 6402 is a new course that will evolve out of a course currently being taught. It is being submitted simultaneously with this proposal and will be included in the proposal. These are all presently taught either partially or fully online. College of Education faculty representatives have met with all of the stakeholders, e.g., school partners, other departments, and the cooperation is evident.

6. Admissions criteria. Please include required minima scores on appropriate standardized tests and grade point average requirements.

Passage of the GACE Basic Skills [or verification of exemption, 1000 on SAT, 43 on ACT or 1030 on GRE], the appropriate GACE content exam (varies by subject and is set and altered by the state), and a GPA of 2.7, or better, will be the entrance requirements.

7. Availability of assistantships (if applicable).

Graduate assistantships are presently available in all departments that house graduate programming.

8. Student learning outcomes and other associated outcomes of the proposed program.

The College of Education relies on the propositions of the National Board of Professional Teaching Standards (NBPTS) as the underpinning for all of our graduate education programs.

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

Based on NCATE requirements, the College of Education also rely on the recommendations of Special Professional Associations (SPA) for content proficiencies that define our strategies courses. All degrees and syllabi are correlated with the COE's Conceptual Framework. Specific outcomes, or goals, for our master's program include:

- Being more knowledgeable about content, the adolescents to be taught, and the educational system at large.
- Being taught from a philosophy that all students can learn and that candidates will leave the program better prepared to teach in a diverse and multicultural society.
- Using technology in progressing through the program, learning to apply technological tools to assist in teaching all students, and willingness to embrace technology as an integral part of the teaching and learning environment in today's and tomorrow's schools.
- Discussing new ways to make schools and classrooms inviting, supportive, and safe environments.
- Developing new and creative ways to assess students, classrooms, and programs.
- Evaluating research and applying it to current challenges in candidates' and other school settings.
- Holding high expectations for every member of the learning community.
- Being devoted to integrative and active learning in secondary and P-12 classrooms and schools.
- Involving themselves as advocates for all students.
- Cooperating and participating in partnerships with stake holders in the education arena.

9. Administration of the program:

- a. Indicate where the program will be housed within the academic units of the institution.

The proposed MAT will be housed in the Department of Leadership and Applied Instruction.

- b. Describe the administration of the program inclusive of coordination and responsibility.

The proposed MAT will be housed in the Department of Leadership and Applied Instruction (LAI) in the College of Education. Within the LAI Department, a Coordinator of Secondary and P-12 Education Programs assist the Chair of the Department in all matters related to teacher education. The program will ultimately fall under the purview of the Graduate School.

10. Waiver to Degree-Credit Hour (if applicable): If the program exceeds the maximum credit hour requirement at a specific degree level, then provide an explanation supporting the increase in hours (Note: The maximum for bachelor's degrees is 120-semester credit hours and the maximum for master's degrees is 36-semester credit hours). The program does not exceed the 36 hour maximum.

11. Accreditation: Describe disciplinary accreditation requirements associated with the program (if applicable).

The program has been approved the Department of LAI, and will be submitted to the the College of Education Faculty Governance, the UWG Graduate School (COGS), the UWG Faculty Senate and the PSC for final approval.

12. Projected enrollment for the program especially during the first three years of implementation. Please indicate whether enrollments will be cohort-based.

The program will be cohort-based as related to the education courses. Content courses may be taken whenever the candidate can get them into their program or work them in to their work schedule.

The College of Education will be moving away from the initial-certification model. Therefore, the enrollment will grow dramatically in the initial three years. In the College of Education, there are presently over 100 active files of individuals working on the initial certificate at the post-baccalaureate level. Currently, there are 20 MEd students in middle and secondary and P-12 grades and eight students in the physical education initial certification program. All these will blend into the proposed MAT program.

Year 1 – 30 candidates  
 Year 2 -- 40 candidates.  
 Year 3 -- 50 candidates.

13. Faculty

a. Provide an inventory of faculty directly involved with the administration of the program. For each faculty member, provide the following information:

Faculty Name	Rank	Highest Degree	Degrees Earned	Academic Discipline	Current Workload
Judy Butler	Associate Professor	EdD	B.S.Ed, M.L.S. EdD	Social Studies English	3/4/2
Janie Cates	Assistant Professor	PhD	B.S. M.S. PhD	Mathematics	4/4/3
Gail Marshall	Assistant Professor	EdD	B.S. M.S.T. EdD	Sciences/biology	4/4/2
Marty Bray	Associate Professor	PhD	PhD MS MS BS	Instructional Systems Tech	4/3/2

Allison Nazzal	Assistant Professor	PhD	PhD MA BA	History/Language Arts	4/3/2
<p>Explanation of how workload will be impacted by the new program: None of the faculty workloads are expected to change. Several faculty will merely be shifted to the courses in this new MAT as part of their regular load. The Coordinator of Secondary and P-12 Programs already receives release time for this duty and additional release will not be forthcoming.</p> <p>The advising aspect of this program will be more demanding however due to the multiple entry possibilities and requirements.</p>					
<p>Expected responsibilities in the program: The program will require across department cooperation in terms of faculty to teach the courses, which are cross-disciplinary and in terms of the formats in which the classes are delivered. This will be expected to range from face-to-face to totally online.</p>					

Total Number of Faculty: 5 full-time + 8 adjuncts in supporting roles.

b. If it will be necessary to add faculty in order to begin the program, give the desired qualifications of the persons to be added, with a timetable for adding new faculty and plan for funding new positions.

No full time faculty will need to be added to start the program.

#### 14. Fiscal, Facilities, Enrollment Impact, and Estimated Budget

a. Provide a narrative that explains how current institutional resources will be expended specifically for this program. Provide a narrative that explains how the institution will fiscally support the establishment of the new program through the redirection of existing resources and acquisition of new resources. Indicate whether the institution will submit a request for new funds as part of its budget request. The narrative also needs to explain the basis of the institution's projections with regard to anticipated EFT, head count, student enrollment, estimated expenditures, and projected revenues.

Since these candidates are gradually being moved from the initial certification ranks, no new institutional resources will be needed the first year. As graduate faculty take over supervision of candidates, adjuncts will need to be employed to help cover undergraduate courses that graduate faculty have been teaching. The infrastructure is already in place to support a program such as this. We have adequate classrooms, library support, and other support.

	First Year FY 2012	Second Year FY2013	Third Year FY2014	Fourth Year FY2015
<b>I. ENROLLMENT PROJECTIONS</b>				
<b>Student Majors</b>	30	40	50	50
Shifted from other programs	15	5	0	0
New to the institution	15	35	50	50
<b>Total Majors</b>	30	40	50	50
<b>Course Sections Satisfying Program Requirements</b>				

Previously existing	11	11	11	11
New	0	0	0	0
<b>Total Program Course Sections</b>	11	11	11	11
<b>Credit Hours Generated by Those Courses</b>	33	33	33	33
Existing enrollments	270	360	450	450
New enrollments	270	360	450	450
<b>Total Credit Hours</b>	540	720	900	900
(above assumes students on 2 year plan)				
<b>DEGREES AWARDED</b>	15	20	25	25
<b>II. EXPENDITURES</b>	EFT Dollars	EFT Dollars	EFT Dollars	EFT Dollars
<b>Personnel – reassigned or existing positions</b>				
Faculty				
Part-time Faculty				
Graduate Assistants				
Administrators				
Support Staff				
Fringe Benefits				
Other Personnel Costs				
<b>Total Existing Personnel Costs</b>				

<b>EXPENDITURES (Continued)</b>				
<b>Personnel – new positions</b>				
Faculty				
Part-time Faculty		4000	6000	8000
Graduate Assistants				
Administrators				
Support Staff				
Fringe Benefits				
Other personnel costs				
<b>Total New Personnel Costs</b>		4000	6000	8000
<b>Start-up Costs (one-time expenses)</b>				
Library/learning resources				
Equipment				
Other				
Physical Facilities: construction or major renovation				
<b>Total One-time Costs</b>				
<b>Operating Costs (recurring costs – base budget)</b>				
Supplies/Expenses				
Travel(supervision of Interns and observations)	1500	2000	2500	2500
Equipment				
Library/learning resources				
Other				
<b>Total Recurring Costs</b>	1500	2000	2500	2500
<b>GRAND TOTAL COSTS</b>				

<b>III. REVENUE SOURCES</b>				
<b>Source of Funds</b>				
Reallocation of existing funds				
New student workload				
New Tuition		21690 (5)	32535 (10)	43380 (15)
Federal funds				
Other grants				
Student fees				
Other				
New state allocation requested for budget hearing				
<b>Nature of Funds</b>				
Base budget				
One-time funds				
<b>GRAND TOTAL REVENUES</b>		21690	32535	43380

### Other Programs in Georgia

	Biology	English	History	Math	Science	Physics	Political Science	Economics	Middle Grades
Agnes Scott College	X	X		X		X			
Albany State University									X
Armstrong Atlantic State University									X
Augusta State University	X	X		X		X	X		X
Brenau University		X		X					X
Clark Atlanta University				X	X				
Clayton State University		X		X					
Columbus State University	X	X	X	X	X				X
Emory University	X	X	X	X	X	X	X	X	X
Georgia College and State University	X	X	X	X	X	X	X		X
Georgia Southern University	X	X	X	X		X	X		X
Georgia State University		X	X	X	X		X		X
Kennesaw State University	X	X		X		X			
Lagrange College	X	X	X	X	X				X
Mercer University	X	X	X	X		X	X	X	X
North Georgia College and State University			X	X					
Piedmont College		X	X	X	X				
University of Georgia	X	X	X	X	X	X	X	X	X
University of West Georgia				X	X				
Valdosta State University				X					

## Facilities Information for New Academic Programs

Proposed Location for the Program: Carrollton, Georgia

Floor area required for the program (gross and net square feet): \_\_\_\_\_

Type of spaces required:

■ Number of classrooms	<u>2</u>
■ Number of labs	<u>0</u>
■ Number of offices	<u>4</u>
■ Other spaces	<u>1</u>

Place an "X" beside the appropriate selection:

  x   Existing facility will be used as is (area square footage):

       Existing facility will require modification (area square footage):

Projected renovation cost:

Estimated relocation cost:

Total funding required:

Source of Funding:

       Construction of new facilities will be required (area square footage):

Estimated construction cost:

Estimated total project cost:

Proposed source of funding:

List any infrastructure impacts that the program will have (i.e., parking, power, HVAC, etc.) and indicated estimated cost and source of funding.

Other comments:

*Note: A system office Facilities Project Manager (through the Office of Facilities) may contact you with further questions separate from the review of the new academic program.*

## Appendix 1- Syllabi of all courses

To support area 5. b. Append course descriptions for all courses (existing and new courses)

### SPED 6706

SPED 6706 1

#### **SPED 6706**

**SPECIAL EDUCATION IN THE REGULAR CLASSROOM**

Semester Hours:

3

Semester/ Year:

Fall 2008

Instructor:

Dr. Alison Shook

Office location:

Education Annex 110

Office Hours:

M 10-2, T 1-5, Th 10-2

Telephone:

678-839-6169

Fax:

678-839-6162

E-Mail:

ashook@westga.edu

#### **COURSE DESCRIPTION**

Study of characteristics, identification, and support needs of exceptional children and youth. Includes basic teaching strategies and supportive techniques/resources for meeting needs of pupils with special needs in the regular classroom.

#### **CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured. The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

SPED 6706 2

#### **COURSE OBJECTIVES**

Students will:

1. demonstrate basic knowledge of policies and procedures for serving pupils with special needs in school settings (Lipsky & Gartner, 1997; Villa, Thousand, Stainback, & Stainback, 1992; Vaughn, Bos, & Schumm, 2003)

(D3 Lifelong Learners, D6 Culturally Sensitive, D8 Knowledgeable; CEC\* 1, 9; NBPTS\*\* 5; NBPTS EN\*\*\* II, XIV);

2. demonstrate basic knowledge of characteristics of pupils with special needs, including features/behaviors suggesting need for specialized intervention, and/or referral (Calculator & Jorgenson, 1994; Downing, 1996; Gaylord-Ross, 1989; Vaughn et al., 2003)

(D4 Adaptive, D6 Culturally Sensitive, D8 Knowledgeable; CEC\* 2, 3, 6; NBPTS\*\* 1, 4; NBPTS EN\*\*\* I);

3. demonstrate knowledge of various strategies for providing instruction and support to pupils with special needs within general education classroom settings (Armstrong, 1994; Brooks & Brooks, 1993; Johnson, Johnson, & Holubec, 1994; Putnam, 1993; Vaughn et al., 2003)

(D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D9 Proactive; CEC\* 4, 5, 7, 10; NBPTS\*\* 1, 2; NBPTS EN\*\*\* IV, IX, XI);

4. plan interventions and support strategies for providing services to pupils with special needs within general education classroom settings, including aspects related to collaboration and interaction with various service providers (Harry, 1992; Putnam, 1993; Stainback &

Stainback, 1990, 1996; Villa et al., 1992, Vaughn et al., 2003)

(D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D9 Proactive; CEC\* 4, 5, 6, 7, 8, 9, 10; NBPTS\*\* 1, 3, 5; NBPTS EN\*\*\* III, IV, IX, X, XI, XII); and

5. supply interventions and support strategies to specific subject areas, age levels, and/or instructional arrangements relevant to individual students (Armstrong, 1994; Brooks & Brooks, 1993; Johnson et al., 1994; Vaughn et al., 2003)

(D4 Adaptive, D5 Collaborative, D6 Culturally Sensitive, D7 Empathetic, D8 Knowledgeable, D9 Proactive; CEC\* 4, 5, 6, 7, 8, 9, 10; NBPTS\*\* 1, 2, 3; NBPTS EN\*\*\* IV, VII, XI).

\* CEC\* refers to the ten Special Education Content Standards of the Council for Exceptional Children, available from:

[http://www.cec.sped.org/ps/perf\\_based\\_stds/standards.html#standards](http://www.cec.sped.org/ps/perf_based_stds/standards.html#standards)

\*\*NBPTS\*\* refers to the Five Core Propositions of the National Board for Professional Teaching Standards, available from:

<http://www.nbpts.org/about/coreprops.cfm>

\*\*\*NBPTS EN\*\*\* refers to the Exceptional Needs standards of the National Board for Professional Teaching Standards, available from:

<http://www.nbpts.org/candidates/guide/whichcert/11EarlyChildYoungAdult.html>

## **TEXT, READINGS, AND INSTRUCTIONAL RESOURCES**

SPED 6706 3

### **Required text:**

Bryant, D. P., Smith, D. D., & Bryant, B. R. (2008) *Teaching Students with Special Needs in Inclusive Classrooms*, 1<sup>st</sup> ed. Boston: Allyn & Bacon.

### **References:**

Armstrong, T. (1994). *Multiple intelligences in the classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

Brooks, J. G., & Brooks, M. G. (1993). *In search of understanding: The case for constructivist classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

Calculator, S. N., & Jorgenson, C. M. (Eds.). (1994). *Including students with severe disabilities in school*. San Diego, CA: Singular.

- Downing, J.E. (1996). *Including students with severe and multiple disabilities in typical classrooms*. Baltimore, MD: Paul H. Brookes.
- Gaylord-Ross, R. (1989). *Integration strategies for students with handicaps*. Baltimore: Brookes.
- Harry, B. (1992). *Cultural diversity, families, and the special education system*. New York: Teachers College Press.
- Johnson, D. E., Johnson, R. T., & Houlubec, E. J. (1994). *The new circles of learning: Cooperation in the classroom and school*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Lipsky, D. K., & Gartner, A. (1997). *Inclusion and school reform: Transforming America's classrooms*. Baltimore: Brookes.
- Putnam, J.W. (1993). *Cooperative learning and strategies for inclusion: Celebrating diversity in the classroom*. Baltimore: Brookes.
- Stainback, S., & Stainback, W. (1990). *Support networks for inclusive schools*. Baltimore: Brookes.
- Stainback, S., & Stainback, W. (1996). *Inclusion: A guide for educators*. Baltimore: Brookes.
- Villa, R. A., Thousand, J. S., Stainback, W., & Stainback, S. (1992). *Restructuring for caring and effective education*. Baltimore: Brookes.

#### **ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING POLICY**

**Link to Conceptual Framework** Since this class is designed to provide students majoring or seeking certification in special education with critical information pertaining to exceptional students and special education, the COE Conceptual Framework descriptor included in **all assignments and activities** is *Knowledgeable*. In addition, Specific assignments also reflect descriptors, as follows: The **Case Studies** will include basic information related to the nature of exceptional needs and appropriate interventions, supports, and procedures, thus tapping *Adaptive, Collaborative, Culturally Sensitive, and Proactive* descriptors. By requiring application of these skills, the **Group Discussion Projects and Parent Letters** will add *Empathetic* and *Reflective* to the descriptors tapped by the midterm. The **Desk Reference** assignment adds *Lifelong Learners* to the descriptors tapped by the case studies. In combination, the **In-class Activities/Discussion and Small Group Presentations and Exams/Quizzes** reflect all of the descriptors listed for this class.

SPED 6706 4

Assignments:

1. Timeline Project - Will include analysis/application regarding evolution of special education system. Material used to produce timelines will include text, class discussion, lecture, and internet resources and result in a group project (the timeline).  
(Objectives # 1, 2; timeline project)
2. Desk Reference - Students will demonstrate knowledge of course material by designing and personally publishing an educator's desk reference. This will be a collaborative effort and peer review editing will offer support.  
(Objectives # 1-5; rubric)
3. In-class Activities/Discussion - Students will be divided into small groups and each group will outline and discuss/explain or role play information and case studies related to topics in this course.  
(Objectives # 1-5; instructor's records of attendance and participation, group and individual products, graphic organizers)
4. Parent Pamphlet – Students will individually create an informational pamphlet for parents who have a child with a disability. This pamphlet will include information on parent rights and responsibilities, IDEA, the procedures for special education, and Section 505.  
(Objective 1; rubric)

5. Exams - Students will demonstrate knowledge of text material  
(Objectives #1-5; exams)

Evaluation Procedures:

Assignments will be graded by the course instructor based on the information provided in this syllabus and in additional handout material and/or discussion.

Late assignments will have 20 points deducted. **If assignments are e-mailed, it is the student's responsibility to "check and recheck" to insure that the assignment arrived on the date due.**

Points allocated to assignments are as follow:

1. Timeline Project – 8.5 points

2. Educator's Desk Reference – 12 points

3. Discussion Board Participation

Discussion Board Leader –

32.5 points (13 @ 2.5  
points each)

4 points (2 @ 2 points  
each)

4. Parent Pamphlet – 10 points

5. Exams

Chapter Quizzes –

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Final Exam

Quizzes - 18 points

(12 @ 1.5 points each)

Final Exam – 15

points

Total: 100points

SPED 6706 5

Grading Policy:

A = 90-100

B = 80-89

C = 70-79

F = < 70

### **CLASS POLICIES**

1. Attendance in class and participation in class discussions and activities are integral elements of this course. Specific requirements will be discussed during the first class meeting.

2. Late assignments will be marked down 20 points.

3. Student work will be graded and that grade posted as promptly as possible. Please do not email the instructor the day you turn in an assignment asking to know your grade.

4. Students who miss class (or any portion of class) are responsible for the content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc. from a classmate. If additional assistance is necessary after reading the assigned chapter(s), looking at any additional materials, and speaking with a classmate, an appointment should be scheduled with the instructor.

5. The instructor reserves the right to alter the grade structure and modify assignments, including, but not limited to, adding assignments, and unannounced quizzes. Evaluation will take into account a student's participation and class etiquette.

6. Submission of work taken directly from another source (e.g., lesson plan copied from a book, the internet, or material developed by another student) will be considered plagiarism and grounds for no credit on the assignment. However, students are encouraged to use a variety of resources in obtaining ideas and illustrations to help them complete assignments. *See the APA (5th edition) guide for the correct methods for citing other authors' work.*

7. It is not appropriate or acceptable to submit for credit an assignment, project, or paper that was submitted for credit in another class without prior approval from the instructor.

8. Also note UWG policy/requirements on computer access and use.

### **Virtual Classroom Expectations**

The following ground rules will help your work in this course to go much more smoothly. Please carefully review these expectations and follow them.

1. Keep up with the reading. You have quite a few chapters, quizzes, discussion postings, and homework assignments for this class. Students who keep up with the reading tend to do much better in this kind of class than those who do not.
2. Work with others. You will be assigned to a group for projects and online discussions. Make sure to keep in touch with your teammates and do your work. Remember your team is counting on you. Doing your work includes contributing to the online discussion board.

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### **E-mail**

When you sign into the classroom, check the class news on the front page. Important announcements will appear there. Also, check your e-mail for messages from your instructor.

1. Check your e-mail at least three times per week (more often is better).
2. Be patient. Do not expect an immediate response when you send a message. Generally, two days is considered a reasonable amount of time to receive a reply. I do try to respond to messages within 24-48 hours although this may be 72 hours on the weekend.
3. Always include the course name in the subject line and refer to a particular assignment or topic.
4. Be courteous and considerate. Being honest and expressing your position thoroughly is very important, but being considerate of others online is just as important as in the classroom.
5. Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
6. Do not use ALL CAPS. This is considered "shouting" and the message is very hard to read. Check spelling, grammar, and punctuation (you may want to compose in word processing software then cut and paste the message into the discussion or e-mail).
7. Break up large blocks of text into paragraphs and use a blank line between paragraphs.
8. If you have a question regarding the course material, post the question in the Discussion Forum and specify the specific chapter/topic. Other students will appreciate seeing the question and your instructor's answer. Students are encouraged to respond to other students' questions. Learning by teaching is a powerful tool. Please do not send your instructor e-mail related to the course content. That is the purpose of the Discussion Forum. It takes the place of classroom discussion.
9. Never assume that your e-mail can be read by no one except yourself; others may be able to read or access your e-mail. Never send or keep anything that you would not mind seeing on the evening news.
10. Please keep all postings professional. Correct grammar and spelling are an important part of being a professional. Review your comments before you post them. Write as though you were sending the correspondence to your principal or a parent of one of your students.

### **ASSIGNMENT PROTOCOLS**

1. Graded Discussions will have an opening date and a closing date. Postings before or after these dates automatically are removed from the discussion board.
2. Any test or quiz required in the course must be completed on or before the designated due date.
3. Please practice safe computing by having a virus detection program loaded on your computer that checks for viruses on e-mail, attachments, documents, etc.

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### **COURSE OUTLINE**

Each class date has a folder posted on-line containing links, discussion questions, and pdf files for case studies. It is your responsibility to check the on-line class

meeting folders and complete the readings and assignments listed for each class.

### **Date Topic and Readings Assignments Due for the Current**

#### **Class meeting**

Green – readings from textbook

Blue – hyper-linked readings and activities

Red – Items to be turned in, these will be part of your grade.

Aug. 21 Introduction to the course

Review of the requirements

F.A.T. City

Aug. 28

History, acronyms, and other baffling language and procedures

[http://iris.peabody.vanderbilt.edu/info\\_briefs/fape/sped\\_acronyms.html](http://iris.peabody.vanderbilt.edu/info_briefs/fape/sped_acronyms.html)

[http://iris.peabody.vanderbilt.edu/info\\_briefs/osep/final\\_regulations\\_97/final\\_regulations\\_97.htm](http://iris.peabody.vanderbilt.edu/info_briefs/osep/final_regulations_97/final_regulations_97.htm)

[http://iris.peabody.vanderbilt.edu/info\\_briefs/fape/idea\\_iep.html](http://iris.peabody.vanderbilt.edu/info_briefs/fape/idea_iep.html)

[http://iris.peabody.vanderbilt.edu/info\\_briefs/peatc/idea\\_6\\_principles.html](http://iris.peabody.vanderbilt.edu/info_briefs/peatc/idea_6_principles.html)

Discussion Board Topic: Introductions and experiences

Sept. 4 Inclusive Teaching as Responsive Education

Chapter 1

<http://iris.peabody.vanderbilt.edu/da/challenge.htm>

Discussion Board Topic: NCLB

<http://www.connectlive.com/events/deptedu091907/>

Quiz – Chapter 1

Sept. 11 High Incidence Disabilities or Conditions

Chapter 2

<http://www.ldonline.org/>

<http://www.aamr.org>

<http://www.schwablearning.org>

<http://www.chadd.org>

<http://www.ncl.d.org>

[http://iris.peabody.vanderbilt.edu/rti01\\_overview/chalcycle.htm](http://iris.peabody.vanderbilt.edu/rti01_overview/chalcycle.htm)

Discussion Board Topic: Compare and contrast the characteristics and eligibility requirements of students with mild mental retardation, learning disabilities, and emotional or behavioral disorders.

#### **Time Line Project Due**

Quiz – Chapter 2

Sept. 18 Low Incidence Disabilities or Conditions

### Chapter 3

<http://www.tash.org/index.html>

<http://www.cdc.gov/ncbddd/fas>

<http://www.udel.edu/bkirby/asperger>

<http://www.nidcd.nih.gov>

<http://www.afb.org>

Discussion Board Topic- Having a sensory impairment. Cover your eyes for a one hour period – you pick the time [you must be awake] and situation.

Quiz – Chapter 3

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Sept. 25 Other students with Special Learning Needs

### Chapter 4

<http://www.avert.org/children.htm>

<http://www3.niaid.nih.gov>

<http://www.epilepsyfoundation.org>

Discussion Board Topic - Go to the companion website for Chapter 4

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[http://wps.ablongman.com/ab\\_bryant\\_s pecneeds\\_1/74/19162/4905495.cw/index.html](http://wps.ablongman.com/ab_bryant_s pecneeds_1/74/19162/4905495.cw/index.html) The link to the page with Web Links is found on the left hand side of the page. Specifically look at the Web Links related to diversity for teaching tips that you could use in school. Write down 5-10 activities to share with your group. Then as a group, work together to create a diversity tips list for use in a school.

Quiz – Chapter 4

Oct. 2 Individualized Education Plans and Collaborative Partnerships.

Chapters 5 and 8

<http://www.cast.org>

<http://www.allkindsofminds.org>

<http://www.pacer.org>

Discussion Board Topic – After you have viewed the United Streaming video clip “Tandem Teaching ELL Students” answer these questions in your small group: In what ways do the students in the video benefit from having the two teachers plan and teach collaboratively? Why is collaboration important to the process of inclusion?

Quiz – Chapters 5 and 8

Parent Pamphlet is Due

Oct. 16 Differentiating Instruction

### Chapter 6

<http://www.co-operation.org/index.html>

Discussion Board Topic – Print and read the case study called “A Broken Arm.”

Then in your group answer these questions: What instructional modifications did Mary make for Jim? Where the modifications effective? Why or why not? When is it appropriate to make instructional modifications?

[http://iris.peabody.vanderbilt.edu/activities/case\\_based/ica-a\\_broken\\_arm.pdf](http://iris.peabody.vanderbilt.edu/activities/case_based/ica-a_broken_arm.pdf)

Quiz – Chapter 6

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Oct. 23 Assessing Students

Chapter 7

<http://www.cast.org>

<http://specialed.about.com/cs/assessment/a/assessment.htm>

[http://www.osepideasthatwork.org/toolkit/teacher\\_state\\_a.asp](http://www.osepideasthatwork.org/toolkit/teacher_state_a.asp)

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Discussion Board Topic – You will first need to read the case study “Is this Child Mislabeled.” Then answer these

questions in your group: Do you think Serge’s skills were assessed adequately? Do you think he was correctly identified as learning disabled? Why or why not?

Do you think a special education placement was appropriate for Serge? Why or why not? What kind of progress do you think he would have made in a

general education setting without individualized instruction? Mrs. Evans learned about the cultural background of her students. How do you think this knowledge impacted her teaching?

[http://iris.peabody.vanderbilt.edu/activities/case\\_based/icais\\_this\\_child\\_mislabeled.pdf](http://iris.peabody.vanderbilt.edu/activities/case_based/icais_this_child_mislabeled.pdf)

Quiz – Chapter 7

Oct. 30 Promoting Positive Behavior

Chapter 9

<http://iris.peabody.vanderbilt.edu/posnegv2/default.htm>

<http://www.disciplineassociates.com>

<http://www.pbis.org/main.htm>

<http://www.disciplinehelp.com/teacher>

<http://www.bullying.org>

[http://iris.peabody.vanderbilt.edu/resource\\_info/Brief/pbis\\_org\\_primaryprevention.htm.html](http://iris.peabody.vanderbilt.edu/resource_info/Brief/pbis_org_primaryprevention.htm.html)

Discussion Board Topic– Begin by reading the case study posted in the module: “Eric’s Last Stand.” Then answer these questions in your group.

1. Identify the Antecedents, Behaviors, and Consequences of Eric’s outbursts. What crisis management techniques could both the classroom teacher and Mrs. Garver use?

2. Identify the needs behind Eric’s behavior. Determine how the teachers could help Eric meet his needs in a positive manner.

Quiz on chapter 9

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Nov. 6 Teaching Reading

Chapter 10

<http://www.readingrockets.org>

<http://www.reading.org>

[http://www.letsgolearn.com/lg/site/special\\_education\\_list/course](http://www.letsgolearn.com/lg/site/special_education_list/course)

<http://www.eduplace.com>

<http://www.readwritethink.org>

<http://stonesoup.com/listen>

<http://www.teachingideas.co.uk/english/contents.htm>

<http://www.thereadingtub.com>

<http://www.nationalreadingpanel.org>

<http://www.ed.gov/programs/readingfirst/index.html>

Discussion Board Topic – Go to the companion website

[http://wps.ablongman.com/ab\\_bryant\\_s pecneeds\\_1/74/19162/4905711.cw/index.html](http://wps.ablongman.com/ab_bryant_s pecneeds_1/74/19162/4905711.cw/index.html)

Chapter 10 Web Links and look for reading activities to promote fluency, comprehension, vocabulary, and decoding. You may search other sites that you find on your own as well to help you with this discussion. Your job as a group is to collect ideas to share with the class to promote fluency, comprehension, vocabulary, and decoding. When you are finished the group leader for this discussion topic should compile a list of ideas with descriptions to share with the rest of the students in the class. Make sure there are references for the activities.

Quiz – Chapter 10

Nov. 13 Teaching Writing

## Chapters 11

<http://inspiration.com>

<http://www.ncte.org>

[http://www.newhorizons.org/strategies/technology/front\\_tech.htm](http://www.newhorizons.org/strategies/technology/front_tech.htm)

<http://thwt.org/writingandlit.htm>

[http://www.educationworld.com/a\\_tech/techlp/techlp041.shtml](http://www.educationworld.com/a_tech/techlp/techlp041.shtml)

<http://www.ldonline.org/indepth/writing>

Discussion Board Topic – Chapter 11 – Discuss how technology can help students with and without disabilities with writing.

Quiz – Chapter 11

Nov. 20 Teaching Math

## Chapter 12

<http://www.t2tweb.us/Workshops/Sessions.asp?Content=Math>

<http://www.songsforteaching.com/mathsongs.htm>

<http://www.k8accesscenter.org/training%5Fresources/math.asp>

<http://www.nctm.org>

<http://www.math.com>

Discussion Board Topic – Create a materials wish list for math manipulatives, books, and materials. Provide a brief explanation for why you have selected the manipulatives, books, and materials that you have included on your wish list.

Quiz – Chapter 12

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Dec. 4 Content Area Instruction

## Chapter 13

<http://www.educationatlas.com/studyskills.html>

<http://www.ku-crl.org>

<http://www.jigsaw.org>

<http://www.actden.com/pp>

<http://www.ucc.vt.edu/stdysk/checklis.html>

<http://kids.nationalgeographic.com>

Discussion Board Topic - This is your final discussion board topic. Think back on everything we have discussed in this course. I would like you to tell me and your group mates the following:

First – Five (5) things that you have learned from taking this course

Second – three (3) things that you plan to use with your own students in the future

Third – one (1) thing that you still have a

question about

Quiz – Chapter 3

**Resource Manual Due**

Dec. 11 Final Exam **Final Exam**

**ACADEMIC HONESTY**

Students are expected to adhere the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas of 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 Uncatalog*, *Undergraduate Catalog*, and the *Graduate Catalog*.

## Psychology of Classroom Learning-CEPD 6101-N01

Semester Hours 3

Semester/Year  
Time/Location  
Instructor  
Office Location  
Office Hours

Online Hours  
Telephone  
Email

Fax

Online Support

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### COURSE DESCRIPTION

This course provides an in-depth study of the major cognitive and behavioral theories of classroom learning. Emphasis will be placed on enabling teachers and counselors to better understand how students learn; on helping educators identify and remove barriers that impede student learning; and on helping educators develop, utilize and advocate teaching practices, programs, and curriculum that lead to academic success for all. Theories of motivation, classroom management practices, and belief systems that promote learning will also be addressed.

### CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National and state standards (INTASC, NBPTS, Learned Societies), *insert applicable professional associations that guide your program, e.g. ASHA, PSC* also are incorporated as criteria against which candidates are measured.

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

### APPROACHES TO INSTRUCTION

Various pedagogical methods used for this class include: Interactive technology, e.g., online discussion and chat, small group discussion, lecture, schema project, etc.)

### COURSE OBJECTIVES:

Students will be able to:

1. develop a knowledge base about the role of the teacher and cite current research findings on effective teaching and student achievement (Alexander, 2006; Gredler, 2005; Slavin, 2005; Sternberg & Williams, 2002)

**(Decision makers; Culturally Sensitive; Knowledgeable; Reflective; NBPTS 2, 4; CACREP SC A.1, 4; SC C.3 b ,d);**

2. demonstrate the ability to compare and contrast behavioral and cognitive theories of learning and their implications for the classroom (Alexander, 2006; Bruning, Schraw, Norby, & Ronning, 2003; Gredler, 2005; Ormrod, 2008; Slavin, 2005)

**(Knowledgeable; Reflective; NBPTS 2; CACREP SC A.1, 4; SC C. 3b, d);**

3. compare and contrast theories of motivation and their practical implications for the teaching-learning-process (Alexander, 2006; Bruning, Schraw, Norby, & Ronning, 2003; Gredler, 2005; Ormrod, 2008; Slavin, 2005; Sternberg, & Williams, 2002)

**(Knowledgeable; Reflective; NBPTS 1,2,3; CACREP SC A.1, 4; SC C. 3b, d);**

4. learn to integrate and synthesize research findings on teaching and learning to generate new, more effective teaching activities (Alexander, 2006; Bruning, Schraw, Norby, & Ronning, 2003; Gredler, 2005; Ormrod, 2008; Slavin, 2005)

**(Decision makers; Culturally Sensitive; Proactive; Reflective; NBPTS 4,5; CACREP SC A.1, 4; SC C. 3b, d);**

5. develop an awareness of belief systems that impede or enhance learning (Alexander, 2006; Gredler, 2005; Ormrod, 2008; Slavin, 2005; Sternberg, & Williams, 2002)

**(Decision makers; Culturally Sensitive; Knowledgeable; Proactive; NBPTS 1,3,4; CACREP SC A.8);**

6. acquire knowledge and competency about individual student differences and how to account for them in the classroom, focusing especially on multicultural diversity (Alexander, 2006; Bruning, Schraw, Norby, & Ronning, 2003; Gredler, 2005; Ormrod, 2008; Slavin, 2005; Sternberg, & Williams, 2002)

**(Decision makers; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; Reflective; NBPTS 1,3; CACREP SC A.8).**

## **TEXTS, READINGS AND INSTRUCTIONAL RESOURCES**

### **Required Text:**

Alexander, P. A. (2006). **Psychology in learning & instruction**. Upper Saddle River, NJ: Pearson.

### **References:**

Bruning, R. H., Schraw, G. J., Norby, M. M., & Ronning, R. R. (2004). **Cognitive psychology and instruction**. (4<sup>th</sup>. ed.). Upper Saddle River, NJ: Pearson.

Gredler, M. E. (2005). **Learning and Instruction: Theory into practice (5th ed.)**. Upper Saddle River, NJ: Prentice Hall.

Ormrod, J. (2010). **Educational psychology: Developing learners (7th ed.)**. Upper Saddle River, NJ: Prentice Hall.

Slavin, R. (2005). **Educational Psychology: Theory and Practice**. Boston: Allyn and Bacon.

Sternberg, R. J., & Williams, W. M. (2002). **Educational psychology**. Boston: Allyn and Bacon.

#### Online Resources:

This course offers >95% classes online. You can access this course on CourseDen.

### ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

1. Module Quiz and Final Exam: A quiz is scheduled by the end of each module. A total of six Module Quizzes will be offered during the semester. Each Module Quiz consists of 20 multiple-choice questions related to the content covered in the module. The final exam contains 60 multiple-choice questions related to all six modules. You can take each Module Quiz and the Final Exam up to two times. If you choose to take each test twice, you need to wait for at least four hours to take the test the second time. The higher score of the two trials will be recorded as your performance on the test. You need to observe the scheduled test date and time. If you miss the test deadline, you will NOT be able to take the test. If an emergency arises the day of an exam, please contact Dr. Cao: lcao@westga.edu as soon as possible.

**Course Objectives:** 1, 2, 3, 4, 5, 6

2. Class Discussion: Online discussion requirements: Students are expected to read and participate in all online discussions. Class discussion for each Week is worth 5 points. The discussion consists of two parts. In part one, you are required to post your initial responses (2 pt) to the discussion questions. In part two, you are required to offer reflective responses to AT LEAST two postings (3 pts) posted by your classmates. A reflective response goes beyond simple agreement or endorsement of responses that have already been posted. It includes new information, personal perspectives, or other input that demonstrates thought and elaboration of the issue.

**Course Objectives:** 1, 2, 3, 4, 5, 6

3. Schema Project: As a summary exercise to synthesize the information in the class, you will create a visual representation of effective instruction in the form of schema representation--network of organized ideas. The purpose of this schema project is for you to (a) draw together all that you have learned about learning and instruction from the class, and (b) attempt to represent the most important aspects of this knowledge in an organized pictorial. Your representation should reflect your personal scheme (a concept that you will learn more about during the class) for effective instruction. Therefore, key elements to include will be important concepts from the textbook, interconnections among the concepts, clear layout, personalized applications, and all the creativity you can muster. This is a project you could use as evidence to demonstrate your understanding of effective teaching and learning in your particular subject area. The representation will be developed on computer using a software, e.g., Inspiration, Gliffy, etc. Please check the Schema Project folder on CourseDen for the instruction and sample schema projects.

**Course Objectives:** 1, 2, 3, 4, 5, 6

4. Artifact to Foliotek and Reflection Paper:

If you are required by your program to meet the Foliotek requirements, you need to post your schema project in your Foliotek account, plus a one-page reflection paper on how completing the schema project helped you fulfill the requirements described in the course framework above.  
 (Objective #1, 2, 3, 4, 5, 6, 7)

**Course Objectives: 1, 2, 3, 4, 5, 6**

**ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY**

<u>Assignment</u>	<u>Point</u>	<u>Grading Scale</u>	
Module Quiz	(6×10)=60 points	216-240	A
Final Exam	60 points	192-215	B
Schema Project	10+50=60 points	168-191	C
<b>Online Discussion</b>	<b>12×5=60 points</b>	<b>167 or less</b>	<b>F</b>
<b>Foliotek Assignment</b>	<b>Satisfactory/Unsatisfactory</b>		

**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*.

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](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.

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

**Tentative Class Outline**

**IF THERE IS ANY CONFLICT BETWEEN WHAT IS PRESENTED HERE AND WHAT**

**IS SEEN IN COURSE DEN, COURSE DEN TAKES PRECEDENCE!**

<b>Class</b>	<b>Activities</b>	<b>Assignment/Readings Due</b>
<b>Module 1A</b>	<ul style="list-style-type: none"> <li>• Course Introduction/Syllabus</li> <li>• Introduction of yourself</li> <li>• Familiarize yourself with <b>CourseDen</b></li> <li>• Read Ch. 1</li> <li>• Study Ch. 1 PPT notes</li> <li>• Online Discussion</li> <li>• Take Ch. 1 Practice Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Student Introduction</li> <li>• Post Module 1A Discussion 1 &amp; 2</li> </ul>
<b>Module 1B</b>	<ul style="list-style-type: none"> <li>• Read Ch. 3</li> <li>• Study Ch. 3 PPT notes</li> <li>• Online Discussion</li> <li>• Take Ch. 3 Practice Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Post Module 1B Discussion 1 &amp; 2</li> <li>• Take Module 1 Test</li> <li>• Schema-Diagram 1</li> </ul>
<b>Module 2A</b>	<ul style="list-style-type: none"> <li>• Read Ch. 4</li> <li>• Study Ch. 4 PPT notes</li> <li>• Online Discussion</li> <li>• Take Ch. 4 Practice Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Post Module 2A Discussion 1 &amp; 2</li> </ul>
<b>Module 2B</b>	<ul style="list-style-type: none"> <li>• Read Ch. 6</li> <li>• Study Ch. 6 PPT notes</li> <li>• Online Discussion</li> <li>• Take Ch. 6 Practice Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Post Module 2B Discussion 1 &amp; 2</li> <li>• Take Module 2 Test</li> <li>• Schema-Diagram 2</li> </ul>
<b>Module 3A</b>	<ul style="list-style-type: none"> <li>• Read Ch. 7</li> <li>• Study Ch. 7 PPT notes</li> <li>• Online Discussion</li> <li>• Take Ch. 7 Practice Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Post Module 3A Discussion 1 &amp; 2</li> </ul>
<b>Module 3B</b>	<ul style="list-style-type: none"> <li>• Read Ch. 8</li> <li>• Study Ch. 8 PPT notes</li> <li>• Online Discussion</li> <li>• Take Ch. 8 Practice Quiz</li> <li>• How is the Class Going with You?</li> </ul>	<ul style="list-style-type: none"> <li>• Post Module 3B Discussion 1 &amp; 2</li> <li>• Take Module 3 Test</li> <li>• Schema-Diagram 3 (10 points)</li> </ul>
<b>Module 4A</b>	<ul style="list-style-type: none"> <li>• Read Ch. 9</li> <li>• Study Ch. 9 PPT notes</li> <li>• Online Discussion</li> <li>• Take Ch. 9 Practice Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Post Module 4A Discussion 1 &amp; 2</li> </ul>
<b>Module 4B</b>	<ul style="list-style-type: none"> <li>• Read Ch. 10</li> <li>• Study Ch. 10 PPT notes</li> <li>• Online Discussion</li> <li>• Take Ch. 10 Practice Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Post Module 4B Discussion 1 &amp; 2</li> <li>• Take Module 4 Test</li> <li>• Schema-Diagram 4</li> </ul>
<b>Module 5A</b>	<ul style="list-style-type: none"> <li>• Read Ch. 11</li> <li>• Study Ch. 11 PPT notes</li> <li>• Online Discussion</li> <li>• Take Ch. 11 Practice Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Post Module 5A Discussion 1 &amp; 2</li> </ul>
<b>Module 5B</b>	<ul style="list-style-type: none"> <li>• Read Ch. 12</li> <li>• Study Ch. 12 PPT notes</li> <li>• Online Discussion</li> <li>• Take Ch. 12 Practice Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Post Module 5B Discussion 1 &amp; 2</li> <li>• Take Module 5 Test</li> <li>• Schema-Diagram 5</li> </ul>
<b>Module 6A</b>	<ul style="list-style-type: none"> <li>• Read Ch. 13</li> <li>• Study Ch. 13 PPT notes</li> <li>• Online Discussion</li> <li>• Take Ch. 13 Practice Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Post Module 6A Discussion 1 &amp; 2</li> </ul>

<b>Module 6B</b>	<ul style="list-style-type: none"> <li>• Read Ch. 14</li> <li>• Study Ch. 14 PPT notes</li> <li>• Online Discussion</li> <li>• Take Ch. 14 Practice Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Post Module 6B Discussion 1 &amp; 2</li> <li>• Take Module 6 Test</li> <li>• Schema-Diagram 6</li> </ul>
<b>Module 7A Schema</b>	<ul style="list-style-type: none"> <li>• Complete Overall Schema Project</li> <li>• Review for the Final Examination</li> </ul>	<ul style="list-style-type: none"> <li>• Overall Schema (50 points)</li> <li>• Study for the final</li> </ul>
<b>Module 7B Final</b>	<ul style="list-style-type: none"> <li>• Review for the Final Examination</li> <li>• Suggestions for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Study for the final</li> <li>• Take the final</li> </ul>

**SEED 7291**

**INSTRUCTION AND MANAGEMENT IN THE CLASSROOM**

Semester Hours: 3

Semester/Year:

Time/Location:

Instructor:

Office Location:

Office Hours:

Online Hours:

Telephone: Direct Line:  
Department Line:

Email:

Fax:

Online Support: CourseDen Home Page  
<https://westga.view.usg.edu/>

CourseDen Help & Troubleshooting  
<http://www.westga.edu/~distance/webct1/help>

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

UWG On-Line Connection  
<http://www.westga.edu/~online/>

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 an introduction to the basics of teaching and learning with an emphasis on establishing decorum and structure in the classroom.

## CONCEPTUAL FRAMEWORK

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

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

## COURSE OBJECTIVES

Students will:

1. find and use the Georgia Performance Standards appropriate to their subject area. (Georgia Department of Education, 2002);  
*(Inquisitive, Knowledgeable, INTASC 7)*
2. discuss current theories (e.g., learning styles, multiple intelligences) as they relate to curriculum development (Cruickshank, Jenkins, & Metcalf, 2009);  
*(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, 2006; Kellough & Carjuzaa, 2009);  
*(Adaptive, Culturally Sensitive, Empathetic, Proactive; INTASC 1, 3, 5, 6, 7, 8, 9, 10)*
4. design curriculum materials and instruction using a variety of tools, e.g., traditional tests, rubrics (Cruickshank, Jenkins, & Metcalf, 2009, Kellough & Carjuzaa, 2009);  
*(Decisive, Knowledgeable; INTASC 1, 2, 4, 5, 6, 7, 8)*
5. develop a perspective on key concepts of organizing a classroom and managing student behavior by reading and role playing (Sprick, 2006; Winstein, 2007);

*(Decisive, Knowledgeable, Empathetic; INTASC 5, 10)*

6. analyze the importance of routines and procedures to successful classroom management (Sprick, 2006; Winstein, 2007); and

*(Decisive, Knowledgeable, Empathetic; INTASC 5, 10)*

7. develop lesson plans based on a variety of models (Cruikshank, Jenkins, & Metcalf, 2009, Wiggins & McTighe, 2005).

*(Decisive, Knowledgeable, Culturally Sensitive; INTASC 1, 4, 7)*

## TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

**Required Text(s):** Cruickshank, D. R., Jenkins, D. B., & Metcalf, K.K. (2009). *The act of teaching* (5th ed). Columbus, OH: McGraw Hill.

*Teacher education handbook: Policies and procedures handbook.* (2009-2010). Carrollton, GA: College of Education. May be found on the College of Education web page at [http://coe.westga.edu/Students/documents/Internship\\_HB\\_Current.pdf](http://coe.westga.edu/Students/documents/Internship_HB_Current.pdf)

### References:

Banks, J., & Banks, C. (2006). *Multicultural education: Issues and perspectives* (6th ed). Boston, MA: Wiley & Sons.

Charles, C. M. (2011). *Building classroom discipline* (10th ed.). Boston, MA: Pearson.

Cooper, J. (Ed.) (2006). *Classroom teaching skills* (8th ed.). Boston, MA: Houghton Mifflin.

Cruikshank, D. R., Jenkins, D. B., & Metcalf, K.K. (2009). *The act of teaching* (5th ed). Boston, MA: McGraw Hill.

Dillon, J., & Maguire, M. (Eds). (2007). *Becoming a teacher: Issues in secondary teaching* (3rd ed.). New York, NY: McGraw-Hill.

Georgia Department of Education. (2002). *Georgia Performance Standards*. Atlanta, GA: Author.

Kellough, R. D., & Carjuzaa, J. (2009). *Teaching in the middle and secondary schools* (9th ed.). Upper Saddle River, NJ: Pearson.

Roberts, P. L., & Kellough, R. O. (2008). *A guide for developing interdisciplinary thematic units* (4th ed.). Upper Saddle River, NJ: Pearson.

Sprick, R. S. (2006). *Discipline in the secondary classroom: A positive approach to behavior management* (2nd ed.). San Francisco, CA: Wiley & Sons.

*Teacher education handbook: Policies and procedures handbook.* (2009-2010). Carrollton, GA: College of Education. May be found on the College of Education web page at [http://coe.westga.edu/Students/documents/Internship\\_HB\\_Current.pdf](http://coe.westga.edu/Students/documents/Internship_HB_Current.pdf)

Weinstein, C. S. (2007). *Middle and secondary classroom management: Lessons from research and practice* (3rd ed.). Boston, MA: McGraw-Hill.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Upper Saddle River, NJ: Pearson.

## **ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING**

### **Assignments:**

Assignment 1: Classroom Management Plan (100 points). Students will prepare a discussion of what they anticipate their classroom being like, including how it will look physically, what rules, routines, and procedures will be prescribed for their future students, and a discussion of how instruction will take place in their classroom setting, e.g., large and small grouping.

(Objectives 5-6)

Assignment 2: Lesson Plans (100 points). Students will prepare two lesson plans based on their content, e.g., history, English, constructed using the Understanding by Design format. They will be expected to use one lesson plan in their lab setting and have a review done by their cooperating teacher or university supervisor. The lesson plans should use different strategies and demonstrate how the student will diversify for learners with different needs.

(Objectives 1, 2, 3, 7)

Assignment 3: Rubric and Test (50 points). Students will develop a test and rubric on some GPS in their content area. The test should include a variety of items and the rubric should be about a paper or presentation in the classroom.

(Objectives 1-4)

Assignment 4: Micro-Teaching (100 points). Students will teach the class for a period of 15 minutes using a strategy other than lecture. They will present an abbreviated lesson plan that includes the GPS addressed and an outline of the procedures to be used.

(Objectives 1-4)

Assignment 5: Exams (100 points). There will be two exams during the semester that will test students' knowledge of the text and class discussion.

(Objectives 1-7)

Assignment 6: Reflections (50 points). Students will prepare 5 reflection papers based upon their experiences in classrooms. Guidelines will be placed on the website or CourseDen page that supports this course.

(Objectives 1-7)

### **Evaluation Procedures:**

Assignment	Points	Assessment Tools	Due Date
1. Classroom Management Plan	100	Professor evaluation	
2. Lesson Plans	100	Guidelines based on Understanding by Design	
3. Rubric and Test	50	Professor evaluation	
4. Micro-teaching	100	Rubric	
5. Mid-term Exam	50	Professor evaluation	
5. Final Exam	50	Professor evaluation	
6. Reflections	50	Professor evaluation	

### Grading:

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

### 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:** This is the beginning of your professional career as a teacher. Attendance is expected at all classes, just as attendance is expected of teachers in a school. If a student has extenuating circumstances, it is the responsibility of the student to contact the professor by telephone or electronic mail ahead of time explaining the cause of their impending absence, just as one will when employed by a school. After two absences, 25 points will be deducted for each absence.

**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](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.

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

### CLASS OUTLINE

Class	To Prepare For Class	Class Activities/Topics	Assignments
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Session			Due
Week 1	Read Chapter 3.	Introduction to class. Overview of diversity in schools, including race, ethnicity, gender issues, ELL, diversity among family compositions.	None.
Week 2	Read Chapter 4.	Discussion of learning styles, multiple intelligences, differentiation.	None.
Week 3	Read Chapter 12.	Discussion of classroom management.	
Week 4	Read Chapter 13. Review Unit 2 in text on reflection.	Role-play and discuss classroom discipline problems/challenges. Will use Unit 3 in text.	Classroom Management Assignment due.
Week 5	Read Chapter 5.	Discussion of motivating students. Watch video, <i>All Means All : What Part of Me Can't You-Teach.</i>	Reflection 1 due.
Week 6	Read Chapter 6.	Introduction to lesson planning. Review for exam.	
Week 7	Mid-term.	Exam.	Lesson Plans due.
Week 8	Read Chapters 7 and 8.	Practice and share different strategies for teaching.	Reflection 2 due.
Week 9	Read Chapter 9	Review of different ways of assessing learning.	
Week 10	Read articles from Docutek.	Continue to discuss testing, especially formative assessment. Watch the video, <i>Testing, Testing, Testing.</i>	Rubric and Test due.
Week 11	Read Chapter 10 and 11.	Discussion of professionalism, school law and ethics. Guest speaker.	Reflection 3 due.
Week 12	Prepare for Micro-teaching. Read Unit 1 in text.	Micro-teaching.	Reflection 4 due.
Week 13	Prepare for Micro-teaching.	Micro-teaching.	
Week 14	Read Chapter 14 and review the College of Education's Conceptual Framework.	Review for Final Exam. Evaluation.	Reflection 5 due.
Week 15	Prepare for Final Exam.	Take Final Exam.	Log of field experiences.

## MEDT 6402

### TECHNOLOGY IN THE CONTENT AREAS

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

Email:

Fax:

Distance Support: CourseDen Home Page

<http://webct.westga.edu> ,

CourseDen Help & Troubleshooting

<http://www.westga.edu/~distance/webct1/help>, or

<http://help.view.usg.edu> (Click on "Request Support" for live chat)

UWG Online Learning Connection

<http://www.westga.edu/~online> ,

Distance Learning Library Services <http://www.westga.edu/~library/depts/offcampus/> ,

Ingram Library Services

<http://www.westga.edu/~library>

University Bookstore

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

#### **COURSE DESCRIPTION:**

An overview of instructional communications, design, and technology as they relate to teaching and learning in the digital age; including the production of digital teaching materials and the utilization of digital teaching tools.

#### **CONCEPTUAL FRAMEWORK**

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

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty

committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

## COURSE OBJECTIVES

Students will:

1. demonstrate basic software and hardware troubleshooting strategies common in digital learning environments;  
(Carr-Chellman, 2011; Joyce, Wei, and Calhoun, 2009; Roblyer, M. D., and Doering, A. K. (2009); Smaldino, Russell, Lowther, and Heinich, 2008; Wiggins, and McTighe, 2005)  
(Conceptual Framework Descriptors: Knowledgeable)  
(Standards: ISTE IIA, IIIA, IVA, VC ; GaPSC Standards 3.5, 3.6);
2. understand the design and implementation of technology-enhanced learning experiences making appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon an analysis of learner characteristics, including readiness levels, interests, and personal goals;  
(Bigge and Shermis, 2004; Carr-Chellman, 2011; Gagne, Wager, Golas, and Keller, 2005; Joyce, Wei, and Calhoun, 2009; Smaldino, Russell, Lowther, and Heinich, 2008; Wiggins, and McTighe, 2005)  
(Conceptual Framework Descriptors: Leading, Adaptive, Knowledgeable, Proactive, Reflective)  
(Standards: ISTE IA, B, C, D, IIC; GaPSC Standards 3.1, 3.2, 3.3, 3.5, 3.7, 6.2, 6.3);
3. model and facilitate effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources;  
(Bigge and Shermis, 2004; Carr-Chellman, 2011; Joyce, Wei, and Calhoun, 2009; Roblyer, M. D., and Doering, A. K. (2009); Smaldino, Russell, Lowther, and Heinich, 2008; Wiggins, and McTighe, 2005)  
(Conceptual Framework Descriptors: Decisive, Leading, Adaptive, Proactive, Reflective)  
(Standards: ISTE IIID, VB; GaPSC Standards 1.2, 1.4, 2.1, 5.1, 5.2, 6.3);
4. facilitate the effective use of diagnostic, formative, and summative assessments to measure student learning and technology literacy including the use of digital assessment tools and resources;  
(Bigge and Shermis, 2004; Carr-Chellman, 2011; Gagne, Wager, Golas, and Keller, 2005; Joyce, Wei, and Calhoun, 2009; Smaldino, Russell, Lowther, and Heinich, 2008; Wiggins, and McTighe, 2005)  
(Conceptual Framework Descriptors: Decisive, Leading, Adaptive, Culturally Sensitive, Empathetic, Knowledgeable, Reflective)  
(Standards: ISTE IIB, D, IVB; GaPSC Standards 1.2, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.6, 5.2, 6.1);
5. model and facilitate the design and implementation of technology-enhanced learning experiences, including the use of assistive technology, making appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon an analysis of learner characteristics, including readiness levels, interests, and personal goals;  
(Bigge and Shermis, 2004; Carr-Chellman, 2011; Joyce, Wei, and Calhoun, 2009; Roblyer, M. D., and Doering, A. K. (2009); Smaldino, Russell, Lowther, and Heinich, 2008; Wiggins, and McTighe, 2005)  
(Conceptual Framework Descriptors: Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective)  
(Standards: ISTE IVB, C, D; GaPSC Standards 3.4, 4.1, 4.2, 4.3);
6. facilitate the design, development, implementation, communication, and evaluation of technology-infused strategic plans with students, parents, colleagues, and other professionals;

(Bigge and Shermis, 2004; Carr-Chellman, 2011; Gagne, Wager, Golas, and Keller, 2005; Joyce, Wei, and Calhoun, 2009; Smaldino, Russell, Lowther, and Heinich, 2008; Wiggins, and McTighe, 2005) (Conceptual Framework Descriptors: Decisive, Leading, Inquisitive, Adaptive, Knowledgeable, Proactive, Reflective)  
(Standards: ISTE IIIB, C, VA, D; GaPSC Standards 1.1, 1.3, 1.4).

## **TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES**

### **Required Text:**

Roblyer, M. D., and Doering, A. K. (2009). *Integrating educational technology into teaching* (5th ed.). Upper Saddle River, NJ: Pearson Education.

### **Required Equipment:**

Equipment requirements for this course are the same as requirements for admittance into the MIT program. A complete list of requirements may be found at <http://coe.westga.edu/~mit>.

### **References:**

- Bigge, M.L. and Shermis, S.S. (2004). *Learning Theories for Teachers* (6<sup>th</sup> ed.). Boston, MA: Pearson Education, Inc.
- Carr-Chellman, A.A. (2011). *Instructional Design for Teachers: Improving Classroom Practice* New York, NY: Routledge.
- Clark, R.C., and Mayer, R.E. (2008). *E-Learning and the science of instruction*. (2nd ed.). San Francisco, CA: John Wiley & Sons, Inc.
- Gagne, R.M., Wager, W.W., Golas, K.C., and Keller, J.M. (2005). *Principles of Instructional Design*. (5<sup>th</sup> ed.). Belmont, CA: Wadsworth, Cengage Learning.
- Grabe, M. & Grabe, C. (2004). *Integrating technology for meaningful learning*. (4<sup>th</sup> ed.).
- Joyce, B., Wei, M., and Calhoun, E. (2009). *Models of teaching* (8<sup>th</sup> ed.). Boston, MA: Pearson Education, Inc.
- McMillan, J.H. (2004). *Educational Research: Fundamentals for the Consumer*. (4<sup>th</sup> ed.). New York, NY: Pearson Education, Inc.
- Popham, J.W. (2011). *Classroom Assessment: What Teachers Need to Know* (6<sup>th</sup> ed.) New York, NY: Pearson Education, Inc.
- Roblyer, M. D., and Doering, A. K. (2009). *Integrating educational technology into teaching* (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Smaldino, S., Russell, J., Lowther, D. L., and Heinich, R. (2008). *Instructional media and technologies for learning* (9th ed.) New York: Prentice-Hall.
- Wiggins, G., and McTighe, J. (2005). *Understanding by Design* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.

## **ACTIVITIES AND ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY**

### **Activities and Assessments:**

#### **Class Attendance and Participation (30 points)**

Students will attend and participate in all classes that are scheduled on campus, be prepared for each class by doing the assigned readings in advance, and have the appropriate materials required for class activities. Students will also receive points for participation in online class forums.

Absence from on campus sessions and/or online forums **during the week in which they are active** may lower a student's cumulative point total by **30 points**.

(Objectives # 1,2,3,4,5,6; disposition; teacher observation)

## **2.0 Weekly Work**

### **2.1 Weekly Discussions (14 discussions @ 3 points each = 42 points)**

Each week the student will respond to a discussion prompt provided by the instructor. Students will be assessed on the degree to which they addressed the discussion prompt, reflection, the degree to which the posting contributed to the discussion, and the timeliness of their postings.

Please Note: Since discussion postings are a part of an active conversation postings made after the week during which the discussion is active will not receive ANY credit. Therefore, it is very important that discussion postings are made in a timely manner.

(Course Objectives 1, 2, 3, 4, 5, 6; Knowledge, Skills, Disposition; Teacher Observation, Course LMS postings, online discussions)

### **2.2 Weekly Quizzes (15 quizzes @ 2 points each = 30 points)**

Each week a short quiz of no more than five questions will be made available through the course website. The quiz will be based on that week's readings. Please consult the tentative course schedule for each week's readings.

(Course Objectives 1, 2, 3, 4, 5, 6; Knowledge, Skills; Course LMS Quizzes)

## **3.0 Student Work**

**All student work submitted during the course is required to be original. All projects must be completed to be graded.**

### **3.1 Introduction to the Virtual Lab (4 Points)**

In this assignment the student will access the UWG Virtual Lab and create a basic webpage in their UWG student Web account. Specific instructions, including a video tutorial, are available in the assignment area of the course.

(Course Objectives 1, 2, 3, 4, 5, 6; Knowledge, Skills; rubric).

### **3.2 Establishing the Web Portfolio (5 Points)**

Using materials provided in the class the student should use their UWG web space to establish a web based portfolio for the class. The portfolio will be built as each assignment is completed for the class.

(Course Objectives 1, 2,3, 4, 5, 6; Knowledge, Skills; rubric).

### **3.3 Georgia Statehood: A WebQuest (4 Points)**

In this assignment the student will create a predefined WebQuest. Specific instructions, including a video tutorial, are available in the assignment area of the course.

(Course Objectives 1, 2, 3, 4, 5, 6; Knowledge, Skills; rubric).

### **3.4 Creating Your Own WebQuest (4 Points)**

In this assignment the student will create a basic WebQuest which will be incorporated into their final curriculum website. Specific instructions are available in the assignment area of the course.

(Course Objectives 1, 2, 3, 4, 5, 6; Knowledge, Skills; rubric).

### **3.5 Embedding Video in a Webpage (4 Points)**

In this assignment the student will use Dreamweaver to create a learning activity that incorporates video. Specific instructions, including a video tutorial, are available in the assignment area of the course.

(Course Objectives 1, 2, 3, 4, 5, 6; Knowledge, Skills; rubric).

### **3.6 Multimedia (4 Points)**

In this assignment the student will add multimedia content to a Website. Specific instructions for completing this assignment and a template are available in the assignment area of the course.

(Course Objectives 1, 2, 3, 4, 5, 6; Knowledge, Skills; rubric).

### **3.7 Embedding Web2.0 Technologies in a Webpage (4 Points)**

In this assignment the student will use Dreamweaver to create a learning activity that incorporates Web 2.0 technologies that can be used for communication outside the classroom. Specific instructions, including a video tutorial, are available in the assignment area of the course.

(Course Objectives 1, 2, 3, 4, 5, 6; Knowledge, Skills; rubric).

### **3.8 Task Analysis Activity (6 Points)**

Using the directions provided online the student will create a task analysis for their final ASSURE Lesson. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area.

(Course Objectives 1, 2, 4; Knowledge, Skills; rubric).

### **3.9 Copyright Activity (3 Points)**

Using the directions provided online the student will complete a copyright activity that illustrates the basic principles of fair use as it applies to electronic media. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area.

(Course Objectives 4, 5; Knowledge, Skills; rubric).

### **3.10 Addressing Diversity with Technology (5 Points)**

Using the directions provided online the student will complete a diversity activity that illustrates ways in which the special needs of students such as those with disabilities and whose primary language is not English can be addressed using technology. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area.

(Course Objectives 2, 3, 4, 5, 6; Knowledge, Skills; rubric).

### **3.11 Behavioral Objectives (5 Points)**

Using the directions provided online and in class the student will create at least one behavioral objective that they will use in their ASSURE lesson plan. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area.

(Course Objectives 1, 2, 3, 4; Knowledge, Skills; rubric).

### **3.12 Website Evaluation Activity (5 Points)**

Using the directions provided online the student will complete a website evaluation activity that illustrates the basic principles of website evaluation. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area.

(Course Objectives 1, 2, 3, 4; Knowledge, Skills; rubric).

### **3.13 ASSURE Lesson Plan (8 Points)**

Using the directions provided online and in class the student will complete a lesson planning activity that illustrates the basic principles of creating a lesson plan that includes technology. The student will then have to teach the lesson in class. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area.

(Course Objectives 1, 2, 3, 4; Knowledge, Skills; rubric).

### **3.14 ADDIE Model (8 Points)**

Using the directions provided online the student will complete a lesson planning activity that illustrates the basic principals creating an instructional plan using the ADDIE model. The student will then print out a PDF of the resulting work, upload it to their website portfolio, provide a brief reflection about the assignment (including how the student will use it in their professional practice) and post a link to their work in the course assignment area.

(Course Objectives 1, 2, 3, 4; Knowledge, Skills; rubric).

### **3.15 Web-based Portfolio (5 Points)**

Using directions provided in class the student will create a basic web-based portfolio which documents all of the work completed in class.

(Course Objectives 1, 2, 3, 4, 5; Knowledge, Skills; rubric).

### **3.16 CD-based Portfolio (5 Points)**

Using directions provided the student will create a basic CD-based portfolio which includes all of the work completed in class.

(Course Objectives 1, 2, 3, 4, 5; Knowledge, Skills; rubric).

## **4.0 SAM Exam (20 points)**

(Course Objectives 1,2,3,4; Knowledge, Skills, Disposition; exam).

### **4.1 Final Exam (20 points)**

A final exam, delivered though CourseDen will be given during the week listed on the tentative course schedule. The exam will be comprehensive and will consist of questions drawn from the course readings and activities.

(Course Objectives 1,2,3,4; Knowledge, Skills, Disposition; exam).

## Evaluation Procedures

Students are evaluated in the following areas:

<i>Activity</i>	<b>Total Points</b>	<b>Type of Assessment</b>	<b>When and Where Due</b>
1 Class Participation	30	Teacher Observation	On-going
2.1 Weekly Discussions (Rating)	42	Rubric	On-going
2.3 Weekly Quizzes	26	Online Quiz	On-going
2.4 SAM Pathways	48	Online Quiz	On-going
3.1 Inspiration Activity	2	Rubric	Module 3
3.2 Rubistar Activity	2	Rubric	Module 4
3.3 Trackstar Activity	2	Rubric	Module 5
3.4 Task Analysis Activity	6	Rubric	Module 6
3.5 Copyright Activity	3	Rubric	Module 7
3.6 Addressing Diversity with Technology	5	Rubric	Module 8
3.7 Behavioral Objective	5	Rubric	Module 9
3.8 Website Evaluation	5	Rubric	Module 11
3.9 My Web-Quest	3	Rubric	Module 13
3.10 ASSURE Lesson Plan	8	Rubric	Module 14
3.11 Technology Based Lesson Plan	8	Rubric	Module 15
3.12 SAM Spreadsheet	3	Rubric	Module 15
3.13 Web Based Portfolio	5	Rubric	Module 16
3.14 CD Based Portfolio	10	Rubric	Final Presentation
3.15 ASSURE Lesson	40	Rubric	Final Presentation
4.0 SAM Exam	20	Online Test	Final Exam Module
4.1 Final Exam	20	Online Test	Final Exam Module
<b>Total Points</b>	<b>293</b>		

## GRADING SCALE:

Final grades are based on a percentage of the total points available in the course. The percentages are as follows:

A = 95% - 100%

B = 85% - 94%

C = 75% - 84%

Below 74% Points = F

## CLASS POLICIES

### 1. Submitting Assignments.

Students are expected to submit assignments on time. All components must be completed to receive a grade. Valid reasons for submitting work late must be cleared by the professor in advance. It is the student's responsibility to contact the professor when extenuating circumstances take place. Class participation points

will be deducted for each day late. Late online assignments such as bulletin board postings will result in grade reduction. All assignments are due by midnight on the date due. Any assignments posted after midnight are considered late.

## **2. Professionalism**

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

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

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

## **3. Communication Policy**

The official communication method for this class will be through campus email (MyUWG) and the course LMS (Learning Management System). You will be responsible for checking your campus email, since the University and I will be using those addresses to correspond with you. You should also look under "My Courses" on your MyUWG for relevant files, announcements and so on.

## **4. Extra Credit and Previous Work Policy**

Extra credit work may be offered in this course this determination will be made by the instructor; work completed for another class will not be accepted for fulfilling the requirements of this course.

## **5. Disabilities Pledge**

I pledge to do my best to work with the University to provide all students with equal access to my 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 these known to me, 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. This is not only my personal commitment: it is your right, and it is the law!

## 6. *Acceptable Use Policy*

All students are expected to be familiar with the university acceptable use policy. The purpose of this policy is to outline the acceptable use of computer and network equipment at the University of West Georgia. This policy is in place to protect the employees and students of the University of West Georgia. Inappropriate use exposes the University to risks including virus attacks, compromise of network systems and services, and legal issues. To see the complete policy please go to [http://www.westga.edu/policy/index\\_3706.php](http://www.westga.edu/policy/index_3706.php).

## *ACADEMIC HONESTY*

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

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

### **UNIVERSITY AND COLLEGE 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.

**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](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.

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

## CLASS OUTLINE

This class is delivered using the course LMS (Learning Management System). Students are expected to be participants in all course activities including discussion forums and other online tools. Students are expected to use the course LMS and their campus email for corresponding with each other and the Instructor.

*Assignments: All evaluation checklists are listed in the course LMS under the course content link. Work will be submitted using the assignments feature, discussion board, or testing feature of the course LMS.*

### *Tentative Class Schedule*

<b>Date</b>	<b>Topic/Readings</b>	<b>Assignment Due</b>
<b>Module 1</b> Online	Online Introductions Instructor's Introduction	Module One Discussion: Online Introduction Quiz Login to SAM Pathways
<b>Module 2</b> Online	Planning Effective Lessons Text Reading 1	Module Discussion Two Quiz: Text Reading 1 SAM Pathways: Exam 1 SAM Pathways: Exam 2
<b>Module 3</b> Online	Mapping with Inspiration Text Reading 2	Module Discussion Three Quiz: Text Reading 2 SAM Pathways: Exam 3 3.1 Inspiration Assignment
<b>Module 4</b> Online	Assessment with Rubistar Text Reading 3	Module Discussion Four Quiz: Text Reading 3 SAM Pathways: Exam 4 3.2 Rubistar Assignment
<b>Module 5</b> Online	Teaching and Learning with Trackstar Text Reading 4	Module Discussion Five Quiz: Text Reading 4 SAM Pathways: Exam 5 3.3 Trackstar Assignment
<b>Module 6</b> Online	Task Analysis Text Reading 5	Module Discussion Six Quiz: Text Reading 5 SAM Pathways: Exam 6 3.4 Task Analysis
<b>Module 7</b> Online	Copyright Text Reading 6	Module Discussion Seven Quiz: Text Reading 6 SAM Pathways: Exam 7

		3.5 Copyright Assignment
<b>Module 8</b> Online	Diversity Text Reading 7 <i>Note: Last day to withdraw with a grade of W</i>	Module Discussion Eight Formative Evaluation Quiz: Text Reading 7 SAM Pathways: Exam 8 3.6 Addressing Diversity

<b>Module 9</b> Online	Behavioral Objectives Text Reading 8	Module Discussion Nine Quiz: Text Reading 8 SAM Pathways: Exam 9 3.7 Behavioral Objectives
<b>Module 10</b> Online	Text Reading 9	Module Discussion Ten Quiz: Text Reading 9 SAM Pathways: Exam 10
<b>Module 11</b> Online	Website Evaluation Text Reading 10	Module Discussion Eleven Quiz: Text Reading 10 SAM Pathways: Exam 11 3.8 Website Evaluation
<b>Module 12</b> Online	Text Reading 11	Module Discussion Twelve Quiz: Text Reading 11 SAM Pathways: Exam 12 SAM Pathways: Exam 13
<b>Module 13</b> Online	WebQuest Text Reading 12	Module Discussion Thirteen Quiz: Text Reading 12 SAM Pathways: Exam 14 3.9 MyWebQuest
<b>Module 14</b> Online	ASSURE Lesson Plans Text Reading 13	Module Discussion Fourteen Quiz: Text Reading 13 SAM Pathways: Exam 15 3.10 ASSURE Lesson Plan
<b>Module 15</b> Online	ASSURE Lesson Plans	Module Discussion Fifteen SAM Pathways: Exam 16 3.11 Technology Based Lesson Plan 3.12 SAM Spreadsheet

		2.2 SAM Pathways
<b>Module 16</b> Online	Putting it all Together - Building Web Based Portfolios	3.13 Web Based Portfolio 4.1 SAM Exam 4.2 Final Exam
<b>Online</b>	Final Presentations... Finally Portfolios and ASSURE Lesson Plans	3.14 Web Based Portfolio (Due as part of Final Presentation) 3.15 ASSURE Lesson (Due as part of Final Presentation)

***\*\*Unless otherwise noted all activities are due by 11:59 of the last day of the module indicated.***

### ***Other Important Dates!***

- ***Orientation***
- ***Late registration, drop/add***
- ***Portfolio Workshop***
- ***Last day to withdraw from summer classes with a W Grade (5 pm deadline)***
- ***Holiday***
- ***EdS Portfolio and Orals Materials due, <http://miteds.wikispaces.com/>***
- ***Graduation Application Deadline***
- ***Fall registration on Banweb***
- ***Masters Portfolio Presentations***
- ***EdS Presentations***

## **School and Classroom Assessment - EDRS 6342**

Semester Hours: 3

Semester/Year:

Instructor:

Contact

E-mail:

Office:

Office Hours:

Telephone:

Fax:

### **COURSE DESCRIPTION**

This course is designed to increase the school leader's knowledge and understanding of assessment and its role in improving student achievement. Students will examine the knowledge and skill base that supports the effective use of assessment within classrooms and schools. The nature and purpose of assessment, its use for improving instruction, and the design of high-quality, teacher-developed classroom assessments will be emphasized.

### **CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at the University of West Georgia forms the basis on which programs, courses, experiences and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (Educational Leadership Constituent Council) and standards are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings and with competencies that are instrumental to planning, implementing, assessing and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

### **COURSE OBJECTIVES**

Students will:

1. characterize the relationships among teaching, assessment, testing, measurement, and evaluation. ( Ainsworth & Christinson, 1998; Anderson, 2003; Danielson, 2002; Popham, 2006)

(Decision Makers; Knowledge; ELCC 2, 3)

2. understand the connection between assessment and instruction in a standards based classroom and describe how learning targets help direct the instructional process. (Ainsworth & Christinson, 1998; Bernhardt, 2004; Davies, 2000; Depka, 2006; McMillan, 2003)

(Decision Makers; Knowledge; ELCC 2)

3. identify and describe various types of classroom assessments, their essential characteristics, and the major advantages and disadvantages associated with the application of these assessments. (Bernhardt, 2003; Depka, 2006; Holcomb, 1999; Schmoker, 2001; Salkin, 2006; Stiggins 2007)

(Decision Makers; Knowledge; ELCC 2)

4. demonstrate the ability to select, develop, and or use appropriate assessments for different educational purposes. Bernhardt, 2003; Depka, 2006; Holcomb, 1999; Schmoker, 2001; Salkin, 2006; Stiggins, 2007)

(Decision Makers; Knowledge; Proactive; ELCC 2)

5. apply validity criteria to classroom assessment results to reduce sources of bias that may distort the accurate interpretation of student results, and describe ways to improve the reliability of classroom assessments. (Ainsworth, 2006; Borien, 2005; Davies, 2000; Popham, 2006)

(Decision Makers; Knowledge; ELCC 2)

6. be able to design and implement a classroom assessment model that targets appropriate achievement expectations for students, to include performance assessments and their corresponding scoring rubrics, and modified classroom assessments that accommodate students with disabilities. (Davies, 2000; Depka, 2006; McMillan, 2003; Steinhorn, 2002; Stiggins, 2007)

(Decision Makers; Knowledge; Collaborative; Reflective; Culturally Sensitive; Proactive; ELCC 2, 3)

7. describe the leader's role in understanding barriers to achieving excellence in assessment in schools and identify strategies to overcome those barriers. (Bracy, 2000; Schmoker, 2001; Stiggins, 2001)

(Decision Makers; Knowledge; Collaborative; Reflective; Culturally Sensitive; Proactive; Leaders; ELCC 2, 3, 6)

## **TEXT, READINGS, AND INSTRUCTIONAL RESOURCES**

### **Required Text:**

Popham, W. J. (2006). *Assessment for educational leaders*. Boston: Pearson.

### **References:**

- Ainsworth, L., & Christinson, J. (1998). *Student-generated rubrics: An assessment model to help all students succeed*. Orangeburg, NY: Dale Seymour Publications.
- Ainsworth, L., & Viegut, D. (2006). *Common formative assessments: How to connect standards-based instruction and assessment*. Thousand Oaks, CA: Corwin.
- Airasian, P. W. (2000). *Assessment in the classroom: A concise approach* (2nd ed.). Boston: McGraw Hill.
- Amrein, A. L., & Berliner, D. (2003). The effects of high stakes testing on student motivation and learning. *Educational Leadership*, 60(5), 32-38.
- Anderson, L. W. (2003). *Classroom assessment: Enhancing the quality of teacher decision making*. Mahwah, NJ: Lawrence Erlbaum.
- Bernhardt, V. L. (2004). *Data analysis for continuous school improvement* (2nd ed.). Larchmont, NY: Eye on Education.
- Bernhardt, V. L. (2000). *Designing and using databases for school improvement*. Larchmont, NY: Eye on Education.
- Bernhardt, V. L. (2003). *Using data to improve student learning in elementary schools*. Larchmont, NY: Eye On Education.
- Black, P., Harrison, C., Lee, C., Marshall, B., & William, D. (2004). Working inside the black box: Assessment for learning in the classroom. *Phi Delta Kappan*, 86(1), 8-21.
- Borien, G. D. (2005). *Educational testing and measurement: Classroom application and practice*. Hoboken, NJ: John Wiley and Sons.
- Bracey, G. W. (2000). *Bail me out! Handling difficult data and tough questions about public schools*. Thousand Oaks, CA: Corwin Press, Inc.
- Bracey, G. W. (2004). *Setting the record straight responses to misconceptions about public education in the U.S.* Portsmouth, NH: Heinemann.
- Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Davies, A. (2000). *Making classroom assessment work*. Courtenary, British Columbia: Connections Publishing.
- Depka, E. (2006). *The data guidebook for teachers and leaders: Tools for continuous improvement*. Thousand Oaks, CA, Corwin Press.
- Egan, K. (2003). Testing what for what? *Educational Leadership*, 61(3), 27-30.
- Gronlund, N. E. (2006). *Assessment of student achievement*. Boston, MA: Pearson Education, Inc.
- Haller, E. J., & Kleine, P. F. (2001). *Using educational research: A school administrator's guide*. New York: Longman.

- Hamilton, L., & Stecher, B. (2004). Responding effectively to test-based accountability. *Phi Delta Kappan*, 85(8), 578-583.
- Herman, J. L., & Winters, L. (1992). *Tracking your school's success*. Newbury Park, CA: Corwin Press, Inc.
- Holcomb, E. L. (1999). *Getting excited about data: How to combine, people, passion, and proof*. Thousand Oaks, CA: Corwin Press: Inc.
- Johnson, R. S. (2002). *Using data to close the achievement gap: How to measure equity in our schools*. Thousand Oaks, CA: Corwin Press: Inc.
- Lynn L. M., Fitz-Gibbon, C. T., & Lindheim E. (1987). *How to measure performance and use tests*. Newbury Park, CA: SAGE Publications, Inc.
- Linn, R. L., & Miller, M. D. (2005). *Measurement and assessment in teaching* (9th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- McMillan, J. H. (2003). Understanding and improving teachers' classroom assessment: Decision making implications for theory and practice. *Educational Measurement: Issues and Practice*, 22(4), 34-43.
- McMunn, N., McColskey, W., & Butler, S. (2004). Building teacher capacity in classroom assessment to improve student learning. *International Journal of Educational Policy, Research, & Practice*, 4(4), 25-48.
- Mertler, C. A. (2003). *Classroom assessment: A practical guide for educators*. Los Angeles: Pyrczak Publishing.
- Nitko, A. J., & Brookhart, S. M. (2007). *Educational assessment of students* (5th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- Posner, D. (2004). What is wrong with teaching to the test? *Phi Delta Kappan*, 85(10), 749-751.
- Schmoker, M. (2001). *The results fieldbook: Practical strategies from dramatically improved schools*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Salkind, N. J. (2006). *Tests and measurement for people who (think they) hate tests and measurements*. Thousand Oaks, CA: Sage.
- Steinhorn, P. (2002). *Using classroom assessment to guide instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Stiggins, R. J. (2007). *Introduction to student-involved assessment for learning* (5th ed.). Columbus, OH: Pearson Prentice Hall.
- Stiggins, R. J. (2001). The principal's leadership role in assessment. *NASSP Bulletin*, 85(621) 13-26.
- Taylor, C. S., & Nolen, S. B. (2005). *Classroom assessment: Supporting teaching and learning in real classrooms*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

**Link to Conceptual Framework.** The purpose of this course is to increase the school leader's knowledge and understanding of assessment and its role in improving student achievement. The overall evaluation of this course is designed so that each assignment relates to the development of an effective assessment program. Due to the specific nature of the course, only selected conceptual framework descriptors are covered in the assignments. At the culmination of the semester, students will demonstrate ability with the following College of Education Conceptual Framework Descriptors: **Decision Makers** - analysis of case studies; design of classroom assessment model; presentation of assessment technique (Assignments 2, 7, 8); **Leaders** - analysis of case studies; design of classroom assessment model; presentation of assessment technique (Assignments 2, 7, 8); **Lifelong Learners** - keeping current regarding the most recent trends influencing programs of school improvement and professional learning (Assignment 1); **Collaborative** - analysis of case studies; design of classroom assessment model; presentation of assessment technique (Assignments 2, 7, 8, 9); **Culturally Sensitive** - analysis of case studies; design of classroom assessment model (Assignments 2, 7, 9); **Knowledgeable** - readings from current literature; analysis of case studies; review of assessment techniques used at a local school; review of assessment program used at a local school; item development; item analysis; design of classroom assessment model; presentation of assessment technique (Assignments 1-9); **Proactive** - analysis of case studies; design of classroom assessment model (Assignments 2, 7); and **Reflective** - readings from current literature; analysis of case studies; review of assessment techniques used at a local school; review of assessment program used at a local school (Assignments 1-4, 9).

### Assignments:

Each assignment listed below will be described in detail on handouts when assignments are made at various times during the semester.

1. Read the assigned material and participate in class discussions and activities. The schedule of assigned readings will be distributed during the first class meeting.  
(decision making, empathy, knowledge, leadership)
2. Complete case studies and reflections on assessment as assigned.  
(decision making, empathy, knowledge, reflection, leadership)
3. Conduct a review of assessment techniques used at a school and how they intersect with evaluation of student achievement (i.e., grading).  
(decision making, leadership)
4. Conduct a review of the assessment program at a local school noting the type of assessments used and their respective effect on the instructional program. Rubrics will be developed or provided.  
(decision making, empathy, proactive, cultural sensitivity, knowledge, leadership)
5. Write test items to include selected response items (e.g., binary choice, multiple choice, matching) and constructed response items (e.g., short answer and essay).  
(decision making, lifelong learning, empathy, proactive, cultural sensitivity, knowledge, collaboration, reflective, leadership)
6. Conduct a simple item analysis, including item difficulty and discrimination, to improve the quality of assessment questions.  
(decision making, empathy, cultural sensitivity, knowledge, reflection)
7. Design a classroom assessment model with an implementation plan.  
(decision making, empathy, cultural sensitivity, knowledge, collaboration, leadership)

8. With a partner, create and deliver a class presentation on a selected assessment technique. The presentation will be 20 minutes in length (followed by 5 minutes for questions) and must be presented in a way that allows the audience to interact with the presentation. An annotated bibliography and handouts will be distributed to the class.  
(decision making, empathy, knowledge, reflection)
9. Complete all required field experiences as assigned.  
(decision making, lifelong learning, empathy, proactive, cultural sensitivity, knowledge, collaboration, reflective, leadership)

**Evaluation Procedures:**

Grades will be assigned based on the following:

1. Participation	10
2. Case Studies and Reflective Questions	20
3. Review of Assessment Techniques Used at a Local School	10
4. Review of Assessment Program Used at a Local School	10
5. Test Item Development	10
6. Item Analysis	10
7. Design of a Classroom Assessment Model with Implementation Plan	10
8. Presentation of Assessment Technique	10
9. Field Experiences	10
<b>Total</b>	<b>100</b>

**CLASS POLICIES**

- 1) **Submission of Assignments:** Each student is expected to submit all course assignments and make all assigned presentations on the due dates as listed in the class meeting schedule attached to the syllabus. Assignments received for grading after the due date or presentations not made on the assigned date will be penalized twenty-five percent (25%). Failure to submit an assignment or to make a class presentation will result in a zero grade for the assignment.
- 2) **Attendance:** Each student is expected to be on time to and attend all scheduled classes. A large portion of the final grade is based on class participation which includes discussions and interactive assignments with other students.

**3) Group Norms:** Each student is expected to act in a professional manner at all times. Professional behavior includes, but is not limited to

- Participating in all class activities
- Working collaboratively with other class members
- Keeping your commitments to the group
- Attending all class sessions
- Arriving on time
- Respecting differences of opinion
- Asking questions
- Turning-off cell phones

During the first class session, the class will review these norms and determine whether or not adjustments need to be made to the list.

**4) Academic Honesty:** Each student is expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student utilizes the ideas of 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 *University of West Georgia Student Handbook, Undergraduate Catalog, and Graduate Catalog*. An assignment completed for another course may NOT be used to satisfy an academic requirement for this course. Attempting to do so will result in a zero for that assignment.

**5.) Official Communication Channel:** The University of West Georgia's official communication method is through campus e-mail (MyUWG). Even though other means of communication may be used, the campus e-mail will always be the official source of communications from the professor to the class as a whole. Check your campus e-mail several times each week. At various times during the year, the university will ask you to change your password. If you fail to do this, you will have difficulty accessing your email and as a result, may miss important information.

**6) Disability Statement:** Every effort will be made to provide all students equal access to classes and course materials regardless of special needs or temporary or permanent disability. If a student has special learning needs particularly related to (but not limited to) needs defined by the Americans with Disabilities Act, make these known to the professor and to the university's Coordinator of Disability Services. Students with documented special needs are entitled to special accommodations related to classroom accessibility, modifications in assignments, and so forth.

#### **GRADING POLICY:**

- A – 90% and above
- B – 89-80%
- C – 79 -70%
- F – Below 70%

#### **Class Schedule**

- |          |   |
|----------|---|
| Class #1 | Assessment and its Significance to Ed. Leaders  |
| Class #2 | Types of Assessments ·<br>Purpose of Assessment ·<br>History of Assessment                |
| Class #3 | How has assessment changed? ·<br>Assessment for instruction and assessment of instruction |

- Class #4 How to Evaluate Educational Assessments
- Class #5 Validity, Reliability, and Bias
- Class #6 High Quality Comparative Data
- Class #7 Creating Educational Assessments
- Class #8 What role does assessment have in a standards-based classroom/curriculum?
- Class #9 Techniques for Classroom Assessment
- Class #10 The Assessment-Instructional Link
- Class #11 The Role of Classroom Assessment in School Improvement  
Conducting a review of a school's assessment program
- Class #12 Reporting on Assessment Review
- Class #13 Assessment and Grading: An Educational Dilemma
- Class #14 Student Presentations
- Class #15 Final Exam

SEED 7261

**SEED 7289**

**TEACHING INTERNSHIP SEMINAR**

Semester Hours: 3

Semester/Year:

Time/Location:

Instructor:

Office Location:

Office Hours:

Online Hours:

Telephone:

Email:

Fax:

Online Support: CourseDen Home Page  
<https://westga.view.usg.edu/>

CourseDen Help & Troubleshooting  
<http://www.westga.edu/~distance/webct1/help>

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

UWG On-Line Connection  
<http://www.westga.edu/~online/>

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**

Prerequisite: Admission to Teacher Education.

This course is designed to engage interns in a critical reflection of issues, topics, materials, and skills appropriate to their professional development and teaching experience during their internship. The course will also serve as a capstone experience for satisfying exit requirements of the program. Taken concurrently with SEED 7286, 7287, or 7288.

## CONCEPTUAL FRAMEWORK

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

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

## COURSE OBJECTIVES

### Students will:

1. discuss issues related to internship, including topics derived from didactic course work, topics of group interest and topics introduced by guest speakers and the course instructor  
(Marzano, 2007);  
(Conceptual Framework Descriptors: Professional Excellence, Field Based Inquiry)  
(Standards: INTASC 4, 7, 9)
2. reflect on the knowledge and skills that were experienced in the required educational program  
(Marzano, 2007);  
(Conceptual Framework Descriptors: Professional Excellence)  
(Standards: INTASC 3, 4, 8, 9)
3. reflect on the practices implemented as a part of the current and previous field experiences  
(Marzano, 2007);  
(Conceptual Framework Descriptors: Professional Excellence, Field Based Inquiry)  
(Standards: INTASC 3, 4, 8, 9)
4. complete a summary/reflective/assessment portfolio (complete electronic portfolio and printed pre/post-assessment portfolio) designed to demonstrate mastery of program content  
(Marzano, 2007);  
(Conceptual Framework Descriptors: Professional Excellence)  
(Standards: INTASC 1-10)
5. compose a reflective composition on growth as a professional that incorporates the understanding of how content, pedagogy, diversity, ethics, and technology affect the teaching profession – summary of teacher preparation process

(Marzano, 2007);  
(Conceptual Framework Descriptors: Professional Excellence, Field Based Inquiry, Betterment of Society)  
(Standards: INTASC 1-10)

## TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

### Required Text:

Marzano, R.J. (2007). *The art and science of teaching: A comprehensive framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

### Recommended Text:

Constantino, P. M., & DeLorenzo, M. N. (2008). *Developing a professional teaching portfolio: A guide for success*, 3<sup>rd</sup> ed. Boston, MA: Allyn & Bacon.

### References:

- Alvermann, D.E., Phelps, S.F. & Gillis, V.R. (2009). *Content area reading and literacy: Succeeding in today's diverse classrooms*, 6<sup>th</sup> ed. Boston: Allyn & Bacon.
- Brookfield, S. (2006). *The skillful teacher: On technique, trust, and responsiveness in the classroom*, 2<sup>nd</sup> ed. San Francisco: Jossey-Bass.
- Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*, 2<sup>nd</sup> ed. Alexandria, VA: Association for Supervision and Curriculum.
- Danielson, C., & McGreal, T. L. (2000). *Teacher evaluation to enhance professional practice*. Alexandria, VA: Association for Supervision and Curriculum.
- Gargiulo, R.M. & Metcalf, D. (2009). *Teaching in today's inclusive classrooms: A universal design for learning approach*. Florence, KY: Wadsworth Publishing.
- Heacox, D. (2009). *Making differentiation a habit: How to ensure success in academically diverse classrooms*. Minneapolis, MN: Free Spirit Publishing.
- Wormeli, R. (2006). *Fair isn't always equal*. Portland, ME: Stenhouse Publishers.

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

### Assignments:

1. Seminar Meetings and On-line Discussions: Students are expected to maintain regular and punctual attendance at all seminar meetings. Students are also expected to actively and reflectively participate in all seminar meetings and on-line discussions. Students must post their own reflections and respond to two other postings for each on-line discussion.  
(Course Objectives 1-3)
2. Foliotek: Students must complete ALL Foliotek requirements this semester – UWG Framework Descriptors, Content Standards, and Professional Artifacts (Resume/Vita, Teaching Philosophy, and Effect on Instruction). For each standard, students must have at least one (1) artifact that demonstrates their competence in that standard. Students may use the same artifact for NO MORE THAN TWO (2) standards. For each standard, students must include a reflection justifying how the artifact(s) demonstrate their competency in that standard. Artifacts must be revised if necessary before submission. *Successful completion of the portfolio using Foliotek is a minimum requirement for*

*passing this course. If a student does not receive a “MET” on all standards in Foliotek, this will result in an F grade for the entire course. Artifacts that are not appropriately submitted, not revised or missing will result in a “DOES NOT MEET” for that standard.*

(Course Objective 4)

3. **Reflective Paper:** Students will compose a reflective paper that communicates their growth as a professional in regards to understanding how content, pedagogy, diversity, ethics, and technology affect the teaching profession – a summary of your teacher preparation process through UWG.

(Course Objective 5)

## EVALUATION PROCEDURES

Assignments will be graded by the course instructor, based on accuracy, completeness, and consistency with deadlines, as well as the guidelines distributed and/or discussed in class. Each assignment will be assigned a specific number of points. Failure to meet deadlines/guidelines for the assignments may result in a grade reduction.

Activity		Points available	Assessment Tools
<b>Seminar Meetings and On-line Discussions</b>		150	Rubric
<b>Foliotek</b>	UWG Framework Descriptors	500	Rubric
	Content Standards	50	Rubric
	Professional Artifacts		
	Resume/Vita	50	Rubric
	Teaching Philosophy	50	Rubric
	Effect on Instruction	150	Rubric
<b>Reflective Paper</b>		50	Rubric
<b>TOTAL Points Possible</b>		<b>1000</b>	

### Grading Policy:

Final grades will be distributed according to the following scale:

A = 900 – 1000

B = 800 – 899

C = 700 – 799

D = 600 – 699

F = below 600 or fail Field Experience  
or fail Foliotek

## 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:** Students are expected to attend all class, lab, and clinical experience sessions and are accountable for all materials covered. Course grades are reduced for absences and tardiness.

**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](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.

**Professional Conduct:** Students are also expected to actively participate in class activities and discussions and conduct themselves professionally at all times. Course grades are reduced for failure to actively participate and maintain professional conduct.

**Extra Credit:** There is no extra credit available for this course.

**Late Work:** Late work is accepted at the discretion of the instructor. Students are responsible for all missed work and assignments due to absences. Points will be deducted for late work submissions.

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

**Field Placement Policy – 5.4. DISCONTINUATION POLICY [Adopted 05/97. Revised and approved by Administrative Council 06/03. Effective 01/04]**

There are circumstances that warrant discontinuing the candidate's admission to teacher education program and/or field experience placement. The termination of the admission to teacher education program status and/or the field experience placement may be immediate when the actions of the teacher candidate present a negative impact on the learning environment or on the safety of the students, or when the actions of the teacher candidate do not conform to responsible professional conduct as outlined in the Code of Ethics adopted by the Professional Standards Commission; or in the knowledge, skills, and dispositions as outlined in the Conceptual Framework of the College of Education; or as determined by university faculty, site administration, Department Chair, or the administrator who coordinates field experiences.

In such circumstances, the following actions may be taken:

1. The university supervisor and/or course instructor(s) and the Department Chair confer immediately with the teacher candidate to be sure that he or she is aware of the seriousness of the situation and to provide the teacher candidate with an opportunity to present additional information.

2. The university supervisor and/or course instructor(s) and the Department Chair review the data and make a decision to either allow the candidate to continue in the teacher education program or be removed from the teacher education program.

3. The teacher candidate is informed of the decision, in writing and in conference by the Department Chair and/or the administrator who coordinates field experiences.

4. The Department Chair, advisor, and/or appropriate faculty member discuss with the candidate other career alternatives, available campus support resources, and/or options for a second opportunity in the teacher education program. The teacher candidate is informed of the appropriate procedures for appeal.

Note: Unprofessional acts and/or acts which pose a safety risk may result in immediate termination of the admission to teacher education status, application for admission to teacher education, and/or field experience placements.

### CLASS OUTLINE (Tentative)

Note: Dates might change depending on the availability of the guest speakers. Notices will be sent via CourseDen.

Week	Topic	Due
1	Introduction, syllabus, Foliotek, CourseDen	Student Information Profile
2	CourseDen – Weekly Reflections	
3	<b>Guest Speaker</b> – Code of Ethics CourseDen – Weekly Reflections	Proof of Liability Insurance!!!
4	CourseDen – Weekly Reflections and Marzano	
5	CourseDen – Weekly Reflections	1 UWG Framework Descriptor
6	<b>Guest Speaker</b> – Career Services CourseDen – Weekly Reflections and Marzano	Resume and Why Hire ME?
7	CourseDen – Weekly Reflections and Marzano	Philosophy of Education
8	CourseDen – Weekly Reflections and Marzano	
9	<b>Guest Speaker</b> – High School Principal CourseDen – Weekly Reflections	3 UWG Framework Descriptors
10	CourseDen – Weekly Reflections and Marzano	
11	CourseDen – Weekly Reflections and Marzano	3 UWG Framework Descriptors
12	<b>Guest Speaker</b> – CourseDen – Weekly Reflections	
13	CourseDen – Weekly Reflections and Marzano	3 UWG Framework Descriptors
14	CourseDen – Weekly Reflections and Marzano	
15	CourseDen – Weekly Reflections and Marzano	
16	CourseDen – Weekly Reflections and Marzano	

17	<b>Presentations</b>	
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**SEED 7288  
TEACHING INTERNSHIP**

**SEED 7288  
TEACHING INTERNSHIP I**

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

**COURSE DESCRIPTION**

Prerequisite: Admission to Teacher Education; application for field experience required prior to enrollment. Students will be in a full-time, supervised, and directed classroom setting.

**CONCEPTUAL FRAMEWORK**

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

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

**COURSE OBJECTIVES**

Students will:

1. plan for and deliver instruction including formulating daily lesson plans, instruction, and evaluation of student progress (Baldwin, Keating, & Bachman, 2006; Cruickshank, D, Jenkins, & Metcalf, 2009);  
*(Adaptive, Knowledgeable; INTASC 1, 2, 3, 4, 5, 6, 7, 8)*
2. design and implement assessment procedures useful in determining grades (Baldwin, Keating, & Bachman, 2006; Cruickshank, Jenkins, & Metcalf, 2009; *Teacher education handbook: Policies and procedures handbook, 2010-2011*);  
*(Decisive, Knowledgeable; INTASC 1, 2, 4, 5, 6, 7, 8)*
3. participate in professional activities (e.g., attend faculty meetings, PTA, in-services) (*Teacher education handbook: Policies and procedures handbook, 2010-2011*);  
*(Proactive; INTASC 5, 7, 9, 10)*
4. assume general faculty duties such as lunchroom duty and bus duty (*Teacher education handbook: Policies and procedures handbook, 2010-2011*);  
*(Decisive, Proactive; INTASC 5, 6, 9, 10)*
5. identify instructional resources (*Teacher education handbook: Policies and procedures handbook, 2010-2011*);  
*(Adaptive, Knowledgeable; INTASC 1, 2, 3, 4, 5, 6, 7, 8)*
6. evaluate each day for the purpose of effecting change or planning for the next day (*Teacher education handbook: Policies and procedures handbook, 2010-2011*);  
*(Reflective; INTASC 4, 9)*
7. practice the Code of Professional Ethics as identified by the Professional Standards Commission as found at Code of Ethics;  
*(Leading; INTASC 5, 10)*
8. teach skills progressing from simple to complex (Baldwin, Keating, & Bachman, 2006; Cruickshank, Jenkins, & Metcalf, 2009);  
*(Decisive, Adaptive, Knowledgeable; INTASC 1, 2, 3, 4, 5, 6, 7, 8)*
9. develop and implement lesson plans (Arnold, 2001; Cruickshank, Jenkins, & Metcalf, 2009);  
*(Decisive, Adaptive, Knowledgeable; INTASC 1, 2, 3, 4, 5, 6, 7, 8)*
10. use various teaching strategies (Arnold, 2001; Cruickshank, Jenkins, & Metcalf, 2009);

*(Decisive, Adaptive, Knowledgeable; INTASC 1, 2, 3, 4, 5, 6, 7, 8)*

11. use appropriate discipline techniques when necessary to manage class (Cruickshank, Jenkins, & Metcalf, 2009; Savage, Savage, & Armstrong, 2006);

*(Decisive, Adaptive, Knowledgeable; INTASC 1, 2, 3, 4, 5, 6, 7, 8)*

12. motivate students to maximize participation (Cruickshank, Jenkins, & Metcalf, 2009; Savage, Savage, & Armstrong, 2006);

*(Decisive, Adaptive, Knowledgeable; INTASC 1, 2, 3, 4, 5, 6, 7, 8)*

13. measure and evaluate student progress based on instructional objectives (Cruickshank, Jenkins, & Metcalf, 2009; Savage, Savage, & Armstrong, 2006; *Teacher education handbook: Policies and procedures handbook*, 2010-2011);

*(Decisive, Adaptive, Knowledgeable; INTASC 1, 2, 3, 4, 5, 6, 7, 8)*

14. personalize learning to meet the special needs of each child (Cruickshank, Jenkins, & Metcalf, 2009; Savage, Savage, & Armstrong, 2006; *Teacher education handbook: Policies and procedures handbook*, 2010-2011);

*(Adaptive, Empathetic; INTASC 1, 3, 8)*

15. use appropriate instructional technology in delivery of instruction (Roblyer & Doering, 2009);

*(Decisive, Adaptive, Knowledgeable; INTASC 1, 2, 3, 4, 5, 6, 7, 8)*

16. use technology to facilitate student achievement (Roblyer & Doering, 2009);

*(Decisive, Adaptive, Knowledgeable; INTASC 1, 2, 3, 4, 5, 6, 7, 8)*

17. document accommodations for learners with diverse needs in their lesson plans (Baldwin, Keating, & Bachman, 2006; Cruickshank, Jenkins, & Metcalf, 2009);

*(Decisive, Adaptive, Knowledgeable; INTASC 1, 2, 3, 4, 5, 6, 7, 8)*

18. demonstrate ability to build on prior knowledge, skills, abilities, and interests students bring into the classroom in their lesson plans and classroom teaching (Baldwin, Keating, & Bachman, 2006; Cruickshank, Jenkins, & Metcalf, 2009);

*(Decisive, Knowledgeable; INTASC 1, 2, 4, 5, 6, 7, 8)*

19. demonstrate ability to diagnose and evaluate learning of diverse learners (Arnold, 2001; Cruickshank, Jenkins, & Metcalf, 2009);

*(Decisive, Adaptive, Knowledgeable; INTASC 1, 2, 3, 4, 5, 6, 7, 8)*

20. adapt content in textbooks and other resources to increase comprehensibility and establish educational equity (Cruickshank, Jenkins, & Metcalf, 2009); and

*(Decisive, Adaptive, Knowledgeable; INTASC 1, 2, 3, 4, 5, 6, 7, 8)*

21. demonstrate ability to include the perspectives and voices of those who have not been traditionally included in both lesson planning and implementation (Cruickshank, Jenkins, & Metcalf, 2009).

*(Decisive, Adaptive, Knowledgeable; INTASC 1, 2, 3, 4, 5, 6, 7, 8)*

## **TEXT, READINGS, AND INSTRUCTIONAL RESOURCES**

Required Text: *Teacher education handbook: Policies and procedures handbook* (2010-2011). Carrollton, GA: College of Education. May be found on the College of Education web page at <http://coe.westga.edu/Students/TCFP/teacherhandbook.asp>

### References:

Arnold, H. (2001). *Succeeding in the secondary classroom: Strategies for middle and high school teachers*. Thousand Oaks, CA: Corwin Press.

Baldwin, M. D., Keating, J. F., & Bachman, K. J. (2006). *Teaching in secondary schools: Meeting the challenges of today's adolescents*. Upper Saddle River, NJ: Pearson.

Cruickshank, D. R., Jenkins, D. B., & Metcalf K. K. (2009). *The act of teaching* (5th ed.). Columbus, OH: McGraw-Hill.

Goethals, M. S. (2004). *Student teaching: A process approach to reflective practice* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Robyler, M. D., & Doering, A. H. (2009). *Integrating educational technology into teaching* (5th ed.). Upper Saddle River, NJ: Allyn & Bacon.

Savage, T. V., Savage, M. K., & Armstrong, D. G. (2006). *Teaching in the secondary school* (6th ed.). Upper Saddle River, NJ: Pearson.

*Teacher education handbook: Policies and procedures handbook*. (2009-2010). Carrollton, GA: College of Education.

## **ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY**

### **Assignments and Responsibilities:**

The outline below reflects the desired experiences, behaviors, and responsibilities for each of the participating groups: students, university supervisors.

### Responsibilities of Students:

1. Be professional, including the following: be present and on time every day, complete tasks on time, dress professionally, behave responsibly, show initiative, communicate effectively, interact professionally.
2. Turn in reports/lesson plans to university supervisors as requested.
3. Meet the objectives outlined in this syllabus.
4. Treat students with fairness and carry the belief that all students can learn.

#### University Supervisor's Responsibilities:

1. Coordinate efforts for students to gain desired experiences.
2. Maintain communication with students through means such as conferences, telephone calls, seminars, classes, visits to classrooms, videotapes, journals, and electronic mail.
3. Provide assistance to mentoring teachers as requested and facilitate resolutions if problems arise.
4. Complete observation reports of on-site visits (and/or videotapes).
5. Complete final evaluation form and at least one other formal evaluation, e.g., principal's.
6. Confer immediately with appropriate university personnel if major problems arise.

#### Evaluation Procedures:

The mentor teacher and college supervisor will assess the student on personal, professional, and classroom management and teaching competencies. The university supervisor will complete the Teacher Education Field Experience Evaluation (TEFEE). With the information above, the university supervisor is responsible for assignment of the final grade.

A S is assigned for satisfactory performance and an U for unsatisfactory performance.

#### CLASS OUTLINE

Student is at a field site for one semester under this syllabus.

#### CLASS POLICIES

1. University policy requires that all students have regular access to a computer with at least a certain capability level (see *Catalog*, *Student Handbook*, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet and the UWG portal/pipeline. In addition, students should realize that formal communications from UWG will be sent through campus e-mail (myUWG); this e-mail needs to be checked regularly.

2. **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](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.
3. **Attendance** is expected every day.
4. **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*.

**SEED 7261**

**ADVANCED INSTRUCTIONAL STRATEGIES FOR ENGLISH EDUCATION**

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Online Hours:

Telephone: Direct Line:  
Department Line:

E-mail:

Fax:

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

CourseDen Help & Troubleshooting  
<http://www.westga.edu/~distance/webct1/help>

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

UWG On-Line Connection  
<http://www.westga.edu/~online/>

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**

Designed for investigation and assessment of and research in the teaching of English with implications for strategies and curricular needs at the secondary level.

## CONCEPTUAL FRAMEWORK

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

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

## COURSE OBJECTIVES

Students will:

1. generate multiple paths to knowledge such as problem-solving, social interactions, and critical thinking (Burke, 2007; Smagorinsky, 2007);

*(Knowledgeable, Reflective; INTASC 4, 7, 10; NBPTS 2)*

2. examine best practices for teaching remedial students and problem students, for managing group work, and for challenging students intellectually (Burke, 2007; Mitchell & Christenbury (2000); Smagorinsky, 2007);

*(Adaptive; INTASC 4, 5, 7, 10; NBPTS 1)*

3. develop plans using specialized knowledge of how to convey a subject to students (Burke, 2007; Mitchell & Christenbury (2000); Smagorinsky, 2007);

*(Knowledgeable; Adaptive; INTASC 1; NBPTS 2)*

4. learn online applications for teaching English and will begin researching current theory and practice (Kajder, 2010);

*(Knowledgeable; INTASC 1; NBPTS 4)*

5. create, enrich, and alter the organizational structures over which they have control. They will become change agents in their schools, especially in the area of curriculum reform for language arts (Kajder, 2010; Marzano, 1991; Milner & Milner, 2003);

(Decisive; *Adaptive*; INTASC 1, 3, 4, 7, 8, 9, 10; NBPTS 5)

6. use many options in helping students learn (flexibility) from advanced technology to one-on-one teaching (Kajder, 2010); and

(*Adaptive, Knowledgeable*; INTASC 2, 3, 4, 5, 6, 9, 10; NBPTS 2)

7. use knowledge of assessment to monitor students' academic, social and physical progress on a recurring basis. Graduates of this course will learn to be more aware and sensitive of students' needs and will learn new evaluation techniques (Kajder, 2010).

(*Adaptive, Knowledgeable; Empathetic*; INTASC 8; NBPTS 3)

## TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

**Required Text:** Burke, J. (2007). *The English teacher's companion* (3rd ed.). Portsmouth, NH: Heinemann.

**Recommended Text:** Kajder, S. (2010). *Adolescents and digital literacies: Learning alongside our students*. Urbana, IL: NCTE.

### References:

Burke, J. (2007). *The English teacher's companion* (3rd ed.). Portsmouth, NH: Heinemann.

Gere, A. R., Fairbanks, C., Howes, A., Roop, L., & Schaafsma, D. (Eds.). (1992). *Language and reflection: An integrated approach to teaching English*. NY: Macmillan.

Kajder, S. (2010). *Adolescents and digital literacies: Learning alongside our students*. Urbana, IL: NCTE.

Langer, J. A. (Ed.). (1992). *Literature instruction: A focus on student responses*. Urbana, IL: NCTE.

Marzano, R. J. (1991). *Cultivating thinking in English and the language arts*. Urbana, IL: NCTE.

Milner, J. O., & Milner, L. F. (2003). *Bridging English*. Columbus, OH: Merrill Prentice Hall.

Mitchell, D. & Christenbury, L. (2000). *Both art and craft: Teaching ideas that spark learning*. Urbana IL: NCTE.

Noguchi, R. R. (1991). *Grammar and the teaching of writing: Limits and possibilities*. Urbana, IL: NCTE.

Smagorinsky, P. (2007). *Teaching English by design: How to create and carry out instructional units*. Portsmouth, NH: Heinemann

Wittrock, M. C., & Baker, E. L. (1991). *Testing and cognition*. Englewood Cliffs, NJ: Prentice Hall.

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

### Assignments:

All activities must be in a typed, double space format, with Times/Times New Roman font, size 12 and 1-inch margins on all sides unless otherwise indicated. **Projects and papers are due at the BEGINNING OF CLASS on the designated date.**

1. Journal Articles: Each student should be prepared to share one article either in class or On-line as designated by the professor. The articles should address the textbook content to be discussed at each class. Articles should be chosen from the *English Journal* or *Research in the Teaching of English*. The Journal should not be more than eight (8) years old. You will submit a copy of the article to the Discussion Board on WebCT Vista including a complete reference. **(100 points – 10 points per article)** Objectives 1, 2, 3, 6, 7.
2. Students will develop a listing of 5 Internet sites that would be useful for the high school language arts teacher who wants to develop a thorough language program. At the top of your paper provide complete information for locating the site and write a THOROUGH description of contents of the site (more information than one would find on the first page of the site), provide one or more recommendations for using each site, include the information found to be most valuable about each website, upload your paper to the discussion board, then try out and comment on websites from two other people. **(100 points – 20 points per submission)** Objectives 1, 6, 7.
3. Trends and Issues Research Groups: The professor will make student placements in the groups, but student input will be considered for these placements. Each group selects a current trend or issue in English education to be studied and will present the group research to the class. **200 points** Objectives 1, 2, 5, 6, 7.
4. Novel Units: Each student will select, with professor approval, one novel for which an in-depth teaching unit will be developed. The teaching unit must include (1) a teaching calendar, (2) opportunities for high school students to utilize technology in a variety of activities and in a variety of ways to complete unit assignments, (3) multiple level activities that meet the diverse needs of students and incorporate critical thinking, problem solving, and creativity (4) vocabulary instructional methods that are innovative, (5) multicultural activities (6) an interdisciplinary strand appropriate for the novel content, (7) cooperative learning activities, (8) all assessment procedures to be used – rubrics, checklists, exams, (9) a culminating novel project. Each student will make a formal presentation in class that addresses the highlights of the novel unit. A PowerPoint presentation will support the presentation. **150 points for the unit; 50 points for the presentation** Objectives 3, 4, 5, 7.
5. Class and On-line Participation – Having read course material, students will participate in class and on-line discussions. It is important that students contribute to the discussion and respond respectfully to the ideas of others. **100 points** Objectives 1, 2, 3, 4, 5, 6, 7.
6. Attendance and Professionalism – Attendance is important, especially during the summer term. Active, respectful participation is expected in class. One absence is allowed, but not advised. All students are expected to participate on-line without exception. Today's educator is expected to be experienced with

technology, so it is important that you master WebCT Vista. Please ask for help when needed, but assignments are expected to be submitted through WebCT Vista. **100 Points - dispositions**

7. Final Examination: Each student may choose one of two exam options.
- a. A traditional exam covering text material assigned for the semester
  - OR
  - b. Develop an original piece of writing appropriate for submission to a professional journal **200 points** *Objectives* 1, 2, 3, 4, 5, 6, 7.

**GRADING POLICY:**

**A = 900-1000 B = 800 – 899 C = 700 – 799 D = 600 – 699 F = below 600**

**CLASS OUTLINE**

<b>Date</b>	<b>Text pages</b>	<b>Topic</b>	<b>Expectations</b>
In-class	pp. 1-27	Introduction to course; group assignments; Thinking about Teaching and Learning; Unit planning; professional reading	
In-class	pp. 224-270	Composing a Curriculum: How to Plan a Unit of Study	Article 1
On-line	pp. 28-123	Teaching Reading in High School; Vocabulary Instruction	Article 2
In-class		Group presentations	Internet List Article 3
On-line	pp. 141-211	Teaching Writing; Integrating English Projects	Article 4
In-class	pp. 124-140	Teaching Writing; Putting Grammar in It's Place	Article 5
On-line	pp. 271- 304	Measuring Student Progress	Article 6 Trends and Issues
In-class	pp. 361-381	Success for All	Article 7
July 6 In-class	pp. 382-396	Thoughts About Culture, Race, and Language; Ethics and	Article 8

		the Study of English	
On-line	pp. 397 – 403	Teaching AP and Honors; Technology in the English Class	Article 9
On-line	Articles will be provided by Dr. Saurino	Multiliteracies in High School	Article 10
In-class	pp. 334-360	Service Learning and Content integration	Novel Units and Presentations
			Final Exam due

### **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:

**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](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:

#### Late Work:

#### Professional Conduct:

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

**Table of Points for the Term:**

Date Due	Assignment	Possible Points	Points Earned
June 6			
June 8	Article 1	10	
June 13	Article 2	10	
June 15	Internet Sites Due Online Article 3	200 10	
June 20	Article 4	10	
June 22	Article 5	10	
June 27	Group Presentations – Trends and Issues Article 6	100 10	
June 29	Article 7	10	
July 6	Article 8	10	
July 11	Article 9	10	
July 13	Article 10	10	
July 18	Novel Units and Presentations-	200	
July 20	Final Exam	200	
	Class and On-line Participation	100	
	Attendance and Professionalism	100	
Totals		1000	

**SEED 7262**

**ADVANCED INSTRUCTIONAL STRATEGIES FOR SOCIAL STUDIES EDUCATION**

Semester Hours:

3

Semester/Year:

Instructor:

Office Location:

Office Hours:

E-mail:

Phone:

**COURSE DESCRIPTION**

Designed for investigation and assessment of and research into the teaching of social studies with implications for strategies and curriculum needs at the secondary level.

**CONCEPTUAL FRAMEWORK**

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

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

**COURSE OBJECTIVES**

Students will:

1. discuss the lack of a clear definition of social studies, relate how that plays out in the curriculum of our schools, (Beal, Bolick, & Martorella 2009; Dynneson, Gross, & Berson, 2007);

*(Inquisitive; Knowledgeable; Reflective; INTASC 1; NBPTS 1-5; NCSS 1-10)*

2. explore instructional practices which appear to contribute to student learning in the social studies, investigate research on successful practice, and postulate why these ideas are still rarely used (various articles from *Social Education*);

*(Inquisitive; Knowledgeable; Reflective; INTASC 1, 3, 6, 7, 8; NBPTS 1-5; NCSS 1-10)*

3. inquire into the status of the following trends in social studies via literature reviews and interviews and prepare to discuss and debate from multiple perspectives the following issues that confront all social studies teachers:

Is it social studies or social science?

Is it history or social studies?

The proper and effective use of instructional technology

Service learning

Censorship

Religion in the curriculum

Ability grouping

Special interest within the social studies (Hess, 2009; Parker, 2010);

*(Inquisitive; Culturally Sensitive; Reflective; INTASC 4, 7, 8, 9; NBPTS 1-5; NCSS 1-10)*

4. research a controversial issue (e.g., situation ethics, MACOS), from the past and relate it to present arguments over curriculum, e.g., global education, multicultural education (various journals and past issues of *Social Education* and *The Social Studies*);

*(Adaptive; Culturally Sensitive; Knowledgeable; Reflective; INTASC 9; NBPTS 1-5; NCSS 1-5)*

5. prepare classroom presentations using Powerpoint or similar presentation programs (Bennett & Berson, 2009); and

*(Inquisitive; Adaptive; INTASC 1, 6, 9; NBPTS 1-5; NCSS 1-5)*

6. review CD ROM, multimedia programs, videos, and information via Internet and be prepared to discuss the impact of media on the social studies curriculum (Bennett & Berson, 2009).

*(Inquisitive, Adaptive; INTASC 1, 6, 9; NBPTS 1-5; NCSS 1-5)*

## **TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES**

**Required Text:** Bennett, L., & Berson, M. J. (2009). *Technology-based K-12 lesson plans for social studies*. Silver Springs, MD: NCSS

### **References:**

Beal, C., Bolick, C. M., & Martorella, P. H. (2009). *Teaching social studies in middle and secondary schools*. Boston, MA: Pearson (Allyn & Bacon).

Bennett, L., & Berson, M. J. (2009). *Technology-based K-12 lesson plans for*

*social studies*. Silver Springs, MD: National Council for the Social Studies.

Dynneson, T. L., Gross, R. E., & Berson, M. J. (2007). *Designing effective instruction for secondary social studies* (3rd ed.). Long Grove, IL: Waveland.

Hess, D. E. (2009). *Controversy in the classroom: The democratic power of discussion*. New York: NY: Routledge, Taylor & Francis Group.

Lomand, T. C. (2007). *Social science research: A cross section of journal articles for discussion and evaluation* (5th ed.). Glendale, CA: Pyrczak Publishing.

Parker, W. C. (2010). *Social studies today: Research and practice*. New York: NY: Routledge, Taylor & Francis Group.

Zevin, J. (2007). *Social studies for the 21st century* (3rd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

## **ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY**

### **Activities and Assessments:**

#### *Written Work:*

All work should demonstrate your ability to conduct research, to interpret and integrate information, and the ability to express thoughts coherently in oral and written form. All work should be carefully proof-read for Standard English grammar, spelling, capitalization, punctuation, and proper citations according to APA 6th ed.) guidelines (not MLA).

In addition to the use of APA (6th ed) guidelines, all written work should be completed in a typed, double – space format, with Times New Roman font, size 12, and **1 inch margins on all sides**.

All copyright rules must be strictly adhered to in the development of our Best Practices guide and all other written work. If work is copyrighted and you wish to use it in your Best Practice Guide, permission must be obtained from the publisher to use the material (i.e. a lesson plan published in a book). Additional information will be posted to WebCT to assist you.

As we work on our Best Practices Guide, progress check-points with deadlines for portions of your work will be established. Any work that is submitted beyond this deadline will incur a 10% penalty.

All work is to be submitted via WebCT as attached documents, instructions and deadlines will be provided. Documents should be prepared with a Microsoft Word program to insure compatibility with Cobb County computer systems. A free copy of the latest Microsoft, Professional edition program is available to you as a student through the SITS center. Additional information will be provided via webct class announcements.

### **1) Participation**

Participation is defined as completion of on-line module work by established deadlines and may include: bulletin board postings; chat room participation; assignment submissions; proactive and timely collaboration with classmates and professor via email, bulletin board, or chatroom; and evidence of proactive, frequent review of information I provide on our Webct Vista course pages. (Note: for full chat room participation points, you

must log in to chat at the pre-determined time agreed upon by the group and participate fully and meaningfully in the chat. In addition participation is defined as preparedness for face-to-face meetings in which you will be asked to prepare and demonstrate a lesson illustrating a best practice in the social studies or some other assigned work for in-class use. Finally, participation is defined as proactively and collaboratively working with all class members to assist in the development of our Best Practices guide. Participation will count toward your course grade (see below).

#### *Face-to-Face Attendance:*

We will meet infrequently and will work together to establish a day and time agreeable to all. The work we do in face-to-face meetings will be very important. Consequently, any missed face-to-face meeting will result in a 5% deduction in your final course grade. You will be asked to present your best practices strategy to the class and this will count as part of your participation grade.

**2) Best Practices in Social Studies Guide- Research Paper and Abstract:** You will select two Best Practices Topics to research. For each strategy, you will complete the following:

*Summary:* You will write a 5-7 page summary of the research on your topic. This paper should address the following in this sequence: 1) a general description of the strategy and model(s) of the strategy, 2) a summary of how this strategy relates to each of the NCSS Principles of Teaching-Learning for powerful social studies, 3) a description of how this strategy addresses the needs of multiculturally diverse students 4) the history of this strategy (i.e.) who is credited for developing this strategy or writes extensively on this strategy, when was it developed and how extensively is it used in social studies classrooms today, 5) a summary of the research on the effects of this strategy on teaching and learning in the social studies, including effects in a multiculturally diverse classroom 6) a summary of non-research based published narratives that would support the strategy as Best Practice, 7) a description of the costs of this strategy for school districts, if commercially produced i.e.) History Alive.

Note: Social Education, Theory and Research in Social Studies Education, Social Studies and the Young Learner (all NCSS publications), CITE (an on-line journal for research related to technology integration in the social studies), Middle Ground and Becoming (middle grades journals), NCSS Bulletins, and NCSS Position Statements should all be consulted for this research. In addition, ERIC (Educational Clearinghouse for Research in Education available on-line), Merlot (an on-line clearinghouse of information related to teaching strategies), the Association for Supervision and Curriculum Development website with articles from leading journals, and Middle Web website should be consulted. Your paper MUST reflect research from these journals, not simply on-line investigations.

#### *Abstract:*

For each best strategies topic you research, include a 1 page abstract summarizing the strategy (the model), it's relation to the NCSS Principles of Teaching-Learning for powerful social studies, and the effects of the strategy on teaching-learning. This is the page teachers will most likely read in the Guide so be sure to prove your case that this is a Best Practice.

#### **3) Best Practices in Social Studies Resource Packet**

For each best strategies topic you research, you will develop a resource packet for use by Cobb County social studies teachers. See Course Content via WebctVista for more information. You will also be asked to suggest resources for your classmates' work via the course bulletin board.

#### **4) Best Practices in Social Studies Lesson Plan Samples**

For each best strategies topic you research, you will develop sample lesson plans for the social studies teachers of Cobb County for grades 6 -12. A lesson plan format will be provided in class and the number of plans will be determined by us in a collaborative manner based on the needs of Cobb County and our own needs and time restraints. Note: technology integration may involve a combination of lesson plans and the selection and critique of a Webquest/Virtual Field Trip. Development of the Webquest/Virtual Field Trip is optional.

### **5) Bulletin Board Postings**

In most modules, you will be asked to post a bulletin board posting related to teaching and learning social studies and our mutual work on the Best Practices Guide. All postings should be posted as attachments, unless otherwise indicated. All postings should adhere to the requirements for written work described above. Note that while I will monitor and actively participate in the bulletin board postings, I will not be able to evaluate every posting. Formal evaluation, for purposes of assigning points, will be random. See rubric "Course Content" via WebCT for how you will be evaluated for the individual bulletin board postings I choose to evaluate. Your total points for the course will reflect your average score on individual postings that I formally evaluate. (Example, if your average score on 4 postings is a 8.5 out of 10 for all postings I grade (See bulletin board rubric), I will convert that to 85% of the course points for bulletin board postings – 10 pts possible – you will earn 8.5 points out of 100 for the course points. All bulletin board entries are to be completed by Sunday, midnight, for each module. See webct vista and course calendar. Note – full points for bulletin board postings require completion by Saturday midnight and responding to more than 1 classmate. The earlier in the week you can do this, the better our dialogue will be.

### **6) Chat Room (Part of Participation Grade – see above)**

From time to time, I will ask you to meet with classmates, and myself when possible, to discuss our work in a chatroom at a mutually agreeable time. You are expected to arrive on time and follow rules for chatroom etiquette and academic quality. You are also expected to participate fully, offering meaningful comments, suggestions, questions for further consideration etc. (not simply, I agree with you, that sounds good etc.) When a chat is scheduled, you are expected to participate for at least 45 minutes. Roles in the chat room will alternate (see WebCTVista) for more information. You are expected to fulfill your assigned role for full participation points. Chat Room work will count toward participation points in the course. When a chat room is scheduled for a module, it is to be completed by Sunday midnight (see webct vista modules and calendar).

### **7) Final Presentation Best Practices Guide:**

I will schedule a time for Cobb County officials to meet with us at the end of the semester so that we can present our work to them. You will present a summary presentation of your work utilizing Microsoft Power Point. When applicable, it should include links to websites, sound, video clips from United Streaming or an actual classroom, etc. You will present on your two topics. I will also ask for a volunteer to produce a Power Point summarizing the NCSS Principles of Teaching-Learning, the new GPS and how they are related to the Best Practices Strategies your classmates developed. (See below). Tentatively, plan for a 10 minute presentation for each of your strategies.

**8) Personal Journal** This is such a unique experience. Seldom do we have an opportunity to complete graduate work, or teach a graduate course, in such an authentic nature – our work serves a real purpose, not just a grade or a degree, although both are important to you! Therefore, you are to keep a journal regarding the experience – your thoughts regarding the experience (positive and negative), fears, strategies for completing the work, obstacles and how you overcame them or suggestions for other groups who undertake such an endeavor, what you have learned regarding social studies best practices, how this experience has affected your professional growth/confidence in your abilities, etc. All journals should follow the requirements described above (typed – not handwritten) and will be submitted via webct email the final week of our course. You are

required to write a minimum of 5 entries that should represent the beginning, middle, and end of our work together.

**9) Manuscript Submission:** One of the hallmarks of a professional is to be recognized by their peers through acceptance for publication in one of their journals. You will write a manuscript based on your work in this course and submit it for possible publication to one of the following journals : 1) *Becoming* – a middle school teacher-oriented journal that publishes articles related to teaching strategies in the middle school and other narratives related to teaching/learning in middle schools (submit to me via email – I am co-editor). For this journal, the manuscript should be based on your work on one of your Best Practices strategies – a summary of the strategy (your research paper), resource guide, and a lesson plan appropriate for middle grades 2) *Issues in Middle Level Education* (Professors of Middle Level Education) – a narrative describing your experience as a student in this course and Best Practices Guide work. Go online to find this on-line journal’s requirements for submission. Several of us can work on this together and I will contribute my perspective and edit for publication purposes. 3) *Georgia Council for the Social Studies* – format to be determined with Mr. Eddie Bennett, Cobb County Schools, and a leader in GCSS 4) *The Social Studies*. This will be due the final week of class – a copy to me with your future contact information via WebCT Vista email. You must provide evidence that you submitted it to the appropriate person and according to the submission requirements for the journal you submitted to (evidence examples – a copy of email, response back from editor etc. When you receive notification that your manuscript has been accepted, please forward a copy of this acceptance email or a note indicating acceptance, author(s), article title, journal name to [anazzal@westga.edu](mailto:anazzal@westga.edu) with the citation for the article (your name, title of article, journal, and publication date i.e.) Fall 2007 if indicated. We are a small class and you may decide to co-write a manuscript with other classmates and/or me. If you choose to write with me, I will edit and add my perspective and you and your classmates will be cited first in author citation. Follow written work guidelines above, APA format. Be sure to check journal publication requirements for submission. (I can help you best, in terms of requirements, with *Becoming* but cannot guarantee acceptance as it is a blind peer-reviewed article. I will not evaluate as editor.)

Participation	15%	15 pts
Best Practices Guide and Research Paper	20%	20 pts
Best Practices Resource Packet	20%	20 pts
Best Practices Lesson Plans substitute assignment	10%	10 pts
To be determined by students/professor – tech related		
Bulletin Board Postings	15%	15 pts
Final Presentation	10%	10 pts
Manuscript for Publication	10%	10 pts
<i>Overall</i>	<i>100%</i>	<i>100 pts possible</i>

**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: *If you factor attendance into your grading, you should include that info here.*

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](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:

Late Work:

Professional Conduct:

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. *You might want to add other ways you'll communicate with students, especially if you have an online course (e.g. via CourseDen).*

## CLASS OUTLINE

Week 1	Introductions, Expectations, Course Requirements, and Overview; Group Assignments; The State of Social Studies and Citizenship Education: *Alternative Perspectives on the Social Studies
Week 2	Developing Reflective, Competent, and Concerned Citizens
Week 3	Developing Reflective, Competent, and Concerned Citizens
Week 4	The State of Social Studies and Citizenship Education
Week 5	Analyzing and Improving Social Studies Teaching and Learning
Week 6	Analyzing and Improving Social Studies Teaching and Learning
Week 7	Mid-term Exam
Week 8	Social Studies and Human Capital

Week 9	Social Studies Students and Digital Literacy
Week 10	Micro-Teaching
Week 11	Micro-Teaching
Week 12	Presentations of research.
Week 13	Presentations of research
Week 14	Final presentations
Week 15	Final Exam

SEED 7263

ADVANCED INSTRUCTIONAL STRATEGIES FOR SCIENCE EDUCATION

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

COURSE DESCRIPTION

Designed for investigation and assessment of and research in the teaching of science with implications for strategies and curricular needs at the secondary level.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at SUWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles, or propositions; and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. develop a teaching philosophy and gain a working familiarity with professional literature in Science Education (Hatfield, Edwards & Bitter, 1997; Heddens & Speer, 1997; Posamentier & Stepelman, 1995; Rutherford & Ahlgren, 1990);

*(Decision Makers, Lifelong Learners, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; NBPTS 3, 4, 5, 8, 9, 10)*

2. investigate current national projects, issues, practices, and materials in teaching, learning, and formal assessment of middle/secondary Science (Hatfield, Edwards & Bitter, 1997; Heddens & Speer, 1997; Posamentier & Stepelman, Science for All Americans, 1989; Scope, Sequence, and Coordination of Middle/Secondary School Science, 1992);

*(Decision Makers, Lifelong Learners, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; NBPTS 3, 4, 5, 8, 9, 10)*

3. develop skill in the design and use of materials and other media/technology for the teaching and formal assessment of Science (Hatfield, Edwards & Bitter, 1997; Heddens & Speer, 1997; Posamentier & Stepelman, 1995);

*(Decision Makers, Leaders, Lifelong Learners, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; NBPTS 1, 2, 3, 4, 5, 7, 8, 10)*

4. develop or extend those strategies and techniques considered most effective for the teaching and formal assessment of middle/secondary Science (Farmer, Farrell, & Lehman, 1991; Hatfield, Edwards & Bitter, 1997; Heddens & Speer, 1997; Posamentier & Stepelman, 1995; Rutherford & Ahlgren, 1990);

*(Decision Makers, Lifelong Learners, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; NBPTS 3, 4, 5, 8, 9, 10)*

5. experience first hand a variety of problem solving challenges and develop a repertoire of skills and strategies for teaching and assessing problem solving (Farmer, Farrell, & Lehman, 1991; Hatfield, Edwards & Bitter, 1997; Heddens & Speer, 1997; Posamentier & Stepelman, 1995); and

*(Decision Makers, Lifelong Learners, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive; NBPTS 3, 4, 5, 7, 8)*

6. utilize a variety of enrichment topics in teaching and assessing middle/secondary Science (Farmer, Farrell, & Lehman, 1991; Hatfield, Edwards & Bitter, 1997; Heddens & Speer, 1997; Posamentier & Stepelman, 1995).

*(Decision Makers, Leaders, Lifelong Learners, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; NBPTS 1, 2, 3, 4, 5, 7, 8, 10)*

#### TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:           None

Recommended Texts: Martin, R., Sexton, C., & Gerlovich, J. (2001). *Teaching science for all children*. Needham Heights: Allyn and Bacon.

National Research Council. (1995). *National science education standards*. Washington, DC: National Academy Press.

#### References:

- American Association for the Advancement of Science. (1993). *Benchmarks for science literacy*. New York: Oxford University Press.
- Collette, A., & Chiappetta, E. (1994). *Science instruction in the middle and secondary schools* (3rd ed.). New York: Macmillan Publishing Company.
- Gabel, D. (Ed.). (1989). *What research says to the science teacher, vol. 5: Problem solving*. Washington, DC: National Science Teachers Association.
- Hansen, V. (Ed.) (1984). *Computers in science education*. Reston, VA: National Council of Teachers of Science.
- Holdzkum, D., & Lutz, P. (1991). *Research within reach: Science education*. Washington, DC: National Science Teachers Association.

### ACTIVITIES, ASSESSMENTS, EVALUATION PROCEDURES, & GRADING POLICY

Links to Conceptual Framework: The overall evaluation for this course is structured so that each assignment is aligned with learning a different teaching model and applying the model to the overall teaching of a science lesson. Because of the broad nature of the course, each conceptual framework descriptor is covered in the course assignments. At the completion of the course, students will have demonstrated achievement in the areas of *decision making*: choosing models/innovations, lesson planning strategies, and assessment techniques (**Assignments 2.1-2.7, 3**), *leadership*: taking responsibility for ongoing inquiry (**All assignments**), *lifelong learning*: studying the effectiveness of practices (**Assignments 2.1-2.7, 3**), being *adaptive*: changing educational practices to meet students' needs (**Assignments 2.2, 2.1-2.7, 3**), *collaboration*: working with colleagues and stakeholders to plan and carry out science studies (**Assignments 1.1, 1.2, 2.3-2.7, 3**), *cultural sensitivity*: adapting models and innovations to meet the needs of diverse students (**Assignments 2.3-2.7, 3**), *empathy*: demonstrating sensitivity to the needs of individual, family, and community needs when planning lessons (**Assignments 2.3, 3**), *knowledge*: drawing on pedagogical, content, and professional knowledge, including knowledge from others, when planning the teaching of science (**Assignments 2.1, 2.2, 2.4-2.7, 3**), being *proactive*: implementing new interventions and innovations to better serve children (**Assignments 1.1, 1.2, 2.5-2.7, 3**), and *reflection*: engaging in ongoing, continuous reflection of the teaching process to determine effectiveness of models/innovations (**All assignments**).

#### ACTIVITIES AND ASSESSMENTS

All activities must be completed in a typed, double space format, with Times / New Times Roman font, size 12 and 1-inch margins on all sides unless otherwise indicated.

1. Philosophy: You will write about your Philosophy of Teaching Science on the first day of class. On the last day of class turn in a 1-2 page paper telling me how your philosophy regarding teaching science changed during the term. Be reflective: where do labs, technology, multiculturalism, alternative teaching models, and alternative assessment fit into your philosophy? (Objective #10; Disposition; checklist)

2. Lesson Plans – Teachable Unit: You will be responsible for preparing five lesson plans utilizing a “new teaching model” in each lesson (lessons usually contain more than one model), according to the format discussed in class. By the end of the course you should be able to discuss all models sequenced as a teachable unit, but your lesson plans do NOT need to be a sequential unit (you will do that during student teaching seminar). Your plans are to be thorough and include everything that is pertinent to your lesson, especially a Formal Assessment AND how it will be graded (5 different assessment formats). Your plans assume 50-minute periods as one Session of teaching (5 classes maximum). This is a term project as new models will be introduced throughout the term. These problems are to be completed and submitted in your “File.” Include a brief reflection of any lessons actually taught in a classroom or simulated classroom session. (Reflection = What went well? What did not go well? What might I do differently next time? What did I learn about teaching when using this model?) (Objectives #1, 2; Knowledge, skills, disposition; rubric)
  
3. Problem Solving – Enrichment Activities: From any source, find an “Enrichment Activity” for each lesson plan and include it in the final version of the lesson plan. Enrichment activities can be an entire lesson, but usually are only part of a lesson. Include this part of the lesson plan under “activities.” At least some of the activities must include problem solving/inquiry/discovery (I hate worksheets!! – But graphic organizers are fine :-). These activities are to be completed by you as if you were the student. All work, including “in-between” steps, and answers must be provided to receive full credit. These do not need to be typed. Include a brief reflection of any activity actually taught in a classroom or simulated classroom.  
(Objective #4; Knowledge, skills; checklist)
  
4. Article Review: Find one article on middle/secondary school mathematics, dated 2001 or newer from peer-reviewed Education Journals (discussed in class). For the article, write a 1-page Critique including a **Summary** section and a **Reflection** section (Label the sections!), from one of the following areas: teaching middle/secondary school mathematics, learning middle/secondary school mathematics, technology and/or manipulatives in middle/secondary mathematics classrooms, or formally assessing middle/secondary school mathematics. Start each Critique with an appropriate **APA style Reference** (discussed in class), and Critiques should be **turned in electronically**, if possible. (Objectives #7, 8; Knowledge, disposition; checklist)
  
5. Individual Presentations: You will have at least one teaching presentation (as time permits) based on the topics you signed up for during the first class meeting (presentation times might change due to time constraints). You will need to turn in a lesson plan for the presentation, due at the time of the presentation. These lesson plans and activities CAN also be used to fulfill Activities 2 &/or 3 above. The presentations should be about 30 minutes in length, utilize a “new teaching model,” and should include the use of most of the following: Example Theory (discussed in class), demonstrations, questioning techniques (Inductive questioning, as discussed in class), manipulatives and/or technology. Formal Assessment of the lesson should be discussed at the end of the presentation and included in the lesson plan, but not included as part of the presentation.  
(Objectives #1, 2, 3, 6; Knowledge, skills; peer critique, teacher observation)
  
6. Internet Search: Find 2 original Internet sites related to middle/secondary science – 1 for teachers, 1 for students or parents. For each site include: (1) Name; (2) URL; (3) Audience; (4) Brief Description of the Site; and (5) Usefulness for you/students/parents. Your search results **should be submitted electronically**, if possible. (Objectives #3, 7; Knowledge, skills; checklist)
  
7. Course Checklist (Portfolio Preparation): This assignment is a cumulative assignment for the semester. All you need to do is complete your checklist and turn in all assignments on or before the last day of

regular class (not the final exam day). Remember that some assignments can be turned in electronically, as applicable, but also check off the checklist.

8. **Term Tests:** We will have two exams during the term of different types and discuss the pros and cons of the different formats in terms of evaluating your students. The tests will cover the new teaching models and information (especially theoretical) discussed during class to date in the semester. See the course outline for the dates of these examinations.  
(Objectives #1, 2, 3, 4; Knowledge, skills, disposition; exam)
  
10. **Final Examination:** During the designated time, we will meet to turn in your 2-page (maximum) take-home final exam on the implementation of the new teaching models in your teaching, and a reflection of the entire course. A 3-minute summary will be presented in class by each student – bring snacks for socializing when we finish.  
(Objectives #1, 2, 3, 4, 10; Knowledge, skills, disposition; exam)
  
11. **Professionalism/Participation:** Students are expected to attend all class sessions (and complete online activities on time) and are accountable for all materials covered. Course grades will be reduced for unexcused absences (at 3 hours) or late online activities, and student will be dropped from the course if more than 6 hours of class time are missed. Students are also expected to participate in class activities and discussions. Failure to do so may result in course grade reduction.  
(Objective #2, 3, 4; Knowledge, skills, disposition; teacher observation)

## EVALUATION PROCEDURES

You will be evaluated using the following criteria: (1) individual and small group work, (2) whole class discussion with an emphasis on student interaction, (3) tests, (4) student presentations, (5) writing LPs, and (6) lecture/discussion with student interaction.

Activity	Points available	Assessment Tools
Philosophy (2 @ 25 pts)	50	Checklist
Lesson Plans (5 @ 100 pts)	500	Rubric
Enrichment Activities	With LPs	Rubric
Article Review	50	Checklist
Individual Presentation	150	Teacher Observer/Peer Critique
Internet Search	50	Checklist
Course Portfolio Checklist	50	Checklist
Tests 2 @ 50	100	Exam Rubric
Final Evaluation	50	Exam Rubric
Professionalism/Participation	100	Teacher Observation
<b>TOTAL Points Possible</b>	<b>1100</b>	<b>Graded on a 1000 point scale</b>

### Grading Policy:

Final grades will be distributed according to the following scale:

A = 900 – 1100

B = 800 – 899

F = below 700

**CLASS OUTLINE**

**This schedule is flexible and may change during the term! Up to half of these Sessions may occur online utilizing WebCT Vista. Check WebCT regularly for current information! \*\*\***

<b>DATE</b>	<b>TOPIC</b>	<b>DUE</b>
Session 1	Course Introduction, Presentation Sign-up NCTM Standards, Lesson Plans, Philosophy	Philosophy
Session 2	Introduction to Models: Concept Attainment Model; Lesson Plan format	Choose Content and Activity for LP #1
Session 3	Theory, Curriculum, and Formal Assessment	Rough Draft, lesson Plan #1
Session 4	CA Model Lesson CA Model Presentations	CA Lesson Plan #1, final drafts
Session 5	Problem-Solving Model	CA Enrich Activity, & LP # 2 draft
Session 6	Problem-Solving Model Lesson Plans PS Model Presentations	PS Lesson Plan #2
Session 7	Review, Test # 1	Revised LP #2
Session 8	Discuss Test # 1 Integrated Model	PS Enrichment Activity, Article Review
Session 9	Integrated Model Lesson Plans IM Presentations	IM Lesson Plan #3
Session 10	Social Interaction Model	IM Enrichment Activity, Rev LP #3
Session 11	Social Interaction Model Lesson Plans SI Model Presentations	SI Lesson Plan #4 One Web Site
Session 12	Review, Test # 2	Revised LP #4
Session 13	Discuss Test # 2 Long Term Model	SI Enrichment Activity Article Review & Web Site
Session 14	Long Term Model Lesson Plans II Model Presentations	LT Model Lesson Plan #5
Session 15	Any remaining Presentations, Articles, Websites, Software Reviews	Course Checklist and all assignments
Final Session	Final Examination	Exam Presentations

**ACADEMIC HONESTY**

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 the ideas of 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.

SEED 7264

ADVANCED INSTRUCTIONAL STRATEGIES FOR MATHEMATICS EDUCATION

Semester Hours: 3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

COURSE DESCRIPTION

Exploration of models, techniques, strategies, formal assessment, and research for teaching middle/secondary mathematics

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at SUWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles, or propositions; and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. gain a working familiarity with professional literature in mathematics education (Hatfield, Edwards & Bitter, 1997; Heddens & Speer, 1997; Posamentier & Stepelman, 1995);  
*(Decision Makers, Lifelong Learners, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; NBPTS 3, 4, 5, 8, 9, 10)*
2. investigate current issues, practices, and materials in teaching, learning, and formal assessment of middle school mathematics (Hatfield, Edwards & Bitter, 1997; Heddens & Speer, 1997; Posamentier & Stepelman, 1995);  
*(Decision Makers, Lifelong Learners, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; NBPTS 3, 4, 5, 8, 9, 10)*
3. develop skill in the design and use of manipulative materials and other media/technology for the teaching and assessing of mathematics (Hatfield, Edwards & Bitter, 1997; Heddens & Speer, 1997; Posamentier & Stepelman, 1995);  
*(Decision Makers, Leaders, Lifelong Learners, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; NBPTS 1, 2, 3, 4, 5, 7, 8, 10)*
4. develop or extend those strategies and techniques considered most effective for the teaching and assessing of secondary mathematics (Hatfield, Edwards & Bitter, 1997; Heddens & Speer, 1997; Posamentier & Stepelman, 1995);  
*(Decision Makers, Lifelong Learners, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; NBPTS 3, 4, 5, 8, 9, 10)*
5. experience first hand a variety of problem solving challenges and develop a repertoire of skills and strategies for teaching and assessing problem solving (Hatfield, Edwards & Bitter, 1997; Heddens & Speer, 1997; Posamentier & Stepelman, 1995); and  
*(Decision Makers, Lifelong Learners, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive; NBPTS 3, 4, 5, 7, 8)*
6. utilize a variety of enrichment topics in teaching and assessing secondary mathematics (Hatfield, Edwards & Bitter, 1997; Heddens & Speer, 1997; Posamentier & Stepelman, 1995).  
*(Decision Makers, Leaders, Lifelong Learners, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; NBPTS 1, 2, 3, 4, 5, 7, 8, 10)*

#### TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text: None

Recommended Texts:

Eichinger, J. (2005). *Activities for integrating science and mathematics* (2<sup>nd</sup> ed.). Columbus, OH: Pearson – Merrill – Prentice Hall.

National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Reston, VA: National Council of Teachers of Mathematics.

Brahier, D. J. (2000). *Teaching secondary and middle school mathematics*. Needham Heights, MA: Allyn & Bacon.

Costantino, P. M., & De Lorenzo, M. N. (2002). *Developing a professional teaching portfolio: A guide for success*. Boston: Allyn and Bacon.

#### Other Resources:

National Council of Teachers of Mathematics. (1950-Present): *Arithmetic Teacher*; *Mathematics Teacher*; *Teaching Children Mathematics*; *Mathematics Teaching in the Middle School*; *Journal for Research in Mathematics Education*. Reston, VA: Author.

### ACTIVITIES, ASSESSMENTS, EVALUATION PROCEDURES, & GRADING POLICY

Links to Conceptual Framework: The overall evaluation for this course is structured so that each assignment is aligned with learning a different teaching model and applying the model to the overall teaching of a mathematics lesson. Because of the broad nature of the course, each conceptual framework descriptor is covered in the course assignments. At the completion of the course, students will have demonstrated achievement in the areas of *decision making*: choosing models/innovations, lesson planning strategies, and assessment techniques (**Assignments 2.1-2.7, 3**), *leadership*: taking responsibility for ongoing inquiry (**All assignments**), *lifelong learning*: studying the effectiveness of practices (**Assignments 2.1-2.7, 3**), being *adaptive*: changing educational practices to meet students' needs (**Assignments 2.2, 2.1-2.7, 3**), *collaboration*: working with colleagues and stakeholders to plan and carry out mathematics studies (**Assignments 1.1, 1.2, 2.3-2.7, 3**), *cultural sensitivity*: adapting models and innovations to meet the needs of diverse students (**Assignments 2.3-2.7, 3**), *empathy*: demonstrating sensitivity to the needs of individual, family, and community needs when planning lessons (**Assignments 2.3, 3**), *knowledge*: drawing on pedagogical, content, and professional knowledge, including knowledge from others, when planning the teaching of mathematics (**Assignments 2.1, 2.2, 2.4-2.7, 3**), being *proactive*: implementing new interventions and innovations to better serve children (**Assignments 1.1, 1.2, 2.5-2.7, 3**), and *reflection*: engaging in ongoing, continuous reflection of the teaching process to determine effectiveness of models/innovations (**All assignments**).

### ACTIVITIES AND ASSESSMENTS

All activities must be completed in a typed, double space format, with Times / New Times Roman font, size 12 and 1-inch margins on all sides unless otherwise indicated. **Projects and papers are due in class on the designated date.** Failure to meet assigned due dates may result in grade reduction.

1. Philosophy: You will write about your Philosophy of Teaching Mathematics on the first day of class. On the last day of class turn in a 1-2 page paper telling me how your philosophy regarding teaching mathematics changed during the term. Be reflective: where do manipulatives, technology, multiculturalism, alternative teaching models, and alternative assessment fit into your philosophy? (Objective #10; Disposition; checklist)

2. Lesson Plans – Teachable Unit: You will be responsible for preparing five lesson plans utilizing a “new teaching model” in each lesson (lessons usually contain more than one model), according to the format discussed in class. By the end of the course you should be able to discuss all models sequenced as a teachable unit, but your lesson plans do NOT need to be a sequential unit (you will do that during student teaching seminar). Your plans are to be thorough and include everything that is pertinent to your lesson, especially a Formal Assessment AND how it will be graded (5 different assessment formats). Your plans assume 50-minute periods as one Session of teaching (5 classes maximum). This is a term project as new models will be introduced throughout the term. These problems are to be completed and submitted in your “File.” Include a brief reflection of any lessons actually taught in a classroom or simulated classroom session. (Reflection = What went well? What did not go well? What might I do differently next time? What did I learn about teaching when using this model?) (Objectives #1, 2; Knowledge, skills, disposition; rubric)
3. Problem Solving – Enrichment Activities: From any source, find an “Enrichment Activity” for each lesson plan and include it in the final version of the lesson plan. Enrichment activities can be an entire lesson, but usually are only part of a lesson. Include this part of the lesson plan under “activities.” At least some of the activities must include problem solving/inquiry/discovery (I hate worksheets!! – But graphic organizers are fine :-). These activities are to be completed by you as if you were the student. All work, including “in-between” steps, and answers must be provided to receive full credit. These do not need to be typed. Include a brief reflection of any activity actually taught in a classroom or simulated classroom.  
(Objective #4; Knowledge, skills; checklist)
4. Article Review: Find one article on middle/secondary school mathematics, dated 2001 or newer from peer-reviewed Education Journals (discussed in class). For the article, write a 1-page Critique including a **Summary** section and a **Reflection** section (Label the sections!), from one of the following areas: teaching middle/secondary school mathematics, learning middle/secondary school mathematics, technology and/or manipulatives in middle/secondary mathematics classrooms, or formally assessing middle/secondary school mathematics. Start each Critique with an appropriate APA style **Reference** (discussed in class), and Critiques should be **turned in electronically**, if possible. (Objectives #7, 8; Knowledge, disposition; checklist)
5. Individual Presentations: You will have at least one teaching presentation (as time permits) based on the topics you signed up for during the first class meeting (presentation times might change due to time constraints). You will need to turn in a lesson plan for the presentation, due at the time of the presentation. These lesson plans and activities CAN also be used to fulfill Activities 2 &/or 3 above. The presentations should be about 30 minutes in length, utilize a “new teaching model,” and should include the use of most of the following: Example Theory (discussed in class), demonstrations, questioning techniques (Inductive questioning, as discussed in class), manipulatives and/or technology. Formal Assessment of the lesson should be discussed at the end of the presentation and included in the lesson plan, but not included as part of the presentation.  
(Objectives #1, 2, 3, 6; Knowledge, skills; peer critique, teacher observation)
6. Internet Search: Find 2 original Internet sites related to mathematics – 1 for teachers, 1 for students or parents. For each site include: (1) Name; (2) URL; (3) Audience; (4) Brief Description of the Site; and (5) Usefulness for you/students/parents. Your search results **should be submitted electronically**, if possible. (Objectives #3, 7; Knowledge, skills; checklist)

7. Course Checklist (Portfolio Preparation): This assignment is a cumulative assignment for the semester. All you need to do is complete your checklist and turn in all assignments on or before the last day of regular class (not the final exam day). Remember that some assignments can be turned in electronically, as applicable, but also check off the checklist.
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(Objectives #1, 2, 3, 4; Knowledge, skills, disposition; exam)
10. Final Examination: During the designated time, we will meet to turn in your 2-page (maximum) take-home final exam on the implementation of the new teaching models in your teaching, and a reflection of the entire course. A 3-minute summary will be presented in class by each student – bring snacks for socializing when we finish.  
(Objectives #1, 2, 3, 4, 10; Knowledge, skills, disposition; exam)
11. Professionalism/Participation: Students are expected to attend all class sessions (and complete online activities on time) and are accountable for all materials covered. Course grades will be reduced for unexcused absences (at 3 hours) or late online activities, and student will be dropped from the course if more than 6 hours of class time are missed. Students are also expected to participate in class activities and discussions. Failure to do so may result in course grade reduction.  
(Objective #2, 3, 4; Knowledge, skills, disposition; teacher observation)

## EVALUATION PROCEDURES

You will be evaluated using the following criteria: (1) individual and small group work, (2) whole class discussion with an emphasis on student interaction, (3) tests, (4) student presentations, (5) reading/writing, and (6) lecture/discussion with student interaction.

Activity	Points available	Assessment Tools
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Lesson Plans (5 @ 100 pts)	500	Rubric
Enrichment Activities	With LPs	Rubric
Article Review	50	Checklist
Individual Presentation	150	Teacher Observer/Peer Critique
Internet Search	50	Checklist
Course Portfolio Checklist	50	Checklist
Tests 2 @ 50	100	Exam Rubric
Final Evaluation	50	Exam Rubric
Professionalism/Participation	100	Teacher Observation
<b>TOTAL Points Possible</b>	<b>1100</b>	<b>Graded on a 1000 point scale</b>

### Grading Policy:

Final grades will be distributed according to the following scale:

A	=	900 – 1100		
B	=	800 – 899	F	=
C	=	700 – 799		below 700

## CLASS OUTLINE

**This schedule is flexible and may change during the term! Up to half of these Sessions may occur online utilizing WebCT Vista. Check WebCT regularly for current information! \*\*\***

DATE	TOPIC	DUE
Session 1	Course Introduction, Presentation Sign-up NCTM Standards, Lesson Plans, Philosophy	Philosophy
Session 2	Introduction to Models: Concept Attainment Model; Lesson Plan format	Choose Content and Activity for LP #1
Session 3	Theory, Curriculum, and Formal Assessment	Rough Draft, lesson Plan #1
Session 4	CA Model Lesson CA Model Presentations	CA Lesson Plan #1, final drafts
Session 5	Problem-Solving Model	CA Enrich Activity, & LP # 2 draft
Session 6	Problem-Solving Model Lesson Plans PS Model Presentations	PS Lesson Plan #2
Session 7	Review, Test # 1	Revised LP #2
Session 8	Discuss Test # 1 Integrated Model	PS Enrichment Activity, Article Review
Session 9	Integrated Model Lesson Plans IM Presentations	IM Lesson Plan #3
Session 10	Social Interaction Model	IM Enrichment Activity, Rev LP #3
Session 11	Social Interaction Model Lesson Plans SI Model Presentations	SI Lesson Plan #4 One Web Site
Session 12	Review, Test # 2	Revised LP #4
Session 13	Discuss Test # 2 Long Term Model	SI Enrichment Activity Article Review & Web Site
Session 14	Long Term Model Lesson Plans II Model Presentations	LT Model Lesson Plan #5
Session 15	Any remaining Presentations, Articles, Websites, Software Reviews	Course Checklist and all assignments
Final Session	Final Examination	Exam Presentations

## ACADEMIC HONESTY

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 the ideas of 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 *Graduate Catalog*.

## MEDT 7461

### INSTRUCTIONAL DESIGN

Semester Hours        3

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

Fax:

E-mail

Distance Support:    WebCT Vista Home Page  
                              <http://webct.westga.edu>  
                              Web CT Vista Help & Troubleshooting  
                              <http://www.westga.edu/%7Edistance/webct2/students/> ,  
                              UWG Distance Learning  
                              <http://www.westga.edu/~distance/webct/support.html> or  
                              [distance@westga.edu](mailto:distance@westga.edu) ,  
                              Distance Learning Library Services <http://www.westga.edu/~library/depts/offcampus/> ;  
                              Ingram Library Services  
                              <http://www.westga.edu/~library/info/library.shtml>

Communication: The official university communication to students is through campus e-mail (myUWG). Be sure to access this several times a week to keep up-to-date on important information.

### COURSE DESCRIPTION

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

### CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement", the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National

principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

## **COURSE OBJECTIVES**

Students will:

1. identify and describe the major steps in the systematic design of instruction. (D8 Knowledgeable; NBPTS 1,2,3,4; AASL 2); (Dick & Carey, 1995; Gagne, Briggs, & Wager, 1992; Smaldino, Russell, Heinich, & Molenda, 2005; Kemp, Morrison, and Ross, 2000; Seels & Glasgow, 1998; Reigeluth, 1999; Shambaugh, & Magliaro, 1997; Smith & Ragan, 1999; Turner & Riedling, 2003; Zook, 2001);
2. explain how instructional design principles derive from the information processing model of learning. (D1 Decision Maker; NBPTS 2,3,4; AASL 2); (Gagne, Briggs, & Wager, 1992; Gustafson & Branch, 1997; Roblyer & Edwards, 2004; Shambaugh & Magliaro, 1997; Zook, 2001);
3. apply systematic instructional design principles by selecting a learning problem and carrying out the steps of an instructional design model. (D5 Collaborative; D10 Reflective; NBPTS 1,2,3,4; AASL 2, 3); (Dick & Carey, 1995; Seels & Glasgow, 1993; Gagne, Briggs, & Wager, 1992; ; Smaldino, Russell, Heinich, & Molenda 2005; Kemp, Morrison, and Ross, 1999; Shambaugh & Magliaro, 1997; Smith & Ragan, 1999; Turner & Riedling, 2003; Zook, 2001); and
4. discuss the value of instructional design today as it relates to the changing nature of society and learners, including the roles of instructional designers in the schools and/or higher education. (D4 Adaptive; NBPTS 1,2,3,4,5; AASL 1, 2, 3, 4); (Bradens, 1996; Callison, 2005; Merrill, 1991; Perkins, 1991; Roblyer & Edwards 2004; Smith & Ragan, 1999; Turner & Riedling, 2003; Willis, 1995; and Zook, 2001).

## **TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES**

### **Required Text:**

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

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

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

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

### **Required Tutorials for WebCT Vista:**

<http://www.westga.edu/%7Edistance/webct2/students/>

## References:

- Bradens, R. (1996). The case for linear instructional design and development: A commentary on models, challenges, and myths. *Educational Technology*, 36(2), 5-23 .
- Callison, D. (2005). *Key words, concepts and methods for information age instruction: A guide to teaching information inquiry*. Baltimore, MD: LMS Associates.
- Dick, W. & Carey, L. (1995). *The systematic design of instruction* (4th ed.) New York: Addison-Wesley.
- Gagne, R., Briggs, L. & Wager, W. (1992). *Principles of instructional design* (4th ed.) Fort Worth, TX: Harcourt Brace.
- Gustafson, K.L. & Brach, R.M. (May, 1997). *Survey of instructional development models*. Syracuse, NY: ERIC Clearinghouse on Information & Technology
- Merrill, M. D. (1991). Some comments on constructivism and instructional design. *Educational Technology*, 31(5), 45-52.
- Morrison, G.R., Ross, S.M., & Kemp, J. E. (2001). *Designing effective instruction* (3<sup>rd</sup> ed.), New York, NY: Macmillan College Publishing Company.
- Perkins, D. N. (1991). Technology meets constructivism: Do they make a marriage? *Educational Technology*, 31(5), 18-23.
- Reigeluth, C.M. (ed.) (1999). *Instructional-Design Theories and Models Volume II – A New Paradigm of Instructional Theory*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers
- Roblyer, M. D., Edwards, J. (2004). *Integrating educational technology into teaching* (3<sup>rd</sup> ed.) Columbus, OH: Prentice Hall.
- Seels, B., and Glasgow, Z. (1998). *Making instructional design decisions*. Columbus, Ohio: Prentice Hall.
- Shambaugh, R. N., & Magliaro, S. (1997). *Mastering the possibilities: A process approach to instructional design*. Boston: Allyn & Bacon.
- Smaldino, S., Russell, J., Heinich, J.E., & Molenda, S. (2005). *Instructional media and technologies for learning* (8th ed.), Englewood Cliffs, NJ: Prentice Hall.
- Smith, P. & Ragan, T. (1999). *Instructional design*. New York, NY: Merrill Publishing Company.
- Willis, J. (1995). A recursive, reflective instructional design model based on constructivist-interpretivist theory. *Educational Technology*, 35(6), 5-23.
- Zook, K. (2001). *Instructional design for classroom teaching and learning*. Boston, MA: Houghton Mifflin.

## On-line Resources

- Georgia Department of Education. (n.d.). Retrieved May 27, 2005, from <http://www.k12.ga.us>
- Georgia Department of Education/Georgia Learning Connection/ Media. (n.d.). Retrieved December 28, 2004, from <http://www.glc.k12.ga.us/pandp/media/homepg.htm>
- Georgia Performance Standards. (n.d.). Retrieved June 26, 2006, from <http://www.georgiastandards.org/>

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICIES

### Link to Conceptual Framework

The focus of this course is to provide students with an overview of and opportunities to work with a variety of systematic approaches to instructional planning, implementation, assessment, and evaluation. As students participate in the course and complete the course assignments they will have demonstrated achievement in the areas of *decision making*: developing an instructional design project centered around student instruction, developing an instructional design project based on an information literacy standard or technology standard for a faculty/staff in-service (course activity 3, 4); *being adaptive*: comparison paper describing the value of instructional design and its changing role as it relates to the changing nature of society and learners, including provisions in the instructional design project to meet the needs of diverse learners, in-service projects (course activities 2, 3, 4, 5); *being collaborative*: developing an instructional design project collaboratively with

teachers and media specialists centered around student instruction (course activity 3, 4); *knowledge*: developing an instructional design project centered around student instruction, developing an instructional design project based on an information literacy standard or technology standard for a faculty/staff in-service, completing a project describing and comparing two systematic instructional design models, completing midterm and final examinations which will cover text information, class materials, and WebCT discussions, participation in class and WebCT discussions and activities (course activities 1, 2, 3, 4, 5, 6, 7); *reflection*: participation in class and WebCT discussions, comparison paper, thought provokers, describing the evaluative aspects of the instructional design project, field experience reflections, completing the reflective section of the final exam (course activities 1, 2, 3, 4, 6, 7).

## **Activities and Assessments:**

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

#### **Face-to-face class requirements**

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

#### **On-line class requirements**

- Students will complete the assigned online activities by the specified timelines. Students must check WebCT Vista at least 3 times per week. Students can expect responses from the instructor within 48 hours. If students have any problems they are to contact the Distance Office for assistance and the instructor immediately. The help line e-mail address is on page one of this syllabus as well as the distance office e-mail address and phone number. If this fails call the Distance Learning Office and then the instructor for assistance. Remember, there are computer labs on campus for student use.
- Students need to go through the tutorials that are available by clicking on the "Student" tab at the top of the WebCT Vista page. Do not wait to ask for help with WebCT Vista. Seek assistance immediately. (Objectives # 1,2,3,4; disposition; teacher observation)
- Since this is primarily an online course, you are responsible for monitoring your work time in order to complete and submit assignments by the established due dates. Assignments will be accepted late but there will be a loss of points due to the lateness of submission.

#### **General Statements**

- Extra credit is not available for assignments in this course
- All student work submitted during the course is required to be original.
- Work created in another course will not be excepted unless approved by the instructor.
- All assignments must follow APA format unless otherwise specified.

### **2. Thought Provokers and Other Discussion Topics**

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

(Objectives # 1,2,3,4; knowledge, skills; projects)

### **3. Student Instruction Design Project ~ Group Project**

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

- Specific details for the Student Instruction Design project will be posted in the “Student ID Project” backpack on the WebCT Vista course page.
- The work for this project will be completed and submitted periodically throughout the semester. (Objective #3; knowledge, skills; project)

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

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

- Specific details for the In-Service project will be posted in the under “In-Service Project” backpack on the WebCT Vista course page. (Objective #3; knowledge, skills; project)

### **5. Comparison of Instructional Design Models ~ Individual Project**

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

#### **Reflection on Instructional Design Models**

After comparing the three instructional design models, students will reflect on their comparison and describe how they would adapt the models to best meet the needs of students. Students will also reflect on the assignment and how it helped them gain a better understanding of AASL standards and College of Education Conceptual Framework descriptors. Specific criteria will be posted in the “Comparison of Models” backpack on the WebCT Vista course page. This assignment will be placed in Foliotek. (Objective # 4; knowledge, disposition; written essay)

### **6. Research Models Exploration**

Students will explore and compare a variety of research models that are most frequently used with students in PreK-12 schools. As each model is explored, information will be recorded on the form provided. Connections between the research models and Information Literacy Standards and Technology Standards

must also be identified. After all of the specified models have been explored, students will write a comparison of the models and describe the potential use for each model.  
(Objective # 3; knowledge, disposition; completed form and essay)

## 7. Field Experience Activities

*Field Experience Assignment MEDT 7461 Instructional Design*

### I. Description of field assignment

Examine specific instructional roles of the SLMS through interviewing a SLMS. Discuss roles related to planning, implementing and evaluating student instruction; developing in-service materials; collection development related to Georgia Performance Standards, information literacy standards and technology standards.

### II. Procedures and time allocation – 5 hours

- Consult a SLMS or media coordinator through interviews, surveys, or questionnaires about their responsibilities related to student instruction and staff development.
- Discuss ways to catalog materials adding curriculum connection information to individual catalog (MARC) records.
- Examine a collection for materials that could support Georgia Performance Standards in one curriculum area (math, science, or social studies) for a grade level you are not familiar with. A collection can be examined in person or through a schools on-line catalog.
- Use LM-NET and Georgia Media Listserv to explore these issues further and see how other SLMS collaborate with teachers, provide staff development, and build their collection to support Georgia Performance Standards through their media programs.

### III. Check list of additional activities to be completed in the field – 10 hours

- 1 – Examine the LMC collection in-depth / Shelf reading
- 2 – Plan/collaborate with teachers
- 3 – Teach information literacy skills (Dewey, orientation, etc.)
- 4 – Assist students with research needs
- 5 – Assist students in locating materials
- 6 – Assist students with multimedia productions
- 7 – Shelve books
- 8 – Check books in and out
- 9 – Collect fines and issue overdue notices
- 10 – Catalog / Process

### IV. Suggestions of how to prepare for activities:

- Contact a SLMS or Media Coordinator as soon as possible to set up times for interviewing.
- Become familiar with course assignments so you can work on final products while you are in the field.
- Apply learnings from the text, websites and listservs, and outside readings in addition to field experience as you work on class projects.

V. Required assignment documentation to be submitted for course

Brief description of what was done in narrative form OR an annotated outline (check sheet and other artifacts should be attached). Include the job titles of the person(s) involved in the activity such as SLMS, media coordinator, teacher, etc.

Brief description of two or three most significant learnings with statements of future applicability of what has been learned (reflection).

Reflective critique that addresses specific media program administration issues:

- Based on readings, surveying of listservs and on-line catalogs, and interacting with SLMS, how would you approach collection and material development to support student instruction?
- Potential positive results of collaboration between teachers and SLMS.
- Value of well developed in-service materials

VI. Required documentation to be submitted at the end of course (Save Electronically)

Field Experience Log (will be placed in Foliotek)

Field Experience Reflection Form (will be placed in Foliotek)

(Objective # 2, 3, 4: knowledge, skills, disposition; required forms)

8. Completion of Midterm and Final Examination Activities

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

(Objectives # 1,2,3,4; knowledge; postings of group and individual work during class)

**Evaluation Procedures:**

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

- |  |                      |
|--|----------------------|
| 1. Face to Face and Online Class Participation .....                                   | 9%                   |
| 2. Thought Provokers (5 points each; 70) and Discussion Topics (10 points each; 40)... | 11%                  |
| 3. Student Instruction Design Project .....  | 200 points..... 20%  |
| 4. Faculty/Staff In-service Instruction Design Project.....                            | 100 points ..... 10% |
| 5. Comparison of Instructional Design Models and Reflection...150 points.....          | 15%                  |
| 6. Research Models Exploration .....   | 100 points..... 10%  |
| 7. Field Experience Activities.....  | 50 points..... 5%    |
| 8. Exams (Midterm 100 points, Final 100 points).....                                   | 200 points..... 20%  |

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

**Grading Policy:**

Students will be graded using the following scale:

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

**Academic Honesty:**

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 the ideas of 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 Connection, Undergraduate Catalog, and Graduate Catalog*.

**Disciplinary procedures described in the latest State University of West Georgia**

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

**CLASS POLICIES**

**Professionalism**

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

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

**DISABILIT POLICY**

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the University of West Georgia Coordinator of Disability Services, Dr. Ann Phillips. 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/~dserve>. Any student with a disability documented through student services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged.

**Tentative Schedule**

<b>Date</b>	<b>Class Activities</b>	<b>Readings and Assignments</b>
January 13 WebCT Vista	* Purchase textbooks – you must do this and begin your reading or what we do during the first on campus session will not make any sense * Check for Instructions on WebCT Vista * Review Syllabus and make notes of questions	* Begin reading Chapters 1, 2, 3, and 4 in text <i>Helping Teachers Teach</i> * Respond to Thought Provokers for chapters 1, 2, 3, and 4 (due prior to class January 20) * If new to WebCT Vista, use tutorials * Submit Student Information Form
January 20 On Campus	* Why Instructional Design? * Discuss Chapters 1 – 7	* Prior to coming to campus, read Chapters 5, 6, and 7 in text <i>Helping</i>

Education Center Computer Lab 201	<ul style="list-style-type: none"> <li>* Role of Media Specialists and Technology Specialists in the Design of Instruction</li> <li>* Instructional Objectives</li> <li>* In-Service Responsibilities</li> <li>* Georgia Department of Education site <a href="http://www.k12.ga.us">http://www.k12.ga.us</a></li> <li>* GLC site <a href="http://www.glc.k12.ga.us">http://www.glc.k12.ga.us</a></li> <li>* GPS site <a href="http://www.georgiastandards.org/">http://www.georgiastandards.org/</a></li> </ul>	<p><i>Teachers Teach</i></p> <ul style="list-style-type: none"> <li>* Respond to Thought Provokers for chapters 5, 6, and 7 during class</li> <li>* Class will meet in Education Center computer lab 201</li> <li>* <b>Bring Syllabus and text to class</b></li> <li>* View Instructional Objectives PPT</li> </ul>
January 20 (Saturday)	Electronic Portfolio Workshop If you are completing your school library media or instructional technology program this semester or summer and you are not using Foliotek for your portfolio you should attend this workshop.	MIT Faculty will work with students: Ed.S. at 11:30 M.Ed. and Certification at 12:30
January 27 WebCT Vista	<ul style="list-style-type: none"> <li>* Continue to review text chapters</li> <li>* Explore potential resources for Comparison of ID Models</li> <li>* <b>Compile a list of potential resources</b> you will use for Comparison of Instructional Design Models</li> <li>* Explore needs assessment strategies for In-Service Projects</li> <li>* <b>Review Step 1 – Needs Assessment of Student Instruction Project</b></li> </ul>	<ul style="list-style-type: none"> <li>* Explore needs assessment strategies for Faculty In-Service Projects</li> <li>* Submit reflection on <b>Step 1 – Needs Assessment of Student Instruction Project</b></li> <li>* Submit a list of <b>potential resources</b> you will use for Comparison of Instructional Design Models</li> </ul>
February 3 WebCT Vista	<ul style="list-style-type: none"> <li>* <b>Complete Step 2 – Learner Analysis of Student Instruction Project</b></li> <li>* Work on Comparison of ID Models</li> <li>* Work on In-Service Projects</li> </ul>	<ul style="list-style-type: none"> <li>* Read Chapter 8</li> <li>* Respond to Thought Provokers for chapter 8</li> <li>* Submit <b>Step 2 – Learner Analysis of Student Instruction Project</b></li> </ul>
February 10 WebCT Vista	<ul style="list-style-type: none"> <li>* Work on In-Service Projects</li> <li>* <b>Complete Comparison of Instructional Design Models</b></li> <li>* <b>Complete Discussion Topic #1</b></li> </ul>	<ul style="list-style-type: none"> <li>* Submit to Dr. Putney through WebCT mail, <b>Comparison of Instructional Design Models and Reflection on assignment</b></li> <li>* <b>Post Discussion Topic #1</b></li> </ul>
February 17 WebCT Vista	<ul style="list-style-type: none"> <li>* <b>Complete Step 3 – Instructional Objectives of Student Instruction Project</b></li> <li>* Work on In-Service Projects</li> </ul>	<ul style="list-style-type: none"> <li>* Read Chapter 9</li> <li>* Respond to Thought Provokers for chapter 9</li> <li>* Submit to <b>Step 3 – Instructional Objectives of Student Instruction Project</b></li> </ul>
February 24 WebCT Vista	<ul style="list-style-type: none"> <li>* <b>Complete Correlation Sections – Information Literacy Standards and Technology Standards for Student Instruction Project</b></li> </ul>	<ul style="list-style-type: none"> <li>* <b>Post Discussion Topic #2</b></li> <li>* Submit <b>Correlation Sections – Information Literacy Standards and Technology Standards for Student</b></li> </ul>

	<ul style="list-style-type: none"> <li>* Work on In-Service Projects</li> <li>* <b>Complete Discussion Topic #2</b></li> </ul>	Instruction Project
March 3 WebCT Vista	<ul style="list-style-type: none"> <li>* Complete <b>Step 4 – Assessment of Student Performance</b> of Student Instruction Project</li> <li>* <b>Complete In-Service Template and PPT for In-Service Project</b></li> </ul>	<ul style="list-style-type: none"> <li>* Read Chapter 10 prior to class</li> <li>* Respond to Thought Provokers for chapter 10 (during class)</li> <li>* Submit <b>Step 4 – Assessment of Student Performance</b> of Student Instruction Project</li> <li>* Submit <b>In-Service Template and PPT for In-Service Project</b></li> </ul>
March 10 WebCT Vista	<ul style="list-style-type: none"> <li>* Complete <b>Step 5 – Strategies and Activities Development</b> of Student Instruction Project</li> <li>* Complete <b>Midterm Exam Activities</b> which will include Chapters 1-10 of text</li> <li>* <b>Complete Content Analysis</b> section of Student Instruction Project</li> </ul>	<ul style="list-style-type: none"> <li>* Read Chapter 11</li> <li>* Complete Thought Provokers for chapter 11</li> <li>* Submit <b>Step 5 – Strategies and Activities Development</b> of Student Instruction Project</li> <li>* Submit <b>Content Analysis</b> section of Student Instruction Project</li> <li>* Complete <b>Midterm Exam Activities</b></li> </ul>
March 17 WebCT Vista	<ul style="list-style-type: none"> <li>* Complete <b>Step 6 – Materials Selection</b> of Student Instruction Project</li> <li>* Complete <b>Discussion Topic #3</b></li> <li>* Work on <b>Research Models Exploration</b></li> </ul>	<ul style="list-style-type: none"> <li>* Read Chapter 12</li> <li>* Respond to Thought Provokers for chapter 12</li> <li>* Submit to Dr. Putney through WebCT mail, <b>Step 6 – Materials Selection</b> of Student Instruction Project</li> <li>* Post <b>Discussion Topic #3</b></li> </ul>
March 24 Spring Break		
March 31 WebCT Vista	<ul style="list-style-type: none"> <li>* Complete <b>Step 7 – Implementation – Lesson Plan</b> (of only one of the activities in Step 5)</li> <li>* Work on <b>Research Models Exploration</b></li> </ul>	<ul style="list-style-type: none"> <li>* Read Chapter 13</li> <li>* Respond to Thought Provokers for chapter 13</li> <li>* Submit <b>Step 7 – Implementation – Lesson Plan</b></li> </ul>
April 5 - 24	Advanced Registration for Spring	Register early to get the courses you need to take
April 7 WebCT Vista	<ul style="list-style-type: none"> <li>* Work on <b>Research Models Comparison</b></li> <li>* <b>Complete Discussion Topic #4</b></li> </ul>	<ul style="list-style-type: none"> <li>* Submit</li> <li>* Post <b>Discussion Topic #4</b></li> </ul>
April 14 WebCT Vista	<ul style="list-style-type: none"> <li>* Complete <b>Step 8 – Evaluation</b> of Student Instruction Project</li> <li>* Work on <b>Research Models Exploration</b></li> </ul>	<ul style="list-style-type: none"> <li>* Read Chapter 14</li> <li>* Respond to Thought Provokers for chapter 14</li> <li>* Submit <b>Step 8 – Evaluation</b> of Student Instruction Project</li> </ul>
April 21 On Campus Education	<ul style="list-style-type: none"> <li>* Complete <b>Final Exam Activities</b> which will include chapters 11-15 of text</li> </ul>	<ul style="list-style-type: none"> <li>* Remember to come to campus Education Center computer lab 201</li> <li>* <b>Complete Final Exam Activities</b></li> </ul>

Center Computer Lab 201	* Complete Research Models <b>Exploration</b> * Complete Course Evaluations	* <b>Submit Research Models</b> <b>Exploration</b>
April 28 WebCT Vista	* Foliotek – enter information into the Field Experience Log and Information Form for this course – enter information into the Field Experience Reflection Form for this course	* <b>Post completed In-Service Project to appropriate BB if willing to share</b> * <b>Submit Field Experience Log and Info form</b> * <b>Submit Field Experience Reflection Form</b>

### Assignment Due Dates

Assignment	Due Date
<b>Student Instruction Project</b>	
Submit Step 1 – Needs Assessment	January 27
Submit Step 2 – Learner Analysis	February 3
Submit Step 3 – Instructional Objectives	February 17
Submit Correlation Section – Information Literacy and Technology Standards	February 24
Submit Step 4 – Assessment of Student Performance	March 3
Submit Step 5 – Strategies and Activities Development and	March 10
Submit Content Analysis	March 10
Submit Step 6 – Materials Selection	March 17
Submit Step 7 – Implementation – Lesson Plan	March 31
Submit Step 8 – Evaluation	April 14
<b>Faculty/Staff In-Service Project</b>	
Submit completed In-Service Template and PPT for Project	March 3
Post completed In-Service PPTs to BB if willing to share with others	April 28
<b>Instructional Design Model Comparison</b>	
Submit a list of potential resources you will use for comparison	January 27
Submit completed Comparison Paper	February 10
<b>Research Models Exploration</b>	
Submit completed form	April 21
Submit completed comparison	April 21
<b>Field Experience Assignments</b>	
Field Experience Log Form	April 28
Field Experience Reflections	April 28
<b>Thought Provokers and Discussion Topics</b>	
Chapters 1, 2, 3, 4 Thought Provokers	January 20
Chapters 5, 6, 7 Thought Provokers (will be completed in class)	January 20
Chapter 8 Thought Provoker	February 3
Discussion Topic #1	February 10
Chapter 9 Thought Provoker	February 17
Discussion Topic #2	March 3
Chapter 10 Thought Provoker	March 3
Chapter 11 Thought Provoker	March 10
Chapter 12 Thought Provoker;	Discussion Topic #3
Chapter 13 Thought Provoker	March 17
Discussion Topic #4	March 31
	April 7

Chapter 14 Thought Provoker;	April 14
<b>Exams</b>	
Midterm Exam Activities – (text chapters 1-10)	March 10
Final Exam Activities -- on campus (text chapters 10-15)	April 21
<b>On Campus Sessions</b>	
First face to face session	January 20
Second face to face session	
Third face to face session	April 21

**MULTIPLE ENTRY REQUIREMENTS**

**SEED**

Degree in field and GACE Basic Skills & GACE Content

or

**P-12**

Degree in field and GACE Basic Skills & GACE Content

*\*All entries require transcript analysis to fill deficiencies, and/or to accommodate students with atypical academic records.*

**\*\*SPECIALIZATION OPTIONS**

Secondary specializations in Math, English, History, Political Science, Biology, Chemistry, Economics, Physics, Business Education, Broadfield Science, P-12 Health & Physical Education

**Entry to 33 hour MAT**

**Common Foundation 15 hours**

Spec Ed in the Regular Classroom SPED 6706

Psyc of Classroom Learning CEPD 6101

Teaching & Learning SEED 7291

Tech in Content Areas MEDT 6402

School and Classroom Assessment EDRS 6342

**Pedagogical Content Courses 12 hours-Required**

Instructional Design MEDT 7461

6 hrs in Graduate Level Content (any approved area)

3 hrs in field based coursework (e.g. SEED 7261,2,3,4)

Internship 3hrs & Seminar 3 hrs

or

6 hrs of additional content for Current or non-certification students

**OPTIONAL RESUME ENHANCERS(6-9 hrs each)**

Reading Endorsement

ESOL Endorsement

Online Teaching Endorsement

*Other Areas of Focus Under Development Include:*

Assessment Specialization

Instructional Technology Specialization

Coaching Specialization

### Course Update Request (Add, Delete, Modify)

**Originator**

 Leadership and Applied Instruction  
 Department

 College of Education  
 College

 Plummer, Danielle (Ms.)  
 Originator

**Action**
 Add
  Modify
  Delete

**Modifications**
 Prerequisites
  Description
  Title
  Credit
  See Comments

**Course Details**

 SEED 7261L ADVANCED INSTRUCTIONAL STRATEGIES FOR ENGLISH  
 Prefix Number Course Title

This course consists of the field experience that accompanies SEED 7261

**Course Catalog Description**

Lec Hrs	3.00	1	Fall - 2011	Every Term	Letter Grade
	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

**Prerequisites**

Admission to Teacher Education. Application for field experience required prior to enrollment.

**Corequisites**
**Rationale**

The rationale for each is that they are the labs for the corresponding course number. For example, students must complete SEED 7261L along with SEED 7261 which is already on the books. The reason is that all students must complete 900 hours of field experiences during their program.

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

Present or Projected Annual Enrollment: 60

**Comments**
 TEAC Approval Required

**College Approvals**

 Butts, Frank [ APPROVED 10/18/10 ]  
 Chair, Course Department

 Hoff, Dianne [ APPROVED 10/24/10 ]  
 Associate Dean, College of Education

**Cross Listing Approvals**

 N/A  
 Chair, Cross Listed Department

 N/A  
 Associate Dean, Cross Listed College

**Other Approvals**

 Jenks, David [ APPROVED 02/18/11 ]  
 Chair, Committee on Graduate Studies

 N/A  
 Chair, TEAC

**FINAL APPROVAL**

 Anderson, Jon [ PENDING 02/18/11 ]  
 Chair, Faculty Senate

## Course Update Request (Add, Delete, Modify)

## Originator

Leadership and Applied Instruction  
DepartmentCollege of Education  
CollegePlummer, Danielle (Ms.)  
Originator

## Action

 Add  Modify  Delete

## Modifications

 Prerequisites  Description  Title  Credit  See Comments

## Course Details

SEED 7261L ADVANCED INSTRUCTIONAL STRATEGIES FOR ENGLISH  
Prefix Number Course Title

This course consists of the field experience that accompanies SEED 7261

## Course Catalog Description

Lec Hrs	3.00 Lab Hrs	1 Credit Hrs	Fall - 2011 Effective Term	Every Term Frequency	Letter Grade Grading
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## Prerequisites

Admission to Teacher Education. Application for field experience required prior to enrollment.

## Corequisites

## Rationale

The rationale for each is that they are the labs for the corresponding course number. For example, students must complete SEED 7261L along with SEED 7261 which is already on the books. The reason is that all students must complete 900 hours of field experiences during their program.

## Planning Info

- Library Resources are Adequate  
 Library Resources Need Enhancement

Present or Projected Annual Enrollment: 60

## Comments

 TEAC Approval Required

## College Approvals

Butts, Frank [ APPROVED 10/18/10 ]  
Chair, Course DepartmentHoff, Dianne [ APPROVED 10/24/10 ]  
Associate Dean, College of Education

## Cross Listing Approvals

N/A  
Chair, Cross Listed DepartmentN/A  
Associate Dean, Cross Listed College

## Other Approvals

Jenks, David [ APPROVED 02/18/11 ]  
Chair, Committee on Graduate StudiesN/A  
Chair, TEAC

## FINAL APPROVAL

Anderson, Jon [ PENDING 02/18/11 ]  
Chair, Faculty Senate

**Proposed Syllabus****SEED 7261L****ADVANCED INSTRUCTIONAL STRATEGIES FOR ENGLISH EDUCATION LAB**

Semester Hours: 1

Semester/Year:

Time/Location:

Instructor:

Office Location:

Office Hours:

Online Hours:

Telephone:

Email:

Fax:

Online Support: CourseDen Home Page  
<https://westga.view.usg.edu/>

CourseDen Help & Troubleshooting  
<http://www.westga.edu/~distance/webct1/help>

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

UWG On-Line Connection  
<http://www.westga.edu/~online/>

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

Prerequisite: Admission to Teacher Education. Application for field experience required prior to enrollment.

This course consists of the field experience that accompanies SEED 7261.

## CONCEPTUAL FRAMEWORK

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

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

## COURSE OBJECTIVES

Students will:

1. participate in a field experience for one semester (Savage, Savage, & Armstrong, 2006; *Teacher education handbook: Policies and procedures*, 2010-2011);  
  
*(Professional Excellence; Field Based Inquiry; and the Betterment of Society; INTASC 1-10)*
2. develop observational skills and observe classroom practices (Cruikshank, Jenkins, & Metcalf, 2009);  
  
*(Professional Excellence; Field Based Inquiry; and the Betterment of Society; INTASC 1-10)*
3. apply theoretical concepts to actual practices in the classroom (Darling-Hammond & Bransford, 2005); and

*(Professional Excellence; Field Based Inquiry; and the Betterment of Society; INTASC 1-10)*

4. follow the directions of the professor of SEED 7261 concerning assignments related to field experiences.

*(Professional Excellence; Field Based Inquiry; and the Betterment of Society; INTASC 1-10).*

## TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

**Required Text:** *Teacher education handbook: Policies and procedures.* (2010-2011). Carrollton, GA: College of Education.  
[http://coe.westga.edu/Students/documents/Internship\\_HB\\_Current.pdf](http://coe.westga.edu/Students/documents/Internship_HB_Current.pdf)

### References:

Cruikshank, D., Jenkins, D., & Metcalf, K. (2009). *The act of teaching* (5th ed.). Columbus, OH: McGraw-Hill.

Darling-Hammond, L., & Bransford, J. (Eds). (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do.* San Francisco, CA: Jossey-Bass.

Danielson, C. (1996). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: Association for Supervision and Curriculum Development.

Denton, P., & Kriete, R. (2000). *The first six weeks of school.* Greenfield, MA: Northeast Foundation for Children.

Kellough, R. D. (1999). *Surviving your first year of teaching.* Upper Saddle River, NJ: Merrill.

Savage, T. V, Savage, M. K., & Armstrong, D. G. (2006). *Teaching in the secondary school* (6th ed.). Upper Saddle River, New Jersey: Pearson.

*Teacher education handbook: Policies and procedures.* (2010-2011). Carrollton, GA: College of Education.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: ASCD.

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

### Assignments:

1. Complete a field experience in an assigned school by going to the school on agreed upon days, cooperating with the teacher assigned, and the university supervisor.

*Objectives , 1, 2, 3*

2. Complete any other assignments designated by the university professor and/or university supervisor, e.g., reflection papers, that relate to SEED 7261.

*Objectives 1- 4*

### **Evaluation Procedures:**

An evaluation tool designed by the College of Education faculty will be used to evaluate the candidate's performance. College supervisors may also complete narrative evaluations of the progress of the candidate in her/his student placement. Successful passage of this experience also involves communicating with the professor for SEED 7261 and the assigned supervisor for this field experience. Failure to maintain open communications by e-mailing and/or telephoning the university supervisor regularly may be grounds for a grade of U in the course. Candidates should communicate absences to the assigned school, the cooperating teacher, and the university supervisor. More than two absences may be grounds for a grade of U. A candidate must successfully pass this field experience to complete her/his program in Teacher Education.

### **Grading:**

S -- Candidate successfully passes the field experience.

U -- Candidate is unsuccessful in passing the field experience.

- 5.4. ***DISCONTINUATION POLICY*** [Adopted 05/97. Revised and approved by Administrative Council 06/03. Effective 01/04]

*There are circumstances that warrant discontinuing the candidate's admission to teacher education program and/or field experience placement. The termination of the admission to teacher education program status and/or the field experience placement may be immediate when the actions of the teacher candidate present a negative impact on the learning environment or on the safety of the students, or when the actions of the teacher candidate do not conform to responsible professional conduct as outlined:*

- *in the Code of Ethics adopted by the Professional Standards Commission; or*
- *in the knowledge, skills, and dispositions as outlined in the Conceptual Framework of the College of Education; or as*
- *determined by university faculty, site administration, Department Chair, or the administrator who coordinates field experiences.*

*In such circumstances, the following actions may be taken:*

1. *The university supervisor and/or course instructor(s) and the Department Chair confer immediately with the teacher candidate to be sure that he or she is aware of the seriousness of the situation and to provide the teacher candidate with an opportunity to present additional information.*

2. *The university supervisor and/or course instructor(s) and the Department Chair review the data and make a decision to either allow the candidate to continue in the teacher education program or be removed from the teacher education program.*
3. *The teacher candidate is informed of the decision, in writing and in conference by the Department Chair and/or the administrator who coordinates field experiences.*
4. *The Department Chair, advisor, and/or appropriate faculty member discuss with the candidate other career alternatives, available campus support resources, and/or options for a second opportunity in the teacher education program. The teacher candidate is informed of the appropriate procedures for appeal.*

**Note: Unprofessional acts and/or acts which pose a safety risk may result in immediate termination of the admission to teacher education status, application for admission to teacher education, and/or field experience placements.**

#### **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 *UWG Connection and Student Handbook* and the *Graduate Catalog*.

Attendance: Candidates should communicate absences to the assigned school, the cooperating teacher, and the university supervisor. More than two absences may be grounds for failure.

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](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.

Professional Conduct: Candidates are expected to follow the rules of conduct as outlined in the *Teacher Education Handbook* of the College of Education of the University of West Georgia, as

well as the *Code of Ethics for Educators* as outlined by the Georgia Professional Standards Commission.

Student Email Policy: University of West Georgia students are provided a myUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. It is also the student's responsibility to keep the account cleaned out so that e-mail does not "bounce back" when sent from an agent of the university.

## CLASS OUTLINE

Candidates are expected to report to their assigned school-when instructed to do so by the Office of Field Experiences. Dates of attendance are posted at various places in the College of Education and will be announced in SEED 7261. They vary from semester to semester.

Any deviation from the assigned schedule must be discussed among the candidate, their cooperating teacher, and their university supervisor.

Week 1	Selection Process
Week 2	Orientation
Week 3	Field Placement
Week 4	Field Placement
Week 5	Field Placement
Week 6	Field Placement
Week 7	Field Placement
Week 8	Field Placement
Week 9	Field Placement
Week 10	Field Placement
Week 11	Field Placement
Week 12	Field Placement
Week 13	Field Placement
Week 14	Field Placement
Week 15	Final Evaluation
Week 16	Reflection

## Helpful Links

General Instructions

Guidelines for experience

Guidelines for Reflections

Log

Rating Form for field placement



# **Addendum V**

## **A Proposal to Revise the Allocation and Number of Senators**

*Submitted to the Faculty Senate by the Rules Committee (Chris Aanstoos, Chair)*

### **Preamble**

Because the reorganization of the College of Arts and Sciences and the reorganization within the College of Education resulted in structures that no longer conform to the existing rules for the allocation of senators (see *Policies and Procedures*, Article IV, Section 2), the Rules Committee was charged with the task of devising a new set of rules to govern the allocation of senators. After extensive study of Senate structures at other universities, conversations with colleagues across the colleges at UWG, and deliberation within the committee of many alternatives, the Rules Committee developed a new determination based on the principle presented to the Senate as an Information Item at the November meeting, which was:

*Each college, the School of Nursing and the Library shall be allocated the number of senators equal to 10% of their full-time faculty. The Library and the School of Nursing shall elect their senators at large. For the colleges, each department within a college first elects one senator, and then the remaining senators allocated to that college are elected at-large by the college.*

The following proposal codifies the revised language for the *Policies and Procedures* manual needed to enact this proposed allocation.

### **The Motion**

Motion to replace Article IV, Section 2, A, 5 of the *Policies and Procedures* with the following:

*Duly elected senators, apportioned to each college, the School of Nursing and the Library, such that the number of senators allocated to each unit shall equal 10% of their full-time faculty. The Library and the School of Nursing shall elect their senators at large. For the colleges, each department within a college elects one senator and the remaining senators allocated to that college are elected at-large by the college. Should any department fail to elect a senator in an election cycle for which it has a vacancy, that vacancy will be added to the at-large pool for its college for that election.*

### **Current Policy Changed by the Proposed Policy**

Article IV, Section 2, A, 5 of the *Policies and Procedures* currently states:

*Thirty Nine (39) duly elected senators apportioned as follows: College of Arts and Sciences, nineteen (19); Richards College of Business, six (6); College of Education, nine (9); School of Nursing, two (2) and the Library, three (3). No department of any unit shall be represented by more than one (1) senator unless a unit has fewer departments than its allotted number of senators. In no case shall departmental representation exceed two (2) senators.*

# **Addendum VI**

## To Revise the Standing Committees

*Submitted to the Faculty Senate by the Rules Committee (Chris Aanstoos, Chair)*

### The Motion:

**MOTION:** To amend Article IV, Section 2,I of the *Policies and Procedures Manual* with the following changes:

(highlighted material are additions, strikethroughs are deletions)

Standing Committee, Membership and Purpose - Each Faculty Senate Committee shall be assigned ~~three (3)~~ senators to its membership. ~~Such assignments will be made by the Senate Executive Committee~~ in consultation with the expressed preferences of each Senator.

1. (1) Undergraduate Academic Programs Committee. Purposes: to recommend policy and procedures concerning undergraduate degrees and academic programs (including majors, concentrations, and minors), ~~continuing education,~~ extended degree programs, international programs, core curriculum, and individual undergraduate courses; and to approve all undergraduate course additions or deletions from the curriculum and any reorientation of existing programs. Membership: Senate 3; Faculty 10 (4 Arts and Sciences, 1 Nursing, 2 Business, 2 Education, 1 Library); Students 2 (their majors representing different colleges); Administration 1 ex-officio, non-voting (Registrar). Total membership: 16. ~~College Deans and their representatives are excluded from membership.~~ five senators; seven faculty, one elected from each of the following academic units: the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; two administrators: the Registrar, and one appointed by the Provost; one student, appointed by SGA. (Total: 15)
2. (4) Academic Policies and Procedures Committee. Purpose: to recommend policy and procedures concerning advising, undergraduate admissions and retention, progression and graduation, registration, University calendar, class scheduling, final examinations and examination scheduling, testing, advanced placement, commencement, and catalogs--including catalog content; to ~~hear~~ consider undergraduate student petitions for exceptions to academic policy, including graduation requirements, as authorized by the Provost and Vice President for Academic Affairs; and to advise with respect to Admissions, Enrollment Management, Learning Support and Testing, Registrar, Registration and Records. Membership: Senate 3; Faculty 10 (5 Arts and Sciences, 1 Nursing, 1 Business, 2 Education, 1 Library) Administration 3; student 1. Total membership: 17. four senators; seven faculty, one elected from each of the following academic units: the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; two administrators: the Registrar and one appointed by the Provost; one student, appointed by SGA. (Total: 14)

3. (5) Faculty and Administrative Staff Personnel Development Committee. Purpose: to recommend policy concerning appointments, promotions, tenure, salaries, benefits, grievances, discipline and dismissals; to hear and make recommendations in grievance, discipline and dismissal cases to serve as the Faculty Hearing Committee in accordance with the Board of Regents established faculty grievance process; to review pedagogy for distance and classroom learning; to determine the allocation of UWG funded grant support; and to serve in an advisory capacity on faculty and institutional research, institutional diversity, sponsored operations, and other faculty development issues as may be requested by administration. Membership: Senate 3; Faculty 10 (5 Arts and Sciences, 1 Nursing, 1 Business, 2 Education, 1 Library); Administration 2; students 0. Total Membership: 15 three or four senators; seven faculty, one elected from each of the following academic units: the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; one administrator, appointed by the Provost. (Total: 11 or 12)
4. Learning Resources. Purpose: to recommend policy, make procedural recommendations and organizational and developmental recommendations for library, faculty and institutional research. Membership: Senate 3; Faculty 9 (5 Arts and Sciences, 1 Nursing, 1 Business, 1 Education, 1 Library); Administration 2, students 2. Total membership: 16.
5. (10) University Relations Committee. Purpose: To serve in an advisory capacity to the Vice President for University Advancement and to recommend policy and procedures and concerning continuing education, university public relations, alumni relations, marketing, university events and convocations, priorities for fund raising. Membership: three senators; seven faculty, one elected from each of the following academic units: the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing and the Library; two administrators, one appointed by the Provost, and one by the Vice-President for University Advancement; one student representative, appointed by SGA. (Total: 13)
6. (7) Student Life Affairs Committee. Purpose: to serve in an advisory capacity to the Vice President for Student Affairs and to recommend policy and procedures concerning financial aid, orientation, housing, health and food services, career and counseling services, student security and safety, student discipline, student publications, student organizations and government, student development, internship programs, multicultural opportunities, international students, and other student matters referred to the committee. Membership: Senate 3, Faculty 7 (3 Arts & Sciences, 1 Nursing, 1 Business, 1 Education, 1 Library), Administration 2, (Assistant Dean of Students and 1 administrative designee). Students 4 (3 undergraduate, 1 graduate). Total membership: 16. three senators; seven faculty, one elected from each of the following academic units: the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; two administrators, one appointed by the Provost, and one by the Vice-President for Student Affairs; two student representatives, one appointed by SGA and one by the Dean of the Graduate School. (Total: 14)
7. (9) General University Matters Environment Committee. Purpose: to serve in an advisory capacity to the Vice President for Business and Finance and to

recommend policy and procedures for concerning campus planning and development, auxiliary services, public relations, convocations, campus security and safety, campus facilities, such as telephone services, mail services, parking and traffic control, physical plant, and environmental and sustainability issues, problems, etc. Membership: Senate 3; Faculty 5 (3 Arts and Sciences, 1 Nursing, 1 Education, 0 Library); Administration 2; Students 3. Total membership: 13. three senators; seven faculty, one elected from each of the following academic units: the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; two administrators, one appointed by the Provost and one by the Vice-President of Business and Finance; one student representative, appointed by SGA. (Total: 13)

8. (6) Institutional Studies and Strategic Planning Committee. Purpose: to recommend policy concerning University purposes and goals (and to evaluate their degree of suitability and attainment), academic planning and growth, SACS and specialized accreditations, the Quality Enhancement Plan (QEP), and campus development and to monitor the implementation of the campus University's strategic plan. Membership: Senate 3; Faculty 7 (3 Arts and Sciences, 1 Nursing, 1 Business, 1 Education, 1 Library); Administration 4; Students 2. Total membership: 16. three or four senators; seven faculty, one elected from each of the following academic units: the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; two administrators: the Director of Institutional Research and Planning and one appointed by the Provost; one student, appointed by SGA. (Total: 13 or 14)
9. (11) Intercollegiate Athletics Committee. Purpose: To recommend policy and procedures concerning athletic admission standards, athletic budgets, program expansion or reduction, and membership in associations; and to oversee the enforcement of conference, association, and accreditation rules and regulations. Membership: Senate 3; Faculty 3 (1 Arts and Sciences, 1 Business, 1 Education); Administration 2; Students 4; Ex-officio (Non Voting) The Director of Athletics and the NCAA Representative. Total Membership: 14 (Approved by Faculty Senate, Fall '91) three senators; seven faculty, one elected from each of the following academic units: the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; four administrators: the Director of Athletics; the NCAA representative; one appointed by the Provost, and one by the Vice-President for University Advancement; two students, appointed by SGA. (Total: 16)
10. (2) Committee on Graduate Studies Programs Committee. Purpose: to recommend policy and formulate procedures concerning graduate programs, curriculum, admissions, graduate transfers, admission to candidacy, eligibility for graduation, petitions and appeals, and graduate faculty membership to recommend proposals for graduate degree programs and other graduate curricula matters to the Senate through the Provost and Vice President for Academic Affairs; and to approve all additions and deletions of graduate courses and programs and reorientations of existing programs. Membership: Senate 3; Dean of the Graduate School (ex-officio, non-voting), the department chair or coordinator of each graduate program, and one graduate student selected by the Committee on Graduate

~~Studies:~~ five senators; seven faculty, one elected from each of the following academic units: the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; two administrators: the Dean of the Graduate School, and one appointed by the Provost; one student, appointed by the Dean of the Graduate School. (Total: 15)

11. (3) ~~Honors College Programs~~ Committee. Purpose: to recommend policy and formulate procedures concerning Honors College admission and retention criteria, Honors College advising and curriculum matters, petitions and appeals, and the annual Honors Convocation; to recommend proposals for recognizing Honors College student achievements through the University Commencement program and other appropriate means; and to recommend means to attract prospective Honors College students, and to provide Honors College students amenities and advantages consistent with national patterns of excellence; and to make recommendations concerning honorary degrees to the Senate through the Provost and Vice President for Academic Affairs. Membership: ~~Senate 3; Faculty 6 (3 Arts and Sciences, 1 Nursing, 1 Business, 1 Education); Students 1; Administration 4 ex officio, non-voting (Dean of the Honors College, Director of Advanced Academy, Director of Admissions, Director of Residence Life). Total membership: 14.~~ three senators; seven faculty, one elected from each of the following academic units: the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; three administrators: the Dean of the Honors College, the Director of the Advanced Academy, and one appointed by the Provost; one student, appointed by the Student Honors Council. (Total: 14)
12. (8) ~~Technology Planning~~ Committee. Purpose: To recommend policy and procedures concerning the integration of information technology into the academic mission, including distance and online learning; to compile an annual evaluation of the state of information technology at the University; and to advise with respect to the campus computer centers, and the Office of Information Technology; ~~assess and recommend policy and procedures that contribute to the fulfillment of UWG's technology vision. That vision is "... to integrate information technology into West Georgia's academic and administrative mission to ensure that students, faculty, staff, and the community are well prepared for life in a knowledge-based and technologically dynamic society." The Technology Planning Committee will produce a Yearly Evaluation of Campus IT as a summation of the state of information technology at UWG over the previous academic year. This report, to be completed by the end of the fall semester, will include:~~
  1. ~~An assessment of annual reports from IT units, evaluations from the Technology Coordination Council, user surveys, and other documents that provide evidence that the university is actively participating in the strategies articulated in the UWG IT Strategic Plan.~~
  2. ~~An evaluation of existing campus policies related to the allocation and use of technology to ensure that academic and administrative needs are adequately addressed.~~
  3. ~~A summary of the committee's findings and any recommendations for increased activity to fulfill participation in the IT Strategic Plan and/or~~

recommendations for changes, additions or other improvements to the UWG IT Strategic Plan and accompanying process. Membership: Senate 3; Faculty 6 (2 Arts and Sciences, 1 Nursing, 1 Education, 1 Business, 1 Library); Administration 4; Students 3. Total membership: 16. three senators; seven faculty, one elected from each of the following academic units: the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; two administrators: the Chief Information Officer; and one appointed by the Provost; one student representative, appointed by SGA. (Total: 13)

13. (12) Budget Committee. Purpose: to review the budget of the University and to make recommendations regarding prioritization, distribution, and implementation to the President and the Vice Presidents of the University. Membership: Senate 3; Faculty 6 (2 Arts and Sciences, 1 Nursing, 1 Business, 1 Education, 1 Library); Students 1; Administration 5 (Academic Affairs, Business and Finance, Auxiliary Services, Student Affairs, University Advancement) and 1 ex-officio, non-voting (Director of Budget Services). Total membership: 16 three or four senators; seven faculty, one elected from each of the following academic units: the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; five administrators: the director of Budget Services and one each appointed by the Provost, the Vice-President for Student Affairs, the Vice President of Business and Finance, the Vice President for University Advancement; one student representative, appointed by SGA. (Total: 16 or 17)
14. (13) Rules Committee. Purpose: to review and make recommendations to the Faculty Senate regarding the structures, composition and organizational aspects of the Faculty Senate and its committees and the rules under which they operate; to resolve disputes between Senate committees; to recommend clear, transparent, efficient and effective rules for faculty participation in shared university governance; to consider appeals for cases of alleged violations to the rules; to recommend and to coordinate revisions and updates to the UWG *Faculty Handbook, Statutes, Bylaws, Policies and Procedures*, and any operating protocols the Senate establishes. Membership: Senate 3; Faculty 5 (1 Arts and Sciences, 1 Nursing, 1 Business, 1 Education, 1 Library); Students 0; Administration 1 ex-officio non-voting (University attorney). Total membership 9. three senators; seven faculty, one elected from each of the following academic units: the five colleges (COSM, COSS, COAH, RCOB, COE), the School of Nursing, and the Library; two administrators: the University General Counsel; and one appointed by the Provost. (Total: 12)

# **Addendum VII**

## **A Proposal to Mandate that the Chairs of Senate Committees on Graduate Programs and Honors Are Elected**

*Submitted to the Faculty Senate by the Rules Committee (Chris Aanstoos, Chair)*

### ***Preamble***

In 2010, the *Policies and Procedures* were changed with the intention and consequence that the COGS and Honors Committees would be chaired by elected Senators. However, the requisite section of the *Bylaws* on this issue was not amended. Therefore, to bring it into accord with current intent and practice, the following change is proposed.

### ***The Motion***

**MOTION:** To revise the current statement in Art. III, Section D of the *Bylaws* with the following changes (highlighted material = additions; strikethrough material = deletions):

*Each Senate committee, ~~except the Committee on Graduate Studies and the Honors College Committee,~~ shall annually elect one (1) faculty member of the Senate as chair.,, The newly elected chair shall take office at the beginning of the summer semester. ~~The Dean of the Graduate School shall serve as Chair of the Committee on Graduate Studies; and the Dean of the Honors College shall serve as chair of the Honors College Committee.~~*

# **Addendum VIII**

# **A Proposal to Change the Process of Amending the *Policies and Procedures***

*Submitted to the Faculty Senate by the Rules Committee (Chris Aanstoos, Chair)*

## **Current Policy**

*Policies and Procedures* Article IV, Section 3 (Modification) currently states:  
Modifications of the above provisions in SECTIONS 1 and 2 of this article may only be made through a vote of the General Faculty under the rules set forth in the By-Laws of the General Faculty.

*Policies and Procedures* Article V, Section 4 (Modification) currently states:  
Modifications of the above provisions in SECTIONS 1,2, and 3 of this article may only be made through a vote of the General Faculty under the rules set forth in the By-Laws of the General Faculty.

## **Proposed Changes**

(highlighted material are additions, strikethroughs are deletions)

Changes to:

*Policies and Procedures* Article IV, Section 3 (Modification):  
Modifications of the above provisions in SECTIONS 1 and 2 of this article may only be made through a vote of the General Faculty ~~under the rules set forth in the By-Laws of the General Faculty.~~ which may be taken either at a physical meeting or by means of electronic or other written forms of balloting independent of a meeting. In the case of such independent balloting, notice of the motion to be voted upon shall be posted and distributed to the faculty at least one week in advance of the vote. The motion shall be approved upon a majority vote of a quorum of the General Faculty.

Changes to:

*Policies and Procedures* Article V, Section 4 (Modification):  
Modifications of the above provisions in SECTIONS 1,2, and 3 of this article may only be made through a vote of the General Faculty ~~under the rules set forth in the By-Laws of the General Faculty.~~ which may be taken either at a physical meeting or by means of electronic or other written forms of balloting independent of meeting. In the case of such independent balloting, notice of the motion to be voted upon shall be posted and distributed to the faculty at least one week in advance of the vote. The motion will have passed if it receives a majority of the votes cast.

# **Addendum IX**

## **A Proposal to Change the Process of Amending the *Bylaws***

*Submitted to the Faculty Senate by the Rules Committee (Chris Aanstoos, Chair)*

### **Current Policy**

*Bylaws* Article V (Amendment or Repeal of Bylaws) currently states:

Motion for change or repeal of these By-Laws shall be presented in writing to all members present at a meeting of the body in question. The proposed amendment shall be voted on at the next meeting of that body and must carry by a simple majority vote of the members present.

### **Proposed Changes**

(highlighted material are additions, strikethroughs are deletions)

Changes to:

*Bylaws* Article V (Amendment or Repeal of Bylaws):

Motion for change or repeal of these By-Laws shall be presented in writing to all members ~~present at a meeting~~ of the ~~body in question~~ **General Faculty**. The proposed amendment shall be voted on **either: 1)** at the ~~next~~ meeting of that body and must carry by a simple majority vote of the members present; **or: 2) by means of electronic or other written balloting independent of a meeting.** In the case of such independent balloting, notice of the motion to be voted upon shall be posted and distributed to the faculty at least one week in advance of the vote. **The motion shall be approved upon a majority vote of a quorum of the General Faculty.**

# **Addendum X**

## A Proposal to Clarify the Definition of Voting for Meetings of the General Faculty

*Submitted to the Faculty Senate by the Rules Committee (Chris Aanstoos, Chair)*

### Preamble

Because the quorum rule for meetings of the general faculty was written prior to the development of computer-based communication, its definitions of quorum and voting requirements do not include any reference to electronic means for doing so. Lacking such specification, it has been interpreted narrowly as requiring the physical presence of faculty for quorum requirements. On the basis of such interpretation, the 50% threshold required has been a very rare achievement. The consequence has been that either the presiding officer must declare the appearance of a quorum when it does not exist, or that declaration is challenged and the meeting is adjourned. Because a single attendee can thus force the adjournment of almost any meeting, the potential impact is the disenfranchisement of the faculty's ability to serve as a deliberative body recommending policy to the administration, and the subsequent impoverishment of administrative decision-making bereft of faculty input. Because this prospect can otherwise be an enduring problem, the Rules Committee recommends that the definition of voting be clarified to accommodate electronic communication according to the following proposal.

### The Motion

Motion to revise Article I, E, F of the *By-Laws* to specify the inclusion of electronic balloting in the definition of quorum and voting, by the addition of the following highlighted material:

E. QUORUM. A quorum of the General Faculty shall consist of fifty (50) percent of the membership at both regular and special meetings. ~~No meeting of the General Faculty shall be held unless a quorum is present~~ Votes shall be taken at meetings of the General Faculty only when a quorum is declared present, otherwise voting shall be conducted by subsequent electronic or other written balloting.

F. VOTING. Only members of the General Faculty may vote. Voting in regular and special meetings ~~shall~~ may be by voice vote except that a division vote (by showing of hands or standing, whichever is most convenient to the counters) shall be taken on request of any member of the General Faculty, and except that voting shall be by secret written ballot on request of twenty (20) percent of the members present. If it should be declared that the meeting lacks a quorum, voting may be conducted subsequently by electronic or other forms of written balloting. In the case of such subsequent balloting, notice of the motion to be voted upon shall be posted and distributed to the faculty at least one week in advance of the vote. The motion shall be approved upon a majority vote of a quorum of the General Faculty.

# **Addendum XI**

# UNIVERSITY SYSTEM OF GEORGIA

## FACULTY COUNCIL

### BYLAWS

Revised on: August 20, 2008

Proposed Revisions: DRAFT produced at the 19 November 2010 USGFC Meeting

*Bylaws Revisions Work Group Members: Elizabeth Combier (North Georgia College & State University), Robert Fuller (North Georgia College & State University), Jeff Heck (Augusta State University), Chris Huff (University of West Georgia), Peggy Moch (Valdosta State University), Doug Moodie (Kennesaw State University), and Craig Turner (Georgia College & State University).*

#### Article I. Name

The name of the body hereby constituted is the University System of Georgia Faculty Council (USGFC).

#### Article II. Mission

The purpose of the University System of Georgia Faculty Council is to promote and foster the welfare of system faculty, ~~in non-collective bargaining issues,~~ through the combined creativity and expertise of faculty representatives from system institutions.

#### Article III. Responsibilities and Functions

The USGFC will participate in the process of University System of Georgia governance by advising, recommending, and consulting with the Chancellor or the Chancellor's designee(s) concerning the establishment of rules and regulations deemed necessary or appropriate for the promotion of the general welfare of the University System of Georgia.

The USGFC will formulate and recommend to the Chancellor or the Chancellor's designee(s) University System of Georgia policies and procedures related to but not exclusive to system faculty.

The USGFC will develop and maintain a system-wide communications network to provide for efficient transmission of relevant information to faculty.

#### Article IV. Voting

Section 1. Representation. Each institution within the USG shall have one vote on any matter brought before the USGFC and that vote shall be cast by the voting representative or designee.

Section 2. Proxy. A voting member ~~may~~must designate an alternate to a meeting that the member cannot attend.

Section 3. Quorum. At least 50% of the voting membership from each tier (research, four-year, and two-year schools) shall constitute quorum.

3Section 4. Threshold. Any decisions or recommendations by the USGFC must receive majority approval of those in attendance from each of the three institutional tiers ~~(research, four-year, and two-year school)~~ groupings.

4Section 5. Methodology. Voting normally takes place during a meeting of the USGFC. However, voting may also take place by electronic communication or other means as determined by the officers in consultation with the membership of the USGFC.

## **Article V. Membership**

Membership of the USGFC ~~will~~ shall be ~~comprised~~ composed of one voting representative from each ~~participating system~~ USG institution ~~and that~~. ~~The representative for a participating institution~~ must be a member of that institution's faculty ~~body~~ and selected by a process determined by the faculty ~~unit or faculty~~ body (council, senate, assembly, etc.) of that institution. In addition to attending USGFC meetings in person, the council also permits remote participation, ~~via video or phone conferencing methods~~.

## **Article VI. Officers and Duties**

*Section 1. Officers.* The officers of the USGFC shall be a Chair and a Chair-Elect, who shall become Chair the following year. The officers shall perform the duties prescribed by these bylaws and by the parliamentary authority adopted by the USGFC.

*Section 2. Eligibility.* ~~Only voting members of the USGFC are eligible to serve as officers.~~ Only individuals who have served at least one academic year as a voting member are eligible to serve as officers.

*Section 3. Nomination and Election.* At any meeting the USGFC will nominate at least one candidate for any vacant office. The officers shall be elected as described above in Article IV.

*Section 4. Terms of Service.* The term of service of an officer of the USGFC shall begin at the conclusion of the meeting at which (s)he is elected and end when his/her successor is named, and shall typically be one academic year.

*Section 5. Duties.* The Chair shall preside at all meetings of the USGFC. The Chair-Elect shall prepare minutes of each meeting. The primary duty of the officers shall be to communicate recommendations and decisions to the USG Chancellor or Chancellor's designee. The ~~chair~~ Chair and ~~chair~~ Chair-elect Elect shall prepare the agenda in consultation with the USGFC members.

## **Article VII. Parliamentary Authority**

The rules contained in the current edition of *Robert's Rules of Order Newly Revised* shall govern the USGFC in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the USGFC may adopt.

## **Article VIII. Amendments**

Any proposal to amend or repeal these Bylaws shall be submitted to the officers in writing at least 30 days prior to the meeting of the USGFC at which they will be discussed. The voting shall be conducted in compliance with Article IV.

~~—Drafted by Juone Brown-Johnson (Fort Valley State University), Rose Metts (Savannah State University), Russell Porter (Clayton State University), Paul Alberto (Georgia State University), Thomas Hancock (Georgia Gwinnett College), Kerri Johnson (Darton College), Robert Lightfoot (Waycross College), John Settini (Abraham Baldwin Agricultural College), Margaret Smith (Bainbridge College), Craig Turner (Georgia College & State University), William Vencill (University of Georgia), and Leanne West (The Georgia Institute of Technology), Elizabeth Gombier (North Georgia College and State University).~~